



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Kathleen J. Brown, Chair
District 10

Carolyn D. Weems, Vice Chair
District 9

Mark Bohensiel
District 3

Michael Callan
District 6

David Culpepper
District 8

Matt W. Cummings
District 7

Rose M. Dwyer
District 1

Sharon R. Felton
At-Large

Dr. Alveta J. Green
District 4

Kimberly A. Melnyk
District 2

Melinda J. Rogers
District 5

Donald E. Robertson Jr., Ph.D., Superintendent

School Board Regular Meeting Proposed Agenda Tuesday, December 9, 2025

School Administration Building #6, Municipal Center

2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

Public seating will be made available on a first-come, first-served basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on schoolboard.vbschools.com/meetings/live, broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_xHjAKUESpOZC5aOyyeGDA Call-in (301) 715-8592 ID 850 4707 0304

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on December 8, 2025.

1. **Administrative, Informal, and Workshop** (School Administration Building #6 – School Board Room)..... **4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 1. Leadership Interest
 2. Schedule of Meetings: Remaining FY26 Affirmed; FY27 Proposed
 - B. Streaming Update
 - C. Budget Workshop #1
 - D. Forecast of Regular School Board Meeting Agenda Topics FY26 Third Quarter – January, February, March
2. **Closed Session** (as needed)
3. **School Board Recess**..... **5:30 p.m.**
4. **Formal Meeting** (School Administration Building #6 – School Board Room)..... **6:00 p.m.**
5. **Call to Order and Roll Call**
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
 - A. VHSL Field Hockey State Champions – Cox High School
8. **Adoption of the Agenda**
9. **Superintendent's Report** (second monthly meeting) **and recognitions** (first and second monthly meetings)
10. **Approval of Meeting Minutes**
 - A. November 18, 2025 Special School Board Meeting **Added 12/05/2025**
 - B. November 25, 2025 Regular School Board Meeting **Added 12/05/2025**



11. Public Hearing on FY2026/27 School Operating Budget and FY2026/27 through FY2031/32 Capital Improvement Program

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

The School Board will hear public comments at the December 9, 2025 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on December 9, 2025. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m. December 9, 2025. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, [1-47](#) and [1-48](#) requirements for Public Comment and Decorum and Order.

13. Information

A. Policy Review Committee (PRC) Recommendations:

1. Policy 3-40/Design-Build and Construction Management Delivery Methods
2. Policy 5-29/Awards for Achievement/Class Rank/Honor Designations
3. Policy 5-40/Student-led Assemblies
4. Policy 5-54/Physical Restraint and Seclusion
5. Policy 7-51/Use of School Board Equipment

B. *Compass to 2030* Key Navigational Markers

C. An Achievable Dream Academy: Comprehensive Evaluation

14. Return to public comments if needed

15. Consent Agenda

- A. Textbook Adoption: Nursing – Anatomy and Physiology
- B. Thailia ES Roof Systems Replacement **Updated 12/8/2025**
- C. Renaissance Academy Welding Lab Renovation
- D. Landstown HS Synthetic Turf Stadium Field
- E. Energy Performance Contract
- F. Renaissance Academy Alternative Education Program: Year 3 Outcome Evaluation Recommendations

16. Action

- A. Personnel Report / Administrative Appointments **Updated 12/11/2025**

17. Committee, Organization or Board Reports

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

19. Adjournment



Subject: Schedule of Meetings: Remaining FY26 Affirmed; FY27 Proposed Item Number: 1A2

Section: Workshop Date: December 9, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Kathleen J. Brown, School Board Chair

Recommendation:

That the School Board review the schedule of regular meetings for a period ending June 30, 2027. Pursuant to School Board Bylaw 1-38 and Standing Rules outlined in Appendix B, meetings of the School Board will generally be held on the second and fourth Tuesday of each month, or on the dates and times designated by the School Board and as thereafter modified. The School Board reserves the right to change the date, time, or location of a previously noticed meeting upon compliance with applicable notice requirements set forth in the Virginia Freedom of Information Act. In person meetings of the School Board will take place in the School Administration Building, 2512 George Mason Dr., Virginia Beach unless otherwise specified by the School Board. The School Board reserves the right to meet at other times, dates, and places upon proper notification to the public.

- Administrative, Informal, Workshop, and Closed Session sections of regular meetings generally convene at 4 p.m. subject to the volume of business to be transacted.
- School Board Recess at 5:30 p.m.
- Formal Meeting Called to Order at 6:00 p.m.

Affirm Balance of SY 2025-26 Schedule of Meetings	Proposed SY 2026-27 Schedule of Meetings
January 13 (Organizational Meeting/Regular Meeting) 2026 January 20 – Special Meeting – School Board Budget Workshop <i>(only to be used on an as-needed basis)</i> January 27	July 14– Retreat/Abridged Regular Meeting & July 15 - Retreat 2026 August 11
February 10 February 17 – Special Meeting - Budget/CIP Workshop* February 24 – for presentation of SEON FY2026/27 & CIP FY2026/27 through FY2031/32	September 8 (*day after Labor Day) September 22
March 3 – Special Meeting – Budget/CIP Workshop* March 10 – Public Hearing on Budget March 17 – Special Meeting – School Board Budget Workshop <i>(only to be used on an as-needed basis)</i> March 24 – adoption of Budget FY2026/27 & CIP FY2026/27 through FY2031/32	October 13 October 27
April 14 April 28 May 12 May 26 (*day after Memorial Day)	November 10 November 24 (*day before Thanksgiving Holiday Break) December 8
June 2 – Special Meeting for Superintendent’s evaluation June 8 (2 nd Monday) June 23	January 12 (Organizational Meeting/Regular Meeting) 2027 January 26
Budget/CIP Workshop/Public Hearing on Budget	February 9 February 16 – Special Meeting - Budget/CIP Workshop* February 23 – for presentation of SEON FY2027/28 & CIP FY2027/28 through FY2032/33 March 2 – Special Meeting – Budget/CIP Workshop* March 9 March 23 – adoption of Budget FY2026/27 & CIP FY2026/27 through FY2031/32 April 13 April 27 May 11 May 25 June 1 – Special Meeting for Superintendent’s evaluation June 7 (2 nd Monday) June 22

Background Summary: N/A

Source:

Bylaw 1-38 - Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing, and Retreats and Abridged Meetings
Appendix B

Budget Impact: N/A



Subject: Streaming Update **Item Number:** 1B

Section: Workshop **Date:** December 9, 2025

Senior Staff: David Din, Chief Information Officer, Department of Technology

Prepared by: David Din, Chief Information Officer

Presenter(s): David Din, Chief Information Officer

Recommendation:

That the School Board receive information regarding video services transitioned from VBTv and streaming capabilities for committee meetings.

Background Summary:

The board was previously updated about the transition plan for video services from the City broadcast team, (VBTv). This is an update preparing the board to vote on the ability to stream committee meetings.

Source:

N/A

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



Streaming Update

The Department of Technology
Tuesday, December 9, 2025

Transition Plan Update

Phase 1

July 2024 - June 30, 2025

VBCPS hires two new staff to assume video services

City trains VBCPS staff

City purchases/updates all VBCPS broadcast equipment



Phase 2

July 1, 2025 - June 30, 2026

VBCPS assumes video services, broadcast equipment and programming responsibilities

City provides support if needed

Phase 3

July 1, 2026 +

VBCPS receives 50% of revenues from public broadcast fees



Agenda Based Chapters in YouTube

0:00 Start of the Video
 10:37 Start of the Meeting
 10:40 Call to Order and Roll Call
 11:04 Moment of Silence followed by the Pledge of Allegiance
 12:01 Student, Employee and Public Awards and Recognition
 17:51 Adoption of the Agenda
 27:55 Superintendent's Report and Recognitions
 29:04 Approval of Meeting Minutes
 29:38 Public Comments
 1:14:58 Information
 1:14:59 Policy Review Committee Recommendations
 1:19:26 Textbook Adoption: Elementary Math
 1:36:34 Legislative Agenda
 2:09:21 Middle School Dual Language Immersion (DLI) Considerations
 2:53:06 Consent Agenda
 2:54:06 Action
 2:54:07 Personnel Report / Administrative Appointments
 2:57:51 Committee, Organization or Board Reports
 2:58:34 Meeting Adjourned

Chapters



Start of the Video

0:00



Start of the Meeting

10:37



Call to Order and Roll Call

10:40



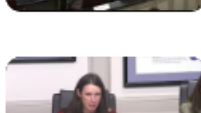
Moment of Silence followed by the Pledge of Allegiance

11:04



Student, Employee and Public Awards and Recognition

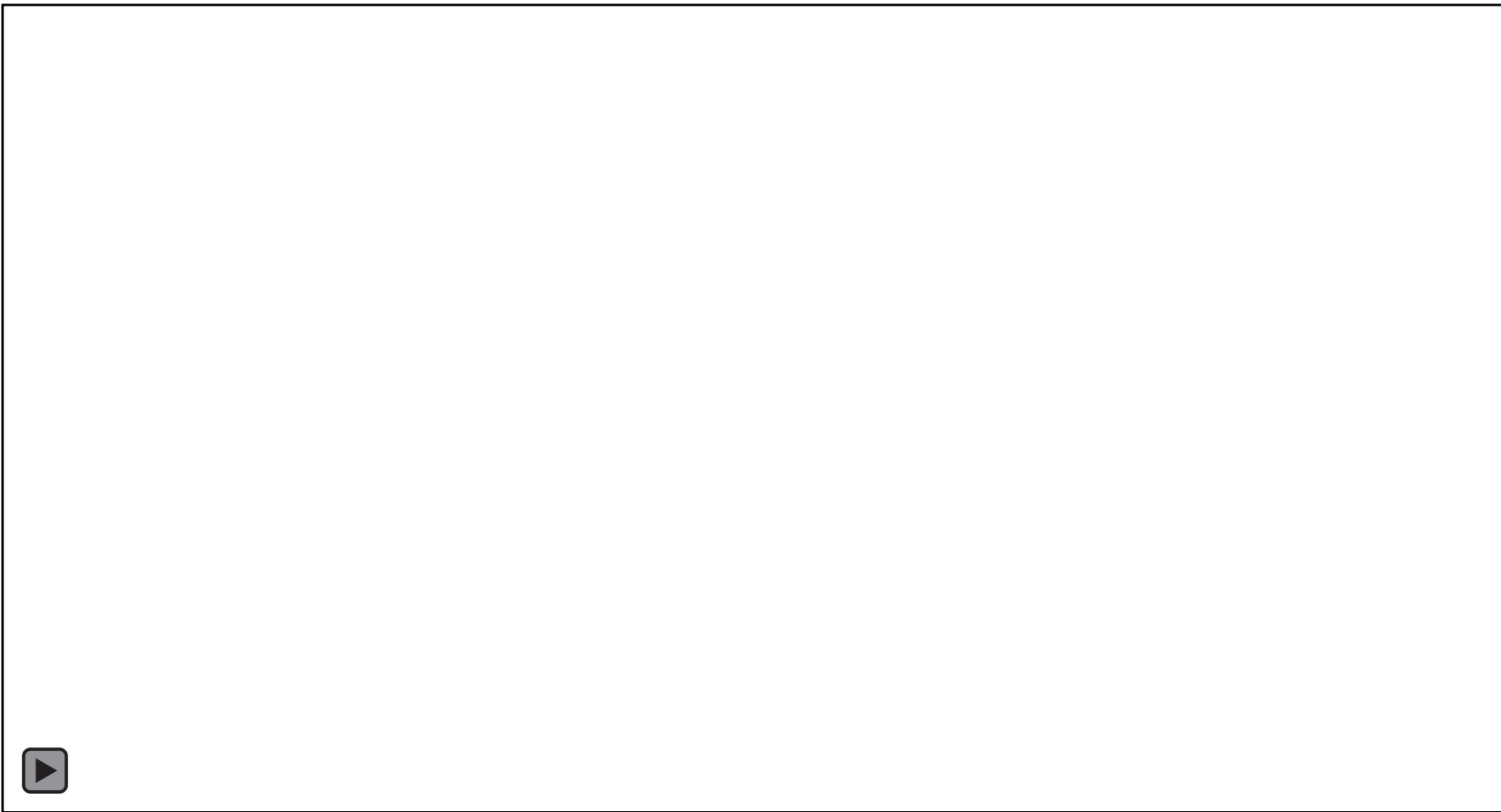
12:01

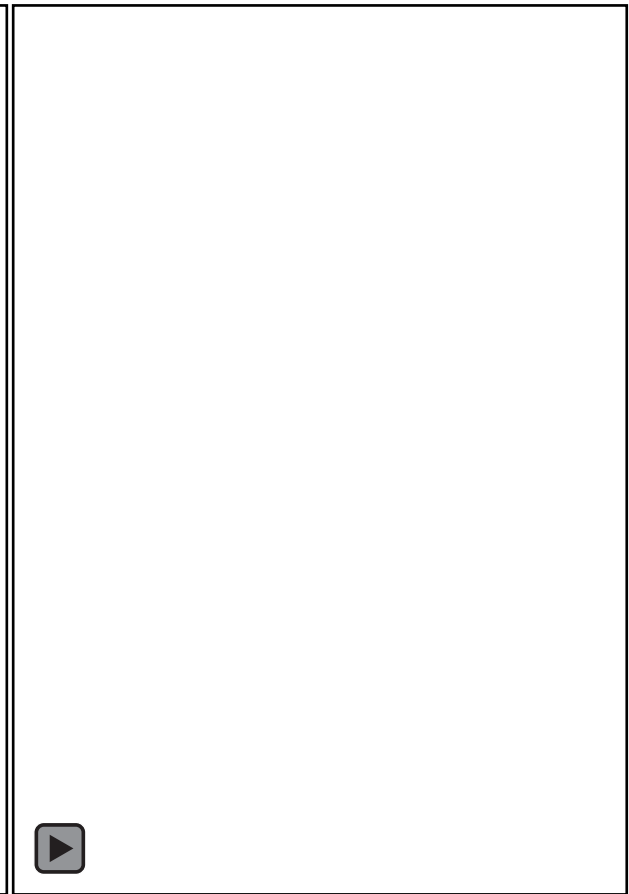


Adoption of the Agenda

17:51

YouTube AI Integration





Streaming Committee Meetings

- Streaming to YouTube
 - Policy Review Committee
 - Building Utilization Committee
 - Audit Committee
 - Legislative Committee
- QUESTIONS





Subject Budget Workshop #1 **Item Number:** 1B

Section: Workshop **Date:** December 9, 2025

Senior Staff: Crystal M. Pate, Chief Financial Officer

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

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

Recommendation:

That the School Board receive information regarding the development process for the FY2026/27 School Operating Budget and FY 2026/27 through FY2031/32 Capital Improvement Program.

Background Summary:

N/A

Source:

N/A

Budget Impact:

No budgetary implications.

Next Steps:

During the budget development process there will be several workshops presented to the School Board.



Building the FY27 Budget: ***Factors and Possibilities***

School Board Workshop

December 9, 2025

Office of the Superintendent

Agenda

- ✓ Transparency through Communication
- ✓ Budget Drivers
- ✓ Budget Priorities
- ✓ Projected Budget Revenues and Expenditures
- ✓ Budget Possibilities
- ✓ Final takeaways, Next Steps

Transparency through Communication

- ✓ Planning for the worst, hoping for the best
- ✓ Revision and expansion of the Budget Calendar
- ✓ Departmental budget presentations to the School Board
- ✓ Additional information posted on the Budget and Benefits websites on vbschools.com and vbcps.com
- ✓ Meetings with staff in January and February

Budget Drivers

- ✓ Projected Costs
 - ✓ Staff Compensation (salary, health benefits)
 - ✓ Inflation
 - ✓ New initiatives/mandates
- ✓ Projected Revenues
 - ✓ Local
 - ✓ State
 - ✓ Change to the Local Composite Index (LCI)
 - ✓ Impact of Rebenchmarking
 - ✓ Federal
 - ✓ Uncertainty
- ✓ Declining Enrollment and Rising Student Needs

Budget Priorities

- ✓ Compass to 2030 Implementation
- ✓ Staff Compensation (salary, health benefits)
- ✓ Planning for unfunded mandates, loss of key state funding
 - ✓ All in VA
 - ✓ Canvas
- ✓ Addressing new Accountability and Accreditation Ratings
- ✓ Developing Capital Improvement Program (CIP)

Projected Revenues

Source	Projected Revenue	Net Change from FY26
Federal	\$15,494,107*	+\$750K
State	\$507,868,315**	+\$12.5M
Local	\$564,469,341	+9.0M

* Does not include Grants (Title, Other Federal)

** Does not include an increase to the LCI from .4138 to .4172 or Rebenchmarking

Budget Comparison FY26 to FY27

Category	FY26	FY27
Total Revenue	\$1,065,546,558	\$1,087,831,763*
Total Expenditures	\$1,065,546,558	\$1,107,831,266
Difference	\$0	(\$19,999,503)

- * Includes funding for a 3% raise
- Revenue projections up \$22.3M; **offset** by projected expenditures up \$42.3M
- 1% raise is approximately \$6.2M

Budget Possibilities

- ✓ Additional state or federal revenue above projections would be used to support School Division priorities
- ✓ Eliminating targeted existing programs and positions will yield savings that can be used to fund an increase to staff compensation
 - ✓ Real risk to maintaining current level of supports and services
- ✓ Funding staff compensation below 3% would reduce cuts to targeted existing programs and positions
- ✓ Introduction of Fees as a revenue source

Final Takeaways, Next Steps

- ✓ Governor Youngkin will release his budget on or about Dec. 17
- ✓ State General Assembly convenes on Jan. 14 and Governor-elect Spanberger is sworn in on Jan. 17
- ✓ The Federal Budget runs to Jan. 30
- ✓ School Administration will present a series of Budget Workshops on Jan. 13, Jan. 20, Jan. 27, Feb. 10 and Feb. 17
- ✓ The superintendent will present the Superintendent's Estimate of Needs (SEON) for Information on Feb. 24

QUESTIONS



Subject: SB Meetings Third Quarter Forecast (January, February, March) 2026 **Item Number:** 1D

Section: Workshop **Date:** December 9, 2025

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Cheryl R. Woodhouse, Chief of Staff

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

Recommendation:

That the School Board receive the Administration's forecast of agenda topics to be presented at School Board meetings during the third quarter (January, February, March) of the 2025-2026 school year.

Background Summary:

Every quarter (July, August, September; October, November, December; January, February, March; April, May, June) topics are discussed by Senior Staff members or recommended by School Board members to be presented at School Board Meetings.

Source:

N/A

Budget Impact:

No budgetary implications.

Next Steps:

No further action is needed.



Third Quarter Forecast (January, February, March) 2026

Workshop

December 9, 2025

Office of the Superintendent

Forecast of School Board Agenda Topics for 2025-2026 School Year
Third Quarter (January, February, March) 2026

DRAFT COPY SUBJECT TO CHANGE

Meeting Date	Sections	Title	Sr Staff Member
1/13/2026	Workshop	Board Admin Matters & Reports	Sch Brd
1/13/2026	Workshop	Budget Workshop #2	Bud & Fin
1/13/2026	Information	Policy Review Committee (PRC) Recommendations	Sch Brd
1/13/2026	Consent	An Achievable Dream Academy: Comprehensive Evaluation Recommendations	PIA
1/13/2026	Consent	Bayside HS Fire Alarm Replacement	Sch Div Svcs
1/13/2026	Consent	Ocean Lakes High School Tower Lease Amendment	Sch Div Svcs
1/13/2026	Consent	Policy Review Committee (PRC) Recommendations	Sch Brd
1/13/2026	Action	Personnel Report	HR
1/13/2026	Organizational	School Board Organizational Matters	Sch Brd
1/20/2026	Workshop	Budget Workshop #3 (Special Meeting)	Bud & Fin
1/27/2026	Workshop	Board Admin Matters & Reports	Sch Brd
1/27/2026	Workshop	Budget Workshop #4	Bud & Fin
1/27/2026	Workshop	Striving for a Competitive Future: Prioritizing Staff Compensation While Balancing Budget Priorities	HR
1/27/2026	Information	Annual Comprehensive Finance Report (ACFR).	Bud & Fin
1/27/2026	Information	College Coursework and Readiness Assessments	PIA
1/27/2026	Information	Interim Financial Statements - November and December 2025	Bud & Fin
1/27/2026	Consent	Policy Review Committee (PRC) Recommendations	Sch Brd
1/27/2026	Action	Personnel Report	HR
2/10/2026	Workshop	Board Admin Matters & Reports	Sch Brd
2/10/2026	Workshop	Budget Workshop #5	Bud & Fin
2/10/2026	Workshop	Mercer Update	Bud & Fin
2/10/2026	Consent	White Oaks ES Window & Door Replacement	Sch Div Svcs
2/10/2026	Action	Personnel Report	HR
2/17/2026	Workshop	Budget Workshop #6 (Special Meeting)	Bud & Fin
2/24/2026	Workshop	Board Admin Matters & Reports	Sch Brd
2/24/2026	Workshop	Building Utilization Committee Report to School Board	Sch Div Svcs
2/24/2026	Workshop	Middle School Schedule Update	Sch Ldrshp
2/24/2026	Information	Interim Financial Statements - January 2026	Bud & Fin
2/24/2026	Information	Superintendent's Estimate of Needs for FY2026/27 and Capital Improvement Program FY2031/32	Bud & Fin
2/24/2026	Consent	Salem High School Bleacher Replacement	Sch Div Svcs
2/24/2026	Action	Personnel Report	HR
3/3/2026	Workshop	Budget Workshop #7 (Special Meeting)	Bud & Fin
3/10/2026	Workshop	Board Admin Matters & Reports	Sch Brd
3/10/2026	Workshop	Budget Workshop #8	Bud & Fin

Forecast of School Board Agenda Topics for 2025-2026 School Year
Third Quarter (January, February, March) 2026
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DRAFT COPY SUBJECT TO CHANGE

Meeting Date	Sections	Title	Sr Staff Member
3/10/2026	Public Hearing	Budget Public Hearing	Bud & Fin
3/10/2026	Consent	Pembroke ES Courtyard Improvement with Playground	Sch Div Svcs
3/10/2026	Action	Personnel Report	HR
3/17/2026	Workshop	Budget Workshop #9 (Special Meeting)	Bud & Fin
3/24/2026	Workshop	Board Admin Matters & Reports	Sch Brd
3/24/2026	Workshop	Summer Learning Opportunities Update	T & L
3/24/2026	Information	FY 2026/2027 Operating Budget and FY 2026/27 - FY 2031/32 Capital Improvement Program Adoption	Bud & Fin
3/24/2026	Information	Interim Financial Statements - February 2026	Bud & Fin
3/24/2026	Information	Local Special Education Annual Plan - Application and Report for VDOE	T & L
3/24/2026	Consent	Bayside MS Foundation Repair Phase III	Sch Div Svcs
3/24/2026	Action	Budget Transfers	Bud & Fin
3/24/2026	Action	FY 2026/2027 Operating Budget and FY 2026/27 - FY 2031/32 Capital Improvement Program Adoption	Bud & Fin
3/24/2026	Action	Personnel Report	HR



Subject: School Board Recognitions **Item Number:** 7A

Section: Student, Employee and Public Awards and Recognition **Date:** December 9, 2025

Senior Staff: Nicole Livas, Chief Communications and Community Engagement Officer

Prepared by: David Schleck, Public Relations Coordinator

Presenter(s): Carolyn D. Weems, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the December 9, 2025, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

- A. VHSL field hockey state champions – Cox High School

Background Summary:

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

Recognition Criteria:

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

Source:

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

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



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

Section: Approval of Meeting Minutes **Date:** December 9, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

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

Recommendation:

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

- A. November 18, 2025 Special School Board Meeting*
- B. November 25, 2025 Regular School Board Meeting*

*Note: Supporting documentation will be provided to the School Board under separate copy and posted to the School Board website.

Background Summary:

N/A

Source:

Bylaw 1-40
Bylaw 1-43

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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District 2

Melinda J. Rogers
District 5

Donald E. Robertson Jr., Ph.D., Superintendent

School Board SPECIAL Meeting MINUTES
Tuesday, November 18, 2025

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

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

1. ***Call to Order and Roll Call:*** Chair Brown convened the special meeting of the School Board at the School Administration Building #6, School Board Chamber at 4:00 p.m. on the 18th day of November 2025, and announced pursuant to Virginia Code § 2.2-3707, and Bylaw 1-46, a Special Meeting has been called and the purpose of this special meeting is:
 1. To convene in closed session pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, paragraph 2 of the Code of Virginia, 1950, as amended, for:
 2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.Namely to discuss:
 - A. Student discipline Case# 10.07.25.056The following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.
2. ***Adoption of the Agenda:*** Chair Brown called for a motion to adopt the agenda as presented. Ms. Dwyer made the motion, seconded by Mr. Cummings. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to adopt the agenda as presented: Chair Brown, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.
3. ***Closed Session:*** At 4:04 p.m., Chair Brown made the following motion, seconded by Ms. Melnyk, that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 2, as amended, to deliberate on the following matters:

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

Tuesday, November 18, 2025
Special School Board Meeting
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2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.

Namely to discuss:

- A. Student discipline Case# 10.07.25.056

Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Brown, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

The School Board recessed into Closed Session at 4:07 p.m.

The School Board reconvened at approximately 5:37 p.m.

Certification of Closed Session: Chair Brown read the Certification of Closed Session:

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

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

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

Ms. Rogers made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. Without discussion, Chair Brown called for a vote. The Chair announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Brown, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

4. **Vote on any items from Closed Session (as needed):** Ms. Melnyk read the following resolution:

RESOLUTION

STUDENT DISCIPLINE CASE NO: 10.07.25.056

WHEREAS, on October 21, 2025, School Board Discipline Committee II held a hearing on Student Discipline Case No: 10.07.25.056 at which is received evidence and testimony regarding the School Administration's and the School Division's hearing officer's recommendation for disciplinary action against the student, as well as testimony from the student and the student's family; and

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

Tuesday, November 18, 2025
Special School Board Meeting
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WHEREAS, after concluding the hearing, School Board Discipline Committee II deliberated in Closed Session and returned to Open Session to announce its decision to uphold the decision of the hearing officer to suspend the student long-term, defer the suspension and permit the student to enroll at the Renaissance Academy High School program on strict probation through April 2, 2026. With the recommendation of the director of the Renaissance Academy and evidence of good grades, good attendance, and good behavior, the Office of Student Leadership will consider a return to the comprehensive school setting after January 23, 2026; and

WHEREAS, the decision of School Board Discipline Committee II was not unanimous, and in accordance with School Board Policy 5-21(D)(4) and Code of Virginia §22.1-277.05, the parent of the student requested an appeal to the School Board; and

WHEREAS, on November 18, 2025, the School Board held an appeal hearing at which it considered the evidence and recordings of the October 21, 2025 Student Discipline Hearing, as well as accepted further evidence, testimony and argument from the School Administration and the family.

NOW, THEREFORE, IT IS DETERMINED

1. That the October 21, 2025 decision of School Board Discipline Committee II is hereby altered in that violations of Falsification and Interfering with School Operations will be removed and the other violations will remain in place. The student's placement remains at Renaissance Academy through January 23, 2026, remaining on strict probation through April 2, 2026. With a recommendation from the director of the Renaissance Academy and evidence of academic progress, regular attendance, and good behavior, the Office of Student Leadership will consider a return to a comprehensive setting after January 23, 2026.
2. That the School Administration is ordered to notify the student and parents of this decision and to place a copy of this decision, the supporting documentation, and any recording of the hearing in the student's official files.

Adopted by the School Board of the City of Virginia Beach, Virginia this 18th day of November 2025.

Chair Brown called for a motion on the resolution. Mr. Callan made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote on the resolution read by Ms. Melnyk. The School Board Clerk announced there were ten (10) ayes in favor of the resolution: Chair Brown, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

- 5. Adjournment:** Chair Brown adjourned the special meeting at 5:43 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kathleen J. Brown, School Board Chair



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Services

Kathleen J. Brown, Chair
District 10

Carolyn D. Weems, Vice Chair
District 9

Mark Bohensiel
District 3

Michael Callan
District 6

David Culpepper
District 8

Matt W. Cummings
District 7

Rose M. Dwyer
District 1

Sharon R. Felton
At-Large

Dr. Alveta J. Green
District 4

Kimberly A. Melnyk
District 2

Melinda J. Rogers
District 5

Donald E. Robertson Jr., Ph.D., Superintendent

School Board Regular Meeting MINUTES
Tuesday, November 25, 2025

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

Chair Brown convened the meeting at 3:30 p.m. on the 25th day of November 2025 and announced the meeting would begin with a Closed Session. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.

Note: Mr. Bohensiel was not present for the Closed Session.

Closed Session: At 3:31 p.m., Vice Chair Weems made the following motion, seconded by Ms. Melnyk, that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, discipline, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.

Namely to discuss:

- A. Personnel matters – School Board Attorney's contract.

Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Brown, Vice Chair Weems, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.

The motion passed, 10-0-0.

The School Board recessed into Closed Session at 4:05 p.m.



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

- A. Personnel matters – School Board Attorney’s contract: School Board Members: Chair Brown, Vice Chair Weems, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; Donald E. Robertson, Ph.D., superintendent; Deborah Yeng Collins, attorney, Yeng Collins Law, PLLC; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 3:40 p.m.

Certification of Closed Session: Vice Chair Weems read the Certification of Closed Session:

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

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

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

Ms. Dwyer made the motion, seconded by Dr. Green. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Brown, Vice Chair Weems, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

Vice Chair Weems made the following motion, seconded by Ms. Dwyer, that the School Board approve Amendment #2 to the School Board Attorney’s contract and authorize legal counsel and the superintendent to take the necessary actions to finalize the amendment. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve Amendment #2 to the School Board Attorney’s contract and authorize legal counsel and the superintendent to take the necessary actions to finalize the amendment: Chair Brown, Vice Chair Weems, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

1. **Administrative, Informal, and Workshop:** In addition to Superintendent Robertson, the following School Board Members were present for the Administrative, Informal, and Workshop Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel (arrived at 4:00 p.m.), Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.
 - A. School Board Administrative Matters and Reports: Chair Brown mentioned the December sign-up sheets for one-to-one meetings with Superintendent Robertson and school visits with Superintendent Robertson. The Student Advisory Council is scheduled for December 4th at Landstown High School from 3:15 p.m. to 5:00 p.m. Ms. Melnyk mentioned the upcoming School Board Meeting for next year and the meeting scheduled before the Thanksgiving break.



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- B. Literacy Update: Daneille Colucci, Ed.D., chief academic officer and Abigail Dougherty, acting director, Student Services, provided the School Board with an update regarding literacy in grades Kindergarten through Grade 8. The presentation outlined how the district strengthened reading through alignment with the 2024 English Standards of Learning and the implementation of evidence-based literacy instruction (EBLI). The presentation explained the district's balanced assessment approach, which integrated planning, teaching, and responding cycles.

Various assessment types were discussed, including screening assessments to identify students at risk of reading difficulties, diagnostic assessments to inform targeted instruction, criterion-referenced summative assessments measuring grade-level proficiency, and norm-referenced assessments comparing student performance to peers. The team highlighted the Virginia Literacy Screening System (VALLSS) for grades K-3 and 4-8, detailing the components assessed—such as word recognition, language comprehension, and reading comprehension.

Additionally, the presentation addressed the use of NWEA MAP Reading Data as a norm-referenced measure to identify strengths and growth opportunities, enabling staff to respond to student needs and differentiate learning experiences through intervention and extension.

After the presentation, a discussion followed with questions and comments regarding testing and how many times testing occurs; concerns about over-testing students; required assessments; VALLSS testing; reading plan; interventions; SOL assessment; reading on grade level; small group and one-to-one instruction; Reading Specialists; and various assessment types.

- C. AI Update: Ryan Goldberg, Ph.D., Director, Office of Instructional Technology, provided the School Board with an update on artificial intelligence (AI). The presentation outlined the current timeline and emphasized ongoing professional learning and collaboration among educators. It highlighted that teachers' use of AI was guided by clear expectations and ethical standards, with required training sessions implemented to ensure responsible integration. Staff participated in ongoing professional learning focused on responsible AI use, with training tailored for high school, elementary, and middle school educators.

A practical high school example demonstrated how AI tools, such as Gemini, were used to support debate preparation and argumentative writing. Students drafted arguments, used AI to generate counterarguments, and then revised their work to strengthen their claims.

The presentation also addressed efforts to increase community awareness, including distributing a letter to parents, launching a digital literacy webpage focused on AI, and seeking parent involvement and feedback. Guardrails for AI use at school and home were discussed, and next steps included additional professional learning sessions, ongoing stakeholder feedback, expanded training for central and support staff, updates to the digital literacy site, and a community webinar.

After the presentation, a discussion followed with questions and comments regarding limited access; guardrails at school and home; collaboration with other departments regarding use of AI; professional learning for staff; community engagement; selective and intentional use of AI; Acceptable Use Policy; Securly and Chromebook use; and AI prompts used.

2. **Closed Session**: At 4:54 P.m., Vice Chair Weems made the following motion seconded by Mr. Culpepper, that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth



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in Code of Virginia §2.2-3711, Part A, Paragraphs 7, 8, and 12, as amended, to deliberate on the following matters:

7. Consultation with legal counsel and briefings by staff members or consultants about actual or probable litigation, where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
12. Information relating to the negotiation and award of a specific contract where competition or bargaining is involved and where the release of such information would adversely affect the bargaining position or negotiating strategy of the public body. Such information shall not be withheld after the public body has decided to award or not to award the contract. In the case of procurement transactions conducted pursuant to the Virginia Public Procurement Act (§ [2.2-4300](#) et seq.), the provisions of this subdivision shall not apply, and any release of information relating to such transactions shall be governed by the Virginia Public Procurement Act.

Namely to discuss:

- A. Unsolicited PPEA offer.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to recess into Closed Session. The motion passed unanimously, 11-0-0.

The School Board recessed into Closed Session at 4:57 p.m.

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

- A. Unsolicited PPEA offer: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Dannielle Hall-McIvor, senior school board attorney; Simone S. Boothe, associate school board attorney; Jack Freeman, chief operations officer; Melisa Ingram, executive director, Office of Facilities Services; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 5:27 p.m.

Certification of Closed Session: Vice Chair Weems read the Certification of Closed Session:



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

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

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

Ms. Dwyer made the motion, seconded by Dr. Green. Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion for Certification of Closed Session. The motion passed unanimously, 11-0-0.

3. **School Board Recess:** Chair Brown adjourned the Administrative, Informal, and Workshop session at 5:28 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room)..... 6:00 p.m.**
5. **Call to Order and Roll Call:** Chair Brown convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:02 p.m. on the 25th day of November 2025. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** There were no awards presented at the meeting.
8. **Adoption of the Agenda**
 - A. Adoption of the agenda as presented: Chair Brown called for a motion to approve the agenda as presented. Ms. Dwyer made the motion, seconded by Ms. Melnyk. A discussion followed regarding the carry-over motion from November 10, 2025.
 - B. Carry-over motion from November 10, 2025 – Resolution: Chair Brown mentioned the carry-over motion from Mr. Cummings from the last School Board Meeting and read the following: a motion to amend the agenda to include the Resolution Acknowledging the Advisory Referendum Results in Support of Adopting the 10-1 District Voting System for the School Board of the City of Virginia Beach as Item #15C under Action. Mr. Cummings approved the motion and was seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote on the carry-over motion from November 10, 2025 as stated above. The School Board Clerk announced there were five (5) ayes in favor of the carry-over motion from November 10, 2025: Mr. Cummings, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. There were six (6) nays opposed to the carry-over motion from November 10, 2025: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, and Ms. Dwyer. The motion failed, 5-6-0.

Chair Brown called for any discussion on the initial adoption of the agenda – to approve the agenda as presented. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the agenda as presented. The motion passed unanimously, 11-0-0.



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9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)

Superintendent's Report: The Superintendent reported that the Third Annual Turkey Bowl raised \$6,085 for the Beach Bags program, which provides healthy meals to students in need. At Lynnhaven Middle School, National Junior Honor Society students organized a surprise appreciation lunch for cafeteria staff, expressing gratitude through homemade food, flowers, and heartfelt messages. Throughout Military Family Appreciation Month, Virginia Beach City Public Schools celebrated military-connected families with activities such as "Remember Everyone Deployed Day" and care package projects led by the Anchored4Life club at Ocean Lakes High School. The district's commitment to military families was evident, with 66 schools earning the Purple Star Designation and over 11,300 military-connected students served. The Superintendent also shared a video marking the 50th anniversary of the Beach District, highlighting teamwork and community spirit.

10. Approval of Meeting Minutes

- A. November 10, 2025 Regular School Board Meeting: Chair Brown called for a motion to approve the November 10, 2025, minutes as presented. Ms. Dwyer made the motion, seconded by Mr. Cummings. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the November 10, 2025, minutes as presented. The motion passed unanimously, 11-0-0.

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

There were four (4) in-person speakers. The topics included supporting staff; giving staff a voice; collective bargaining; underpaid staff; health premiums; teachers and staff struggling; Immigration and Customs Enforcement (ICE); and Renaissance Academy.

The Public Comments concluded at 6:23 p.m.

12. Information

- A. Interim Financial Statements – October 2025: Daniel Hopkins, director, Office of Business Services provided the School Board information on the interim financial statements. As of October 30th, the overall revenue trend remained acceptable for the fiscal year. The State introduced a new Composite Index for FY27 and FY28, which increased slightly, though it did not affect the current fiscal year. Federal revenues showed a positive trend, highlighted by the receipt of approximately \$5.0 million in Impact Aid payments year-to-date. Local revenue was acceptable, with 33% of city transfers received, representing four months of funding. Other revenue sources were acceptable but had declined by about \$400,000 compared to the previous year, primarily due to the prior year's JUUL settlement. Sales tax receipts were higher than the previous year by approximately \$1.1 million. Expenditures and encumbrances continued to follow an acceptable trend.
- B. Textbook Adoption: Nursing – Anatomy and Physiology: Sara Lockett, Ed.D., director, Office of Technical and Career Education, provided the School Board information regarding the recommended textbook for the Practical Nursing program at the Virginia Beach Technical and Career Education Center. This textbook is recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2026.

Course Titles	Textbook	Publisher	Copyright
Practical Nursing I & II • Anatomy & Physiology	<i>Human Anatomy and Physiology</i> , 3rd Edition	Pearson	2025



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The recommended text, "Human Anatomy and Physiology, 3rd Edition," was chosen for its alignment with nursing standards and instructional support. Implementation costs for the first-choice text were outlined, with an initial investment of \$6,599.60 and annual replacement costs of \$395.98, totaling \$6,995.58 over three years. The proposal aimed to ensure that students were well-prepared for practical nursing pathways and licensure, while maintaining fiscal responsibility in textbook selection.

After the presentation, a discussion followed with questions and comments regarding the textbook choices; textbook committee; increase cost of textbooks; students in the program; teacher resources; and student pass rate in the program.

- C. Renaissance Academy Alternative Education Program: Year 3 Outcome Evaluation: Noel Williams, Ph.D., program evaluation specialist, Office of Research and Evaluation, provided the School Board with the Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation Report and the administration's recommendations. The review encompassed program components, student and staff characteristics, referral and transition processes, family involvement, progress toward student outcome goals, stakeholder perceptions, actions on prior recommendations, and program costs.

The review found that the Academy provided academic and social-emotional support, with most students attending for the first time and for short durations. Staff were experienced and engaged in professional learning. Referral and transition processes were improved, though communication with families and home schools remained a focus. Positive staff-student relationships and expanded support services were noted but gains in academic performance and behavior were mixed. The program's total cost for the year was \$15.8 million, with staffing and transportation as the largest expenses.

The evaluation concluded with seven recommendations, including continuing the program with modifications, strengthening communication systems, enhancing transition processes, improving instructional practices, and providing additional graduation supports. The administration concurred with these recommendations and began implementing new structures, communication protocols, and expanded academic and support opportunities.

After the presentation, a discussion followed with questions and comments regarding transition to Renaissance Academy (RA); gaining strategies for success while attending RA; demographics; working with comprehensive schools; graduation rates; CTE opportunities; parents and communication; motivation to attend school; referral and transition process; recommendations; measures of student success; student characteristics; building relationships with local colleges/universities; enrollment-employment-enlistment; welding program; academic performance; behavioral issues; enhance academic outcomes; student supports; and data provided in presentation.

13. **Return to public comments if needed:** As noted under Agenda Item #11, the Public Comments concluded at 6:23 p.m.
14. **Consent Agenda:** Chair Brown read the following items on the Consent Agenda:
- A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board approve the recommendations regarding the amendment of certain policies as recommended by the Policy Review Committee at its October 29, 2025 meeting.
1. Policy 3-23/Sale/Exchange/Lease/Disposal of Property: The PRC recommends increasing the threshold in Section B from \$5000 to \$10,000.



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2. Policy 5-31/Scholastic Records: The PRC recommends adding language directly from the Virginia Code to allow for the use of "Other" as an ethnicity designation when authorized and to update the legal references.
3. Policy 7-59/Relations with Employment/Career Agencies: Employment Counseling and Placement Services: There are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement.
- B. Textbook Adoption: Elementary Math: Recommended that the School Board approve the elementary mathematics textbook for grades kindergarten through fifth as recommended by the Elementary Mathematics Textbook Adoption Committee for implementation in the fall of 2026.

Course Title	Textbook	Publisher	Copyright
Elementary Mathematics K-5	Kiddom Virginia Math	Kiddom	2024

- C. Green Run ES HVAC & Scratch Cooking Improvements: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Spacemakers, Inc. for the Green Run ES HVAC & Scratch Cooking Improvements in the amount of \$1,905,000.
- D. Independence MS Roof Replacement, Kitchen HVAC & Scratch Cooking Improvements: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Virtexco for the Independence MS Roof Replacement, Kitchen HVAC & Scratch Cooking Improvements in the amount of \$5,327,000.
- E. Religious Exemption(s): Recommended that the School Board approve RE-26-10.

After reading the items on the Consent Agenda, Chair Brown asked if there were any objections to voting on the Consent Agenda as presented. Hearing none, Chair Brown called for a motion to approve the Consent Agenda as presented. Ms. Dwyer made the motion, seconded by Vice Chair Weems. Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda as presented. The motion passed unanimously, 11-0-0.

15. Action

- A. Personnel Report / Administrative Appointments: Chair Brown called for a motion to approve the November 25, 2025, personnel report and administrative appointments. Ms. Dwyer made the motion, seconded by Ms. Melnyk, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on the November 25, 2025 personnel report along with the administrative appointment as recommended by the Superintendent. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the November 25, 2025 personnel report and administrative appointments. The motion passed unanimously, 11-0-0.
Note: There were no administrative appointments this evening.
- B. Legislative Agenda: Chair Brown called for a motion to approve the 2026 Legislative Agenda as proposed by the School Board Legislative Committee. Ms. Dwyer made the motion, seconded by Dr. Green.

Vice Chair Weems made the following substitute motion regarding the Legislative Agenda, and seconded by Mr. Bohenstiel – see italicized, bolded, and underlined words for Vice Chair Weems' substitutions:



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WEEMS SUB MOTION
Virginia Beach City Public Schools
2026 Legislative Agenda

BUDGET AND FUNDING

Support Full Funding of Biennial Re-Benchmarking

In each odd year, the Department of Education (DOE) provides the Governor and the General Assembly with an estimate of the “rebenchmark” cost of continuing the existing Direct Aid to Public Education programs for the next biennium. This rebenchmarking is part of the biennial budget development process and includes updates in the input data to determine the current cost of the programs. The cost projections should not reflect any changes in policy or technical methodology. The Standards of Quality (SOQ) provide 60% of the state funds for public schools in Virginia.

Since rebenchmarking is a process to update the state funding formulas to reflect the current costs facing Local Education Agencies (LEA) (e.g. increases in fuel costs, health care costs, teacher salaries, etc.), failure to fully fund rebenchmarking would signify a decrease in the state’s commitment to funding K-12 education. VBCPS supports full funding of the biennial rebenchmarking of the Standards of Quality funding formulas. VBCPS opposes any formula changes to the rebenchmarking methodology that would artificially decrease the actual costs to fund K-12 education. Finally, VBCPS opposes any measure that would shift SOQ and other recurring cost programs into the Lottery Fund.

Teacher Salary Increase and Recruitment and Retention

Nearly every school division across Virginia is experiencing extensive teacher shortages. While filling all positions has at times always been challenging for school divisions, the last several years have proven to be particularly difficult for school divisions. The current teacher shortage problem is at a crisis point, as schools are not able to fill needed positions.

While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country and with continued pressure on wages from persistent inflation this disparity has become increasingly acute. To bring Virginia’s average teacher salary up to the national average, Virginia must continue to take significant steps to invest in its teacher workforce.

The General Assembly should also consider additional pathways for retired teachers to return to the profession, including allowing fully licensed retired teachers to return to the profession without having to go through the licensure process again, as long as they are able to demonstrate competency in the subject they are teaching.

Increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs.

VBCPS requests the General Assembly continue to provide additional resources for mental health clinicians, attendance interventionists, and behavior specialists. These staff members should have specialized training to target students’ complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions, and respond to crisis situations.



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However, VBCPS support retaining local authority and flexibility to best determine the resources and programs required to meet the student health and school health. VBCPS requests that any state-mandated program designed to increase mental health services available to students be fully funded by the state and not result in an additional unfunded mandate.

Delivering Quality Special Education Services

VBCPS has approximately 9,023 students who qualify for special education services. VBCPS spends in excess of \$141,507,281.61 per year, or approximately \$15,670.80 per qualified student, on special education programs and services, of which approximately 67% is funded locally. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift even a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that either reduce the overall state allotment or reduce the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA) but rather shift a larger portion to the locality.

Dedicated State Funding for Capital Improvements

VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools. VBCPS requests the General Assembly include funding to support any accessibility findings and recommendations from HB2278 (2025).

Continued Authorization AND FUNDING for Regional Recovery School

Unlike other recovery schools in Virginia, VBCPS adopted a fully regional approach to leverage access to resources in Region 2. While VBCPS remains the fiscal agent and program developer, the recovery school is housed in Chesapeake, and each participating school division has a signed MOU and is an active participant in the program's governance and success.

As recovery schools are not specifically enumerated as an option under the "Joint and regional schools" statute, VBCPS requests that regional recovery schools be added to the list of authorized regional schools. Currently, VBCPS is using startup funds and authorization through the appropriations act to develop the regional recovery school. Until such legislation is passed, VBCPS requests continuing authorization to operate the recovery school. **VBCPS also supports ongoing, sustained operational state funding for the Hampton Roads Regional Recovery School.**

OTHER LEGISLATIVE ISSUES School Bus Driver Shortage

VBCPS, like many school divisions across the state and country, is experiencing an extreme shortage of school bus drivers, resulting in delays in getting students to and from school, field trips and after-school activities. Virginia needs to take immediate steps to increase the number of qualified school bus drivers on a statewide basis. As initial steps, Virginia should provide designated funding sources for the training of potential new school bus drivers, as well as address the licensing requirements and expediting the licensure timeline. Additionally, Virginia should work closely with our federal delegation to create a



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specific school bus commercial driver's license for those individuals who are exclusively interested in becoming bus drivers.

Eliminate or Fund Currently Unfunded Mandates

The total impact of state and federal unfunded mandates to VBCPS was \$44 million in 2023. Of the \$44 million, approximately \$16 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of funding for existing unfunded mandates. **VBCPS opposes any legislation that would remove local school board authority to negotiate employment contracts between the school district and its employees. VBCPS believes local School Boards are best positioned to manage employee agreements that reflect community needs, uphold fiscal responsibility and support a stable, high-quality educational workforce. Legislation, including but not limited to collective bargaining that would remove or reduce local authority often leads to an unfunded fiscal impact.**

Assessment Reform

VBCPS supports recent efforts to update the SOL assessments to be more performance-based, mimic real-life situations, and better prepare students for success in higher education and in the workplace. While VBCPS also supports recent legislation to update and modernize the assessment process, VBCPS requests several changes to the recently passed legislation prior to the legislation going into effect, including additional flexibility for end-of-course testing windows (specifically for students who require additional accommodations under an IEP or 504 plan), clarifying how many assessments can be administered throughout the year, and delaying counting the mandatory end-of-course assessment until a new SOL assessment contract is awarded and implemented.

VBCPS supported recent efforts to expand the use of growth measures by the General Assembly; however, the implementation of those efforts did not achieve the objectives of the original intent. Given the staff resources required to implement the assessments as required by VDOE, the data garnered from the reports was not as impactful as the student data VBCPS was already acquiring through previous assessments. VBCPS continues to support the use of growth measures and through year assessments, but requests continued local flexibility and control over how the assessments are implemented.

Chair Brown noted the substitute motion will be voted on before the original. A discussion followed regarding the substitute motion; funding for Recovery School; grant funding for Recovery School; staff support; maintaining funding for Recovery School; maintaining authority at the city level; local government; collective bargaining; pending legislation; and the number of students at Recovery School. Chair Brown commented that the vote would be on Vice Chair Weems' substitute motion and if it passes there will be no more discussion on the topic. Vice Chair Weems clarified the vote on the substitute motion to include the data numbers (see highlighted portion). Chair Brown called for a vote on Vice Chair Weems' substitute motion. The School Board Clerk announced there were six (6) ayes in favor of the substitute motion:

Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, and Ms. Dwyer.



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There were five (5) nays opposed to the substitute motion: Mr. Cummings, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The substitute motion passed, 6-5-0.

- 16. Committee, Organization or Board Reports:** Mr. Bohenstiel shared information regarding Green Run Collegiate which included student enrollment, absenteeism rate, incoming applications, promotion of the program, and the upcoming Gala event. Dr. Green mentioned the upcoming Legislative Breakfast on December 4 at 8:30 a.m. at Bayside High School. Ms. Rogers mentioned a letter sent regarding support for the 10-1 resolution. Vice Chair Weems mentioned the Gifted Advisory Committee will be meeting on December 1 at 6:00 p.m. at the Plaza Annex. Mr. Bohenstiel mentioned the regional playoff game between Green Run and Indian River.

Mr. Cummings had a question regarding Roberts' Rules of Order; Ms. Lannetti, school board attorney, mentioned our Bylaws and Appendix A; and it was noted that the Chair did mention the substitute motion and outcome of the vote if it passed.

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

Note: Ms. Melnyk left the meeting at 8:05 p.m.

At 8:05 p.m., Vice Chair Weems made the following motion, seconded by Ms. Dwyer, that the School Board recessed into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 7, 8, and 12, as amended, to deliberate on the following matters:

7. Consultation with legal counsel and briefings by staff members or consultants about actual or probable litigation, where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
12. Information relating to the negotiation and award of a specific contract where competition or bargaining is involved and where the release of such information would adversely affect the bargaining position or negotiating strategy of the public body. Such information shall not be withheld after the public body has decided to award or not to award the contract. In the case of procurement transactions conducted pursuant to the Virginia Public Procurement Act (§ 2.2-4300 et seq.), the provisions of this subdivision shall not apply, and any release of information relating to such transactions shall be governed by the Virginia Public Procurement Act.

Namely to discuss:

- A. Unsolicited PPEA offer.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.



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Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed 10-0-0.

The School Board recessed into Closed Session at 8:08 p.m.

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

- A. Unsolicited PPEA offer: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Dannielle Hall-McIvor, senior school board attorney; Simone S. Boothe, associate school board attorney; Jack Freeman, chief operations officer; Melisa Ingram, executive director, Office of Facilities Services; and Regina M. Toneatto, school board clerk.

Jack Freeman, chief operations officer and Melisa Ingram, executive director, Office of Facilities Services, left the Closed Session at 8:24 p.m.

- B. Status of pending litigation or administrative cases; and
C. Consultation with legal counsel regarding probable litigation and pending litigation matters:
School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Dannielle Hall-McIvor, senior school board attorney; Simone S. Boothe, associate school board attorney; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 8:29 p.m.

Certification of Closed Session: Vice Chair Weems read the Certification of Closed Session:

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

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

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



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Ms. Dwyer made the motion, seconded by Mr. Culpepper. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.

- 18. Adjournment:** Chair Brown adjourned the meeting at 8:30 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kathleen J. Brown, School Board Chair



Public Hearing on Proposed School Operating Budget FY 2026/27 and

Subject: Capital Improvement Program for FY 2026/27 – FY 2031/32

Item Number: 11

Section: Public Hearing

Date: December 9, 2025

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: N/A

Presenter(s): N/A

Recommendation:

The School Board of the City of Virginia Beach is seeking public comment on the FY2026-27 Operating Budget, and FY2026-27 through FY2031-32 Capital Improvement Program (CIP) as advertised on page 4 in the Monday, November 24, 2025, edition of *The Virginian Pilot* and duplicated below:

Advertiser: VIRGINIA BEACH CITY PUBLIC SCHOOLS

Newspaper: The Virginian-Pilot

Issue Date: Mon, 11/24/25

Ad Number: 7881248-1

4 | Monday, November 24, 2025

VIRGINIA BEACH CITY PUBLIC SCHOOLS

INPUT ON OPERATING BUDGET AND CIP

The School Board of the City of Virginia Beach will hold a PUBLIC HEARING on Tuesday, December 9, 2025, at 6:00 p.m. in the School Administration Building, 2512 George Mason Drive, Virginia Beach, Virginia.

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

- 1) FY 2026–2027 Schools' Operating Budget; and
- 2) FY 2026–2027 through 2031–2032 Capital Improvement Program (CIP).

There will not be a budget document available for review at this time; comments and concerns will be taken into consideration during the budget development process.

Any citizen who desires to speak at this hearing should contact the Clerk of the School Board at (757) 263-1016. If you are physically disabled, visually or hearing impaired, and need assistance please call the Clerk of the Board at (757) 263-1016 (757-263-1240 TDD). This facility is equipped with a hearing assistance system. TDD - Telecommunications Device for the Deaf.


VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

vbschools.com — your virtual link to Hampton Roads' largest school system

11/25

Background Summary:

N/A

Source:

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

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

Budget Impact:

N/A

Next Steps:

No further action at this time.



Subject: Policy Review Committee Recommendations **Item Number:** 13A 1-5

Section: Information **Date:** December 9, 2025

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Carolyn Weems, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board review recommendations regarding the amendment of certain policies as recommended by the Policy Review Committee at its November 25, 2025 meeting.

Background Summary

1. **Policy 3-40/Design-Build and Construction Management Delivery Methods** – the PRC recommends adopting a new policy allowing for an alternative procedure regarding the design/construction of school facilities.
2. **Policy 5-29/Awards for Achievement/Class Rank/Honor Designations** – the PRC recommends clarifying how the School Administration will provide class rank information and further delineating class rank with respect to Princess Anne High School and the International Baccalaureate Program and Ocean Lakes High School and the Math and Science Academy students, respectively.
3. **Policy 5-40/Student-led Assemblies** – the PRC recommends separating the idea of Student-led Assemblies and Student-led Demonstrations and approving this policy as presented. The Student-led Demonstrations policy is still under discussion.
4. **Policy 5-54 Physical Restraint and Seclusion** – the PRC recommends adopting a new policy that states the School Board’s intent to restrict the use of physical restraint and seclusion on students. The Superintendent will adopt a new Regulation 5-54.1 which will include required guidelines from the Virginia Department of Education. The new policy and regulation will replace current Regulation 5-59.3 Disruptive Student Behavior- Use of Physical Restraint and Seclusion.
5. **Policy 7-51/Use of School Board Equipment** – there are no proposed changes to this policy. It is being reviewed to comply with the 5-year requirement.

Source:

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies.
Policy Review Committee Meeting of November 25, 2025

Budget Impact:

None.

Next Steps:

These policies will be on the Consent agenda at the next School Board meeting.

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

Design-Build and Construction Management Project Delivery Methods

The School Board is committed to the efficient use of public funds and the use of various construction delivery methods allowed by the Virginia Public Procurement Act and other applicable law. To provide efficient and competitive procurement options, the School Board adopts Design-Build (D-M) and Construction Management (CM) as additional project delivery methods for optional use in Capital Improvement Program projects (CIP). The Superintendent or designee is authorized to implement regulations and/or guidelines for Design-Build and Construction Management project delivery methods that are consistent with applicable law and regulation regarding use of these project delivery methods and which also incorporates School Board review and approval of the use of such procedures for large projects. Competitive principles will be incorporated for the purposes ensuring that bidding or negotiating will result in cost effective contract pricing. The School Board reserves the right to review and approve requests for proposals for large construction projects.

Related links

[Regulation 3-40.1 Design-Build and Construction Management Project Delivery Methods](#)

Legal References

[Code of Virginia § 2.2-4301, as amended. Definitions.](#)

[Code of Virginia § 2.2-4303 as amended. Methods of procurement.](#)

[Code of Virginia § 2.2-4378, as amended. Purpose; applicability.](#)

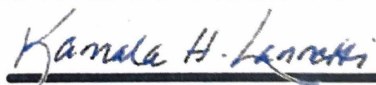
[Code of Virginia § 2.2-4379, as amended. Definitions.](#)

[Code of Virginia § 2.2-4382, as amended. Design-build or construction management contracts for local public bodies authorized.](#)

[Code of Virginia § 2.2-4383, as amended. Reporting requirements.](#)

[Adopted by School Board: December 2025](#)

APPROVED AS TO
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STUDENTS

Awards for Achievement/Class Rank/Honor Designations

A. Generally

The School Board approves of awards for students who achieve high academic standing, outstanding citizenship, physical expertise and other characteristics that contribute to good citizenship. The School Board, however, does not approve of giving awards to students where the basic purpose is obviously commercialism. Awards donated by non-school agencies which are recognized nationally and approved by the Superintendent or designee or the School Board may be awarded to students at appropriate ceremonies and times.

B. Honor Rolls

Students should be encouraged to reach their maximum potential in academic programs. Students who do outstanding work shall be recognized through an honor roll system.

C. Awards for Exemplary Performance

1. Students who complete the requirements for a Standard Diploma or Advanced Studies Diploma with a grade average of 4.0 or better in the required courses will receive a Board of Education seal on the diploma.
2. Students who complete the requirements for an Advanced Studies Diploma with a grade point average of 3.0 or better and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses will receive a Governor's seal on the diploma.
3. Students may receive other seals or awards for exceptional academic, vocational, citizenship, or other exemplary performance in accordance with criteria defined by the School Board or the Virginia Board of Education.

D. Honor Designations

~~Beginning in the 2023-24 school year, Each high school will include class rank on a student's transcript during the student's senior year. provide Grade Point Averages for class rank for individual colleges, universities, scholarships or military applications that require this information or that is requested by a parent/legal guardian or student.~~ The principal or school designee shall also provide colleges and universities with an explanation of the Latin Honors system through the Virginia Beach City Public Schools transcript profile.

1. A student's grade point average will be computed for the following purposes:
 - a. To determine honor designations.

- b. To determine if the student is eligible for certain diploma seals awarded by the Virginia Board of Education.
 - c. To communicate to college admission offices and other agencies designated by the adult student and/or parent/legal guardian of a minor student.
 - d. To determine class rank of individual students.
 - e. To determine the valedictorians and salutatorians for the graduating class.
2. The following honor designations will be utilized to distinguish academic achievement for graduating seniors:
 - a. A student earning a 3.0 cumulative grade point average or higher will be considered an honor graduate.
 - b. A student earning a 3.5 - 3.75 cumulative grade point average will be awarded the Cum Laude distinction.
 - c. A student earning a 3.76 - 3.99 cumulative grade point average will be awarded the Magna Cum Laude distinction.
 - d. A student earning a 4.0 and above cumulative grade point average will be awarded the Summa Cum Laude distinction.
 - e. Honor Designations will be added to the student's final transcript.
3. The designation of Valedictorian and Salutatorian will be utilized. A student enrolled in a Virginia Beach City Public Schools advanced academic program who transfers to a comprehensive school during their junior or senior year, will not qualify for Valedictorian/Salutatorian. The Superintendent or designee may authorize exceptions to this subsection.
 - a. For the Princess Anne High School International Baccalaureate Program and the Ocean Lakes High School Math and Science Academy the Superintendent shall authorize a Valedictorian/Salutatorian, for each advanced academic program and one for the comprehensive school.
 - b. For the Princess Anne High School profile, the School Division will include separate class ranks for the International Baccalaureate Program students and the non- International Baccalaureate Program students.
 - c. For the Ocean Lakes High School profile, the School Division will include separate class ranks for the Math and Science Academy students and the non- Math and Science Academy students.
4. The Superintendent shall develop regulations for formally acknowledging academic achievement for graduating seniors, to include the student(s) with the highest GPA.

Legal Reference

Virginia Board of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10 *et seq.*, as amended.

Adopted by School Board: October 21, 1969

Amended by School Board: February 16, 1971

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: October 6, 1998

Amended by School Board: April 20, 2010

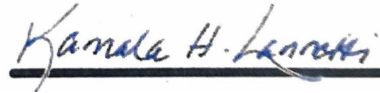
Amended by School Board: April 24, 2018

Amended by School Board: October 26, 2021

Amended by School Board: March 28, 2023

Amended by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY



STUDENTS

Student-led Assemblies/Demonstrations

A. Generally

~~Student assemblies are an important part of the school program and provide opportunities to support learning, promote civic engagement, celebrate student achievement, and build community. Along with guaranteeing citizens the right to freedom of speech, the First Amendment to the Constitution of the United States also guarantees the right to assemble peacefully, subject only to restrictions where the exercise of this right would substantially interfere with the rights and freedoms of other citizens. Time should be made available for orderly and peaceful student assemblies. The terms "orderly and peaceful" refer exclusively to mean that topics of a controversial nature should not be dealt with and argued during such assemblies.~~

B.

Definition

- ~~1.—A student assembly is a planned, school-approved gathering of students occurring during the instructional day or on school property for educational, cultural, or community-building purposes. Assemblies may be school-sponsored or student-led with prior approval. Sometime both within and without regular school hours shall be made available for student assemblies to deal with relevant ideas and topics.~~
- ~~2.~~1. In the secondary schools, attendance at school-sponsored assemblies during school hours may be optional. The principal will decide if attendance is required. The decision will be based on criteria that the student body will benefit from the presentation or the necessity of imparting information to all students.

B.C. Spontaneous Assemblies Guidelines

1. Approval Requirement

All student assemblies must be scheduled and approved by the principal or designee in advance. The School Division reserves the right not to approve assemblies that it determines are not consistent with School Division Policies and Regulations and/or which may be disruptive to the educational environment.

2. Educational Alignment

Assemblies must support educational goals, uphold the mission of the school division, and maintain an orderly and respectful learning environment.

3. Supervision

School-approved staff must be present at all assemblies. Outside speakers or organizations must receive prior authorization consistent with division policy.

4. Attendance

- a. Assemblies may be required or voluntary at the discretion of the school administration.
- b. Schools shall provide appropriate supervision or alternatives for students who opt out when the assembly is not mandatory, consistent with law and division practice.

5. Content Standards

Assembly programs must:

- a. Support a positive school climate
- b. Avoid disrupting the instructional program
- a-c. Not promote commercial, partisan political, or religious activity, except as permitted by law

6. Application Process

Students or student groups requesting an assembly must submit:

- a. Purpose and program description
- b. Proposed date, time, and location
- c. List of speakers/participants
- d. Staff sponsor
- e. The principal/designee will review for appropriateness and scheduling.

- ~~1. A spontaneous assembly of students on school property will be acceptable unless said assembly disrupts the education of others and the safety and physical wellbeing of students, staff, and/or unless said assembly prevents the school board from carrying out its statutory obligations. In accordance with School Board policy any student assembly must have a staff member in attendance for general supervision.~~
- ~~2. A student attending a peaceful, spontaneous assembly at a time when he/she has an obligation to be in class will suffer the school punishment or discipline that would come from missing a class. That discipline will be determined by the appropriate administrator.~~
- ~~3. If the assembly is disruptive and/or laws are being broken, the administrator shall take appropriate action. Then, if it is necessary, he/she shall notify the proper authorities.~~
- ~~4. Each building principal shall have written plan and dispersal statement for dealing with non-peaceful assemblies of students.~~

Adopted by School Board: June 16, 1981

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: February 12, 2019

Amended by School Board: August 13, 2024

Amended by School Board: November 2025

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrabee

STUDENTS

Physical restraint and seclusion – students

A. Physical restraint and seclusion of students- when allowed

School Division personnel may implement physical restraint and seclusion of students only when an imminent risk of or an emergency arises and other interventions are, or would be, ineffective in the reasonable judgment of the School Division personnel implementing a physical restraint or seclusion, and only to:

1. Prevent a student from inflicting serious physical harm or injury to self or others.
2. Quell a disturbance.
3. Remove a student from the scene of a disturbance in which the student's behavior or damage to property threatens serious physical harm to injury to person. Unless the student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property itself does not indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint or seclusion of a student.
4. Defend self or others from serious physical harm or injury to person.
5. Obtain possession of controlled substances or paraphernalia that are upon the person of the student or within the student's control.
6. Obtain possession of; weapons, or other dangerous objects that are upon the person of the student or within the student's control.

B. Discontinuance of physical restraint and seclusion

Physical restraint and seclusion shall be discontinued as soon as the imminent risk and/or the need presented by the emergency situation has dissipated.

C. Less restrictive intervention not required in emergency situations

Nothing in this Policy shall be construed to require School Division personnel to attempt to implement a less restrictive intervention before using physical restraint or seclusion, where, in the reasonable judgment of the School Division personnel, ~~where there is an imminent risk of or an emergency situation,~~ and a less restrictive intervention would be ineffective.

The School Board encourages the use of positive behavioral interventions and supports to reduce and prevent the need for the use of physical restraint and seclusion.

D. Procedures regarding the use of physical restraint and seclusion

The Superintendent or designee is responsible for developing procedures to address the requirements of the Virginia Board of Education regulations regarding physical restraint and seclusion in public schools. Such procedures shall include but not necessarily be limited to notification of parents of a student whom physical restraint or seclusion has been used, documentation of such use, and continuous monitoring of such use.

E. Annual review

This Policy will be reviewed annually and updated as needed.

Legal Reference:

Code of Virginia § 22.1-78, as amended. Bylaws and regulations

Code of Virginia § 22.1-279.1:1, as amended. The use of seclusion and restraint in public schools; Board of Education regulations.

Virginia Board of Education Regulations, 8VAC20-750-10, as amended. Regulations Governing the use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia.

Adopted by School Board: November 2025

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

COMMUNITY RELATIONS

Use of School Board Equipment

Equipment owned or under the care, custody, or control of the School Board shall not be loaned or rented to any individual or outside organization without the consent of the Superintendent or designee.

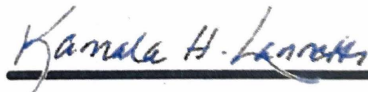
The Superintendent or designee may approve the loan or rental of School Board equipment only when: such actions will not interfere with the instructional program or the operations of the School Division; the requestor/user does not have reasonable access to other similar equipment; the equipment will not be used for commercial purposes; necessary to address an emergency, disaster or similar event; or when otherwise determined appropriate by the Superintendent or designee. All equipment to be loaned or rented shall be covered by an agreement whereby the requestor/user guarantees to return such equipment in the same or reasonably similar condition as when it was loaned or rented, and under such other terms and conditions as, in the judgment of the Superintendent or designee, are necessary to protect the School Board's interest and/or are required by law.

Related Links

School Board [Policy 7-52](#)

Adopted by School Board: October 20, 1992
Scrivener's Amendments: May 23, 2014
Amended by School Board: August 25, 2020
[Reviewed by School Board: 2025](#)

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: Compass to 2030 Key Navigational Markers Item Number: 13B

Section: Information Date: December 9, 2025

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

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

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

Recommendation:

That the School Board receive information on the Key Navigational Markers included in the *Compass to 2030* strategic framework including baseline data.

Background Summary:

Key Navigational Markers are the high-priority measures aligned to the goals of *Compass to 2030* that are used to communicate divisionwide progress to the community. These measures were developed by senior leadership as part of the strategic planning process, shared publicly during the community review of the draft framework, and adopted by the School Board as part of the final *Compass to 2030* framework. At the School Board's retreat on July 8, 2025, staff noted that baseline data for these measures would be provided at a later date, along with an opportunity for the Board to consider whether establishing targets would be appropriate.

Source:

Data was collected from a variety of sources during the 2024-2025 school year to create baseline measurements for each of the markers.

Budget Impact:

No budgetary implications

Next Steps:

Pending further direction from the School Board

DRAFT COPY
SUBJECT TO CHANGE



Compass to 2030

Key Navigational Markers

December 9, 2025
Office of Planning, Innovation, and Accountability



Overview

1. What are they?
2. How were they developed and approved?
3. Who are they for?
4. What does our current (baseline) data show?
5. Should we set targets?

Key Navigational Markers:

What are they?

- High-priority measures aligned to the goals in *Compass to 2030*
 - Provide a clear snapshot of division-level progress over time
 - Represent the top layer of a much deeper internal data system
-



Key Navigational Markers:

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SUBJECT TO CHANGE

How were they developed and approved?



- Developed by senior leadership during the strategic planning process
- Shared publicly as part of the draft framework for community review and feedback
- Adopted as part of the final *Compass to 2030* framework

Key Navigational Markers: Who are they for?

- Primarily for external audiences
- Provide an accessible, big-picture view of progress on *Compass to 2030*
- Designed to communicate at a level that is meaningful to the public



Key Navigational Markers:

DRAFT COPY
SUBJECT TO CHANGE

What does our current (baseline) data show?

1	Challenge and Support Each Student to Excel and be Future Ready				
	Key Measures				
	81%	79%	68%	91%	69%
	Students Meeting State Standards in Reading	Students Meeting State Standards in Mathematics	Secondary Students Enrolling in and Successfully Completing Advanced Courses	Seniors Reporting They Have a Solid Plan After Graduation	Students with Disabilities Graduating on Time with a Standard or Advanced Diploma

2024-2025 Data

Key Navigational Markers:

DRAFT COPY
SUBJECT TO CHANGE

What does our current (baseline) data show?



Enhance Student Well-Being, Resilience, and Responsibility

Key Measures				
91%	91%	66%	80%	90%
Students Reporting School is Safe	Students Reporting They Have a Trusted Adult at School	Students Participating in Extracurricular Activities or Clubs	Students Reporting a Sense of Belonging at Their School	Students with 90% or Higher Attendance

2024-2025 Data

Key Navigational Markers:

DRAFT COPY
SUBJECT TO CHANGE

What does our current (baseline) data show?

3

Value and Invest in Staff

Key Measures				
88%	86%	92%	91%	4%
Staff Reporting Job Satisfaction	Staff Reporting Professional Learning Opportunities are Appropriate to Meet Their Needs	Staff Aware of Resources to Support Their Health and Well Being	Teacher Retention Rate	Staff Vacancy Rate

2024-2025 Data

Key Navigational Markers:

DRAFT COPY
SUBJECT TO CHANGE

What does our current (baseline) data show?

4

Partner with Families and the Community to Support Students

Key Measures			
77%	88%	81%	15%
Families Aware of Events, Programs, and Resources Provided to Support Students	Families Reporting Satisfaction with Opportunities Available to be Involved in Their Child's School	Students Reporting Their School Provides Them with Real-World Learning Experiences	Graduates Participating in High-Quality Work-Based Learning Experiences

2024-2025 Data

Key Navigational Markers:

DRAFT COPY
SUBJECT TO CHANGE

What does our current (baseline) data show?

5

Advance Organizational Excellence

Key Measures				
--	--	86%	87% & 90%	93%
Schools Meeting or Exceeding State Accountability Requirements	Schools Meeting State Accreditation Standards	Staff Reporting Their School Has the Necessary Resources to Support Students' Needs	Students & Parents Reporting Satisfaction with Student's Educational Experience	Staff Reporting the Workplace is Safe

2024-2025 Data

Key Navigational Markers:

Should we set targets?

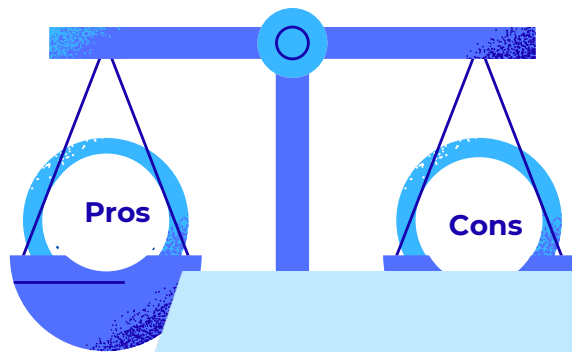
- Targets (or benchmarks) are specific performance levels we aim to reach within a set timeframe
 - They can provide a reference point for understanding whether progress is on track, improving, or needs further attention
-



Key Navigational Markers:

DRAFT COPY
SUBJECT TO CHANGE

Should we set targets?

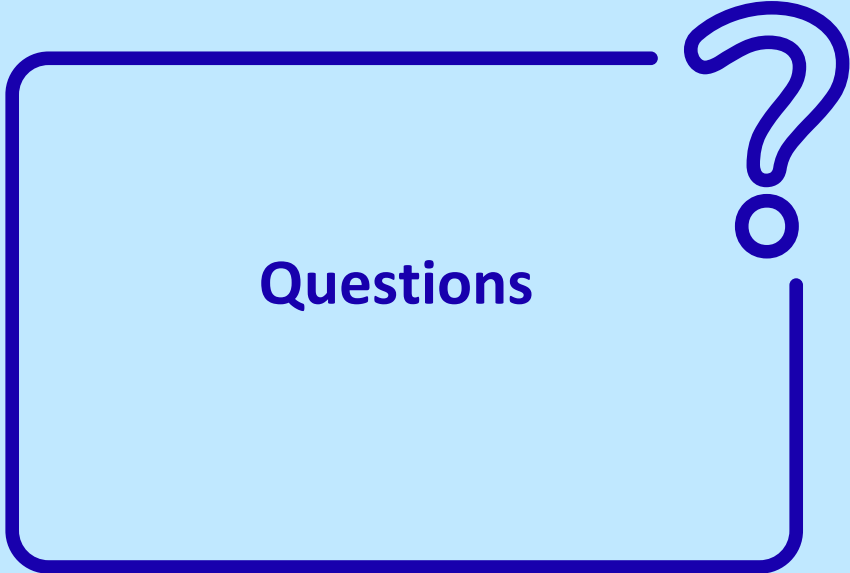


Pros	Cons
• Clarify expectations • Provide a shared focus • Increase transparency • Reinforce areas of strength	• Baselines may be unstable • Can reduce flexibility • Risk of over-interpreting minor shifts • Limited room for growth

For Consideration

- Most of the markers are available for reporting by August of each year
 - Target setting could be a collaborative effort between the School Board and Superintendent as part of the Superintendent's evaluation process
 - Key Navigational Markers will be publicly reported each year with or without targets
-





Questions



An Achievable Dream (AAD) Academy:

Subject: Comprehensive Evaluation

Item Number: 13C

Section: Information

Date: December 9, 2025

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

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

Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Lisa A. Banicky, Ph.D., Executive Director

Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock, Ph.D., Program Evaluation Specialist

Recommendation:

That the School Board receive the An Achievable Dream (AAD) Academy: Comprehensive Evaluation Report and the administration's recommendations.

Background Summary:

An Achievable Dream (AAD) Academy was first implemented in VBCPS in kindergarten through second grade in 2014-2015 with the addition of a new grade level each year until reaching full K-12 implementation in 2024-2025. An Achievable Dream's mission is to develop independent, productive citizens, and AAD works with schools in primarily under-served communities to provide students with access to additional resources and opportunities. The program offers an extended school day and year, as well as additional opportunities for students, such as field trips and numerous clubs. Students also participate in a specialized curriculum that provides opportunities to develop social, academic, and mindset skills that help them become strong adults.

According to School Board Policy 6-26, new programs or initiatives are evaluated for a minimum of two years and during the year in which the program reaches full implementation. During the elementary school implementation of An Achievable Dream at Seatack Elementary School, the VBCPS Office of Research and Evaluation (ORE) conducted two comprehensive program evaluations with the School Board receiving reports on October 24, 2017 and November 13, 2018. The comprehensive evaluation during 2024-2025 when the program reached full implementation focused on program components, student characteristics and enrollment patterns, progress toward program goals, stakeholders' perceptions, and additional cost to the school division. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26

School Board Minutes October 24, 2017

School Board Minutes November 13, 2018

Budget Impact:

No budgetary implications.

Next Steps:

An Achievable Dream Academy: Comprehensive Evaluation administration's recommendations will be scheduled for Consent at the January 13, 2026 School Board meeting.



An Achievable Dream (AAD) Academy: *Comprehensive Evaluation*

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

December 2025



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

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Introduction

Background

An Achievable Dream (AAD) began in 1992 in Newport News Public Schools and offers a public-school program designed to close the achievement gap and support students' success regardless of their socioeconomic background. The goal of AAD is to work with schools in primarily under-served communities and provide additional resources to level the playing field for students. More generally, An Achievable Dream's mission is to develop independent, productive citizens. The program offers an extended school day and year, as well as additional opportunities for students, such as field trips and numerous clubs. Students also participate in a specialized curriculum that provides opportunities to develop social, academic, and mindset skills that help them become strong adults. The program also stresses high expectations through student and parent educational contracts, as well as a dress code for students. At the secondary level, there is also a strong focus on preparing students for their college and career plans.

The contract between An Achievable Dream, Inc. and Virginia Beach City Public Schools (VBCPS) was presented to the School Board on June 18, 2013 and approved on July 16, 2013. An Achievable Dream Academy began in VBCPS at Seatack Elementary School in the 2014-2015 school year with implementation in kindergarten through second grade. The AAD program expanded to include third grade in 2015-2016, fourth grade in 2016-2017, and fifth grade in 2017-2018. The sixth through eighth grades were added at Lynnhaven Middle School in 2018-2019 through 2020-2021 and operates as a school within a school. From 2021-2022 through 2024-2025, the ninth through twelfth grades were added to AAD. Initially, ninth and tenth grades were located in learning cottages at Lynnhaven Middle School for core content courses, and students were transported to First Colonial High School for elective courses.¹ During 2023-2024, a new wing at Lynnhaven Middle School was opened for the high school AAD students, and all high school students were relocated to this separate, independent wing at Lynnhaven Middle School.

Background and Purpose of Program Evaluation

During the elementary school implementation of An Achievable Dream Academy at Seatack Elementary School, the VBCPS Office of Research and Evaluation (ORE) conducted two comprehensive program evaluations with the School Board receiving reports on October 24, 2017 and November 13, 2018. An additional evaluation update was conducted during the 2018-2019 school year, which focused on the recommendation areas from the prior evaluation and follow-up for the first cohort of sixth-grade students.²

Because An Achievable Dream reached full implementation across all planned grade levels (K-12) with its first group of twelfth graders in 2024-2025 and because the program operates with local resources, an evaluation of AAD was required by School Board Policy 6-26. The comprehensive evaluation during 2024-2025 provides the School Board, Superintendent, and program managers with AAD information about the implementation of AAD for all school levels (K-12), student outcomes for the 2024-2025 school year, and information about the accomplishment of the program's goals and program effectiveness. The comprehensive evaluation addressed alignment with the school division's strategic framework, the operation of the program, enrollment patterns and characteristics of students enrolled, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of AAD (K-12) to the school division.

Program Goals and Objectives

Goals for this comprehensive evaluation were based on the AAD Academies' ten Strategic Goals for 2024-2025 provided by the president and CEO of An Achievable Dream, Inc. that are monitored by AAD, Inc. to assess

improvement from year to year. The goal areas were categorized into two types of goals by program evaluators: implementation goals and student outcome goals. Implementation-related strategic goals included: family engagement; Social, Academic, and Mindset Education (SAME) curriculum implementation; teacher retention; and student retention. The implementation goals were primarily assessed using teacher retention, student enrollment data, and stakeholder perception data. The student outcome-related strategic goals included: student performance on core content Standards of Learning (SOL) tests, literacy, attendance, discipline, and graduation. The student outcome goals were primarily evaluated through matched comparison group analyses, which provided a comparison of outcomes with demographically similar students who were not enrolled in the program to assess the extent to which performance was related to the program. An additional goal related to alumni was not included in this evaluation because there were no VBCPS AAD alumni during the 2024-2025 school year.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The purpose of this comprehensive evaluation was to assess the implementation of AAD during its year of full implementation from kindergarten through grade 12 and assess the progress toward meeting the goals of AAD. The evaluation included mixed methodologies to address each of the evaluation questions. Quantitative data were gathered through closed-ended survey questions and from the VBCPS data warehouse. Qualitative data were collected through interviews with program managers, document reviews, observations during site visits, open-ended survey questions, and a focus group with graduating AAD seniors.

The Office of Research and Evaluation evaluators used the following data collection methods:

- Reviewed the An Achievable Dream and VBCPS websites, the partnership contract with VBCPS, the AAD Parent and Student Handbook, the AAD staff handbook, and AAD Academies Strategic Goals document to obtain information about the operational components of the program.
- Gathered and analyzed data from the VBCPS data warehouse related to student demographics and student progress in the school and division (e.g., enrollment, academic performance, discipline, attendance, graduation, course enrollments).
- Administered surveys to students in grades 4 through 12, parents, administrators, and instructional staff.
- Conducted a focus group with graduating AAD seniors.
- Collected staffing data for 2023-2024 and 2024-2025 from AAD (i.e., staff receiving a stipend), as well as collected staffing data for 2023-2024 and 2024-2025 for Lynnhaven Middle School from the Department of School Leadership.
- Collected AAD instructional staff characteristics for 2024-2025 from the Department of Human Resources.
- Collected cost information from the departments of Budget and Finance and School Division Services (e.g., facilities, transportation).
- Conducted school site visits at Seatack Elementary School and Lynnhaven Middle School to observe implementation aspects of the program. During the site visits, interviews were conducted with AAD program administrators, including the academy coordinator at the secondary level.

Surveys

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited students in grades 4 through 12, parents, instructional staff, and administrators to complete survey items regarding their perceptions of AAD. Staff and parents received an email invitation with a link to participate in the online survey in April 2025. Students accessed the survey through a link on their ClassLink dashboard in April 2025. Of the

AAD students in grades 4 through 12 invited to complete the survey, 83 percent completed the survey. Results by school level are shown in Table 1.

Table 1: Student Survey Response Rates by Level

Group	Elem	Middle	High	Overall Rate	Overall Number of Respondents
Students (Grades 4-12)	96%	85%	67%	83%	316

Of the parents of AAD students in kindergarten through grade 12 invited to take the survey, 7 percent completed the survey (see Table 2). Due to low numbers of parents responding to the survey at the middle school and high school levels (n=13), parent results were combined for the secondary level throughout the report.

All administrators and instructional staff who indicated they worked at Seatack Elementary School received the AAD-related survey items. In addition, all administrators who indicated they worked at Lynnhaven Middle School received the AAD-related survey items. Lynnhaven Middle School instructional staff received an initial survey item asking whether they taught or worked with Lynnhaven Middle School students only, An Achievable Dream Academy students only, or both. If instructional staff indicated they worked with An Achievable Dream Academy students at all, they received the AAD-related survey items. Of the seven Seatack and Lynnhaven administrators invited to take the survey, 43 percent (n=3) completed the survey. Of the 138 Seatack and Lynnhaven instructional staff invited to the survey, 41 percent responded to the AAD portion of the survey (see Table 2).

Table 2: Instructional Staff and Parent Survey Response Rates by Level

Groups	Elem	Secondary	Overall Rate	Overall Number of Respondents
Parents (Grades K-12)	9%	5%	7%	46
Instructional Staff	36%	44%	41%	56

Note: At the secondary level, approximated response rates are based on instructional staff at Lynnhaven Middle School.

As previously mentioned, in the initial staff survey, secondary instructional staff were asked whether they worked with Lynnhaven Middle School Students only, AAD students only, or both. Only four respondents (11%) indicated they taught AAD students exclusively, while the remaining 33 secondary instructional staff reported teaching both groups of students. Follow-up discussions with AAD and Department of School Leadership staff confirmed overlap among secondary teachers at Lynnhaven Middle School, with some serving both AAD and non-AAD students during the 2024-2025 school year.

Because AAD-designated instructional staff have distinct expectations, such as extended work hours and additional professional learning opportunities, there were concerns that including teachers who were not AAD-designated staff could affect interpretation of the perception data. To address this, a follow-up survey was administered in September 2025 to the 27 designated AAD secondary teachers only in 2025-2026. Twelve teachers completed the survey (44% response rate), including nine who indicated they also taught in 2024-2025. This represents participation from approximately 75 percent of the twelve returning AAD-designated secondary teachers in 2025-2026 who remained from 2024-2025.

The perceptions of secondary classroom teachers who taught AAD students in the spring were compared to the perceptions of these nine returning secondary AAD-specific classroom teachers in the fall. Overall, the patterns of results between the two administrations were consistent; areas that were lower in the spring generally remained lower in the fall. Given this consistency, and because the spring survey yielded a substantially larger number of responses and therefore more stable results, the Spring 2025 data was used as

the primary source of secondary staff perceptions in this report. As noted previously, these data included staff who indicated they taught both Lynnhaven Middle School and AAD students during the 2024-2025 school year.

Any notable differences between the spring and fall administrations (i.e., differences of 10 percentage points or more) will be identified in the report. However, results from the fall follow-up survey should be interpreted with caution, as the small number of respondents may contribute to more variability in the data. Additionally, because some staff worked across both middle and high school levels, instructional staff data are reported at the secondary level overall.

For all stakeholders, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

VBCPS Spring SEL Survey

Data from four items from the VBCPS Spring Social Emotional Learning (SEL) survey were obtained for AAD students that were related to the goal area of student behavior and discipline. Response rates were estimated based on student enrollment as of the first day of the VBCPS Spring SEL survey window, March 24, 2025. Response rates for the spring survey were 92 percent at elementary school (grades 4 and 5), 98 percent at middle school, and 93 percent at high school.

Senior Focus Group

All AAD seniors who were enrolled in the program as of May 2025 were provided an opportunity to participate in a focus group to share their experiences in the program. Parents of all AAD seniors were emailed in May 2025 describing the opportunity for their child to participate in the focus group and with a request to provide active consent for their child's participation. Overall, eight parents provided permission for their AAD seniors to participate in the focus group, which was approximately 30 percent of the total 27 seniors. All eight students participated in the focus group that occurred in May 2025. The focus group lasted approximately one hour and covered topics such as the impact of the program on academic performance, as well as specific aspects of the program including the specialized coursework, support and resources, and preparation for graduation and postsecondary plans. In addition, improvement areas were also discussed. Themes that emerged from the discussion will be highlighted throughout the report where appropriate.

Site Visits

In March 2025, program evaluators from the Office of Research and Evaluation conducted site visits at Seatack Elementary School and Lynnhaven Middle School to gain a deeper understanding of AAD's implementation and operations. The visits provided valuable context for reviewing related documentation and data. During the site visits, evaluators also held interview discussions with leaders from An Achievable Dream, Inc. leaders at both schools, as well as the AAD academy coordinator.

Student Information From Data Warehouse

Quantitative data extracted from the VBCPS data warehouse included AAD student enrollment, demographic information, course enrollments and completions, academic performance, attendance, discipline, and graduation data. In addition, similar data were obtained for all students throughout the school division enrolled during the 2024-2025 school year to obtain a matched comparison group. Data from the summer intersession were not included in the analyses, as they are not kept in the VBCPS data warehouse.

Staff Information

Lists of staff members who received the AAD stipend during the 2023-2024 and 2024-2025 school years were obtained from An Achievable Dream, Inc. To supplement this information and identify AAD-specific teaching assignments and allocations at the secondary level, staffing data files for Lynnhaven Middle School and An Achievable Dream Academy at the high school level were obtained from the Department of School Leadership. Data files were compared across years to determine teacher retention.

As previously noted, AAD-designated teachers have additional program-specific expectations, such as working the extended day and professional learning. However, AAD secondary staff are not differentiated from other Lynnhaven Middle School staff in official files maintained by the Department of Human Resources, which lists all AAD secondary teachers as Lynnhaven Middle School staff. This lack of differentiation complicated efforts to identify AAD-specific staff.

Matched Group Analyses

Analyses were conducted to compare performance data for AAD students to matched groups of students from comparable schools. The AAD students were matched with similar peers from comparable schools through a statistical technique called propensity score matching (PSM), implemented through R within SPSS. This approach estimates the likelihood or propensity that a student would participate in the AAD program based on documented characteristics. Using these likelihood scores, students currently in the AAD program were matched with students who never participated in the program but were likely to have participated in the program based on demographic characteristics. Demographic variables (i.e., sex, race/ethnicity, free and reduced lunch status, special education, gifted, and English learner) were used as the variables in the matching process. In addition, grade level was used as a variable to select exact matches between the groups to ensure students were compared within the same grade. This process of matching produced a comparison group that was as similar as possible to AAD participants based on documented characteristics, effectively serving as a control group for evaluating and understanding program outcomes. However, the process does not account for all differences between groups, and some factors that are not able to be measured may influence the results. Outcomes for AAD students were compared to the matched comparison group using t-tests and chi-square tests to uncover statistically significant differences in students' academic, attendance, and behavioral outcomes by grade or school level where appropriate.

Evaluation Questions

Evaluation questions for this comprehensive evaluation were developed by evaluators with feedback from AAD staff and are listed below.

1. How does AAD align with the VBCPS strategic framework, *Compass to 2030*?
2. What were the operational components of AAD from K-12 in VBCPS?
 - a. Where is AAD housed?
 - b. What students were eligible for AAD enrollment, what was the application and opt-out process for each grade level, and what were the transportation options?
 - c. How were families involved in AAD?
 - i. What expectations were included in the parent and student educational contracts (e.g., commitment to the program's requirements)?
 - ii. What family engagement and involvement opportunities were provided and what progress was made toward the related implementation goal and objectives?
 - iii. What wraparound services were provided for AAD students in VBCPS?

- d. What were the program components offered to students through AAD?
 - i. What specialized curricula were implemented (i.e., Social, Academic, and Mindset Education Curriculum) and what progress was made toward the related implementation goal and objectives?
 - ii. What additional opportunities did AAD provide for students (e.g., extended day, summer intersession, field trips, mentors, etc.)?
 - iii. What college preparation and workforce readiness opportunities (e.g., What It Takes) were provided for AAD students?
 - iv. What support was available to assist students with their post-secondary plans (e.g., scholarships, guidance)?
- e. What was the staff selection process, what were the staff members' characteristics, and what, if any, specialized professional learning opportunities were provided for AAD staff and what progress was made toward the related implementation goal and objectives?
- 3. What were the enrollment patterns and characteristics of the students enrolled at AAD?
 - a. How many students enrolled in AAD by school zone during 2024-2025?
 - b. What were the characteristics of the students enrolled at AAD in 2024-2025?
 - c. How many students, if any, opted out of AAD at Seatack Elementary for 2024-2025?
 - d. How many students withdrew during 2024-2025 and why did they leave the program?
 - e. What percentage of students in elementary school continued to middle school and what percentage of middle school students continued to high school and what progress was made toward the related implementation goal and objectives?
 - f. How many students remained in AAD since initial implementation?
 - g. What was the beginning of the year 2025-2026 enrollment?
- 4. What progress was made toward meeting the student outcome goals of AAD?
 - a. What was the performance of 2024-2025 AAD students relative to a demographically similar matched comparison group of non-AAD students?
 - i. SOL scores
 - ii. Literacy
 - iii. Attendance
 - iv. Behavior and Discipline
 - v. Graduation
 - b. What were longitudinal trends for students enrolled in AAD for various lengths of time throughout their educational experience in VBCPS compared to demographically similar students who were never enrolled in AAD?
- 5. What were the general perceptions of stakeholders of AAD (i.e., students, parents, and staff)?
- 6. What was the additional cost of implementing AAD to the school division and what costs were covered by An Achievable Dream, Inc. in 2024-2025?

Evaluation Results and Discussion

Alignment with Strategic Framework

The first section of the evaluation report discusses the alignment of aspects of the An Achievable Dream program with the school division's strategic framework, *Compass to 2030*, that was launched July 1, 2025. Many of the core aspects of *Compass to 2030* are similar to the division's previous strategic framework, *Compass to 2025*. The core components of An Achievable Dream directly align with several goals within the school division's strategic framework, *Compass to 2030*. The first *Compass to 2030* goal is to challenge and

support each student to excel academically and be future ready, which is directly aligned with the priorities of AAD to ensure students are prepared for college and career. A key component of AAD is ensuring students are provided opportunities to ensure they are ready for future pathways. Related strategies within the first *Compass to 2030* goal include increasing access to and sustaining support in courses and programs aligned with students' future aspirations; and providing increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are enrolled, enlisted, or employed after graduation. The work of AAD also aligns with the second *Compass to 2030* goal to enhance student well-being, resilience, and responsibility. In particular, a core principle of AAD involves ensuring that social-emotional needs are being met, especially through the Social, Academic, and Mindset Education (SAME) curriculum. Several strategies within this second goal are related to their work: integrating instructional practices that support students to learn about, practice, and develop social-emotional skills; and strengthening students' sense of belonging through increased access to mentors, extracurricular activities, and leadership opportunities. Lastly, AAD aligns with many strategies of the fourth *Compass to 2030* goal to partner with families and community to support students. AAD values partnerships with families and community partners, as well as meeting the needs of students and families through wraparound services. Several strategies within the fourth *Compass to 2030* goal are related, including creating and maintaining open and accessible communication channels to enhance family and community engagement; matching community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being; establishing and maintaining a wide range of partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities; identifying and addressing any barriers that may exist for family and community involvement and engagement; and collaborating with community and business partners to leverage resources, support opportunities, and provide comprehensive wraparound services.

Operational Components

The second evaluation question focused on the operational components of AAD. This section of the report focuses on the location of AAD; student eligibility, applications, and transportation options; family engagement and involvement; the various program components, such as the SAME curriculum, additional opportunities for students, college preparation and workforce readiness opportunities, and post-secondary support; and staff selection and professional development. Progress toward related implementation goals is discussed in this section where appropriate.

AAD Academy Location

Beginning in the 2014-2015 school year, the AAD academy was implemented at Seatack Elementary School with kindergarten through second grade. The program expanded each year to include an additional grade level at Seatack Elementary School until 2017-2018 when the entire elementary school was fully implementing the AAD academy. Sixth grade was added at Lynnhaven Middle School in 2018-2019, which operates as a school within a school. The program continued to expand to include an additional middle school grade level until 2020-2021 when all AAD students in sixth through eighth grades were at Lynnhaven Middle School. In 2019, an ad hoc committee was established by the School Board to make recommendations related to the implementation of the AAD program at the secondary level, including planning for a school location, programming, staffing, and support services.³ The ad hoc committee recommended building a new wing at Lynnhaven Middle School to accommodate the continued expansion to additional secondary grade levels.

In April 2020, the School Board approved the expansion of the program to include the new addition at Lynnhaven Middle School, which would be used for the AAD high school students.⁴ The wing began construction in fall 2021 and was completed in August 2023. This wing has a separate entrance but shares several common areas with Lynnhaven Middle School, such as the gym, library, and athletic fields. While

construction was being completed, ninth grade was added to AAD during the 2021-2022 school year and tenth grade was added to AAD during 2022-2023. During these school years when the wing was being built, the AAD high school students attended school in learning cottages at Lynnhaven Middle School for their core content courses and were transported to First Colonial High School for elective courses. During the 2023-2024 school year, when eleventh-grade students were added to the program, all AAD high school students began participating in the program in the new wing at Lynnhaven Middle School. However, according to the academy coordinator, during that year, students may have continued to complete some courses at First Colonial High School. During the 2024-2025 school year, when the program reached full implementation, high school students were fully receiving their education at the Lynnhaven Middle School wing.

Eligibility, Application Process, and Transportation

Program Eligibility

Within the initial AAD contract with VBCPS in 2013, it was noted that students must meet historical performance criteria to be selected for the program; however, at the elementary school level, students from the Seatack Elementary School attendance zone were automatically accepted into the AAD program. Families within the Seatack Elementary School attendance zone have the option to opt out of the program and attend a nearby school if they prefer.

In addition to students who are zoned for Seatack Elementary School, the AAD program accepts students in kindergarten through ninth grade throughout the school division who apply for the program. Under the initial contract between VBCPS and AAD in 2013, students could apply for the program from kindergarten through fourth grade. This was expanded to seventh grade by the School Board in August 2019. When AAD was approved as an academy prior to the 2024-2025 school year, incoming ninth-grade students were eligible for enrollment into the program.

Although the most recent 2019 Memorandum of Agreement (MOA) between VBCPS and AAD did not include detailed information about student acceptance criteria, it references that AAD serves a targeted student population. According to the initial contract with VBCPS in 2013, students will be selected for the program based on several factors, including eligibility for free and reduced-price lunch, single-parent household status, and sibling participation in AAD.

While students across the division are eligible to apply, transportation is limited to certain attendance zones, which may affect access. In addition, because students zoned for Seatack Elementary School are automatically eligible for enrollment and do not complete an application, the number of available seats for other applicants at the elementary level may be limited. Capacity at each grade level is also influenced by the number of students continuing in the program from prior years.

According to the chief strategy officer for AAD, Inc., student acceptance and enrollment decisions are based on whether the program can appropriately meet each student's needs.⁵ Efforts are made to balance maintaining program capacity with ensuring that enrolled students are well served.

Application Process

To apply for the AAD program, families must complete an online application on the An Achievable Dream, Inc. website.⁶ Families must also submit a copy of the student's most recent report card and attend an information session either in-person or virtually. Information sessions are typically held in December and January, with admission decisions provided to students and families in February or March.

Data provided by AAD showed there was a total of 108 applications received for enrollment in AAD for the 2024-2025 school year (see Table 3). Of these 108 student applications, 74 students (69%) were accepted into the program. Overall, acceptance rates varied by school level with acceptance rates of 71 to 74 percent at the elementary school and middle school levels, and an acceptance rate of 42 percent at the high school level.

Beginning in 2024-2025, because AAD was considered an academy by the school division with a new AAD academy coordinator, AAD staff could attend the high school academy night and advertise the program to students and families for the 2025-2026 school year. Applications for the program opened around October and were due in January. The AAD academy coordinator noted that she also worked with the Department of Communications and Community Engagement to discuss recruitment strategies at the secondary level for incoming ninth-grade students, which is the high school grade level that new students can enroll in the program. According to the executive director of high schools, additional efforts to increase enrollment included recruitment tours and site-based information nights.

According to the executive director of high schools, as of February 2025, there was a total of 204 applications, which was a large increase in comparison to the previous year. There were 59 applications for elementary school, 124 applications for middle school, and 21 applications for rising ninth-grade students. This notable increase may have been due to additional efforts to increase enrollment as noted above. On March 11, 2025, the School Board approved expansion of the transportation zones at the elementary and secondary levels, which allowed for potentially more students to participate in the program. Although the primary application window had closed, there was another round of information sessions and the application window was extended after the expanded zones were approved. According to the AAD academy coordinator, information about the opportunity was sent directly to the schools within the newly expanded zones. A total of 59 additional applications were received during this extended application period with most (n=48) at the elementary school level. This increase at the elementary school level may have been due to the expansion of school attendance zones that were eligible for transportation to AAD schools for 2025-2026.

Based on the data provided by AAD, there was a total of 263 applications for the 2025-2026 school year. Of these 263 applications, 153 students (58%) were accepted into the program. There were acceptance rates of 73 to 80 percent at the secondary levels, while there was an acceptance rate of 36 percent at the elementary school level.

Table 3: Total Number of Applications and Number of Students Accepted

School Year and Measure	ES	MS	HS	Total
2024-2025				
Total student applications	62	34	12	108
Total students accepted	44	25	5	74
Acceptance rate	71%	74%	42%	69%
2025-2026				
Student applications as of February 2025	59	124	21	204
Total student applications as of summer 2025	107	131	25	263
Total students accepted	38	95	20	153
Acceptance rate	36%	73%	80%	58%

On the secondary student survey, students who indicated the 2024-2025 school year was their first year attending AAD were asked questions about the application process. Overall, 93 percent of secondary students

who responded to the survey item agreed the application process was clear, and 90 percent agreed the application process was easy to access, navigate, and complete.

Program Capacity

To assess the program's ability to accept additional students prior to the 2024-2025 and 2025-2026 school years, enrollment capacity was calculated by grade level. According to the AAD MOA with VBCPS, each grade level within AAD was intended to have a minimum of 75 students and a maximum of 90 students. Based on these guidelines, the maximum enrollment capacity is 90 students per grade, resulting in a total capacity of 540 students at the elementary level and 270 students at the middle school level. Although the program generally accepts ninth-grade students at the high school level, high school capacity is provided for illustrative purposes.

As shown in Table 4, at the end of the 2023-2024 school year, the elementary school was operating at approximately 71 percent capacity, while middle school was at approximately 54 percent and the high school (grades 9 through 11) was operating at 26 percent capacity. In addition, all grade levels were below capacity, suggesting available capacity to enroll additional students in the program for the 2024-2025 school year.

At the end of the 2024-2025 school year, while the capacity percentage at high school increased slightly from the previous year (from 26% to 32%), elementary and middle school capacity percentages decreased (from 71% to 69% at elementary and from 54% to 46% at middle). As shown in Table 4, all grade levels were below capacity again suggesting room for acceptances into the AAD program for the 2025-2026 school year.

Table 4: Percent of Enrollment Capacity at Each Grade Level (90 Students Per Grade Level)

Grade Level	Enrollment EOY 2023-2024	Percent of Capacity EOY 2023-2024	Enrollment EOY 2024-2025	Percent of Capacity EOY 2024-2025
K	63	70%	58	64%
1	52	58%	60	67%
2	71	79%	48	53%
3	67	74%	67	74%
4	63	70%	81	90%
5	66	73%	57	63%
K-5	382	71%	371	69%
6	49	54%	52	58%
7	38	42%	39	43%
8	58	64%	33	37%
6-8	145	54%	124	46%
9	24	27%	48	53%
10	16	18%	26	29%
11	29	32%	14	16%
12	N/A	N/A	27	30%
9-12	69	26%	115	32%

Note: Students are generally not accepted after grade 9.

Transportation

When the AAD program began in 2014-2015, only students who were zoned for Seatack Elementary School and an additional nearby elementary school (i.e., Birdneck Elementary School) were eligible for transportation to Seatack Elementary School for the AAD program, and only students who were zoned for Lynnhaven Middle School were eligible to receive transportation to Lynnhaven Middle School for the AAD program. On August 27, 2019, the School Board approved an expansion to three additional middle schools as well as the elementary schools in these feeder patterns, which included a total of 19 elementary school zones and 4 middle school

zones.^{7,8} Eligibility for transportation for high school students is based on their middle school zone. These 19 elementary and 4 middle schools were the approved zones for transportation for the 2024-2025 school year.

Analyses of the school attendance zones of students enrolled at AAD at the end of the 2024-2025 school year showed 93 percent of elementary school students were zoned for one of the 19 elementary schools that were eligible for transportation to AAD. At the secondary level, 75 percent of middle school students and 78 percent of high school students were zoned for one of the four middle schools that were eligible to receive transportation.⁹

When secondary students were surveyed regarding transportation to AAD, 93 percent of secondary students agreed school bus transportation allowed them to participate fully in AAD. In addition, 92 percent of parents who responded to the survey agreed school bus transportation allowed their child to participate fully in AAD (see Table 5).

Table 5: Parent Agreement Regarding Transportation Allowing for Participation

Survey Item	ES	Secondary	Total
School bus transportation allows my child to participate fully in An Achievable Dream Academy.	93%	91%	92%

As noted previously, the School Board approved expansion of the transportation zones in March 2025, which allowed for potentially more students to participate in the program. As of the 2025-2026 school year, students who are zoned for six middle schools are eligible to receive transportation. Students who are zoned for a total of 33 elementary schools can receive transportation to Seatack Elementary School for the AAD academy.¹⁰

Family Involvement

According to the AAD website, parent/guardian involvement is crucial and “AAD places a high value on relationships with the entire family.”¹¹ In this section, details are provided regarding the educational contracts that outline the expectations of parents and students, the wraparound services offered to students and families, and the family engagement opportunities provided by AAD, as well as family involvement.

Parent and Student Educational Contracts

To ensure parents and students were aware of the program expectations, all students and parents signed an educational contract with AAD. The contracts were general agreements that students and parents would adhere to the responsibilities as outlined by the program, although the information included in the contracts varied slightly by school level. For example, elementary school and middle school parents were requested to support their child’s education through discussions with him/her about school and ensure their child attends school, dresses appropriately, follows school behavior and drug-free policies, and communicates with teachers. There were additional expectations for high school parents related to college preparation, such as ensuring their child takes college entrance examinations, such as the SAT, and completing the Free Application for Federal Student Aid (FAFSA). At the elementary school level, students were asked to pledge to not use drugs or engage in criminal behavior, to be respectful, attend school on time, have good manners, and to try their best. Middle school and high school students were requested to attend school, follow the uniform/dress code policy, and follow behavior rules and expectations. An expectation specific to middle school students was maintaining a 2.5 grade-point average, while high school students were requested to take college entrance exams and apply for scholarships.

If students or parents do not adhere to the contract, there is a possibility that the student may be removed from the program. According to data provided by AAD, for the 2024-2025 school year, there was one student

who was asked to leave the program for this reason. Overall, on the survey, 89 percent of students agreed the expectations in the educational contract were clear, and 93 percent of parents agreed the educational contract helped them understand the academy's expectations for students and families. While there was little variation by level for student agreement (88%-91% depending on level), a higher percentage of elementary school parents (97%) agreed with this item than secondary parents (82%) (see Table 6).

Table 6: Parent Perceptions of Educational Contract Helping Them Understand Expectations

Survey Item	ES	Sec	Total
The educational contract provided by AAD helped me understand the academy's expectations for students and families.	97%	82%	93%

An important component of the program that was reflected in the contract was that students would adhere to a dress code to provide structure and set a tone for the school environment. According to the AAD student and parent handbook, at the elementary school and middle school levels, students were required to wear a shirt/sweatshirt with the AAD logo that is a specific color by grade level and all black shoes. At the elementary school level, students were required to wear dark navy pants or shorts, while middle school students were required to wear tan khaki pants or shorts. Additional requirements, specifically for students in grades 3 through 8, included having well-groomed hair, limited jewelry and makeup, and a black or brown belt. At the high school level, students were required to wear business casual attire, which included plain collared shirts or blouses; casual or dress pants, shorts, skirts, or dresses; socks or hosiery; and dress shoes. Additional requirements for high school students included well-groomed hair, jewelry and/or watches appropriate for the workplace; and trimmed fingernails. According to AAD, the intention of the uniform requirements is to "level the playing field, eliminate social issues, and strengthen the group identity."¹²

When surveyed, overall 59 percent of students agreed the uniform and dress code made them feel part of An Achievable Dream Academy (see Table 7). Agreement was lowest at elementary school (54%), followed by high school (60%) and middle school (65%).

Table 7: Student Perceptions of Uniform and Dress Code Making Them Feel Part of AAD

Survey Item	ES	MS	HS	Total
The uniform and dress code make me feel part of An Achievable Dream Academy.	54%	65%	60%	59%

According to the AAD graduating seniors who participated in the focus group, students felt they were easily identifiable because of their uniforms while middle school students at Lynnhaven Middle School, which also housed students who were not in the program and who did not wear uniforms. Students reported occasionally feeling that they were unfairly blamed for incidents due to being identified as AAD students and wearing the program shirt.

Wraparound Services

AAD makes efforts to ensure students' and families' needs are addressed. To meet families' needs, AAD provides wraparound services including home visits, parent education, clothes closets, medical resources (if needs are identified), food pantries, holiday food baskets, anonymous services (housing, electric bill, groceries, etc.), and community outreach.¹³ According to the AAD, Inc. chief strategy officer, if parents or families are struggling in one of the areas listed above, AAD helps provide the support through emergency funding sources, as well as connecting families with resources. Examples of support provided in the past included paying for lodging when families had no housing, paying for utilities, and providing transportation to students and families when needed. Overall, 92 percent of parents who responded to the survey agreed AAD

provided extra resources and support when their family needed it (see Table 8). In addition, 90 percent of parents agreed AAD supported them with handling student attendance, academic, and/or discipline issues.

Table 8: Parent Perceptions of Extra Resources and Support by AAD

Survey Items	ES	Secondary	Total
AAD provides extra resources and support when my family needs it.	93%	90%	92%
AAD supports me with handling student attendance, academic, and/or discipline issues.	90%	91%	90%

Family Engagement Opportunities and Involvement

According to the AAD, Inc. chief strategy officer and the AAD, Inc. director of academic and student affairs, AAD staff work closely with families to identify specific types of events and activities that align with their interests and needs. This approach ensures that family engagement is purposeful and responsive to the community the program serves.

Related Implementation Goals

In the AAD Academies' Strategic Goals for 2024-2025, two goals addressed family engagement: *increasing the number of collaborative family engagement opportunities* and *increasing parental/familial involvement in students' academic and extra-curricular activities*.

Family Engagement Opportunities Goal

AAD staff provided data regarding the various collaborative family engagement opportunities offered by AAD. Table 9 summarizes these opportunities offered at AAD across the three school levels.

Table 9: Family Engagement Opportunities by Level

ES	MS	HS
Induction Ceremony	Induction Ceremony	Back-to-school party
New family building walkthrough	Back-to-school party	Fall Festival
Back-to-School Block Party	Open House	Math/Literacy Night
Open House	Fall Festival	College/Career Night
Fall Festival at Haygood Skating	Rising 6th grade night	FAFSA Night
ESL Technology Night	Math/Literacy Night	Senior Parent Meetings
5th-grade Chorus and Strings	8th grade promotion ceremony	Newly Accepted Families Night (two events held)
Winter Concert	Rising 9th grade night	Division-Wide Academy Night
iFly Showcase	Newly Accepted Families Night 6-8 (two events held)	Academy Information Nights (multiple throughout the year)
Math Family Engagement Night	Division-Wide Academy Night	ACCESS College Commitment Day
Parent Literversity K-2	Academy Information Nights (multiple throughout the year)	Senior Awards
Parent Literversity 3-5	NJHS Induction Ceremony	200+ Scholars Breakfast
STEAM/Book Fair Night		NHS Induction Ceremony (two events held)
5th Grade Promotion Ceremony		

When AAD instructional staff were surveyed about the opportunities offered to parents, 86 percent agreed AAD provides parents events, programs, and resources to support their child's education (see Table 10). While all elementary school instructional staff agreed AAD provides parents with these opportunities, 79 percent of secondary instructional staff agreed. When AAD secondary classroom teachers were surveyed in the fall, 89 percent agreed. In addition, all AAD administrators (n=3) agreed these opportunities were provided to parents.

Table 10: Staff Perceptions of AAD Providing Parents Events, Programs, and Resources

Survey Item	ES	Secondary	Total
AAD provides parents events, programs, and resources to support their child's education.	100%	79%	86%

When parents were surveyed about the opportunities for engagement, 86 percent of AAD parents indicated they were aware of events, programs, and resources that AAD provides for parents to support their child's education. This percentage was higher than the agreement percentage of parents throughout the division with 77 percent of VBCPS parents divisionwide indicating in 2024-2025 they were aware of events, programs, and resources that VBCPS provides. In addition, 90 percent of AAD parents indicated they were satisfied with the events, programs, or resources provided by AAD to help them support their child's education, which was similar to the percentage of parents divisionwide who indicated satisfaction with events, programs, or resources provided by the division (89%).

Parental/Family Involvement Goal

Parents were surveyed about their involvement in students' academic and extra-curricular activities to provide information to assess the program's goal of increasing parental/familial involvement. For example, parents were surveyed about being encouraged to participate in activities held at school. Overall, 88 percent of parents agreed AAD encouraged them to participate in the activities held at school with higher agreement at elementary school (94%) than at the secondary level (73%) (see Table 11).

In addition, overall, 95 percent of parents agreed they were involved in their child's academic and/or extracurricular activities, and 91 percent of parents indicated they were satisfied with the opportunities available to be involved in their child's school. Satisfaction levels with involvement opportunities were higher among elementary parents (94%) than secondary parents (82%). When compared to parents divisionwide, elementary AAD parents reported slightly higher agreement regarding satisfaction with opportunities available for involvement than parents across the division (94% versus 92%), while secondary AAD parents reported slightly lower agreement (82% versus 84%).

Table 11: Parent Perceptions of Academic Involvement

Survey Items	ES	Secondary	Total
AAD encourages me to participate in the activities held at school.	94%	73%	88%
I am involved in my child's academic and/or extracurricular activities.	94%	100%	95%
I am satisfied with the opportunities available to be involved in my child's school.	94%	82%	91%

From a student perspective, overall 71 percent of AAD students agreed their family was involved in their academic and/or extracurricular activities with higher agreement at the secondary level (74%-76%) than at the elementary school level (64%). Lower percentages of staff indicated that parents/families were involved in their child's academic and/or extracurricular activities (see Table 12), while all AAD administrators (n=3) agreed parents/families were involved.

Table 12: Instructional Staff Perceptions of Parent/Family Involvement

Survey Items	ES	Secondary	Total
Parents/families are involved in their child's academic and/or extracurricular activities.	44%	58%	53%

Parents were also surveyed more generally about effective communication and feeling welcomed in the school. Overall, 86 percent of parents agreed the school effectively communicated important school-related information to families with higher agreement at the elementary level (91%) than secondary level (73%) (see Table 13). In comparison to parents divisionwide, AAD parents had lower agreement regarding effective communication from their child’s school than across the division, although the difference was more notable at the secondary level (ES: 91% versus 94%; Secondary: 73% versus 86%). In addition, 93 percent of AAD parents agreed AAD makes them feel welcomed with little difference between the elementary and secondary levels (see Table 13).

Table 13: Parent Perceptions of AAD Effectively Communicating Information and Feeling Welcomed

Survey Items	ES	Secondary	Total
My child’s school effectively communicates important school-related information to families.	91%	73%	86%
AAD makes me feel welcomed.	94%	91%	93%

Program Components

The next section within the operational components section of the report focuses on the various program components offered to students through AAD. The program components include the specialized curricula (i.e., the Social, Academic, and Mindset Education (SAME) curriculum), additional opportunities offered to students (e.g., extended day, summer intersession, field trips, mentors), college preparation and workforce readiness opportunities, and support for post-secondary plans.

Social, Academic, and Mindset Education Curriculum

The Social, Academic, and Moral Education (SAME) Curriculum is a key component adopted by AAD. Within this specialized curriculum, there was an emphasis on “ethics, etiquette, peaceful conflict resolution, and Speaking Green®.” There is also a morning program for elementary and middle school students that involves recitation of banners that involve positive affirmations. In addition, AAD students are provided the daily VBCPS academic curriculum.

Social Rotations

At the elementary and middle school levels, there are several social rotation classes that are the core components of the SAME curriculum framework. These rotations focus on the whole child through social-emotional and character development with an emphasis on relationships. These social rotations include classes on etiquette, ethics and conflict resolution, mindfulness and meditation, and Speaking Green®. Elementary and middle school AAD students had a rotation of classes that focused on each of these areas of social and mindset education that lasted two weeks at a time. At the elementary school level, grade levels took turns being assigned to each of these areas. Students rotated between these social rotation classes and participating in the banners/morning program. The AAD values and standards for behavior were reinforced throughout these classes. At the high school level, students participate in dedicated time for social-emotional development through reflective writing prompts and discussions that build on the foundations of the SAME framework.

During the class on etiquette, students learn lessons on manners, respect, and professionalism, such as table etiquette and appropriate social interactions. During the Speaking Green® class, students are encouraged to use clear, positive, and professional language, emphasizing Standard English, confident speaking, and effective body language. During the ethics or conflict resolution class, students explore real-life examples of ethical decision-making and constructive strategies for managing conflict. During the mindfulness and meditation class, students engage in guided practices designed to build focus, emotional awareness, and self-control.

When students were surveyed, from 82 to 85 percent of students agreed AAD provided them opportunities to gain academic, social, and mindset skills needed to be successful. Slightly higher percentages of high school students agreed compared to elementary school and middle school students (see Table 14).

Table 14: Student Perceptions of AAD Providing Opportunities to Gain Academic, Social, and Mindset Skills

Survey Items	ES	MS	HS	Total
AAD gives me opportunities to gain academic skills I will need to be successful.	83%	86%	88%	85%
AAD gives me opportunities to gain social skills I will need to be successful.	81%	82%	83%	82%
AAD gives me opportunities to gain mindset skills I will need to be successful.	81%	83%	88%	83%

Similarly, when instructional staff were surveyed about AAD providing these opportunities, from 72 to 83 percent of instructional staff agreed opportunities were provided for students to gain academic, social, and mindset skills to be successful (see Table 15). In the follow-up survey of secondary AAD classroom teachers, agreement was higher regarding opportunities for students to gain social skills and mindset skills (89%-100%), while agreement was consistent regarding opportunities for students to gain academic skills. In addition, all administrators (n=3) also agreed these opportunities were provided for students. Overall, nearly all parents agreed these opportunities were provided for their child (95%-97%).

Table 15: Instructional Staff and Parent Perceptions of AAD Providing Students Opportunities to Gain Academic, Social, and Mindset Skills

Groups and Survey Items	ES	Secondary	Total
Instructional Staff - AAD provides opportunities for students to gain academic skills needed to be successful.	83%	83%	83%
Instructional Staff - AAD provides opportunities for students to gain social skills needed to be successful.	78%	69%	72%
Instructional Staff - AAD provides opportunities for students to gain mindset skills needed to be successful.	78%	79%	78%
Parents - AAD provides my child opportunities to gain academic skills needed to be successful.	96%	100%	97%
Parents - AAD gives my child opportunities to gain social skills needed to be successful.	93%	100%	95%
Parents - AAD gives my child opportunities to gain mindset skills needed to be successful.	96%	100%	97%

When elementary school and middle school students were surveyed more specifically about the impact of the various social rotation classes on helping them in key improvement areas, somewhat lower percentages of students agreed. Regarding the etiquette class, 78 percent of students agreed the class helped them be polite and well-mannered with others, while 75 percent of students agreed the Speaking Green® class helped them learn communication skills. In addition, 72 percent of students agreed the ethics/conflict resolution class helped them resolve conflicts with other people, and 69 percent agreed the mindfulness and meditation class helped them better control what they are feeling. Results varied somewhat by school level with elementary students having more positive perceptions about the etiquette and Speaking Green® class and middle school students having more positive perceptions about the ethics/conflict resolution and mindfulness and meditation class (see Table 16).

Table 16: Student Perceptions of Social Rotations Impacting Key Improvement Areas

Survey Items	ES	MS	ES & MS Total
Etiquette class helps me be polite and well-mannered with others.	81%	74%	78%
Speaking Green class helps me learn communication skills.	76%	74%	75%
Ethics/conflict resolution class helps me resolve conflicts with other people.	70%	74%	72%
Mindfulness and meditation class helps me better control what I am feeling.	68%	71%	69%

Staff were asked similar survey items about the social rotation classes helping students in these various areas. While all administrators who responded to the survey items (n=3) agreed, lower percentages of instructional staff agreed with these items. Overall, 52 percent of instructional staff agreed the etiquette social rotation helped students be polite and well-mannered with others, while 58 percent of instructional staff agreed the Speaking Green® class helped students learn communication skills (see Table 17). In addition, 59 percent of instructional staff agreed the ethics/conflict resolution class helped students learn how to resolve conflicts with other people, and 62 percent agreed the mindfulness and meditation class helped students regulate their emotions and behavior better. Overall, higher percentages of elementary instructional staff agreed with statements about the impact of these classes on students' skill development than middle school. In the follow-up survey of AAD secondary classroom teachers, agreement was lower for the etiquette, Speaking Green®, and ethics/conflict resolution social rotations, ranging from 0 to 33 percent agreement regarding the impact of these classes. However, agreement regarding the mindfulness and meditation social rotation was slightly higher (67%). Because the number of middle school teacher respondents was very small (n=3), these percentages from the follow-up survey should be interpreted with caution.

Table 17: Elementary and Middle School Instructional Staff Perceptions of Social Rotations Impacting Key Improvement Areas

Survey Items	ES	MS	Total
The etiquette social rotation helps students be polite and well-mannered with others.	61%	46%	52%
The Speaking Green social rotation helps students develop communication skills.	67%	52%	58%
The ethics/conflict resolution social rotation helps students learn how to resolve conflicts with other people.	67%	52%	59%
The mindfulness and meditation social rotation helps students regulate their emotions and behavior better.	71%	56%	62%

At the high school level, 79 percent of students who responded to the survey agreed the social-emotional time with prompts helped them build their social and emotional skills. Additional information was provided by AAD seniors who participated in the focus group. Seniors who participated reflected on several aspects of the SAME curriculum in previous years, including finding benefits in learning how to write checks and learning about etiquette. Some seniors also identified liking a specific event called Tie Tuesday in which they would learn how to put on ties.

From the staff perspective, 78 percent of high school staff agreed the social-emotional time with prompts helped students build their social and emotional skills. In the follow-up survey of AAD secondary classroom teachers, agreement was approximately 50 percent, although the number of high school teacher respondents was low (n=6). In addition, all the administrators who responded to this item agreed (n=3) the social-emotional time helped students build skills.

Banners and Morning Program

Another aspect of the SAME curriculum for the students at AAD includes the daily morning program. When not participating in the social rotation classes, students met as a group in the morning to recite the “Banners,” which are “positive affirmations that remind them of the school’s beliefs and expectations.” Students at Seatack Elementary School participated in this morning program within the gym. Portions of the sayings recited included “Decisions are up to me. Success in school – helps me be successful in life. I can go to college if I work hard. Being a success means doing my best. An Achievable Dream loves me. I am someone special. Believe in yourself.” The goal of reciting the Banners each morning was to reinforce AAD’s values and standards for proper behavior as well as encourage self-confidence. Physical banners with the affirmations were also placed throughout the Seatack Elementary School and Lynnhaven Middle School buildings and served as an additional reminder for the students.

On the survey, approximately 62 percent of elementary school and middle school students agreed the morning program and Banners helped them be confident in themselves, with higher agreement for middle school students (71%) than elementary school students (55%) (see Table 18).

Table 18: Student Perceptions of Morning Program and Banners Helping Them Be Confident

Survey Item	ES	MS	ES & MS Total
The morning program and Banners help me be confident in myself.	55%	71%	62%

While all administrators (n=3) who responded to the survey item agreed, instructional staff had somewhat lower agreement regarding the effectiveness of the morning program with 65 percent of elementary school and middle school instructional staff agreeing the morning program and Banners helped students be confident in themselves (see Table 19). A higher percentage of elementary school instructional staff (72%) agreed with this item than middle school instructional staff (60%). When middle school classroom teachers were surveyed in the follow-up survey administration, there was lower agreement regarding the effectiveness with 0 percent agreement (although the number of middle school teacher respondents was low).

Table 19: Elementary and Middle School Instructional Staff Perceptions of Morning Program and Banners Helping Students Be Confident

Survey Item	ES	MS	ES & MS Total
The morning program and Banners help students be confident in themselves.	72%	60%	65%

Related Implementation Goals

Within the AAD Academies’ Strategic Goals for 2024-2025, there were two goals related to the SAME framework: *streamlining the delivery and implementation of SAME curricula through morning program and social rotations* and *incorporating the SAME framework into K-12 core content instruction*.

Elementary and middle school staff were surveyed about their perceptions related to these goal areas. When surveyed about the delivery and implementation of the SAME curriculum being streamlined through the morning program and social rotations, 73 percent of elementary and middle school instructional staff agreed. A higher percentage of middle school staff (78%) agreed than elementary school staff (67%) (see Table 20). A lower percentage of staff agreed (49%) the SAME curriculum was effectively incorporated in the core content. Again, agreement was higher at middle school (67%) than elementary school where 22 percent of elementary school staff agreed with this item. All administrators who responded to these items (n=3) agreed the delivery and implementation was streamlined and the SAME curriculum was effectively incorporated in core content.

Table 20: Instructional Staff Perceptions of SAME Curriculum Being Streamlined and Effectively Incorporated in Core Content

Survey Items	ES	MS	ES & MS Total
The delivery and implementation of the SAME curriculum is streamlined through the morning program and social rotations.	67%	78%	73%
The SAME curriculum is effectively incorporated in the core content instruction.	22%	67%	49%

Curricula Alignment and Rigorous Course Opportunities

Students at all levels participate in the standard VBCPS curriculum in addition to AAD’s program components. At the elementary school level, all students and staff in the building are part of AAD and follow the VBCPS elementary school curriculum within the framework of AAD. At the secondary level, the middle school operates as a school within a school at Lynnhaven Middle School. Therefore, although AAD students are part of the distinct program, students have opportunities to take elective courses with other teachers within Lynnhaven Middle School. This allows students to have access to a range of courses. At the high school level, beginning in 2024-2025, AAD functioned as an academy located in the dedicated wing within Lynnhaven Middle School. Therefore, AAD high school students took courses with the AAD-specific teachers, which was reported by students and staff as potentially limiting access to a broader range of courses. According to the AAD academy coordinator, prior to 2024-2025, AAD high school students could participate in courses at First Colonial High School; however, AAD transitioned to a model in which all students remained in the building and were no longer transported to First Colonial for courses. The coordinator noted that students had the ability to enroll in courses online if they expressed interest in a course that was not offered. According to the academy coordinator, at the middle school level, there are some students who participate in the Old Donation School dance program. In addition, high school students are eligible to participate in the Environmental Studies Academy, Advanced Technology Center, and the Technology and Career Education Center. During the 2024-2025 school year, there were 12 AAD high school students who were enrolled in either ATC or TCE.

On the student survey, 77 percent of AAD high school students agreed they had access to the courses they needed to support their plans after high school and 76 percent of high school AAD students agreed their school provided them with rigorous learning opportunities. Agreement for these items was lower than the percentage of high school students divisionwide who agreed they had access to needed courses (87%), and they were offered rigorous opportunities (86%). During the graduating senior focus group, some students expressed concerns about the limited variety of high school course offerings. Some students commented on having an interest in taking other electives such as weightlifting and not having access to world languages beyond Spanish through a face-to-face option. Students also mentioned that not having access to classes at First Colonial High School was viewed as limiting opportunities. This theme was also prevalent when staff and students provided comments on the survey about areas of improvement for AAD. In particular, some secondary staff commented about the lack of course offerings, such as options in arts or music as well as advanced options in Advanced Placement (AP) and dual enrollment courses. Some staff also commented about students needing to be enrolled in multiple study halls a day due to the lack of available courses. Some student comments mirrored these concerns by noting their desire to take courses at an external high school for additional opportunities related to interests and elective courses.

An analysis of distinct courses completed by AAD high school students enrolled in 2024-2025 (n=124) was conducted. The results showed that students took a relatively limited variety of courses across several content areas compared to the matched group of peers. However, courses taken online through Virtual Virginia or Edgenuity appeared to expand students’ access to additional courses, especially in world languages and marketing and entrepreneurship (see Table 21). As shown in Table 21, during the 2024-2025 school year, no courses in Music or Technology Education were taken by AAD high school students either face-to-face or

online, and only one course was taken in Art. Although World Language courses were limited to Spanish in a face-to-face environment, courses available through Edgenuity allowed students to take courses in three other languages (French, German, and Latin). Although six English courses were offered, nearly all AAD students took Honors English and AVID was taken in grades 9 and 10. Two students took a regular English course online. More courses were offered in Math and Social Studies, while other content areas had a smaller number of distinct course options.

As shown in Table 21, compared to a matched group of demographically similar high school peers (n=113), AAD students had access to fewer distinct course options. The matched comparison group completed a broader variety of both core and elective courses. In addition, while the matched comparison group completed five dual enrollment courses and nine AP courses, the AAD high school students took one dual enrollment and five AP courses (see Appendix B for the full list of unique courses).

Table 21: Unique Courses Completed at AAD by High School AAD Students During 2024-2025

HS Courses - Areas	AAD High School Students			High School Matched Comparison Group
	Face-to-Face Courses	Online Courses**	Total	
Art	1	0	1	5
Business & IT	3	0	3	4
English & Reading	6	2	8	23
Family & Consumer Science	2	0	2	4
Health & PE	2	0	3	4
Math	6	2	8	12
Marketing & Entrepreneurship	0	2	2	6
Music	0	0	0	9
Naval Science	1*	0	1*	1
Science	5	3	7	6
Social Studies	8	1	9	14
World Languages	3	4	7	11
Technology Education	0	0	0	8
Total	37	14	51	107

Note: Various course levels (i.e., Advanced, Honors, AP, Dual enrollment) were considered different course offerings. For this analysis, various course formats (i.e., in-person, online, year-long, 4x4) were combined to simplify comparisons. Academic concepts courses were excluded.

*Students could take an ROTC course at Cox High School.

**Courses listed here were additional unique courses not offered through a face-to-face option. Some courses offered online were also offered face-to-face and are included in the face-to-face column.

Comparisons were also made regarding the percentage of students enrolled in a study hall during the school year. According to the executive director of student support services for VBCPS, study halls can provide opportunities for enrichment, remediation, and structured peer interaction. AAD high school students also enrolled in study hall courses during the periods in which they were completing coursework for their online courses. Overall, 84 percent of AAD high school students were enrolled in at least one study hall at one point during the 2024-2025 school year. In comparison, 10 percent of students in the matched group were enrolled in at least one study hall during the school year.

Additional Opportunities

AAD offers additional opportunities that extend beyond the typical curriculum and school day. These opportunities included an extended school day and year with enrichment opportunities, field trips, community partnerships and mentors, numerous clubs and extracurricular activities, and a merit program.

Extended Day and School Year

The first additional opportunity for students is extending the time spent at school to allow for additional instruction and out-of-classroom experiences. The MOA noted that the extended day would be a total of 8 and a half hours, which is 2 hours longer than the typical day. In contrast, as implemented during 2024-2025, the school day was extended by 1 hour and 15 minutes each day except for Friday at the elementary school level, making the full school day 7 hours 45 minutes (see Table 22 for 2024-2025 school year hours by level). At the secondary levels, the school day was extended by approximately one and a half hours each day, Monday through Friday, making the full day 8 hours.

At the elementary school level, on two of the days, the extended portion was for academics (reading and mathematics), whereas on the other two days, the extended portion was for clubs. During the days where additional time was spent on academics, AAD also held instructional enrichment classes that focused on novel studies, coding activities, and math problem-solving concepts. At the secondary level, the extended day was considered the zero block at the beginning of the school day when students participated in the SAME curriculum components, such as the social rotations, the What It Takes program, or the social-emotional reflection time.

The extended day begins with first graders in their second semester. All second- through twelfth-grade students were required to stay for the extended school day. High school students could apply to be excluded from the extended day due to extracurricular or employment reasons. According to AAD staff, there were no students who applied for this exclusion during the 2024-2025 school year.

Table 22: AAD School Hours by Level

Grade Level	Hours	Length of Day	Comparison with Other VBCPS Schools
Kindergarten	Mon-Fri, 8:45 a.m.-3:15 p.m.	6 hours, 30 minutes	Same hours
First grade	Semester 1: Mon-Fri, 8:45 a.m.-3:15 p.m. Semester 2: Mon-Thurs, 8:45 a.m.-4:30 p.m. Fri, 8:45 a.m.-3:15 p.m.	Semester 1: 6 hours, 30 minutes Semester 2: Mon-Thurs: 7 hours, 45 minutes Fri: 6 hours, 30 minutes	Semester 1: Same hours Semester 2: Mon-Thurs: 1 hour, 15 minutes longer Fri: Same hours
Second through Fifth grade	Mon-Thurs, 8:45 a.m.-4:30 p.m. Fri, 8:45 a.m.-3:15 p.m.	Mon-Thurs: 7 hours, 45 minutes Fri: 6 hours, 30 minutes	Mon-Thurs: 1 hour, 15 minutes longer Fri: Same hours
Middle school	Mon-Fri, 8:05 a.m.-4:05 p.m.	8 hours	1 hour, 30 minutes longer
High school	Mon-Fri, 8:05 a.m.-4:05 p.m.	8 hours	1 hour, 20 minutes longer

Note: The length of the school day across other VBCPS schools is: 6.5 hours at elementary and middle school and 6.67 hours at high school.¹⁴

The year was also extended to include a summer intersession and Saturday programming as needed. As reported in the contract, the program is “an 8 and a half hour day program, up to 26 weeks of Saturday School and four weeks of summer intersession.” For the summer intersession following the 2024-2025 school year, there was an additional four-week block with half-days on Monday through Thursday. All elementary school students, including kindergartners, were required to attend the summer intersession. At the secondary level, rising sixth through tenth graders were required to participate at Lynnhaven Middle School. Rising eleventh- and twelfth-grade students were not required to participate. Although, it was mandatory for all secondary students to attend if there was concern that they may be retained.

During the 2025 summer intersession, students were taught by their teachers for the upcoming 2025-2026 school year, which allowed the teachers to consider curriculum for the next year and prepare for the school year when it began in August. During the summer intersession, there was a focus on academics (i.e., reading and mathematics) and work on summer learning loss. In addition, there was a focus on the social and mindset curricula and opportunities for field trips. At the secondary level, students were also provided additional college tours. According to the secondary academy coordinator, families and students were also provided assistance with application completion and funding for other summer camps.

As shown in Table 23, data provided by AAD showed 336 AAD students participated in the summer intersession during summer 2024, and 404 AAD students participated in the summer intersession during summer 2025. For the 2024 summer intersession, this was an approximate participation rate of 61 percent based on the 551 students enrolled at the end of the 2023-2024 school year in grades K through 9. Participation varied by level with higher percentages of elementary (63%) and rising middle (62%) school students than rising ninth and tenth graders (50%). For the 2025 summer intersession, this was an approximate participation of 74 percent based on the 543 students enrolled at the end of the 2024-2025 school year in grades K through 9, which was an increase from the previous year. A higher percentage of rising middle school students (91%) participated than elementary school (68%) and rising ninth and tenth graders (69%).

Table 23: Number of AAD Students Who Participated in Summer Intersessions

Summer Intersession	ES	MS	HS	Total
2024	200	95	41	336
2025	213	135	56	404

Only students who were identified as needing additional academic instruction were required to attend school on Saturdays. This identification of need was based on previous SOL scores, current school division benchmark scores, and teacher recommendations (i.e., classroom behavior or performance). During the 2024-2025 school year, there was a total of 14 Saturday sessions at the elementary school level and 15 Saturday sessions at the secondary level. Overall, 142 elementary school students participated across these events, while 73 middle school students and 39 high school students participated (see Table 24). This was an approximate participation rate of 36 percent out of the 704 students enrolled at any point during the 2024-2025 school year. Approximated participation rates ranged from 52 percent at middle school to 32 percent at elementary school and 31 percent at high school.

Table 24: Number of Saturday Sessions Offered During 2024-2025 and AAD Students Who Participated

Saturday Sessions	ES	MS	HS
Number of Saturday sessions	14	15	15
Number of students participated	142	73	39

When students were surveyed about these additional opportunities, students could also indicate whether they participated. Overall, 89 percent of students who responded to the survey indicated they participated in the extended day (93% for elementary students and 86% to 87% for secondary students). Overall, 77 percent of students indicated they participated in summer intersession (66% for elementary students and 84% to 85% for secondary students). Regarding Saturday school, overall, 66 percent of students indicated they participated in Saturday school. There were higher percentages of secondary students who indicated they participated (72%-79%) compared to elementary students (52%).

Of those who indicated they participated in these additional opportunities, 71 percent of students agreed the longer school day provided them with more opportunities to learn, 75 percent agreed the summer intersession

helped prepare them for the next school year, and 77 percent agreed Saturday school provided them with extra academic support. Elementary students' perceptions about these opportunities were more positive than secondary students' perceptions (see Table 25). When surveyed about the academic support received from their teachers more generally, 83 percent of students agreed their teachers provided support in subject areas where they needed support. Agreement was highest at high school (96%), followed by elementary school (84%) and then middle school students (71%) (see Table 25). When compared to students across the division, high school AAD students had higher agreement (96%) regarding teachers providing support where needed than high school students divisionwide (89%), whereas elementary school and middle school AAD students had lower agreement than students divisionwide (ES: 84% versus 92%; MS: 71% versus 85%).

Table 25: Student Perceptions of Extended Day, Summer Intersession, Saturday School, and Being Provided Support in Subject Areas

Survey Items	ES	MS	HS	Total
The longer school day provides me with more opportunities to learn.	74%	69%	68%	71%
Summer intersession helped prepare me for the next school year.	79%	72%	75%	75%
Going to school on Saturday(s) provides me with extra support for my academics.	83%	71%	78%	77%
My teachers provide support in subject areas where I need support.	84%	71%	96%	83%

According to AAD seniors who participated in the focus group, there were comments about the extended day being too late at the high school level. Seniors commented that the schedule in a previous year with the extended time in the morning was preferred to the current schedule, which was extended in the afternoon.

When instructional staff and parents were surveyed about these additional opportunities for learning, 88 percent of instructional staff agreed AAD provided additional opportunities for students to learn through the extended day, 94 percent agreed AAD helped prepare students for the next school year through the summer intersession, and 96 percent agreed AAD provided students with extra academic support through Saturday school (see Table 26). There was high instructional staff agreement for all items at all levels (at least 83%). All administrators who responded to these items (n=3) agreed regarding these opportunities being offered. From a parent perspective, 89 percent of parents agreed AAD provided opportunities and support through the extended day and Saturday school (see Table 26). There was little variation by school level regarding the extended day. Lower percentages of secondary parents (80%) agreed extra academic support was provided through Saturday school compared to elementary school parents (94%). In addition, 88 percent of AAD parents agreed teachers provided support in subject areas where needed with higher agreement at elementary (91%) than secondary (82%). AAD parent agreement regarding teachers providing support where needed was similar to the agreement from parents divisionwide (ES: 91%; Secondary: 83%).

Table 26: Instructional Staff and Parent Perceptions of Extended Day, Summer Intersession, and Saturday School

Groups and Survey Items	ES	Secondary	Total
Instructional Staff - AAD provides additional opportunities for students to learn through the extended day.	83%	90%	88%
Instructional Staff - AAD helps prepare students for the next school year through the summer intersession.	94%	94%	94%
Instructional Staff - AAD provides students with extra academic support through Saturday school.	94%	97%	96%
Parents - AAD provides additional opportunities for my child to learn through the extended day.	88%	90%	89%
Parents - AAD provides my child with extra academic support through Saturday school.	94%	80%	89%
Parents - Teachers provide support in subject areas where my child needs support.	91%	82%	88%

Field Trips

Another aspect of AAD is providing opportunities for students to attend field trips to locations throughout the community. The goal of these experiences was to help students understand their academics, as well as provide additional experiences for the students. Throughout the 2024-2025 school year, there were 76 field trips in total at the elementary school level, while there were 15 field trips at the middle school level and 49 field trips at the high school level. Examples of field trips for elementary school students included visits to the Naval Station Norfolk, Chrysler Museum of Art, and the Virginia Beach Sports Center. Examples of field trips for middle school students included visits to the Aquarium, American Rover, and Virginia Tech STEM Weekend. Examples of field trips for high school students included various college tours and visits to Washington D.C. and the Flamenco Dance Company. See a summary of example field trip opportunities in Table 27.

Table 27: Number of Field Trips by Level and Examples

Field Trips	ES	MS	HS
Number of field trips	76	15	49
Example of field trips	Naval Station Norfolk Slover Library Busch Gardens Norfolk Zoo Sandler Center Chrysler Museum of Art Virginia Beach Sports Center Aquarium	Aquarium American Rover Wells Theater Busch Gardens Virginia Living Museum Virginia Tech STEM Weekend	College Tours Washington DC False Cape State Park Hampton Roads Sanitation District Wells Theater Flamenco Dance Company

Overall, when students were surveyed about the field trips, 82 percent of AAD students agreed field trips helped them learn outside of school (see Table 28). Slightly higher percentages of secondary students (84%-85%) agreed with this item than elementary school students (80%).

Table 28: Student Perceptions of Field Trips

Survey Item	ES	MS	HS	Total
Field trips help me learn outside of school.	80%	85%	84%	82%

As shown in Table 29, high percentages of instructional staff (96%) and parents (92%) agreed AAD provided field trip opportunities for students to learn outside of school and all administrators who responded to the item (n=3) agreed.

Table 29: Instructional Staff and Parent Perceptions of Field Trips

Groups and Survey Item	ES	Secondary	Total
Instructional Staff - AAD provides students with field trip opportunities to learn outside of school.	94%	97%	96%
Parents - AAD provides field trip opportunities for my child to learn outside of school.	93%	91%	92%

Community Partners and Mentors

During the 2024-2025 school year, AAD engaged with multiple community partners that supported students across all school levels. In total, the AAD program in VBCPS collaborated with 23 community partners at the elementary school level, 5 at the middle school level, and 14 at the high school level. Several partners worked directly with students and offered special opportunities. In particular, iFly, which is a company that offers indoor skydiving, has been an ongoing partner at the elementary school level with AAD since its initial implementation in 2014-2015. In the current partnership, students can participate with iFly through a club at Seatack. In addition, for elementary school students, Zeiders American Dream Theater provided songwriting workshops, while EquiKids offered equine therapy for students who were identified as potentially benefiting from this additional social-emotional support. In addition, several other community partners were involved with the AAD program across all school levels (see Table 30 for examples).

Table 30: Number of Community Partners by Level and Examples

Community Partners	ES	MS	HS
Number of community partners	23	5	14
Example of community partners	Zeiders American Dream Theater NAS Oceana Prince Hall Masons Kappa Alpha Psi Fraternity Delta Sigma Theta Sorority United Way Sentara Galilee Episcopal Church	VBPD Kaleo Legal Sentara Capital Group ACCESS College	VBPD Kaleo Legal Sentara Capital Group ACCESS College Chrysler Museum EXIT Realty HRSD Illuminate Beauty Boutique Plaza Bakery VB Commonwealth Attorney Yorkies Deli

As AAD has continued implementation through grade 12, community sponsors became a part of the program with the first graduating class in 2024-2025. To ensure students' future success, the initial contract with VBCPS in 2013 stated, "AAD may, but shall not be obligated to, develop a merit college scholarship program." As part of the merit scholarship program, every class of AAD students receives a community sponsor that provides merit college scholarships to fund students' college careers. For the 2024-2025 graduating class, a sponsor was established that provided a minimum scholarship of \$3,000 per student.

Another way community partners or community members have been involved with AAD is through serving as mentors and role models to help ensure AAD students envision their own achievable dream. At the elementary school level, there is an established mentorship program that involves students from any grade being matched with a mentor based on student need as identified by an administrator. At the secondary level, there were also opportunities for students to meet with individual mentors or mentorship groups (e.g., Young Men of Distinction). During the 2024-2025 school year, at the elementary school level, there were approximately 20

students who met with mentors individually during lunch or at the end of the day during the extended time (see Table 31). During this time, mentors helped students with academics, played games, talked, or engaged in art activities. At the secondary level, there were 34 middle school students and 46 high school students who worked with either an individual mentor or met with a mentor group. At the secondary level, mentors and mentor groups typically worked with students on career readiness. Mentor groups typically met on a weekly basis.

Table 31: Number of Students Who Worked With a Mentor or Mentor Group by Level and Examples

Mentors	ES	MS	HS
Number of students who had a mentor (or mentor group)	20	34	46
Example of mentors or mentor groups	Individual Mentors Young Men of Distinction	Individual Mentors Young Men of Distinction Men In Black The Village	Individual Mentors Young Men of Distinction Ladies of Distinction

On the survey, overall, 27 percent of AAD students indicated they had an adult mentor or mentor group during the 2024-2025 school year. Of those who indicated they had a mentor or mentor group, 97 percent indicated their mentorship experience was very or somewhat useful. Approximately 94 percent of elementary school students indicated the experience was very or somewhat useful, while all secondary students indicated it was. In addition, when students were surveyed about having at least one adult who cared about their future, 85 percent of students agreed (see Table 32). A lower percentage of middle school AAD students agreed (79%) compared to the other levels (87%-90%). In comparison to students divisionwide, AAD students had lower agreement regarding having an adult who cared about their future, especially at the middle school level. Across the division, 90 percent of elementary school, 89 percent of middle school, and 92 percent of high school students agreed.

Table 32: Student Perceptions of Having an Adult Who Cares About Their Future

Survey Item	ES	MS	HS	Total
I have at least one adult who cares about my future.	87%	79%	90%	85%

Morning Greetings

Another opportunity provided to students is being greeted every morning by school staff when they arrive at the school. Every morning, staff and administrators welcomed students and shook their hands while ensuring students looked them in the eye. This was also an opportunity for staff to conduct a uniform inspection prior to the school day. In practice, students must form a line upon arrival at the building to conduct handshakes with staff members. Students are required to go through this line prior to going to their classrooms. At the elementary school level, students entered through the front door and formed a line to shake hands with the administration and teachers. When program evaluators visited the school, the line of students extended outside the building at times. At the secondary level, the academy coordinator indicated that students entered the school through the cafeteria to shake hands with staff and then recited the morning rotations (i.e., a version of the banners recited by elementary school students).

When surveyed about the morning greetings, 66 percent of students agreed the morning greetings helped them start their day in a positive way (see Table 33). A higher percentage of secondary students agreed with this item (70%-72%) than elementary school students (59%).

Table 33: Student Perceptions of Morning Greetings Helping Them Start Their Day in a Positive Way

Survey Item	ES	MS	HS	Total
The morning greetings help me start my day in a positive way.	59%	72%	70%	66%

Instructional staff had more positive perceptions of the morning greetings with 89 percent of instructional staff agreeing the morning greetings helped students start their day in a positive way (see Table 34). In the follow-up survey of secondary classroom teachers in the fall, all teachers (100%) agreed with this item. In addition, all administrators who responded to the item (n=3) agreed the morning greetings helped students start their day in a positive way.

Table 34: Instructional Staff Perceptions of Morning Greetings Helping Students Start Their Day in a Positive Way

Survey Item	ES	Secondary	Total
The morning greetings help students start their day in a positive way.	88%	90%	89%

Clubs and Extracurricular Activities

Students had access to several different clubs and extracurricular activities while at AAD. Examples of clubs included athletics (e.g., dance, yoga), science- and math-related clubs (e.g., Lego), arts-related clubs (e.g., Culinary Arts), and various other club opportunities (e.g., Kindness Club) (see Table 35). At the elementary school level, students participated in these clubs during two of the four extended days. At the middle school level, students had access to clubs that were unique to AAD, as shown in Table 35, as well as any clubs offered through Lynnhaven Middle School. At the high school level, students had access to AAD clubs shown in Table 35 and primarily participated during lunchtime. While high school students had access to athletics available at First Colonial High School, they did not have access to participate in their clubs. To participate in athletics at First Colonial High School, high school students took transportation after the extended day. In addition, ROTC is offered at Cox High School for AAD high school students. During 2024-2025, there were two high school AAD students who completed ROTC-related courses at Cox High School. Some AAD seniors who participated in the focus group noted that students not having access to the clubs at First Colonial High School was a change from a previous year when they were able to participate. Some seniors also indicated the current format of holding clubs during lunchtime was not effective because they did not have enough time to participate. Table 35 provides the total number of clubs offered through AAD during 2024-2025 with examples.

Table 35: Number of Clubs Offered by AAD by Level and Examples

Clubs	ES	MS*	HS
Number of AAD clubs	18	12	6
Example of clubs	BeYOUtiful Sewing Club Kindness Club MixxedFit Dance Fitness Lego Club Culinary Arts Yoga Club American Sign Language	Basketball Game Board Chess Art Photography No Bake Step	Ladies of Distinction Men of Distinction Latin Student Union Garden Operation Smile Pickleball

Note: *At the middle school level, in addition to these 12 clubs unique to AAD, students also had access to all clubs offered through Lynnhaven MS.

When surveyed about participation in extracurricular activities, 72 percent of AAD students indicated they participated in extracurricular activities, clubs, or athletics, which was a higher percentage than at the division level overall (66%) (see Table 36). A higher percentage of elementary AAD students (84%) indicated they participated in one of these activities compared to secondary AAD students (62%-63%). In comparison to the division, a much higher percentage of elementary AAD students (84%) indicated they participated in one of

these activities compared to division elementary school students (69%). The percentages for middle school were more similar (63% versus 64%), while the percentage was slightly lower for AAD high school students compared to the division (62% versus 65%).

AAD students were also surveyed about the benefit of clubs. Overall, 86 percent of students agreed clubs helped them explore new interests with high percentages at elementary and middle school levels (see Table 36). Agreement was lower at the high school level (79%).

Table 36: Student Perceptions of Clubs

Survey Items	ES	MS	HS	Total
Did you participate in any extracurricular activities, clubs, or athletics through your school?	84%	63%	62%	72%
Clubs help me explore new interests.	86%	90%	79%	86%

From a staff perspective, 90 percent of instructional staff agreed clubs allowed students to explore new interests with little difference by school level (see Table 37). All administrators who responded to the item (n=3) agreed.

Table 37: Instructional Staff Perceptions of Clubs

Survey Item	ES	Secondary	Total
Clubs allow students to explore new interests.	89%	90%	90%

Dream Merit Program

To encourage positive behavior, students are also provided the opportunity to be rewarded with “dream merits.” Dream merits are reward points that students can earn to purchase items at the school shop, such as school supplies or small toys or gifts. Staff members could reward students with these merits for appropriate behavior or appropriate dress throughout the school day.

At the elementary school level, to educate third- through fifth-grade students about budgeting and finances, students managed their merits and could write checks to use merits to purchase items. Students in the younger grades had others who managed their merits but were allowed to use them for designated opportunities. At the middle school level, students managed their merits through Dream Dollars, while high school students used a punch card.

When students were surveyed about the effectiveness of the dream merit program, 75 percent of students agreed earning merits or dollars motivated them to make good choices and follow school expectations (see Table 38). There was slightly higher agreement at the secondary levels (75%-79%) than at the elementary school level (71%).

Table 38: Student Perceptions of Dream Merit Program Motivating Them to Make Good Choices

Survey Item	ES	MS	HS	Total
Earning dream merits/dream dollars motivates me to make good choices and follow school expectations.	71%	79%	75%	75%

As shown in Table 39, when instructional staff were surveyed about the effectiveness of this program component, 50 percent of instructional staff agreed the program motivated students to make good choices and follow school expectations, while all administrators who responded to the item (n=3) agreed. A higher percentage of secondary instructional staff agreed (61%) than elementary school instructional staff (33%),

although agreement was relatively low overall. In the follow-up survey of secondary classroom teachers in the fall, agreement was lower regarding this item (44%).

Table 39: Instructional Staff Perceptions of Dream Merit Program Motivating Students to Make Good Choices

Survey Item	ES	Secondary	Total
The dream merit/dream dollar program motivates students to make good choices and follow school expectations.	33%	61%	50%

College Preparation and Workforce Readiness Program Opportunities

Another opportunity offered by AAD primarily to secondary students is the “What It Takes,” program. As part of this workforce readiness program that begins in middle school, representatives from corporate partners visit with AAD students to help prepare students for postsecondary success in college or the workforce. This includes professional guest speakers leading sessions introducing students to future career pathways, as well as teaching various workforce readiness skills, such as a workshop on LinkedIn. These opportunities through What It Takes are typically offered during the zero bell at the beginning of the school day.

Related Implementation Goal

In the AAD Academies’ Strategic Goals for 2024-2025, one goal addressed the college preparation and workforce readiness program: *fully and consistently implementing What It Takes initiative.*

When secondary students were surveyed about the What It Takes program, 75 percent of secondary AAD students agreed the program prepared them for the workforce by teaching them important professional skills with higher agreement from high school students (79%) than middle school students (72%) (see Table 40). In addition, when secondary instructional staff were surveyed, 85 percent agreed the program prepared students for the workforce by teaching them important professional skills.

Table 40: Secondary Student Perceptions of What It Takes Program Helping Them Prepare for the Workforce

Survey Item	MS	HS	Secondary Total
The What It Takes program is preparing me for the workforce by teaching me important professional skills.	72%	79%	75%

The What It Takes program also involves a Job Shadow Day that occurs during students’ junior year. On the survey, students in grades 11 and 12 were provided an item about Job Shadow Day. All students in grades 11 and 12 who responded to the survey item agreed it helped them get a better understanding of workplace opportunities.

Students were also surveyed more generally about receiving assistance, resources, and information at their school that helped them make informed decisions about their options after they graduate from high school. As shown in Table 41, nearly all high school AAD students agreed (94%) with this item, while 84 percent of middle school students agreed. AAD student agreement for this item was higher than at the division level for high school students (88%), while it was similar for middle school students (85%).

Table 41: Secondary Student Perceptions of Receiving Assistance to Make Informed Decisions About Postsecondary Options

Survey Item	MS	HS	Secondary Total
I receive assistance, resources, and information at this school that help me make informed decisions about my options after I graduate from high school.	84%	94%	88%

When high school students were further surveyed about support received regarding their postsecondary plans, 84 percent agreed their experience in VBCPS prepared them for what they planned to do after high school, and their school provided them with learning experiences that were relevant to their future goals (see Table 42). Agreement regarding these items was slightly higher for AAD high school students compared to high school students divisionwide who had agreement ranging from 80 to 83 percent. Additionally, 89 percent of AAD high school students agreed they had a plan and knew what they were going to do after graduation, which was also slightly higher than across the division high school students (85%).

Table 42: High School Student Perceptions of Support Received Regarding Postsecondary Plans

Survey Items	HS
My experience in VBCPS has prepared me for what I plan to do after high school.	84%
My school provides me with learning experiences that are relevant to my future goals.	84%
I have a plan and know what I am going to do after graduation.	89%

From a parent perspective, all secondary parents agreed AAD provided opportunities to prepare their child for college and the workforce. In addition, 82 percent of secondary parents agreed their child received assistance, resources, and information at their school that helped him/her make informed decisions about college, employment, or military service, which was higher than across all secondary parents divisionwide (76%). Nearly all secondary instructional staff (97%) agreed that students received assistance, resources, and information at AAD to help them make informed decisions.

Of the AAD seniors who responded to the survey, 91 percent indicated their plan was to enroll in college after graduation, while 9 percent indicated they were unsure at the time. This was higher than the percentage of students at the division level (70%) who indicated they planned to pursue college.

Postsecondary Plan Support

The final additional opportunity for high school students is the support they receive in their planning for after high school. Within the high school AAD parent and student contracts, there are expectations related to college preparation, such as ensuring students take the PSAT, SAT, or ACT examinations and complete the FAFSA. The contract also includes applying for scholarships.

According to the AAD academy coordinator, there is a Director of Graduation Success who is employed by AAD, Inc. and located at the AAD high school wing at Lynnhaven Middle School. The Director of Graduation Success works individually with each student to ensure students complete the FAFSA and apply for scholarships. As noted previously, each AAD graduating class also has a class sponsor that provides a base scholarship to all seniors. For the 2024-2025 school year, the minimum scholarship per student was \$3,000 per year as reported by the AAD academy coordinator. AAD staff work to fill funding gaps through college and community partnerships and through ensuring federal funding applications and external scholarship applications are completed.

All seniors who responded to the survey indicated they received help and support to find and apply for scholarship opportunities. This was higher than the agreement from seniors divisionwide (81%). Overall, data provided by AAD showed that all seniors in 2024-2025 received scholarships with a total of \$2,516,132 across all students.

In addition, according to the AAD academy coordinator, all AAD graduates will always be part of the program even after graduation. AAD continues to maintain contact with alumni through monthly check-ins to provide ongoing support. One major theme that emerged from the AAD graduating senior focus group regarding an

area of strength of the program involved financial support and scholarships. Several seniors commented on this being the biggest benefit of their participation in the AAD program.

Staff Selection Process and Characteristics

The next section of the report focused on AAD staff, including the staff selection process, staff characteristics, staff retention, and professional learning opportunities.

Staff Selection Process

Instructional staff for AAD were identified based on the Department of Human Resources classification of “instructional,” which excludes administrators and classroom assistants. At Seatack Elementary School, all instructional staff were considered part of the AAD program after it was fully implemented in 2017-2018, making the identification process straightforward. At the secondary level, staffing was more complex because AAD secondary instructional staff were officially classified as Lynnhaven Middle School staff within Department of Human Resources files, and some staff worked with both LMS and AAD students.

According to the MOA with VBCPS, instructional staff are selected based on their talents, experiences, and commitments for the target population and SAME enhancement. When AAD was first implemented in 2014-2015, all existing staff had the opportunity to transfer if they did not want to be a part of the AAD program. Instructional staff members who stayed went through the interview process. The selection processes for new instructional staff each year involved joint interviews with the principal and an AAD representative. In selecting teachers, AAD prioritized those with experience in Title I schools and being receptive to the social and mindset program components.

Instructional staff members were also required to sign a contract with AAD, Inc., which spans a three-year term. Similar to contracts signed by parents and students, instructional staff members were provided the mission of the program and asked to commit to specific aspects of the program, such as focusing students’ attention on the Banners, integrating the SAME curriculum throughout the day, and wearing professional dress. In the contract, staff are required to model expected student behavior and take part in the morning greetings with students. AAD staff who work the extended day are provided an additional stipend directly from AAD, Inc. for their extra time (\$8,500/year).

Secondary Staffing Allocations

At the secondary level, due to AAD staff being identified as working at Lynnhaven Middle School in all official Human Resources files, there were some challenges related to identifying the secondary AAD instructional staff. According to the Office of Budget Development, during the 2024-2025 school year, there were 19 additional classroom teacher full-time equivalent (FTE) budgeted allocations for AAD secondary students. An additional four FTE allocations were provided by the high school executive director to support instruction challenges.

Cross-referencing multiple internal records revealed slight inconsistencies in staffing lists. These internal documents included the AAD Stipend List obtained from AAD and Lynnhaven Middle School Staffing Workbooks maintained by the department of school leadership. These differences illustrated a need for more transparency and clarity about which staff were considered AAD staff. In addition, based on the spring survey, 89 percent of secondary instructional staff at Lynnhaven Middle School who responded to the survey and who worked with AAD students indicated they taught both LMS and AAD students, while only 11 worked exclusively with AAD students.

According to the AAD academy coordinator, secondary teachers may teach across multiple grade levels, but do not teach across content areas. In addition, according to the building principal, some students, particularly self-contained special education students, were often taught by non-AAD teachers due to not having a dedicated special education AAD teacher at the middle school level in 2024-2025. Although the intention was for all AAD teachers to teach only AAD students, some AAD secondary teachers also instructed non-AAD LMS students in practice and non-AAD secondary teachers instructed AAD students. In response to areas of improvement on the staff survey, one staff member provided a comment related to the lack of an AAD-specific special education teacher, as well as staff who commented that teachers who taught AAD students did not receive the stipend. However, it is important to note that although non-AAD teachers may teach AAD students, they may not have the additional requirements of being an AAD teacher (e.g., professional learning, working the extended day).

During the focus group with AAD seniors, students commented that there were teachers who taught multiple courses. They also expressed some concern about this, including the workload for staff (i.e., lesson planning), that teachers may not have the expertise needed, and that students may not be getting the appropriate depth of information from these courses.

Instructional staff were surveyed about the clarity of responsibilities as an AAD staff member, as well as the communication and collaboration with AAD (see Table 43). Overall, 86 percent of instructional staff agreed their responsibilities as an AAD staff member were clear with slightly higher percentages of agreement at the elementary level (89%) than the secondary level (84%). In addition, overall, 80 percent of instructional staff agreed AAD was consistent and clear in its communication with them and AAD provided communication in a timely manner. Similarly, higher agreement was found at the elementary school level (94%) compared to the secondary level (73%). Overall, a lower percentage of instructional staff agreed the collaboration between AAD and school staff was effective (66%) with again higher agreement at elementary school (78%) than at the secondary level (59%). In the follow-up survey of secondary classroom teachers in the fall, agreement was higher regarding receiving timely communication (88%), while agreement in the other areas were more similar to data from the spring survey. When administrators were provided similar items about responsibilities, communication, and collaboration, all administrators who responded to the survey items (n=3) agreed responsibilities were clear and communication was consistent, clear, and timely and collaboration with AAD was effective.

Table 43: Instructional Staff Perceptions of Clarity of Responsibilities and Communication and Collaboration with AAD

Survey Items	ES	Secondary	Total
My responsibilities as an AAD staff member are clear.	89%	84%	86%
AAD has been consistent and clear in its communication with me.	94%	73%	80%
AAD has communicated information to me in a timely manner.	94%	73%	80%
The collaboration between AAD and school staff is effective.	78%	59%	66%

Related Implementation Goals

In the AAD Academies’ Strategic Goals for 2024-2025, there was one goal related to staff: *increasing the teacher retention rate*. The percentage of classroom teachers who remained working with AAD was examined over two time periods (2023-2024 to 2024-2025 and 2024-2025 to 2025-2026) based on the list of classroom teachers who received the AAD stipend for working the extended day. As shown in Table 44, overall, 74 percent of classroom teachers remained working with AAD from 2023-2024 to 2024-2025, although there were slight variations by level. A higher percentage of secondary AAD teachers (81%) remained with AAD into 2024-2025 compared to the elementary AAD teachers (71%). There was a slightly lower overall percentage of teachers who were retained when examining teacher retention from 2024-2025 into 2025-2026 (70%). While

there was a slight increase in retention of teachers at the elementary school level (from 71% to 75%), there was a notable decrease in retention at the secondary level (from 81% to 63%).

Table 44: Percentage of Classroom Teachers Who Remained With AAD Across Years

School Years	Number of Teachers	Number of Teachers Retained the Following Year	Retention Rate
2023-2024 to 2024-2025			
Elementary	31	22	71%
Secondary	16	13	81%
Total	47	35	74%
2024-2025 to 2025-2026			
Elementary	28	21	75%
Secondary	19	12	63%
Total	47	33	70%

Instructional Staff

The characteristics of AAD’s instructional staff members for the 2024-2025 school year are provided in Table 45. Elementary school AAD instructional staff were slightly more likely to be male (10%) compared to the elementary division instructional staff overall (6%). At the elementary school level, AAD had a higher percentage of Black instructional staff (22%) than at the division level (9%), and a lower percentage of White instructional staff (68%) compared to the division (82%). AAD instructional staff at the elementary level were more likely to be new to the division (15%) than at the division level (8%). Although, elementary school AAD instructional staff had higher average years of experience compared to the division, while secondary AAD instructional staff had lower average years of experience. A higher percentage of elementary school AAD instructional staff held graduate degrees (61%) compared to the elementary division (55%).

Table 45: Instructional Staff Characteristics

Characteristic	AAD ES Staff (n=41)	ES Division (n=2,416)	AAD MS and HS Staff (n=20)	Secondary Division (n=2,546)
Female	90%	94%	70%	71%
Male	10%	6%	30%	29%
Asian	2%	3%	5%	4%
Black	22%	9%	15%	12%
Hispanic	2%	3%	5%	5%
Multiracial	5%	2%	0%	2%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	68%	82%	75%	76%
Percent New to Division	15%	8%	10%	7%
Average Years of Experience	16 years	14 years	12 years	MS: 14 years HS: 15 years
Percent Graduate Degrees	61%	55%	55%	53%

Staff Professional Development

Overall, AAD staff members are provided site-focused professional learning. During the professional learning week in August 2025, there was a professional learning day focused on AAD specific topics. In addition, during the summer, there was a summer retreat offered for staff and administrators. During the 2024-2025 school year, some AAD staff participated in a professional learning session through Eastern Mennonite University focused on Strategies for Trauma Awareness & Resilience (STAR). In addition, AAD offers support for teachers to ensure they are engaging in trauma-informed practices.

Perceptions of professional learning provided by AAD showed 67 percent of instructional staff agreed AAD provided them sufficient professional development in the delivery of the AAD program (see Table 46). A slightly higher percentage of secondary instructional staff (70%) agreed with this item than elementary instructional staff (61%). However, in the follow-up survey of secondary AAD classroom teachers, agreement was lower for this item (50%). When administrators were surveyed, all administrators who responded to the item (n=3) agreed professional learning was sufficient.

Table 46: Instructional Staff Perceptions of AAD Providing Sufficient Professional Learning in Delivery of AAD Program

Survey Item	ES	Secondary	Total
AAD has provided me sufficient professional development in the delivery of the AAD program.	61%	70%	67%

Student Enrollment Patterns and Student Characteristics

The next evaluation question addressed the enrollment patterns and characteristics of students enrolled at AAD during the 2024-2025 school year, including students’ school attendance zones and demographic characteristics. Additionally, the numbers of students who opted out of AAD and who withdrew from AAD were also determined. Based on the program reaching full implementation from grades K through 12, the percentage of students who continued throughout the program was also determined.

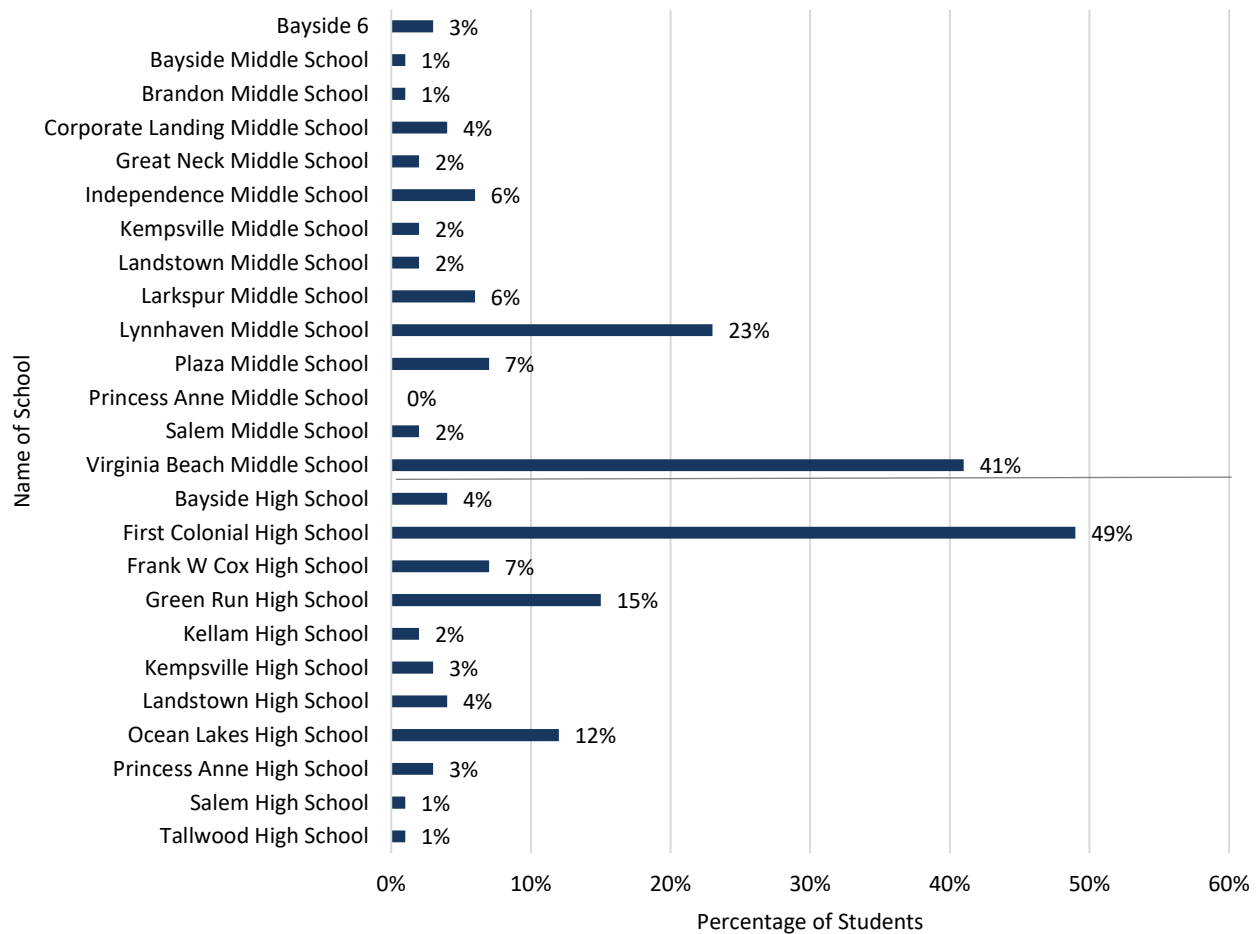
Student Enrollment By School Zone

Within the initial 2013 contract, it was noted that students must meet historical performance criteria to be selected for the program. In addition, students from the targeted attendance zones were automatically accepted into the AAD program at Seatack Elementary School. The AAD program also accepted students from throughout the division primarily in grades K through 9.

An analysis was conducted of students’ school attendance zones.¹⁵ At the elementary level, the majority of students enrolled at Seatack Elementary School at the end of the 2024-2025 school year resided within the Seatack attendance zone (68%) (n=254). The remaining 117 elementary school students were not zoned for Seatack. The next largest groups at the elementary school level were from the Birdneck (8%) and Alanton (3%) school zones. Students from 27 additional elementary schools had 10 or fewer attendees each (approximately 2% or less per school), indicating that Seatack Elementary School served students from across the division.

As shown in Figure 1, as of the end of the school year, the highest percentage of students at the middle school level was from the Virginia Beach Middle School zone (41%). The next highest percentage of students was from the Lynnhaven Middle School zone (23%), followed by Plaza Middle School (7%). The highest percentage of students at the high school level was from the First Colonial High School zone (49%), followed by Green Run High School (15%) and Ocean Lakes High School (12%).

Figure 1: Percentage of AAD Secondary Students by Zoned Middle School and High School



Student Characteristics

Table 47 shows the demographic characteristics of students enrolled at AAD at any point during the 2024-2025 school year (n=704). Any notable differences from patterns at the division level are noted. See Appendix A for demographic characteristics of students enrolled at any point in grades K through 12 throughout the division during the 2024-2025 school year.

As shown in Table 47, at the middle school level, there was a larger percentage of students who were male (57%) than female (43%), while the percentages by sex were more evenly split at the elementary school and high school levels. Overall, across all levels, the majority of AAD students were Black (55%-64%) and from 16 to 27 percent were Hispanic. Lower percentages of students were White (7%-11%) and Multiracial (10%-13%). The majority of AAD students at all levels were economically disadvantaged (66%-72%). At the elementary school level, 7 percent of students were identified English Learners, 10 percent were identified gifted, and 12 percent were identified special education. At the secondary level, there were lower percentages of English Learners (2%-3%) and higher percentages of gifted (16%-20%) and special education students (19%-21%). Across all levels, between 8 and 10 percent of students were military-connected.

Compared to students at the division level, there were notably higher percentages of Black and economically disadvantaged students at all levels and a higher percentage of special education students at the secondary

level. There were notably lower percentages of White, gifted, and military-connected students at AAD than students in the division at all levels and lower percentages of Asian students at the secondary levels.

Table 47: Demographic Characteristics of AAD Students

Characteristic	ES (n=439)	MS (n=141)	HS (n=124)	Overall (n=704)
Female	52%	43%	50%	50%
Male	48%	57%	50%	50%
Asian	1%	0%*	0%*	< 1%*
Black	60%**	64%**	55%**	60%**
Hispanic	16%	16%	27%	18%
Multiracial	13%	10%	10%	12%
White	10%*	11%*	7%*	10%*
Economically Disadvantaged	70%**	66%**	72%**	70%**
Identified English Learner	7%	3%	2%	5%
Identified Gifted	10%*	20%*	16%*	13%*
Identified Special Education	12%	21%**	19%**	15%
Military Connected	10%*	9%*	8%*	9%*

Note: Based on cumulative enrollment.

*More than 5 percent **below** the percentage at the division level based on cumulative enrollment.

More than 5 percent **above the percentage at the division level based on cumulative enrollment.

Student Opt-Outs

Another aspect of the evaluation question focused on how many elementary school students opted out of the program. As a reminder, families within the Seatack Elementary School attendance zone may decide to opt out of the program and attend a nearby school. To examine the number of students who opted out of the program at the elementary school level, the enrolled school and the designated attendance zone school based on home location were compared. Any other potential elementary school within the division was included, but special schools (e.g., Old Donation) or other programs (e.g., Southeastern Cooperative Educational Programs, [SECEP]) were excluded.

There were 94 students who lived in the designated Seatack Elementary School attendance zone but who were enrolled at a different school in 2024-2025 and were not enrolled at Seatack at any point during the school year. Therefore, these students may have opted out of AAD. Six possible reasons were provided for attending a school that was different from Seatack (see Table 48). The most common reason for not attending Seatack Elementary School was listed as “required courses or programs” or “other” in the VBCPS data warehouse. Of the 94 students who were enrolled elsewhere, 69 students (73%) attended a nearby school, Birdneck Elementary School.

Table 48: Number of Students Who Potentially Opted-Out of AAD With Reasons

Reason Provided for Opt-Out	2024-2025 (K-5)
Opt-Out Total	94
Childcare hardships	15
Extenuating circumstances	6
Moving	1
Other reasons	22
Out of VB, continued enrollment	1
Required courses or programs	38
No reason provided	11

Note: Table includes students enrolled at any point throughout the year.

Student Withdrawals

Related Implementation Goal

In the AAD Academies' Strategic Goals for 2024-2025, there was one goal related to student retention: *fewer students will withdraw from the program*. For this section of the report, withdrawal refers to students who were enrolled at AAD at any point during the 2024-2025 school year but were not enrolled in AAD at the end of the year. There was a total of 704 students who were enrolled at any time during the 2024-2025 school year. Of those 704, 94 students (13%) withdrew from the program during the school year and were not enrolled in AAD at the end of the school year. As shown in Table 49, there was a slightly higher percentage of students who withdrew from the program at the elementary school level (15%) than at the middle school (12%) and high school (7%) levels. The overall percentage of students who withdrew from the program remained consistent with the previous school year (2023-2024) when 13 percent of students enrolled at any time throughout the school year (89 of 685 students) withdrew from the program and were not enrolled in AAD at the end of the 2023-2024 school year. Comparisons by level were also relatively consistent with 14 percent of elementary school students, 13 percent of middle school students, and 8 percent of high school students withdrawing from the program at some point during the 2023-2024 school year.

Further examinations focused on the reasons why students left the program during the 2024-2025 school year. Of the 704 students enrolled at any point during the school year, 44 students (6%) left the AAD program then re-enrolled in another school in the division, while 7 students (1%) left the program and enrolled in a specialized program (e.g., SECEP, Renaissance Academy [RA]). The remaining students who withdrew from AAD (n=43) left the school division entirely during the school year after enrollment at AAD (6%).

Of the 44 students who re-enrolled in another VBCPS school, the majority of these students were in elementary school (64%), while one-fourth were in middle school (23%), and 14 percent were in high school. Of the 43 students who left the school division, the vast majority were in elementary school (88%), while the remaining students were in middle school (9%) and high school (2%).

Table 49: Percentage of Students Who Withdrew From AAD During 2024-2025

2024-2025 Withdrawals Within School Year	ES	MS	HS	Total
Total enrolled any time	439	141	124	704
Stayed until end of year	371 (85%)	124 (88%)	115 (93%)	610 (87%)
Withdrew from program prior to the end of year	68 (15%)	17 (12%)	9 (7%)	94 (13%)
Left AAD and re-enrolled in another VBCPS school	28 (6%)	10 (7%)	6 (5%)	44 (6%)
Left division	38 (9%)	4 (3%)	1 (1%)	43 (6%)
Enrolled in a specialized program	2 (<1%)	3 (2%)	2 (2%)	7 (1%)

Data provided by AAD detailed the various reasons students withdrew from the program during the 2024-2025 school year (see Table 50). Most withdrawals were due to family relocation or transportation barriers, while a smaller number reflected programmatic reasons such as schedule changes, discipline, or uniform requirements.

Table 50: Percentage of Students Who Withdrew From AAD Program With Reasons

2024-2025 School Year	ES	MS	HS
Overall withdrawal percentage	15%	11%	6%
Moved out of state or VB	8%	3%	0%
Moved to zoned school due to something specific with the program	2%	3%	2%
Moved to zoned school due to transportation	4%	2%	2%
Alternative setting (RA, SECEP, Homeschool)	1%	4%	2%
Deselection	0%	0%	1%

Note: Data included in this table was provided by AAD. Any discrepancies in percentages with VBCPS data may be due to differences in timing of student enrollment.

Additional analyses examined demographic characteristics of students who withdrew from the AAD program. As shown in Table 51, demographic characteristics varied across those who re-enrolled in another school within the division compared to those who left the division and those who remained at AAD.

Comparisons across the groups showed a lower percentage of students who left AAD and re-enrolled elsewhere in the division were Black students (50%) in comparison to those who stayed (60%). Alternatively, a higher percentage of Hispanic students left AAD and re-enrolled elsewhere (25%) compared to the other groups who stayed (18%) or left the division (7%). In addition, a higher percentage of students who re-enrolled elsewhere were identified as receiving special education services (25%) compared to those who stayed at AAD (13%). Similarly, a higher percentage of elementary school students who were zoned for Seatack but attended another elementary school were special education students (21%) compared with enrolled AAD elementary school students (12%). Finally, a larger percentage of students who re-enrolled elsewhere were in their first year at AAD (48%) compared to those who left the division (23%) or stayed at AAD (25%).

Table 51: Demographic Characteristics of Students by Withdrawal Status Compared to Students Who Stayed at AAD

Characteristic	Re-Enrolled in Another School (n=44)	Left Division (n=43)	Stayed at AAD (n=610)
Female	45%	67%	49%
Male	55%	33%	51%
Asian	0%	0%	0%
Black	50%	72%	60%
Hispanic	25%	7%	18%
Multiracial	14%	16%	11%
White	11%	5%	10%
Economically Disadvantaged	73%	0%	74%
Identified English Learner	2%	0%	6%
Identified Gifted	7%	2%	14%
Identified Special Education	25%	21%	13%
Military Connected	14%	7%	9%
First year in AAD	48%	23%	25%

Note: Students who left AAD and enrolled in a specialized program were excluded from this table.

Student Continuation in Program

Additional analyses examined student continuation in the AAD program across school years. Analyses were conducted to examine student continuation in the AAD program from the end of the 2023-2024 school year to the beginning of the 2024-2025 school year (i.e., September 30), with an additional focus on specific transition points (i.e., from elementary school to middle school and middle school to high school). As shown in Table 52, overall, the majority of students (83%) remained in the program from the end of 2023-2024 into 2024-2025. Higher percentages of high school students in 2023-2024 remained in the program into the 2024-2025 school year (94%) compared to students who were in middle school (83%) and elementary school (80%) in 2023-2024.

Table 52: Percentage of Students Who Continued and Withdrew Between 2023-2024 and 2024-2025

From EOY 2023-2024 to BOY 2024-2025	ES	MS	HS	Total
Remained in program	80%	83%	94%	83%
Overall between years withdrawal percentage	20%	17%	6%	17%

When focused specifically on the transition points between school levels, approximately 67 percent of fifth-grade students in 2023-2024 continued into sixth grade in 2024-2025, while 78 percent of eighth-grade students in 2023-2024 continued into ninth grade (see Table 53). These findings suggested that continuation in the program was lower at transition points, although the majority of students remained in the program.

Table 53: Percentage of Students Who Continued and Withdrew at Transition Points Between 2023-2024 and 2024-2025

From EOY 2023-2024 to BOY 2024-2025	Fifth Grade to Sixth Grade	Eighth Grade to Ninth Grade
Remained in program	67%	78%
Overall between year withdrawal percentage	33%	22%

Potential reasons students may have decided to no longer continue with the AAD program from the 2023-2024 school year into the 2024-2025 school year were obtained from AAD. According to AAD, students may have moved out of zone and no longer had transportation, moved out of the division or state, behavior/discipline,

parent choice (e.g., homeschool, transfer, return to zoned school, Virtual Virginia), change in hours, uniform/dress code requirements, or high school sports/extracurricular activities.

Long-term Student Continuation in Program

To examine longer-term student continuation with the AAD program, the number of students in the original group enrolled in 2014-2015 (kindergarten through second grade at that time) who stayed with the AAD program into the 2024-2025 school year (tenth through twelfth grades) was determined. Students were included in the original group if they were enrolled in AAD for at least half of the 2014-2015 school year and were considered as having stayed with the program if they were enrolled in AAD at least half of the 2024-2025 school year.

As shown in Table 54, overall, low percentages of students in the original K-2 group in 2014-2015 stayed with the AAD program into the 2024-2025 school year. The highest percentage of students who stayed with AAD was the original second graders, with 21 percent staying with AAD from second grade into twelfth grade. The lowest percentage was the original first graders, with 7 percent staying with AAD from first grade into eleventh grade. In addition, 18 percent of the original kindergarteners in 2014-2015 stayed with AAD as tenth graders into 2024-2025. To determine whether the other students in the initial group may have left the AAD program at some point and enrolled in another school within VBCPS, students’ enrollment in other schools in 2024-2025 was also examined. Approximately half of the original kindergarten (51%) and first-grade students (47%) were enrolled as tenth- and eleventh-grade students at another VBCPS school in 2024-2025, while 31 percent of the original second-grade students were enrolled as seniors at another school. The remaining students (40% overall) were either not enrolled at least half of the year in 2024-2025 or were not enrolled in VBCPS at all suggesting they may have left the division entirely.

Table 54: Percentage of Original Students in 2014-2015 Who Remained Enrolled in 2024-2025

Original Grade Level in 2014-2015	Number of Original Students	% Enrolled in AAD in 2024-2025	% Enrolled in Another School in 24-25
Kindergarten	83	18%	51%
Grade 1	55	7%	47%
Grade 2	70	21%	31%
Total	208	16%	43%

Students Since Initial Implementation

An additional analysis focused on how many of the current 2024-2025 AAD students have been enrolled since the initial implementation with a focus on the high school grades. In contrast to the analyses above that started with the groups of students in the first year of the program and monitored their enrollment to 2024-2025, this analysis started with the current group of AAD high school students and looked backward to see if they had been enrolled from the beginning of the program. Students must have been enrolled in the AAD program at least half of the year in 2024-2025 and the student’s first year in AAD.

As shown in Table 55, approximately half of the current tenth- (50%) and twelfth-grade students (54%) have been enrolled in the AAD program since the beginning (i.e., kindergarten and second grades in 2014-2015). These rates may partly reflect the small number of students in these grades and limited replacement of the students who left the program over time. Lower percentages of current ninth- (37%) and eleventh-grade students (29%) have been enrolled in the AAD program since the beginning (i.e., kindergarten in 2015-2016 and first grade in 2014-2015).

Table 55: Percentage of 2024-2025 High School AAD Students Who Have Been Enrolled Since Initial Implementation Year

Current Grade in 2024-2025	Number of Current Students	% of Current Students Enrolled From Beginning
Grade 9	51	37%
Grade 10	26	50%
Grade 11	14	29%
Grade 12	28	54%

Students Enrolled During 2025-2026

The enrollment at AAD at the beginning of the 2025-2026 school year was also examined. As of September 30, 2025, there was a total of 630 students enrolled in AAD across all school levels. As shown in Table 56, in comparison to the beginning of the year enrollment at AAD in 2024-2025, there was a slight decrease in the total number of students enrolled (from 648 to 630), although there were differences by level. There was an increase at the middle school level (from 137 to 158), while there was a decrease at the elementary school level and the number at the high school level remained the same. This slight increase at the middle school level may have been due in part to the School Board's approved expansion of eligible school attendance zones for transportation to AAD. However, there was not a visible impact of this decision at the elementary or high school levels.

As noted previously, according to the 2019 AAD MOA with VBCPS, each grade level within AAD was intended to have a minimum of 75 students and a maximum of 90 students. Overall, the AAD program was at 54 percent maximum capacity showing that the AAD program remained well-below capacity at the beginning of the 2025-2026 school year. The program was operating closer to capacity at elementary school (65%) and middle school (59%) than at high school (33%). If capacity percentages were based on the minimum targeted enrollment numbers in 2025-2026, elementary school was operating at 78 percent of the minimum targeted enrollment of 450, middle school was operating at 70 percent of the minimum targeted enrollment of 225, and high school was operating at 40 percent of the minimum targeted enrollment of 300.

Table 56: Student Enrollment in 2025-2026 and Percent of Capacity (90 Students Per Grade Level)

Current Grade	Sept 30 Enrollment in 24-25	Percent of Capacity as of Sept 30, 2024	September 30 Enrollment in 25-26	Percent of Capacity as of Sept 30, 2025
Kindergarten	57	63%	44	49%
Grade 1	66	73%	55	61%
Grade 2	57	63%	64	71%
Grade 3	70	78%	47	52%
Grade 4	77	86%	64	71%
Grade 5	64	71%	78	87%
K-5	391	72%	352	65%
Grade 6	56	62%	62	69%
Grade 7	46	51%	58	64%
Grade 8	35	39%	38	42%
6-8	137	51%	158	59%
Grade 9	51	57%	40	44%
Grade 10	26	29%	40	44%
Grade 11	15	17%	25	28%
Grade 12	28	31%	15	17%
9-12	120	33%	120	33%
Total	648	55%	630	54%

Progress Toward Meeting Outcome Goals and Objectives

The next evaluation question focused on progress made toward meeting the student outcome goals and objectives. The outcome goals for AAD were related to student academic achievement (i.e., SOL performance, literacy), as well as attendance, discipline, and graduation. The analyses in this evaluation focused on assessing the goal areas through comparing performance of AAD students with matched groups of students from similar schools during the 2024-2025 school year.

Matched Group Process

The demographic variables used to match students across comparison groups included students' grade level, sex, race/ethnicity, free/reduced lunch status, gifted status, English Learner (EL) status, and special education status. At the high school level, students were also matched based on enrollment in ATC or TCE. High school students who were enrolled in another academy were excluded from matching with an AAD student because the focus was on comparing performance of AAD students to other similar students not enrolled in a program. In addition, matched comparison group students were enrolled at a school that was previously determined to be similar to Seatack or the secondary AAD school in a comparable school analysis. At the high school level, the previous analysis determined there was not a comparable school to An Achievable Dream Academy; therefore, additional analyses were conducted to determine the school(s) that were most similar. All students from any comparable school could have been included in the matched comparison group.

To ensure data were comparable, only AAD students and potential matched comparison group students who were enrolled on September 30 and at the end of the year were included. There were no differences between groups regarding the number of days enrolled. The matched comparison group was also limited to students who were only enrolled at the comparable school during the 2024-2025 school year (i.e., did not attend multiple schools). Additionally, the matched comparison group included students who had never been previously enrolled in AAD at any time or grade level.

Overall, there were 573 AAD students who were enrolled at AAD on September 30, 2024, as well as at the end of the year. Following matching procedures, there were 569 AAD students who were successfully matched with a demographically similar peer from a comparable school who had never been enrolled in AAD at any point. Therefore, only four AAD students were unable to be matched with a similar peer. These students were excluded from additional analyses, consistent with best practice.¹⁶

All students from the matched comparison groups were in the same grade level as their AAD matches. Table 57 provides the demographic characteristics of AAD students and their matched comparison group by level. As can be seen from the table, following the propensity score matching procedure, the AAD group was similar to their matched comparison group based on each of the following variables (i.e., with less than three percentage point difference): sex, race/ethnicity, free/reduced lunch status, gifted status, English Learner (EL) status, and special education status.

Table 57: Comparison of Demographic Characteristics for AAD Groups and Comparison Group

Characteristics	AAD Elementary (n=333)	Matched Elementary (n=333)	AAD Middle (n=123)	Matched Middle (n=123)	AAD High (n=113)	Matched High (n=113)
Female	50%	50%	41%	42%	50%	50%
Male	50%	50%	59%	58%	50%	50%
Asian	< 1%	2%	0%	2%	0%	1%
African American	61%	65%	64%	64%	55%	55%
American Indian	0%	0%	0%	1%	0%	0%
Caucasian	11%	9%	11%	9%	7%	6%
Hispanic	17%	15%	15%	14%	27%	27%
Multiracial	11%	10%	11%	11%	12%	12%
Economically Disadvantaged	77%	78%	67%	67%	73%	72%
Gifted	11%	10%	20%	20%	15%	15%
EL	8%	6%	3%	3%	2%	2%
Special Education	10%	10%	17%	16%	17%	18%

Appendix C provides a high-level summary of the matched comparison results discussed in the following sections in which there was evidence of AAD outperforming the matched comparison group across all goal areas.

Where possible in the student outcome section of the report, statistical tests were run to determine if differences observed between the AAD and matched comparison group were statistically significant rather than being due to chance. Results of the statistical tests, including t-tests and chi-square tests, are included where applicable. However, it is important to note that small group sizes may limit the ability to detect statistically significant differences. Because of this, results that were statistically significant at different probability levels were noted and summarized based on a liberal .10 probability level.

Goal 1: SOL Scores

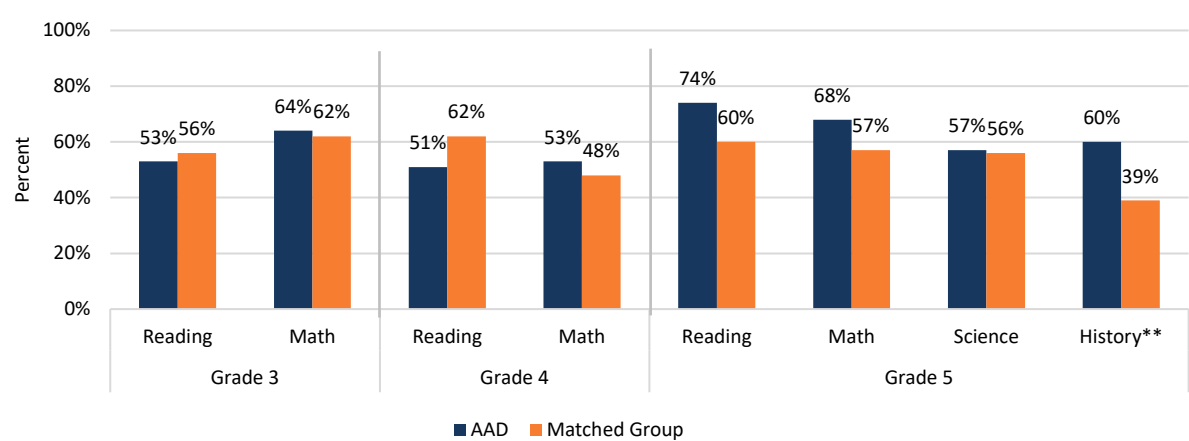
The first student outcome goal focused on SOL performance within the core content areas, including Reading, Writing, Math, Science, and History/Social Studies, as measured by the percentage of students who passed the SOL tests in these core subject areas, as well as the average scaled score. While the percentage of students who passed the SOL tests measured whether students met a benchmark, the average scaled scores measure the quality of the performance on the SOL tests. For these analyses, students’ best performance on an SOL test

was used if students had more than one SOL test within a content area. In addition, students who completed their SOL through Virginia Alternate Assessment Program (VAAP) were excluded from the analyses. To ensure comparability across groups, analyses were conducted by individual SOL test and students' grade level. SOL tests were included in the matched comparison group analysis if ten or more students took the test within a grade level for both groups. For other SOL tests completed by ten or more AAD students only, the percentage of AAD students who passed the SOL is provided without the comparison data.

Elementary School

Figure 2 shows the percentage of elementary school AAD students who passed their SOLs in core content areas in comparison to their matched comparison group. Statistically significant differences between groups are noted in the figure. As shown in Figure 2, a significantly higher percentage of grade 5 AAD students (60%) passed the History SOL compared to their matched comparison group (39%). In addition, although not statistically significant, higher percentages of grade 5 AAD students passed the Reading and Math SOLs compared to their matched comparison group (Reading: 74% versus 60%; Math: 68% versus 57%) and a higher percentage of grade 4 AAD students passed the Math SOL in comparison to their matched comparison group (53% versus 48%), although the difference was smaller. In contrast, although not statistically significant, a lower percentage of grade 4 AAD students (51%) passed the Reading SOL compared to their matched comparison group (62%). The differences between the grade 3 AAD students and their matched comparison group who passed Reading and Math tests were smaller (i.e., within 5 percentage points). The percentage of grade 5 AAD students who passed the Science SOL was also relatively similar to the percentage of their matched comparison group who passed.

Figure 2: Percentage of Students Passing Elementary School SOLs

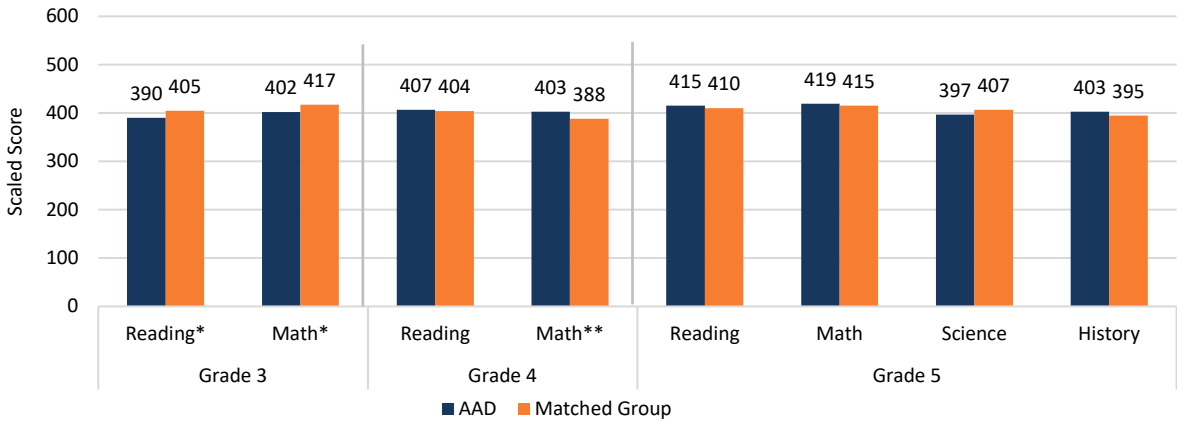


Note: Asterisks denote statistically significant differences from comparison group. * $p < .1$, ** $p < .05$, *** $p < .01$.

Figure 3 shows the average scaled scores on the SOLs for the elementary school AAD students' SOLs in comparison to their matched comparison group. Statistically significant differences between groups are noted in the figure. In comparison to the percentages of students passing the grade 3 SOLs, a different pattern emerged with the average scaled scores. As shown in Figure 3, grade 3 AAD students had significantly lower average scores on the Reading (390 versus 405) and Math SOLs (402 versus 417) compared to their grade 3 matched comparison group. In contrast, grade 4 AAD students (403) had a significantly higher average scaled score compared to their matched comparison group on the grade 4 Math SOL (388), while there was no notable difference between the average scores on the grade 4 Reading SOL between the two groups (see Figure 3). Regarding the Grade 5 SOLs, although there were some notable differences between the groups

in the percentage of students who passed the SOLs, there were no notable significant differences in their average scaled scores (see Figure 3).

Figure 3: Average Scaled Scores on Elementary School SOLs



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

Middle School

Figure 4 shows the percentage of middle school AAD students who passed their SOLs in core content areas in comparison to their matched comparison group. As a reminder, SOL tests were excluded from analysis if fewer than 10 students took the test within a grade level for both groups. As shown in Figure 4, there were no notable statistically significant differences between the two groups in the percentage who passed the SOLs taken by middle school students. Although not statistically significant, a slightly lower percentage of grade 6 AAD students passed the Grade 6 Math SOL (56% versus 61%) compared to their matched comparison group, while the difference for Reading was less noticeable. Regarding SOLs taken by grade 7 students, the same percentage of AAD and matched group students passed the Reading (79% for both groups) and Grade 8 Science SOLs (100% for both groups). Lastly, although differences were not statistically different, a higher percentage of grade 8 AAD students passed the Reading, Grade 8 Math, Grade 8 Science, and History SOLs compared to their matched comparison group (see Figure 4). For other SOL tests completed by at least ten middle school AAD students only, the percentage of AAD students who passed the SOL is provided without the comparison data. An additional ten grade 6 AAD students took the Math 8 SOL, and all of these AAD students (100%) passed. In addition, 24 grade 7 AAD students took the Math 8 SOL, and 96 percent passed. There were also 21 grade 8 AAD students who took the Algebra I SOL, and all (100%) passed. In Science, 18 grade 8 AAD students took the Earth Science SOL, and 89 percent passed.

Figure 4: Percentage of Students Passing Middle School SOLs

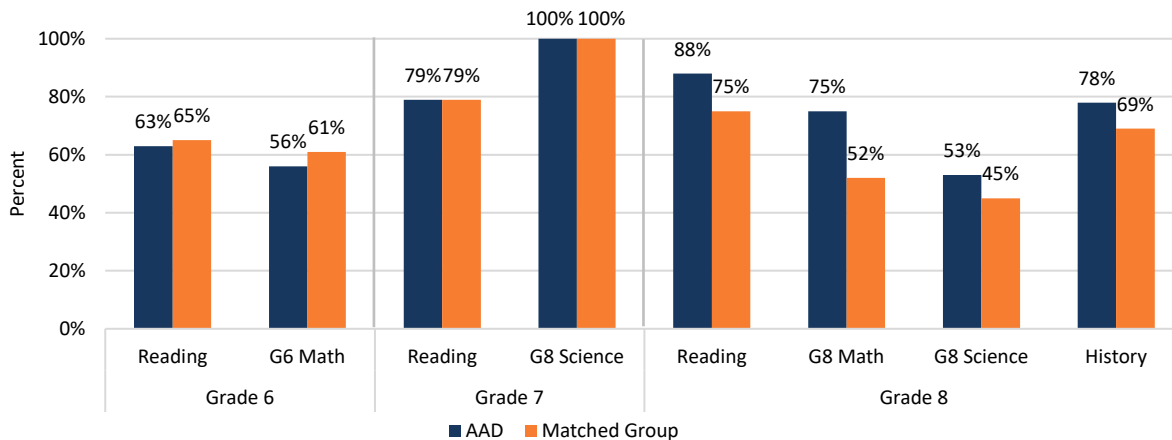
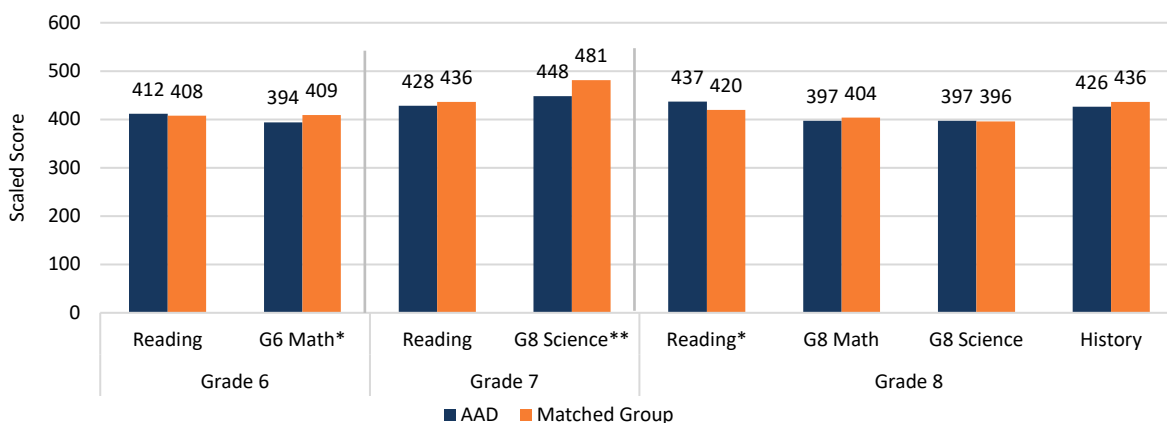


Figure 5 shows the average scaled scores for the middle school AAD students' SOLs in comparison to the matched comparison group. Overall, the grade 6 AAD students had a significantly lower average score on the Grade 6 Math SOL (394) compared to their matched comparison group (409) and the grade 7 AAD students had a significantly lower average score on the Grade 8 Science SOL (448) compared to their matched comparison group (481). There were not statistically significant differences between the average scaled scores on the Grade 6 and Grade 7 Reading SOLs (see Figure 5). Regarding the SOLs taken by Grade 8 students, AAD students had a significantly higher average score on Reading (437 versus 420), while there were no notable differences on the other SOLs taken (i.e., Grade 8 Math, Grade 8 Science, and History) (see Figure 5).

Figure 5: Average Scaled Scores on Middle School SOLs



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

High School

Figure 6 shows the percentage of high school AAD students who passed their End-of-Course (EOC) SOLs in core content areas in comparison to the matched comparison group. Again, SOL tests were excluded from analysis if fewer than ten students took the test within a grade level across both groups. Although differences were not statistically significant, slightly higher percentages of grade 9 AAD students passed the Algebra I (96% versus 87%) and Biology SOLs (94% versus 75%) and a higher percentage of grade 11 AAD students

passed the Reading SOL (100% versus 83%) compared to their matched comparison group. In contrast, slightly lower percentages of grade 9 AAD students (93%) passed the Geometry SOL compared to the matched comparison group students (100%), and grade 11 AAD students (71%) passed the Writing SOL compared to the matched comparison group students (83%). For other SOL tests completed by at least ten high school AAD students only, the percentage of AAD students who passed the SOL is provided without the comparison data. An additional 14 grade 10 AAD students took the Biology SOL, and 86 percent passed. In addition, 21 grade 10 AAD students took the World Geography SOL, and 76 percent passed.

Figure 6: Percentage of High School Students Passing EOC SOLs

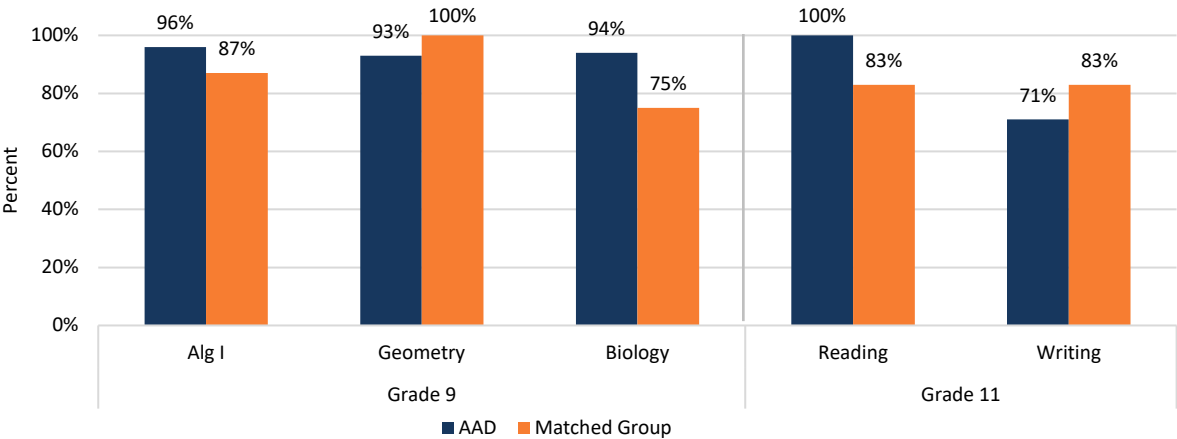
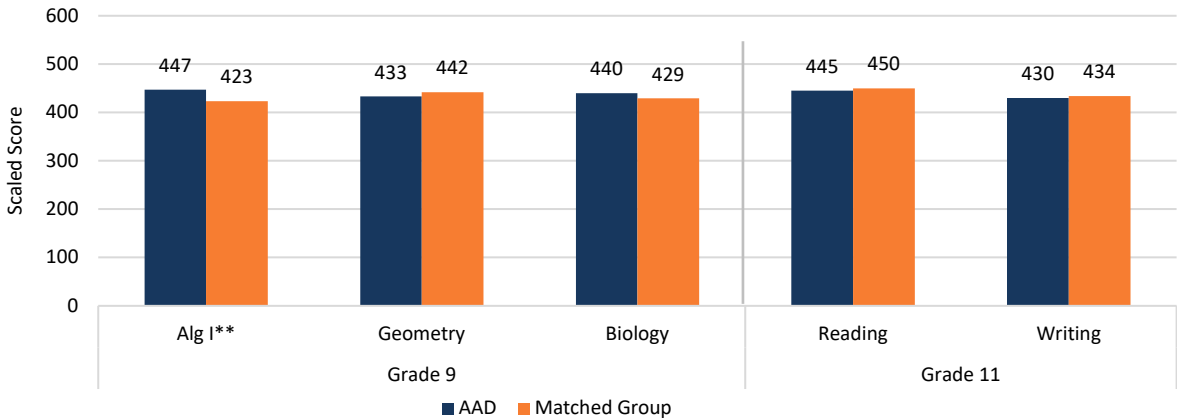


Figure 7 shows the average scaled scores on the SOLs for the high school AAD students' EOC SOLs in comparison to the matched comparison group. Overall, the grade 9 AAD students (447) had a significantly higher average score on the Algebra I SOL compared to grade 9 matched comparison group students (423). There were not statistically significant differences between the average scaled scores on the Biology or Geometry SOLs taken by grade 9 students or the Reading or Writing SOLs taken by the grade 11 students (see Figure 7).

Figure 7: Average Scaled Scores on EOC SOLs



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

In summary, across all grade levels, AAD students generally performed comparably to their matched peers on the SOL tests, with notable strengths in the areas of Math and History for AAD students. At the elementary level, AAD students slightly outperformed comparison group students in Math beginning in grade 4 and had a significantly higher percentage of students who passed the grade 5 History SOL.

Reading outcomes were more variable, with slightly lower performance among younger AAD students but performing better in grade 5. In middle school, grade 8 AAD students scored significantly higher on the Reading SOL, while earlier grades (particularly grade 6 Math and grade 7 Science) were more positive for the comparison group. At the high school level, AAD students had significantly higher average scores on the Algebra I SOL, with comparable performance in Biology, Geometry, and English.

Perception Data

Stakeholders including students, parents, and staff were surveyed about their perceptions of academic support provided to students in the program. Overall, 82 percent of students agreed the instruction they received met their academic needs with agreement ranging from 81 percent at elementary school to 86 percent at high school (see Table 58). In comparison to student agreement divisionwide, AAD students had lower agreement at all levels regarding this item. Across the division, 90 percent of elementary school, 86 percent of middle school, and 88 percent of high school students agreed.

Table 58: Student Perceptions of Instruction Meeting Academic Needs

Survey Item	ES	MS	HS	Total
The instruction I receive in my school meets my academic needs.	81%	82%	86%	82%

In addition, 91 percent of parents agreed the services met their child's academic needs, and 83 percent of instructional staff agreed the instruction and services offered met students' academic needs (see Table 59). There was no variation by level regarding this item. Overall, 87 percent of parents agreed AAD provided their child the level of academic support he/she needed with a higher percentage at the secondary level (100%) than the elementary school level (82%). Notably lower percentages of instructional staff agreed with a similar item with 67 percent of instructional staff agreeing AAD provided students with the level of academic support students needed. A higher percentage of secondary instructional staff agreed (74%) than elementary school instructional staff (56%). In addition, all administrators who responded to the items (n=3) agreed regarding students' academic support.

Table 59: Parent and Instructional Staff Perceptions of Instruction and Academic Support

Groups and Survey Items	ES	Sec	Total
Parent - The services offered in my child's school meet my child's academic needs.	91%	91%	91%
Parent - AAD provides my child the level of academic support he/she needs.	82%	100%	87%
Instructional Staff - The instruction and services offered at AAD meet students' academic needs.	83%	83%	83%
Instructional Staff - AAD provides students with the level of academic support students need.	56%	74%	67%

Goal 2: Literacy

The second student outcome goal focused on literacy for all students. An additional focus area of the literacy goal was regarding literacy growth for students with disabilities. For students in kindergarten through second grades, students' literacy was assessed by performance on the Virginia Language and Literacy Screening System (VALLSS). VALLSS measures early reading and language skills to identify students' risk levels for reading

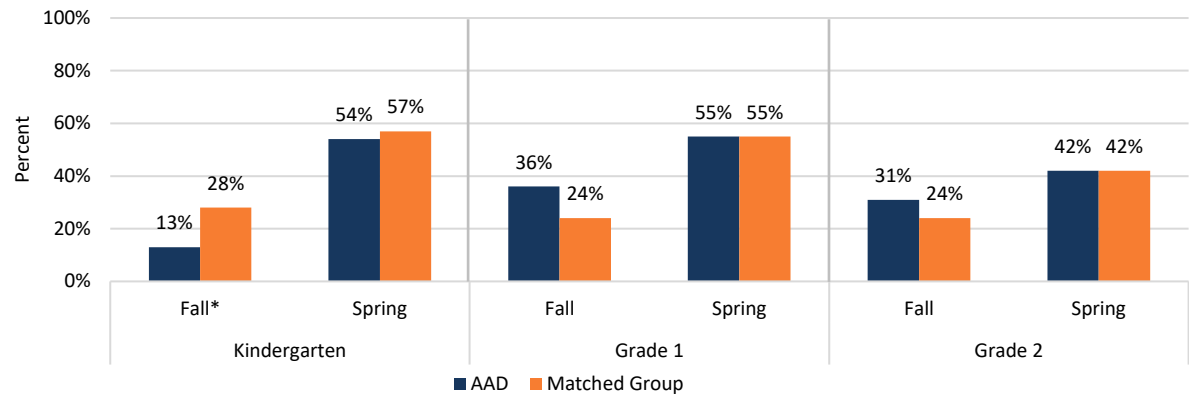
difficulties. Results were summarized by grade level and included the percentage of students scoring within the low-risk band in the fall and spring. A low-risk band on the VALLSS is considered to be at low risk for developing reading difficulties.¹⁷ In addition, average scaled scores on both the fall and spring assessments were provided. Improvement from a higher risk band to a lower risk band was also analyzed.

For students in grades 3 through 8, literacy was assessed using the Measures of Academic Progress (MAP) reading assessment, which assesses students’ reading achievement and growth. Results from the Reading MAP include percentile-based performance bands (i.e., on a 5-point scale) and RIT scale scores. The percentile-based performance is categorized based on NWEA national norms (i.e., based on percentile ranges): Low (< 20th percentile), Average Low (21st to 40th percentile), Average (41st to 60th percentile), Average High (61st to 80th percentile), and High (> 81st percentile). For the purposes of this evaluation, students in the Average, Average High, and High categories were combined to represent students performing in the higher percentile categories relative to their peers nationwide. Growth from fall to spring was also examined based on data provided by NWEA about whether students met their projected growth as of their spring reading scores. In addition, due to the focus area of literacy for students with disabilities, improvement on VALLSS risk band and growth on the Reading MAP was examined for special education students. However, due to lower numbers of special education students within grade levels, analyses were conducted at the overall school level where appropriate.

VALLSS

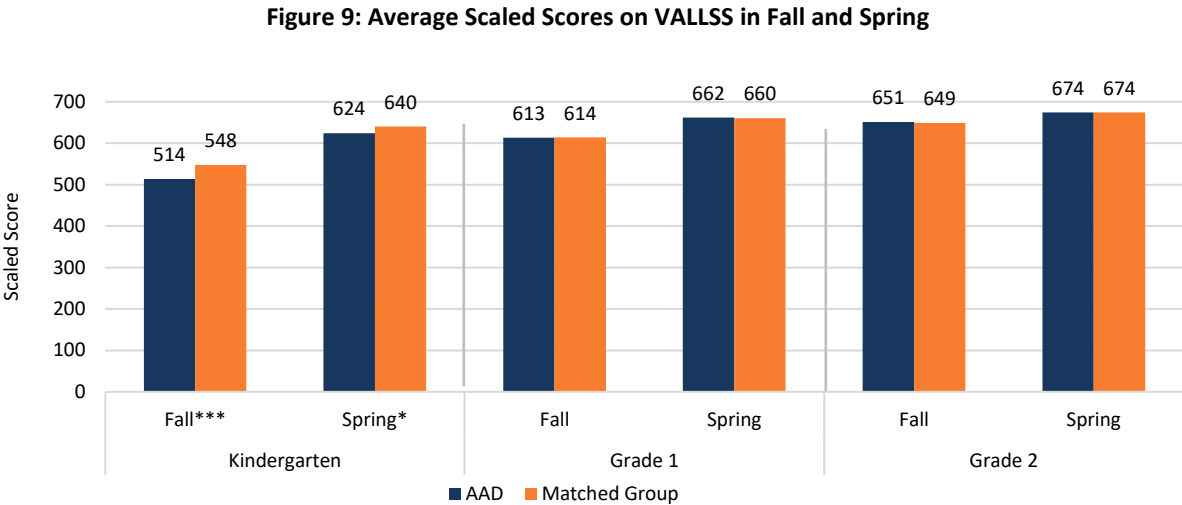
Figure 8 shows the percentage of K-2 students who scored in the low-risk band on the VALLSS in the fall and in the spring in comparison to the matched comparison groups. Statistically significant differences between groups are noted in the figure. While there was a significantly lower percentage of kindergarten AAD students who were in the low-risk category in the fall compared to their matched comparison group, there was not a significant difference between the groups in the spring. In contrast, for both first- and second-grade students, although the difference was not statistically significant, slightly higher percentages of grade 1 AAD and grade 2 AAD students were at low risk in the fall compared to grade 1 and grade 2 matched comparison group students, whereas there were no differences between the groups in the spring. This suggests that similar percentages of AAD and matched comparison group students were considered to be in the low-risk category in the spring across all grade levels.

Figure 8: Percentage of Students Scoring in Low-Risk Band on VALLSS in Fall and Spring



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

Figure 9 shows the average scaled scores on the VALLSS for students in kindergarten through second grade in comparison to their matched comparison group. While kindergarten AAD students had a significantly lower average scaled score in the fall compared to comparison group students, the AAD students continued to have a significantly lower average score in the spring. For first and second graders, students had similar average scores in the fall and the spring.



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

To more directly examine growth from fall to spring on the VALLSS, whether students had a change in their risk band from fall to spring was evaluated. Because the VALLSS has three risk bands, students could have shown improvement by moving from a high-risk band in the fall to a moderate or low risk band in the spring. Students who scored in the moderate risk band in the fall could have shown improvement by moving to the low-risk band in the spring. Only students who had room for growth were included in these analyses (i.e., students scoring in the moderate or high-risk bands in the fall). At all grade levels, higher percentages of AAD students had growth in their band of risk compared to their matched comparison group, although the differences were not statistically significant (see table 60).

Table 60: Percentage of Students Who Showed Improvement in Their Band of Risk Status From Fall to Spring

Grade Level	AAD	Matched Group
Kindergarten	69%	58%
Grade 1	55%	46%
Grade 2	29%	26%

In summary, while kindergarten AAD students began the year with lower average scaled scores and a smaller percentage at low risk than their peers, they demonstrated greater growth from fall to spring. In grades 1 and 2, AAD students generally performed similarly to their matched peers in both the fall and spring, with slightly higher proportions scoring at low risk in the fall. Across all primary grades, higher percentages of AAD students improved their risk levels from fall to spring of those who were at high or moderate risk. These results suggest that AAD students, particularly in kindergarten, are growing in their literacy over the course of the school year.

Student Group Analyses

To assess the focus area of literacy for students with disabilities, an additional analysis examined the growth in literacy for special education students. Due to low numbers of special education students within each grade

level, the analysis examined all special education students in kindergarten through second grades combined. Overall, a higher percentage of AAD special education students (27%) showed improvement by moving to a lower-risk band from the fall to the spring compared to the special education matched comparison group students (13%) (see Table 61).

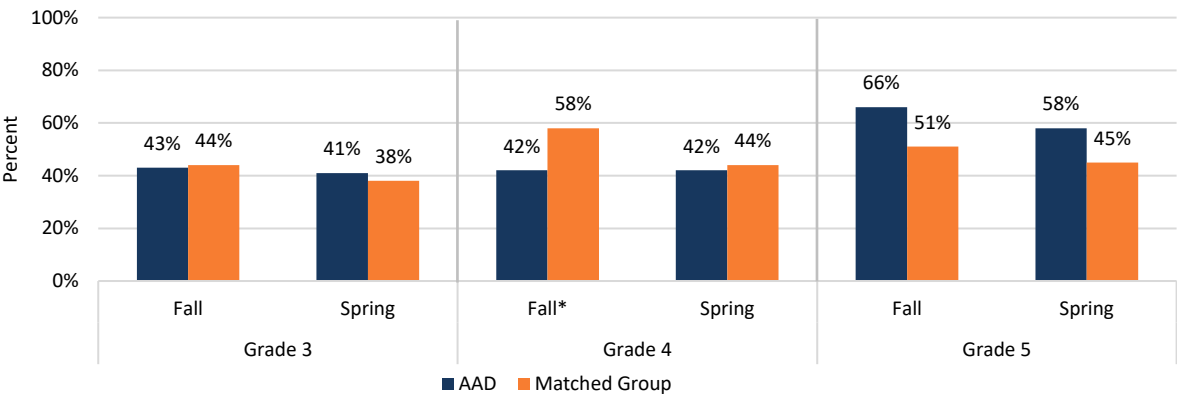
Table 61: Percentage of Special Education Students Who Showed Improvement in Their Band of Risk Status From Fall to Spring

Student Group	AAD	Matched Group
Special Education Students	27%	13%

Reading MAP

Figure 10 shows the percentage of elementary school students in grades 3 through 5 who scored average or higher on the Reading MAP in the fall and in the spring in comparison to the matched comparison groups. Statistically significant differences between groups are noted in the figure. For third graders, there were no differences between the AAD and matched comparison groups in the percentages of students who scored average or higher on the MAP in the fall and the spring. While there was a significantly lower percentage of grade 4 AAD students who scored average or higher in the fall compared to grade 4 matched comparison group students , there was not a significant difference between the groups in the spring. In contrast, although not statistically significant, higher percentages of grade 5 AAD students scored average or higher in the fall and the spring compared to the matched comparison group.

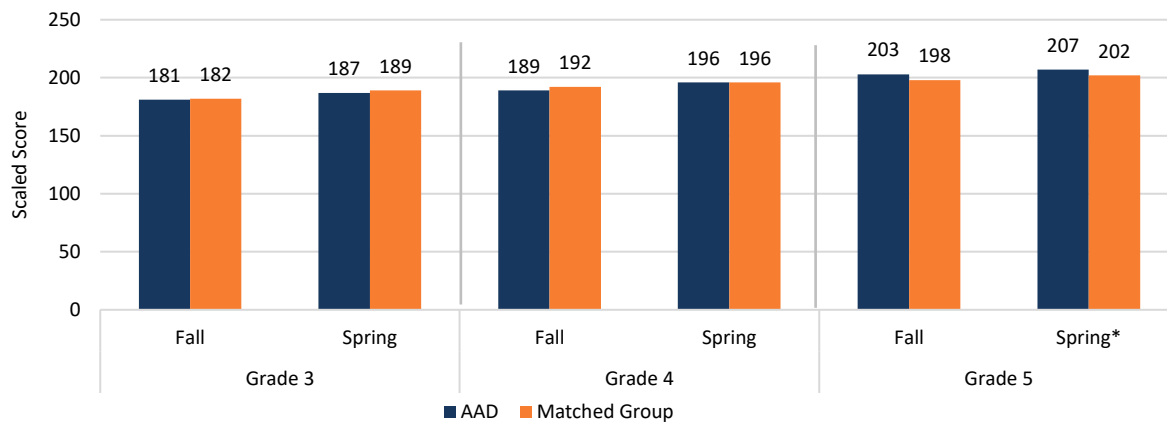
Figure 10: Percentage of Students Scoring Average or Above on Reading MAP Achievement



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

Figure 11 shows the average RIT scores on the Reading MAP for elementary students in comparison to the matched comparison group. For grades 3 and 4, RIT scores were nearly identical for both AAD and matched groups in the fall and spring with no statistically significant differences. For grade 5, AAD students had a significantly higher RIT score in the spring compared to comparison group students.

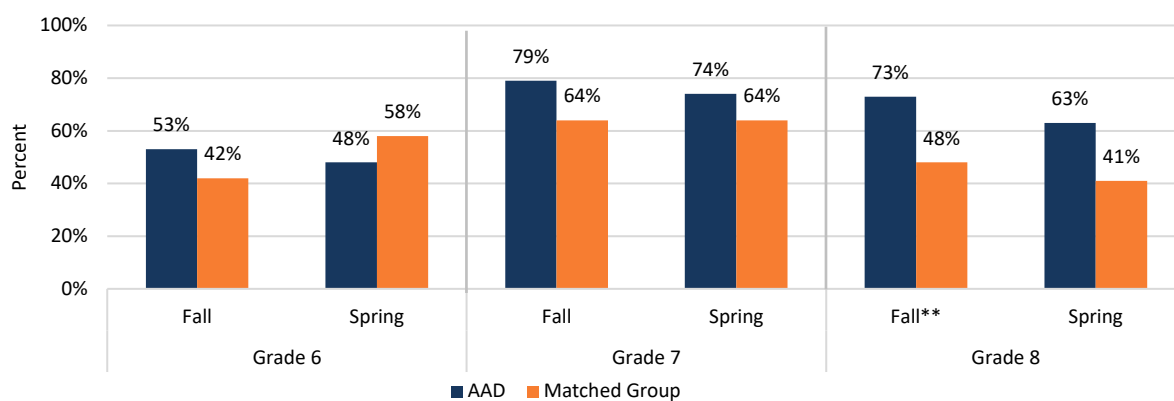
Figure 11: Average RIT Scores on Reading MAP in Fall and Spring



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

Figure 12 shows the percentage of middle school students who scored average or higher on the MAP in the fall and in the spring in comparison to the matched comparison groups. For sixth graders, although the differences were not statistically significant, a higher percentage of grade 6 AAD students scored average or higher in the fall, while a higher percentage of grade 6 matched comparison group students scored average or higher in the spring. Again, although differences were not statistically significant, higher percentages of AAD grade 7 students scored average or higher in the fall and spring in comparison to their matched group students. For eighth graders, a higher percentage of grade 8 AAD students scored average or higher in the fall and the spring, with a significantly higher percent in the fall but not the spring.

Figure 12: Percentage of Students Scoring Average or Above on Reading MAP Achievement

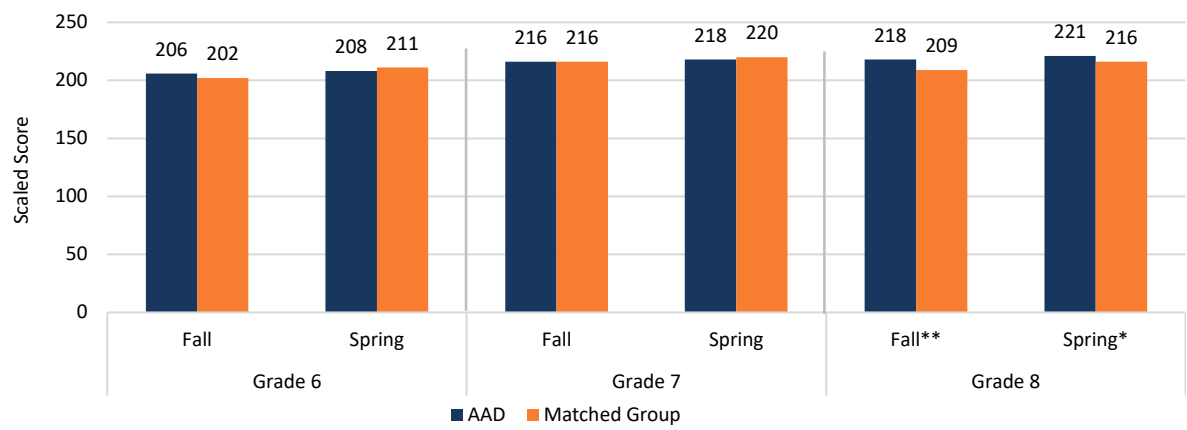


Note: Asterisks denote statistically significant differences from comparison group. * $p < .1$, ** $p < .05$, *** $p < .01$.

Figure 13 shows the average RIT scores on the MAP for middle school students in comparison to the matched comparison group. For grades 6 and 7, the RIT scores remained similar between AAD and matched students

across middle school grades in the fall and spring. For grade 8, AAD students had a significantly higher RIT score in the spring compared to comparison group students.

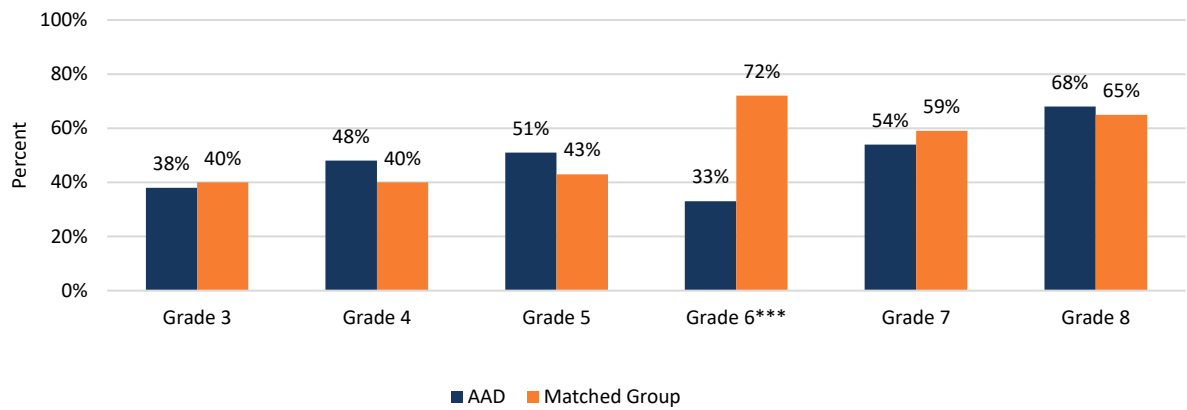
Figure 13: Average RIT Scores on Reading MAP in Fall and Spring



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

To evaluate growth on the MAP, the percentage of students who met the projected growth within the Reading MAP from fall to spring was examined. There was a significantly higher percentage of grade 6 matched comparison group students who met their projected growth in comparison to grade 6 AAD students (see Figure 14). Although other differences were not statistically significant, there were slightly higher percentages of AAD students who met their projected growth in grades 4, 5, and 8 compared to their matched groups, while there were slightly lower percentages of AAD students who met their projected growth in grades 3 and 7.

Figure 14: Percentage of Students Who Met Projected Growth on Reading MAP in Spring



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

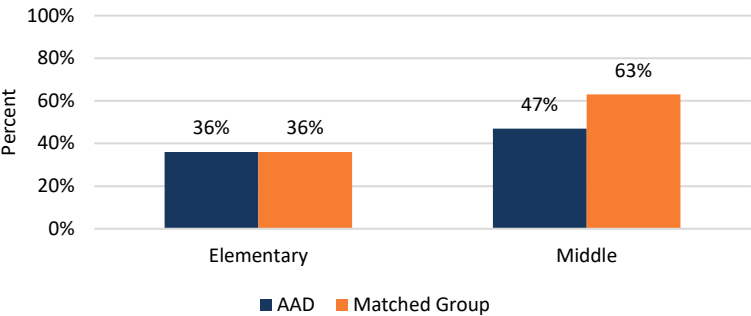
In summary, for students in grades 3 through 8, AAD students performed similarly to their matched peers on the MAP, with some trends of stronger performance in upper grades. At the elementary level, grade 5 AAD students had higher percentages scoring average or higher in both fall and spring compared to the comparison group, while grade 4 AAD students closed an initial fall gap by spring. In middle school, grade 8 AAD students

demonstrated higher rates of average or above performance in both fall and spring, aligning with SOL reading results. Although grade 6 matched group students were more likely to meet their projected growth targets, AAD students in grades 4, 5, and 8 showed slightly higher growth overall. Taken together, MAP data indicated that AAD students achieved at comparable levels to their peers and often made stronger gains in upper grades.

Student Group Analyses

To assess the focus area of literacy for students with disabilities, an additional analysis examined the percentage of special education students who met their projected growth. Due to low numbers of special education students within each grade level, the analyses examined special education students in elementary school and middle school separately rather than by grade. At the elementary school level, the same percentage of AAD special education students (36%) met their projected growth on the Reading MAP as the matched comparison group special education students (36%) (see Figure 15). At the middle school level, a lower percentage of AAD special education students (47%) met their projected growth on the Reading MAP compared to their matched comparison group special education students (63%).

Figure 15: Percentage of Special Education Students Who Met Projected Growth on Reading MAP in Spring



Summary

When all academic data from goal 1 and goal 2 were examined collectively, the assessment data indicated that AAD students performed at levels comparable to their matched peers across subject areas and grade levels. As shown in Appendix C, of the 69 total academic measures, there were patterns to show that AAD students outperformed the matched comparison group students on 36 academic measures (52%) based on any degree of difference when rounding to whole numbers. There was a slightly higher percentage at elementary school (59%) than secondary (46%). In comparison to matched comparison group students, areas of strength for AAD students were kindergarten through second grade student growth in literacy within the school year, elementary student math achievement, and specific cohorts of students who performed particularly well across content areas (i.e., fifth grade and eighth grade). Overall, when examining statistically significant differences, there were patterns to show that AAD students outperformed the matched comparison group students on six measures (9%), whereas there were statistically significant differences favoring the matched comparison group students on six measures (9%). For the SOL measures, there were patterns to show that AAD students outperformed the matched comparison group students on 23 measures (55%) with a higher percentage at elementary school (69%) than middle school (44%) or high school (50%). For the literacy measures, there were patterns to show that AAD students outperformed the matched comparison group students on 13 measures (27%) with a higher percentage at elementary school (50%) than middle school (44%).

Goal 3: Attendance

The third student outcome goal focused on attendance as measured by the percentage of students who were consistently attending school (i.e., not chronically absent) as defined by students with an attendance rate of 90 percent or higher based on days enrolled. Students' average attendance rates were also examined.

As shown in Table 62, although the differences were not statistically significant, at the elementary school and middle school levels, slightly higher percentages of AAD students consistently attended school compared to their matched comparison groups, while there were equivalent percentages of high school students who consistently attended school. In addition, when examining students' attendance rates, there were relatively similar average attendance rates at each school level when compared to their matched comparison groups (see Table 62).

Table 62: Attendance Data for AAD and Matched Comparison Group

Measures	ES		MS		HS		Total	
	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group
Percentage of Students with Attendance Rate of 90 Percent or Higher	89%	85%	91%	89%	83%	83%	88%	85%
Average Attendance Rate	94.1%	93.9%	94.9%	95.0%	93.5%	93.5%	94.1%	94.2%

Of the 6 attendance measures, there were patterns to show that AAD students outperformed the matched comparison group students on three measures (50%) based on any degree of difference. While at the elementary school level, there was evidence of AAD students outperforming the matched comparison group students on both measures (100%), and there was evidence of AAD secondary students outperforming the matched comparison group on one measure at the secondary level (25%). There were no statistically significant differences between the groups on these measures.

To complement the attendance data, student perception results provide a broader view of engagement by examining how students feel about attending school. Students were surveyed about their perceptions related to looking forward to going to school. Overall, 63 percent of students agreed they looked forward to coming to school, and 69 percent agreed they looked forward to coming to school to learn (see Table 63). A higher percentage of high school students (67%) and elementary school students (64%) agreed they looked forward to going to school than middle school students (58%).

Table 63: Student Perceptions of Looking Forward to Coming to School

Survey Items	ES	MS	HS	Total
I look forward to coming to school.	64%	58%	67%	63%
I look forward to coming to school to learn.	75%	59%	73%	69%

Goal 4: Discipline

The fourth student outcome goal focused on student discipline. In particular, AAD's goals were specifically related to peer-to-peer conflicts, student-to-staff conflicts, and students with multiple offenses. The percentage of students who had at least one discipline referral and percentage of students with multiple referrals were examined, as well as the average number of referrals, in-school suspensions, and out-of-school suspensions per student. These data measures were examined overall, as well as for specific types of disciplinary referrals that related to the goal areas (i.e., student-to-student aggression, student-to-staff aggression). Within the 2024-2025 VBCPS Discipline Guidelines, various behavior categories were grouped

together based on the nature of the behavior, which included categories for student-to-student aggression and student-to-staff aggression. The discipline data related to student-to-student aggression and student-to-staff aggression described in this report were based on descriptions of the behavior categories in the guidelines.

Due to adjustments in divisionwide policies related to cell phone usage during this timeframe, which may have led to changes in referrals, all cell phone policy violations were excluded from the analyses. Statistically significant differences between groups are noted in the tables.

Overall Discipline Trends

As shown in Table 64, at the elementary school level, overall disciplinary data showed significantly higher percentages of AAD students received at least one referral and received multiple referrals. Although not statistically significant, at the high school level, slightly higher percentages of AAD students received at least one referral and received multiple referrals. At the middle school level, while there was a slightly lower percentage of AAD students who had at least one referral compared to their matched comparison group, there were similar percentages of students who received multiple referrals.

When examining average numbers of referrals and suspensions per student, at the elementary school level, there were significantly higher numbers of referrals and in-school suspensions for AAD students compared to their matched comparison group, while there was a significantly lower number of out-of-school suspensions. At the middle school level, there were higher numbers of referrals and in-school suspensions for AAD students compared to their matched comparison group (although the difference was significant for in-school suspensions only), while there were lower numbers of out-of-school suspensions. At the high school level, there were lower average numbers of referrals, in-school suspensions, and out-of-school suspensions for AAD students compared to their matched comparison group, although these differences were not statistically significant.

Table 64: Overall Discipline Data for AAD Students and Matched Comparison Group

Measures	ES		MS		HS		Total	
	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group
Percentage of Students with At Least One Referral	33%**	24%**	38%	41%	39%	38%	35%	31%
Percentage of Students with Multiple Referrals	22%***	13%***	25%	25%	20%	19%	22%**	17%**
Average Number of Referrals Per Student	1.08***	.62***	1.43	1.23	.86	1.24	1.11*	.87*
Average Number of ISS	.15***	.06***	.47*	.29*	.27	.38	.25*	.17*
Average Number of OSS	.07***	.29***	.20	.29	.11	.12	.10***	.26***

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

Discipline Trends Related to Peer-to-Peer Conflict

For student-to-student aggression, AAD students consistently had higher percentages of students with at least one or multiple referrals across all levels. Elementary students had the largest differences, with 27 percent of AAD students receiving at least one aggression-related referral compared to 17 percent of their similar peers, which was statistically significant (see Table 65). The percentages of AAD students receiving multiple aggression-related referrals were significantly higher at the elementary school and high school levels (see Table 65). Average referrals per student followed similar patterns, with elementary AAD students having more than double the average of their matched peers (.69 versus .26). ISS related to peer-to-peer aggression

was significantly higher for AAD students at all levels, while OSS patterns were mixed, with elementary and middle school AAD students showing slightly lower OSS rates than peers.

Table 65: Student-to-Student Aggression Discipline Data for AAD Students and Matched Comparison Group

Measures	ES		MS		HS		Total	
	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group
Percentage of Students with At Least One Student-to-Student Aggression Referral	27%***	17%***	20%	19%	13%	7%	23%***	15%***
Percentage of Students with Multiple Student-to-Student Aggression Referrals	15%***	6%***	9%	7%	4%*	1%*	12%***	5%***
Average Number of Student-to-Student Aggression Referrals Per Student	.69***	.26***	.33	.29	.18*	.09*	.51***	.24***
Average Number of Student-to-Student Aggression ISS	.11***	.02***	.16*	.09*	.11**	.03**	.12***	.04***
Average Number of Student-to-Student Aggression OSS	.05**	.11**	.09	.15	.05	.05	.06**	.11**

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

Discipline Trends Related to Student-to-Staff Conflict

Referrals related to student-to-staff aggression were low overall across grade levels. Percentages of students with at least one referral were comparable between AAD and matched comparison groups, ranging from 0 to 6 percent (see Table 66). Multiple referrals and average referrals per student were minimal for both AAD and comparison groups, indicating that student-to-staff conflicts were relatively rare, although the average number of referrals for the AAD high school students was significantly lower than their matched comparison group.

Table 66: Student-to-Staff Aggression Discipline Data for AAD Students and Matched Comparison Group

Measures	ES		MS		HS		Total	
	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group	AAD	Matched Group
Percentage of Students with At Least One Student-to-Staff Aggression Referral	6%	5%	2%	2%	0%	2%	4%	3%
Percentage of Students with Multiple Student-to-Staff Aggression Referrals	2%	2%	0%	0%	0%	0%	1%	1%
Average Number of Student-to-Staff Aggression Referrals Per Student	.09	.07	.02	.02	.00*	.02*	.05	.05

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

Summary

Overall, analyses of student discipline suggest that AAD students experienced higher rates of referrals than their matched peers in several categories, though patterns varied by school level and type of behavior. Of the 15 discipline measures overall, there were patterns to show that AAD students had better discipline outcomes than the matched comparison group students on six measures (40%) based on any degree of difference. There was one measure (7%) that showed statistically significant differences with AAD students having better discipline outcomes than the comparison group, while there were five measures (33%) showing statistically significant differences with the matched comparison group having better discipline outcomes. At the secondary level, there was evidence of AAD students having better discipline outcomes than the matched comparison group students on 50 percent of measures, while there was evidence of elementary school AAD students having better discipline outcomes than the matched comparison group on one measure (20%).

Perceptions

Stakeholders, including students, parents, and staff, were surveyed about their perceptions of student behavior and behavioral support provided by AAD. Overall, at least 82 percent of high school students agreed with various items related to positive behavior, including getting along well with other students, working out disagreements with other students, and having positive relationships with teachers, school administrators, and AAD administrators (see Table 67). Although agreement was relatively high, agreement was slightly lower than at the division level, with agreement at least 2 percentage points higher divisionwide across the general items. At the elementary school level, 87 to 88 percent of AAD students agreed they had positive relationships with administrators and 79 percent agreed they had positive relationships with teachers, whereas 63 to 64 percent agreed they got along with other students and worked out disagreements by talking with them. In comparison to the division level, agreement was notably lower for elementary school AAD students regarding relationships with peers and teachers. At the division level, 85 percent of elementary students agreed they got along with other students and 77 percent agreed they worked out disagreements by talking (compared to 63%-64% for AAD students), and 92 percent agreed they had positive relationships with teachers divisionwide (compared to 79% for AAD students). In addition, while 82 percent of AAD middle school students agreed they got along well with other students and had positive relationships with the AAD administrators, lower percentages agreed they worked out disagreements with other students by talking (58%), had positive relationships with teachers (76%), and had positive relationships with the other administrators (68%). In comparison to the division, agreement was also lower for AAD middle school students regarding all items. At the division level, 87 percent of middle school students agreed they got along with other students and 78 percent agreed they worked out disagreement by talking. In addition, 89 percent of middle school students divisionwide agreed they had positive relationships with teachers and 85 percent agreed they had positive relationships with administrators (compared to 68%-76% for AAD students).

Table 67: Student Perceptions of Relationships With Students, Teachers, and Administrators

Survey Items	ES	MS	HS	Total
I get along well with other students at this school.	63%	82%	91%	78%
I work out disagreements with other students by talking with them.	64%	58%	82%	67%
I have positive relationships with teachers at this school.	79%	76%	90%	81%
I have positive relationships with the principal and assistant principal(s) at this school.	87%	68%	82%	79%
I have positive relationships with the AAD administrators at this school.	88%	82%	86%	85%

According to AAD seniors who participated in the focus group, one of the major areas of strength of the AAD program was the strong sense of community and the relationships between the cohort of students. In particular, seniors commented about feeling like a family and having deep connections with other students

and staff. However, AAD seniors also shared perceptions that there was more leniency in behavioral expectations towards AAD students, especially the graduating seniors. Some students commented that there was trust from the staff that students will act appropriately and act as “role models” due to being the first graduating class.

Instructional staff and parents were also surveyed about students’ behavior at school. Overall, while 51 percent of instructional staff agreed students got along well with other students, 80 percent agreed students had positive relationships with teachers and staff. Higher percentages of secondary staff agreed with these items than elementary school staff, which was notably low with 28 percent agreement regarding students getting along well with other students (see Table 68). In the follow-up survey of secondary classroom teachers, agreement was higher with all teachers who responded to the item agreeing that students had positive relationships with teachers and staff. Overall, at least 92 percent of parents agreed their child got along well with other students and 97 percent agreed their child had positive relationships with teachers and staff (see Table 68).

More generally, 61 percent of instructional staff agreed the instruction and services offered at AAD met students’ social and emotional needs with notably lower agreement at elementary school (44%) compared to secondary (71%). Overall, 81 percent of parents agreed with a related item regarding the services offered at their child’s school meeting their child’s social and emotional needs, again with higher agreement at secondary (91%) than at elementary (78%). In comparison to parents divisionwide, elementary school AAD parents (78%) had lower agreement regarding this item than elementary parents across the division (91%), while AAD secondary parents (91%) had higher agreement than parents across the division (81%). In addition, all administrators who responded to the items (n=3) agreed students got along well with other students, had positive relationships with teachers and staff, and students were offered instruction and services to meet their social and emotional needs.

Parents were also surveyed about students’ ability to manage conflict. Overall, 90 percent of parents agreed AAD enhanced their child’s ability to manage conflict with all secondary parents agreeing with this item, while 86 percent of elementary school parents agreed.

Table 68: Instructional Staff and Parent Perceptions of Students Getting Along With Other Students, Having Positive Relationships with Students and Staff, and Services Meeting Social and Emotional Needs

Groups and Survey Items	ES	Sec	Total
Instructional Staff - Students get along well with other students at this school.	28%	65%	51%
Instructional Staff - Students have positive relationships with teachers and staff at this school.	72%	84%	80%
Instructional Staff - The instruction and services offered at AAD meet students’ social and emotional needs.	44%	71%	61%
Parents - My child gets along well with other students at this school.	89%	100%	92%
Parents - My child has positive relationships with teachers and staff at this school.	96%	100%	97%
Parents - The services offered in my child’s school meet my child’s social and emotional needs.	78%	91%	81%

Instructional staff were further asked about support for students’ behavior and students’ relationship with instructional staff. As shown in Table 69, 43 percent of staff agreed AAD provided strategies and consistency to support students’ behavior at school with similar agreement at both elementary and secondary levels (39%-45%). All administrators who responded to this item (n=3) agreed strategies and consistency were provided to support students’ behavior. In addition, 67 percent of instructional staff agreed students treated them with respect with higher agreement for secondary instructional staff (75%) than elementary instructional

staff (53%). In comparison to instructional staff divisionwide, AAD staff agreement regarding students treating them with respect was notably lower, especially at the elementary school level (ES: 89%; Secondary: 87%). In the follow-up survey of secondary classroom teachers, agreement was higher with 67 percent of teachers agreeing that strategies and consistency were provided to support students’ behavior, and 89 percent agreed students treated them with respect.

Table 69: Instructional Staff Perceptions of AAD Providing Strategies and Consistency to Support Students’ Behavior and Students Treating Them With Respect

Survey Items	ES	Sec	Total
AAD has provided strategies and consistency to support students’ behavior at school.	39%	45%	43%
Students at this school treat me with respect.	53%	75%	67%

Goal 5: Graduation

The final student outcome goal focused on graduation outcomes, including on-time graduation and diploma type (Standard or Advanced). This analysis focused on AAD seniors in 2024-2025 who were enrolled in the program on September 30 and remained enrolled through the end of the school year. Graduation and diploma data for the matched comparison group of seniors were also examined. Two students in the matched group were excluded from the on-time graduation calculation because they belonged to adjacent Virginia Department of Education cohorts (e.g., 2026 or 2024) and graduated early or late.

Of the 27 AAD seniors in the 2025 VDOE cohort, all (100%) graduated on time in 2025. As shown in Table 70, all (100%) of the 25 seniors of the matched group who were in the comparable 2025 VDOE OTG cohort also graduated on time. Overall, 74 percent of the AAD seniors graduated with an advanced diploma, which was notably higher than their matched comparison group seniors (24%).

Table 70: Graduation Data

Groups	Graduated On Time	Advanced Diploma
AAD Graduates (n=27)	100%	74%
Matched Group (n=25)	100%	24%
All Grade 9 AAD Student OTG Cohort (n=34)	97%	64%
All Students (n=5,112)	97%	58%

Of the two graduation measures, there were patterns to show that AAD students outperformed the matched comparison group students on one measure (50%) based on any difference.

According to data provided by AAD, as of the end of the 2024-2025 school year, 81 percent of seniors planned to enroll in college, while 11 percent planned to enroll in trade school and 7 percent planned to become employed. As of summer 2025, there were 22 AAD seniors (81%) who were enrolled in college for the 2025-2026 fall semester.

Longitudinal Trend Analysis

A longitudinal analysis was planned to examine trends in data related to the student outcome goal areas for students who participated in AAD for varying lengths of time, as well as in comparison to students who were never enrolled in AAD. The plan was to focus on the 2024-2025 senior cohort and examine student outcome data from the initial implementation year, 2014-2015, through the most recent school year, 2024-2025.

Students were grouped based on their AAD participation history across school level: enrolled in AAD in elementary school through high school, enrolled in AAD in elementary school only, enrolled in elementary

school and middle school only, enrolled in middle school and high school only, enrolled in middle school only, and never enrolled in AAD. These groupings were expected to evaluate the impact of the program when examining trend data before, during, and after participation in the program, as well as in comparison to students who never enrolled.

However, preliminary data showed the number of students in each group was low. As shown in Table 71, overall, of the 2024-2025 seniors, only 18 were enrolled in all three school levels. The numbers of students was even lower when limiting student enrollment across all years since 2014-2015, which would be necessary for longitudinal analyses over these years. With the low number of students in each group, the longitudinal analysis could not be conducted as planned because it would be difficult to confidently interpret the data due to the variability that can result with small numbers of students in an analysis.

Table 71: Number of 2024-2025 Seniors in AAD Participation Groups

Groups	AAD in ES and MS Only	AAD in ES Only	AAD in ES, MS, and HS	AAD in MS and HS Only	AAD in MS Only	Never in AAD
Enrolled in 24-25	18	31	18	12	3	5,024
Enrolled every year since 14-15	16	24	16	4	0	2,733

Stakeholder Satisfaction and Program Strengths and Areas for Improvement

The sixth evaluation question focused on stakeholder satisfaction and areas of strength and improvement.

Satisfaction

When surveyed about satisfaction with their educational experience, 82 percent of students indicated they were satisfied (see Table 72). A higher percentage of high school students (88%) indicated they were satisfied than elementary school (79%) and middle school students (82%). In comparison to students divisionwide who were surveyed about satisfaction with their educational experience at their school, there were lower satisfaction percentages for elementary and middle school AAD students compared to students across the division (ES: 89%; MS: 84%), while the satisfaction at high school was the same (88%).

Table 72: Student Satisfaction With Educational Experience

Group	ES	MS	HS	Total
Student	79%	82%	88%	82%

Parents were surveyed about their satisfaction with their child’s educational experience. Overall, 91 percent of parents indicated they were satisfied with no difference by school level. In comparison to parents divisionwide who were surveyed about satisfaction with their child’s educational experience, elementary school AAD parents (91%) had slightly lower satisfaction than elementary school parents across the division (94%), while secondary AAD parents (91%) had higher satisfaction than secondary parents across the division (86%). In addition, 92 percent of AAD parents indicated they would recommend AAD to other families for their child (93% at elementary, 91% at secondary).

When administrators were surveyed, all administrators who responded to the item (n=3) indicated they were satisfied with AAD. For instructional staff, 57 percent indicated they were satisfied with AAD (see Table 73). A higher percentage of elementary school instructional staff (67%) indicated they were satisfied with AAD than secondary instructional staff (52%). When AAD secondary classroom teachers responded to the follow-up survey in the fall, a notably higher percentage indicated they were satisfied (89%). Although this was a much higher percentage reporting they were satisfied when surveyed in the fall, it is important to note that

combined with the teacher retention rate of 63 percent, it is possible that staff who indicated they were dissatisfied with AAD may have left the school prior to the 2025-2026 school year.

Table 73: Parent and Instructional Staff Satisfaction

Groups	ES	Secondary	Total
Parent	91%	91%	91%
Instructional Staff	67%	52%	57%

Strengths and Improvements

Through open-ended survey items, staff, students, and parents had the opportunity to provide comments regarding benefits and areas for improvement. For staff, the most common theme that emerged regarding benefits was the additional resources, support, and opportunities students received, such as field trips and clubs. Staff noted the program provided multiple resources for students' academic, social, and emotional needs. Other strengths included the additional academic support offered, including the benefit of smaller class sizes and more specialized instruction, as well as the ability for staff to build relationships with the students and focus on their social-emotional needs. Staff also mentioned that AAD aided families with resources like transportation and provided opportunities to connect students with various career fields and universities.

From a parent perspective, the most commonly identified strengths included the positive environment, as well as the resources offered to students and families. Parents commented about the different opportunities available, such as the field trips, clubs, and wraparound resources like free meals and school supplies. For students, common themes regarding benefits included academic learning and gaining social-emotional skills such as responsibility, confidence, self-control, and respect. Students also commented about liking the clubs and field trips. Many secondary students highlighted the importance of college preparation opportunities, especially financial help and scholarships. Students also valued the relationships and connections within the program.

Regarding improvement areas, staff comments predominantly focused on issues with negative student behavior and perceived inconsistent or lack of appropriate disciplinary actions. Related to this area, some staff commented on the perceived lack of enforcement of the behavioral expectations in the AAD contract, and some staff expressed concerns regarding students remaining in the program even with behavior issues. A few staff also commented about taking away instructional time. Some secondary staff noted the lack of a variety of course offerings at the high school level.

Similar to staff, students and parents also commented on student behavior as an area for improvement. Students more generally commented about observing their peers' negative behavior, such as the need for less fighting and bullying at the school, as well as more consistent consequences for behavior. Some parents expressed specific concerns about student bullying.

Other student comments regarding improvement areas focused on the uniform or dress code, including expressing not liking this aspect. Other students commented about the extended day and summer intersession being too long and interfering with other things, such as sports. Some parents also commented on more frequent communication regarding academic progress as well as concerns regarding teachers' classroom experience and reliance on substitute teachers.

Additional Cost

The final evaluation question focused on the cost to VBCPS for implementation of AAD during 2024-2025. The MOA between AAD, Inc. and VBCPS outlined the cost responsibility for each party, and a summary of responsibilities is included in Appendix D.

Cost Responsibilities

According to the summary of responsibilities, VBCPS was responsible for paying for the following costs to the same level as would be provided to any of its schools: technology, computer maintenance personnel, educational supplies, field trips and related transportation, food (i.e., breakfast and lunch), program staff professional learning, daily and summer intersession transportation, after school tutoring, and maintenance of school property. Additionally, VBCPS was responsible for ensuring staff maintained technology at the school. However, there were no additional costs to VBCPS as computer maintenance personnel were offered to all schools in the division. In addition, VBCPS was responsible for the highest level of appropriate technology and educational supplies that are typically offered in all of its schools. The curriculum design and specialized support was the responsibility of VBCPS, which included any teams based on math specialists, academic interventionist, coaches, reading specialists, curriculum coach, and oversight of the instructional program. There were no additional costs to VBCPS for technology, educational supplies, or curriculum design as these are offered to all schools in the division. The support, supplies, and services required for administrative or health clinic purposes were also the responsibility of VBCPS. However, there were no additional costs to VBCPS beyond those for any of the division's schools.

According to the agreement, AAD, Inc. was responsible for paying for additional enhancements (e.g., technology, professional learning), needs for specific programming provided by AAD, Inc. (e.g., field trips, clubs, physical banners, student awards and incentives, uniforms, program-specific AAD personnel), and costs for the extended day, summer intersession (except transportation), Saturday school, administration, and fundraising. In addition, AAD, Inc. was to reimburse VBCPS for certain costs incurred such as field trips beyond typical allocations, any enhancements to technology, and incremental costs to VBCPS for support, supplies, or services.

According to the MOA with VBCPS, "VBCPS will allocate sufficient funds in its annual budget to provide the same level of support for the AAD Program as is provided for other comparable comprehensive/traditional schools and programs within the school division, including for example, staffing ratio/staffing allocation." In addition, it was noted that "VBCPS recognizes that matters such as the staffing ratio/staff allocations may exceed standard and within its budgetary constraints will endeavor to meet the needs of the Achievable Dream Program."

Staffing Costs

At the elementary school level, there were no additional costs to the school division for staffing because all staff at Seatack Elementary School would have been employed at this school regardless of the AAD program. At the secondary level, according to the Office of Budget Development, there were additional allocations for An Achievable Dream, which included ten middle school teacher FTEs, nine high school teacher FTEs, academy coordinator, administrative assistant, clinic assistant, and school office associate. The staffing files maintained by the Department of School Leadership for Lynnhaven Middle School and An Achievable Dream High School were examined to confirm these allocations were used. To calculate the specific costs related to these allocations, the Department of Human Resources provided the average total salaries, including total allowances and supplements, for each of these positions. For the middle school and high school teacher positions, the average salaries specifically at Lynnhaven Middle School were used and multiplied by the

number of FTEs to determine a total amount. For the positions that had only one staff member at Lynnhaven Middle School (e.g., academy coordinator, administrative assistant, clinic assistant), the average salary across all high schools was used. The total estimated salary across the secondary positions totaled \$1,536,065. There were five high school teachers who were provided additional class supplements; however, these additional supplements would have been included in the average salary estimates. Additional costs for fringe benefits and health insurance for these staff allocations were included (26.82% plus \$9,431 for 2024-2025), which totaled \$628,886. Therefore, the staffing cost for the additional allocations for the secondary program totaled \$2,164,950. There were four additional high school teacher allocations provided by funds from the Department of School Leadership; however, the costs for these four FTEs were not included in the total additional cost to VBCPS due to these costs not specifically being additional to AAD and because they could have been used at another high school if they had not been provided to AAD. In addition, although AAD secondary has an exclusive school counselor, the funds for the position were not based on the AAD student enrollment exclusively.

A separate examination was conducted to determine whether there would be any potential changes in regular budgeted FTE allocations due to AAD secondary student enrollment. Additional staffing costs or cost offsets could have been due to additional students enrolling in Lynnhaven Middle School and fewer students enrolling at other comprehensive schools. At the middle school level, Lynnhaven Middle School received an increase of four regular budgeted FTE teacher allocations due to an increase in AAD middle school students who were not zoned for Lynnhaven. Virginia Beach Middle School had a theoretical loss of two FTE teacher allocations due to a decrease in AAD middle school students who were zoned for VBMS but attended AAD instead.¹⁸ At the high school level, no increases in FTEs would have been expected based on the schools in which students were zoned. First Colonial High School had a theoretical loss of two FTE teacher allocations due to a decrease in AAD high school students who were zoned for FCHS but attended AAD high school. Therefore, because of the increase of four FTE teacher allocations at Lynnhaven Middle School and the theoretical loss of a total of four FTE teacher allocations at Virginia Beach Middle School and First Colonial High School, this investigation showed there were no additional costs or cost offsets to regular budgeted FTEs based on student enrollment.

In regards to costs paid by AAD, Inc. related to staffing, according to the MOA, AAD, Inc. was to pay a stipend to staff who worked during the extended day and extended year. All AAD staff receive an annual stipend directly from AAD for \$8,500. Additionally, some staff, including clerical and support staff who do not receive the stipend, are compensated for their overtime. For these costs, VBCPS paid staff the amount and the costs were reimbursed by AAD, Inc. The total overtime cost for these staff was \$34,125, but this cost is not included in the additional cost to VBCPS because it was reimbursed by AAD, Inc.

Transportation Costs

Transportation costs were provided by the Office of Transportation and Fleet Management Services. At the elementary school level, daily transportation costs for students zoned for Seatack Elementary School were not included because they were not considered an additional cost to the school division. Daily transportation costs for students to attend Seatack Elementary School who were not zoned for Seatack (i.e., opted in to the program) during the regular school year totaled \$201,769. Additional transportation costs at the elementary school level related to the extended day programming totaled \$160,747. VBCPS was also responsible for transportation related to the summer intersession, which totaled \$31,033 for elementary school students. Transportation costs for students who opted out of the program to attend Birdneck Elementary School was also the responsibility of VBCPS, which totaled \$25,615. Therefore, the total transportation costs at the elementary school level were \$419,164.

At the secondary level, all transportation to and from Lynnhaven Middle School was an additional cost to VBCPS due to the different hours for AAD in comparison to other Lynnhaven Middle School students. The daily

regular transportation for all AAD secondary students totaled \$304,921. The transportation costs related to shuttles transporting students to and from extracurricular activities, ROTC participation, ATC courses, and TCE courses totaled \$57,905, and transportation costs for afterschool activities for secondary students totaled \$23,815. In addition, the transportation related to the summer intersession totaled \$30,035 for secondary students. The total transportation costs at the secondary level were \$416,676.

Overall, transportation was the second largest cost of the program for VBCPS and totaled \$835,839. However, per the MOA, AAD, Inc. paid VBCPS \$100 per enrolled student for transportation, which totaled \$61,000 during 2024-2025. Therefore, the total additional transportation cost for VBCPS was \$774,839. There were transportation costs that were initially paid by VBCPS but were reimbursed by AAD, Inc. These costs included transportation to Saturday school (totaling \$31,270) and transportation for field trips (totaling \$10,010). Because they were reimbursed by AAD, Inc., these costs were not included in the additional cost to VBCPS.

Facilities Costs

There were several additional facilities-related costs for AAD that were the responsibility of VBCPS. The agreement stated that “VBCPS agrees to fund the additional operational (i.e., utilities, maintenance, supplies, etc.) costs” of the longer day and longer school year. Based on information provided by Maintenance Services, the additional utilities cost for the Lynnhaven Middle School wing totaled \$59,552, while the utilities cost estimate for the extended day, summer intersession, and Saturday school at Seatack Elementary School totaled \$15,485. There were no additional costs for building maintenance or enhancements during the 2024-2025 school year. Lastly, all school buildings have a security-related subscription to Raptor. According to the Office of Security and Emergency Management, there was an additional subscription for the Lynnhaven Middle School wing, which totaled \$1,300. Therefore, the costs to VBCPS for facilities totaled \$76,337. However, according to the MOA, AAD, Inc. paid VBCPS \$75,000 for rental of the building. Therefore, the total additional facilities-related cost for VBCPS was \$1,338.

Instructional Materials and Supplies

AAD secondary students are included in the student enrollment counts for per pupil School Allocation funds at Lynnhaven Middle School (e.g., instructional materials, technology supplies and support, special education classrooms). Therefore, school allocation funds covering these areas were not included because they would have been allocated wherever the students were enrolled and are therefore not considered additional costs.

Total Additional Cost

In total, the additional costs paid by VBCPS for AAD in 2024-2025 were approximately \$2,941,127 as shown in Table 74. Staffing-specific costs were for AAD staff at the secondary level only and were the largest portion of the cost to VBCPS for the AAD program. Transportation costs included daily transportation for all AAD students not zoned for Seatack Elementary School, as well as costs related to the extended day programming, summer intersession, and transporting students to and from extracurricular activities, specialized programs, or afterschool activities. In addition, transportation costs included students who opted out of the program to attend Birdneck Elementary School. Costs for facilities included the utilities for the extended day, summer intersession, and Saturday school at Seatack Elementary School, as well as the utilities for the high school wing at Lynnhaven Middle School.

Table 74: Total Additional Cost of AAD to VBCPS in 2024-2025

Cost Categories	Total Cost
Staffing (Secondary)	\$2,164,950
Transportation	\$774,839*
Facilities (i.e., Utilities, Security)	\$1,338*
Total Cost Paid by VBCPS	\$2,941,127

*This figure takes into account offsets due to payments by AAD, Inc. to VBCPS (\$61,000 for transportation and \$75,000 for facilities rental).

Summary

An Achievable Dream (AAD) began in 1992 in Newport News Public Schools and offers a public-school program designed to close the achievement gap and support students' success regardless of their socioeconomic background. The partnership between AAD and VBCPS began at Seatack Elementary School in the 2014-2015 school year with implementation in kindergarten through second grades. The program expanded to include the additional elementary school grades from 2015-2016 through 2017-2018. Sixth through eighth grades were added at Lynnhaven Middle School in 2018-2019 through 2020-2021 and the program operates as a school within a school. From 2021-2022 through 2024-2025, the ninth through twelfth grades were added to AAD with ninth and tenth grades initially being located within learning cottages at Lynnhaven Middle School for core content courses with transportation to First Colonial High School for elective courses. During 2023-2024, a new wing at Lynnhaven Middle School was opened for the high school AAD students, and all high school students were relocated to this separate, independent wing at Lynnhaven Middle School.

At the elementary school level, students from the Seatack Elementary School attendance zone were automatically accepted into the AAD program. In addition, students in kindergarten through grade nine throughout the school division may apply for the program, although transportation is limited to certain school attendance zones. Data provided by AAD showed approximately 69 percent of students who applied for the program for the 2024-2025 school year were accepted, while 58 percent of students who applied for the 2025-2026 school year were accepted. To assess the program's ability to accept additional students prior to these school years, enrollment capacity was calculated based on a capacity of 90 students per grade level reported in the MOA. At the elementary school level, AAD was operating at 71 percent capacity as of the end of the 2023-2024 school year, and 69 percent capacity as of the end of the 2024-2025 school year. Operational capacity was much lower at the secondary levels. Middle school was operating at 54 percent capacity at the end of 2023-2024 and 46 percent capacity at the end of 2024-2025, and the high school was operating at 26 percent capacity at the end of 2023-2024 and 32 percent at the end of 2024-2025.

An analysis of the attendance zones of the enrolled AAD students showed 93 percent of elementary school, 75 percent of middle school, and 78 percent of high school AAD students were zoned for one of the 19 elementary or 4 middle schools eligible to receive transportation during 2024-2025. On March 11, 2025, the School Board approved an expansion of the transportation zones, which allowed potentially more students to participate in the program in the 2025-2026 school year.

To ensure parents and students were aware of program expectations, all students and parents signed an educational contract with AAD, which included details regarding the uniform and dress code policy. On the survey, 89 percent of students agreed the expectations in the educational contract were clear, and 93 percent of parents agreed the educational contract helped them understand the academy's expectations for students and families. To support students and families, AAD provides various wraparound services, such as home visits, parent education, and holiday food baskets, as well as offers several family engagement related events. AAD established two goals related to family engagement: *increase the number of collaborative family engagement opportunities* and *increase parental/familial involvement in students' academic and extra-curricular activities*. Overall, 86 percent of AAD instructional staff agreed AAD provides parents with events, programs, and

resources to support their child's education. Parent survey data related to these goals also showed high percentages of parents were aware of events, programs, and resources that AAD provides for parents to support their child's education (86%) and were involved in their child's academic and/or extracurricular activities (95%).

The Social, Academic, and Moral Education (SAME) Curriculum is a key component adopted by AAD. Within this specialized curriculum, there was an emphasis on "ethics, etiquette, peaceful conflict resolution, and Speaking Green®." There is also a morning program for elementary and middle school students that involves recitation of banners that involve positive affirmations. When students and instructional staff were surveyed, depending on the survey item, from 82 to 85 percent of students and 72 to 83 percent of instructional staff agreed AAD provided students opportunities to gain academic, social, and mindset skills needed to be successful. When elementary and middle school students and instructional staff were surveyed more specifically about the impact of the social rotation classes and morning program/Banners on helping students in key improvement areas, such as being polite or learning communication skills, lower percentages of students (62%-78% depending on item) and instructional staff agreed (52%-65% depending on item). At the high school level, where students are offered social-emotional time with writing prompts to support their social-emotional skills, higher percentages of students (79%) and instructional staff (78%) agreed this time helped build these skills. AAD established two goals related to implementation of the SAME framework: *streamline the delivery and implementation of SAME curricula through morning program and social rotations* and *incorporate the SAME framework into K-12 core content instruction*. When surveyed about these areas, overall, 73 percent of instructional staff agreed the delivery and implementation was streamlined, while 49 percent agreed the SAME curriculum was effectively incorporated in the core content.

In addition to being provided the SAME curriculum, students at all levels participate in the standard VBCPS curriculum. At the elementary school level, all students and staff in the building are part of AAD and follow the VBCPS elementary school curriculum within this framework. At the secondary level, the middle school operates as a school within a school at Lynnhaven Middle School and students have opportunities to take elective courses with other teachers within Lynnhaven Middle School. At the high school level, beginning in 2024-2025, AAD functioned as an academy located in the dedicated wing within Lynnhaven Middle School. Therefore, AAD high school students took courses with the AAD-specific teachers, which was reported by students and staff as potentially limiting access to a broader range of courses. On the survey, 77 percent of high school AAD students agreed they had access to the courses they need to support their plans after high school and 76 percent of high school AAD students agreed their school provided them with rigorous learning opportunities, which were lower than the percentage of students divisionwide who agreed with these items (86%-87%). Distinct courses completed by AAD high school students enrolled in 2024-2025 were compared to a matched group of demographically similar high school peers. Overall, AAD students had access to fewer distinct course options, although taking courses online expanded their access to additional options. In addition, while the matched comparison group completed five dual enrollment courses and nine AP courses, the AAD high school students took one dual enrollment and five AP courses in 2024-2025. There were 12 AAD high school students who were enrolled in ATC or TCE during 2024-2025.

AAD offers additional opportunities that extend beyond the typical curriculum and school day, including an extended school day and year, Saturday school, field trips, community partnerships and mentors, numerous clubs and extracurricular activities, and a merit program. The regular school day was extended to 7 hours, 45 minutes at elementary and 8 hours at secondary, and the regular school year was extended to include four additional weeks Monday through Thursday during the summer. Students who needed additional academic support were also required to attend school on Saturdays throughout the school year. Of students who indicated they participated in these additional opportunities, 71 percent agreed the longer school day provided them with more opportunities to learn, 75 percent agreed the summer intersession helped prepare

them for the next school year, and 77 percent agreed Saturday school provided them with extra academic support.

Throughout the 2024-2025 school year, elementary school students took 76 field trips, while there were 15 field trips at the middle school level and 49 field trips at the high school level. Overall, when students were surveyed about field trips, 82 percent of AAD students agreed field trips helped them learn outside of school. Multiple community partners were involved in supporting AAD students across school levels, including as a mentor. On the student survey, of those who indicated they had a mentor or mentor group, 97 percent indicated their mentorship experience was very or somewhat useful. Other opportunities included daily morning greetings by staff, additional opportunities for clubs, and a dream merit program. While 66 percent of students agreed the morning greetings helped them start their day in a positive way, 86 percent agreed clubs helped them explore new interests. In addition, 75 percent of students agreed earning dream merits motivated them to make good choices.

Another opportunity offered to secondary students was the “What It Takes” program, which involves corporate partners working with students to prepare them for postsecondary success in college or the workforce. One goal identified by AAD addressed the college preparation and workforce readiness program: *fully and consistently implementing What It Takes initiative*. When secondary students were surveyed about the What It Takes program, 75 percent of secondary AAD students agreed the program prepared them for the workforce by teaching them important professional skills. Other postsecondary support for high school students included help with planning for after high school, such as support applying for the FAFSA and scholarships. In addition, for the 2024-2025 school year, a class sponsor provided \$3,000 per year minimum for scholarships per student.

Regarding staffing, while all staff at Seatack Elementary were AAD-designated staff, this designation was more complicated at Lynnhaven Middle School due to staff not being differentiated in official Department of Human Resources documents. There were 19 additional classroom teacher FTE budgeted allocations for AAD secondary students; however, cross-referencing multiple internal records revealed slight inconsistencies in staffing lists. These differences illustrated a need for more transparency and clarity about which staff were considered AAD secondary staff. When AAD instructional staff were surveyed about the clarity of responsibilities, as well as the communication and collaboration with AAD, from 80 to 86 percent of instructional staff agreed responsibilities as an AAD staff member were clear and communication from AAD was consistent, clear, and timely. Lower percentages of instructional staff (66%) agreed the collaboration between AAD and school staff was effective, with higher agreement at elementary (78%) than secondary (59%). In addition, 67 percent of instructional staff agreed AAD provided them sufficient professional development in the delivery of the AAD program. Another goal identified by AAD related to staff: *increase the teacher retention rate*. Overall, 74 percent of classroom teachers remained working with AAD from 2023-2024 to 2024-2025, with a higher percentage at secondary (81%) than elementary (71%). In contrast, from 2024-2025 into 2025-2026, a higher percentage of elementary teachers (75%) remained working with AAD than secondary (63%), which decreased notably.

Overall, there were 704 students enrolled in AAD at any point during the 2024-2025 school year. In comparison to the division, there were notably higher percentages of Black and economically disadvantaged students at all levels and a higher percentage of special education students at the secondary level. There were lower percentages of White, gifted, and military-connected students at AAD than students at the division at all levels and lower percentages of Asian students at the secondary levels. One goal identified by AAD was related to student retention: *fewer students will withdraw from the program*, which was defined as students who were enrolled at any time during the year but unenrolled prior to the end of the year. Of the students enrolled through the 2024-2025 school year, 13 percent withdrew from the program during the school year and were not enrolled in AAD at the end of the school year, which included students who re-enrolled in another school

(6%), left the division entirely (6%), and those who enrolled in a specialized program (1%). In comparison to students who remained at AAD at the end of the school year, a higher percentage of students who re-enrolled elsewhere were special education students (25% versus 13%) and in their first year at AAD (48% versus 25%).

When examining student continuation in the AAD program across school years, the majority of students (83%) remained in the program from the end of 2023-2024 into 2024-2025, although the percentage of students who continued was lower at transition points with 67 percent of fifth-grade students in 2023-2024 continuing into sixth grade in 2024-2025 and 78 percent of eighth-grade students continuing into ninth grade. To examine longer-term student continuation with the AAD program, the number of students in the original group enrolled in 2014-2015 (kindergarten through second grade at that time) who stayed with the AAD program into the 2024-2025 school year (tenth through twelfth grades) was determined. Overall, low percentages of students in the original K-2 group in 2014-2015 stayed with the AAD program into the 2024-2025 school year (16%). In contrast, 43 percent of the original K-2 group were enrolled in another VBCPS school. The remaining students were either not enrolled half the year or were not enrolled in VBCPS at all, suggesting they may have left the division entirely.

In contrast to the analyses above that started with the groups of students in the first year of the program and whose enrollment was monitored to 2024-2025, another analysis started with the current group of AAD high school students and looked backward to see if they had been enrolled from the beginning of the program. Overall, from 29 to 54 percent of ninth- through twelfth-grade students were enrolled since initial implementation. These rates may partly reflect the small number of students in these grades and limited replacement of the students who left the program over time.

Beginning of the year enrollment at AAD in 2025-2026 showed a slight decrease in the total number of students enrolled (from 648 to 630) in comparison to the beginning of 2024-2025. There was an increase at the middle school level, which may be due in part to the School Board's approved expansion of eligible school attendance zones for transportation to AAD. However, there was a decrease at the elementary school level and the number at the high school level remained the same, with no visible impact of this expansion at the elementary or high school levels. In regard to the percent of capacity, overall, the AAD program was at 54 percent capacity showing that the AAD program remained well-below capacity. The percent of capacity was higher at elementary school (65%) and middle school (59%) than at high school (33%).

The student outcome goals for AAD were related to student academic achievement (i.e., SOL performance, literacy), as well as attendance, discipline, and graduation. Goal area analyses focused on comparing performance of AAD students with matched groups of students from similar schools during the 2024-2025 school year. Students were matched using demographic variables.

The goals related to academic achievement were measured through performance on SOLs in core content areas, the VALLSS (K-2), and Reading MAP (3-8). Growth from fall to spring on the VALLSS and Reading MAP were also examined. When all academic data were examined collectively, the assessment data indicated that AAD students performed at levels comparable to their matched peers across subject areas and grade levels. Of the 69 total academic measures, there were patterns to show that AAD students outperformed the matched comparison group students on 36 academic measures (52%) based on any degree of difference when rounding to whole numbers. There was a higher percentage of comparisons where AAD students performed better than the matched comparison group at elementary school (59%) than secondary (46%). In comparison to matched comparison group students, areas of strength for AAD students were elementary student growth in literacy within the school year, elementary student math achievement, and specific cohorts of students who performed particularly well across content areas (i.e., fifth grade and eighth grade). Based on statistical significance tests, there were patterns to show that AAD students outperformed the matched comparison

group students on six measures (9%), whereas there were statistically significant differences favoring the matched comparison group students on six measures (9%).

The attendance goal was assessed at each school level by the percentage of students who were consistently attending school (i.e., not chronically absent), as well as students' average attendance rates. Of the six attendance measures, there were patterns to show that AAD students outperformed the matched comparison group students on three measures (50%) based on any degree of difference. There was evidence of AAD students outperforming the matched comparison group students on both measures (100%) at the elementary school level, and there was evidence of AAD secondary students outperforming the matched comparison group on one measure at the secondary level (25%). There were no statistically significant differences between the groups on these measures.

The discipline goal was assessed at each school level through the percentage of students with at least one discipline referral and percentage of students with multiple referrals, as well as the average number of referrals, in-school suspensions, and out-of-school suspensions. Of the 15 discipline measures overall, there were patterns to show that AAD students had better discipline outcomes than the matched comparison group students on six measures (40%) based on any degree of difference. There was one measure (7%) that showed statistically significant differences with AAD students having better discipline outcomes than the comparison group, while there were five measures (33%) showing statistically significant differences with the matched comparison group having better discipline outcomes. At the secondary level, there was evidence of AAD students having better discipline outcomes than the matched comparison group students on 50 percent of measures, while there was evidence of elementary school AAD students having better discipline outcomes than the matched comparison group on one measure (20%). When staff were surveyed about student behavior, overall 51 percent of instructional staff agreed students got along well with other students, and 67 percent agreed students treated them with respect. Higher percentages of instructional staff agreed students had positive relationships with teachers and staff (80%). More generally, 61 percent of instructional staff agreed the instruction and services offered at AAD met students' social and emotional needs, and 43 percent agreed AAD provided strategies and consistency to support students' behavior at school.

Regarding the final outcome goal focused on graduation outcomes, all 27 AAD seniors graduated on time in 2025 and all 25 seniors of the matched group who were in the comparable OTG cohort also graduated on time. Overall, 74 percent of the AAD seniors graduated with an advanced diploma, which was notably higher than their matched comparison group seniors (24%). According to data provided by AAD, as of the end of the 2024-2025 school year, 81 percent of seniors planned to enroll in college, while 11 percent planned to enroll in trade school and 7 percent planned to become employed. As of summer 2025, there were 22 AAD seniors (81%) who were enrolled in college for the 2025-2026 fall semester according to information provided by AAD, Inc.

When surveyed about satisfaction with their educational experience, 82 percent of students indicated they were satisfied, while 91 percent of parents indicated they were satisfied. Satisfaction with AAD was lower for instructional staff. For instructional staff overall, 57 percent indicated they were satisfied with AAD, with higher satisfaction for elementary school staff (67%) than secondary staff (52%). When surveyed about benefits of the program, staff most often commented about the additional resources, support, and opportunities students received, such as field trips and clubs, while parents commented about the positive environment, as well as the resources offered to students and families. Students also commented about liking the clubs and field trips, and many secondary students highlighted the importance of college preparation opportunities, especially financial help and scholarships. Regarding improvement areas, staff comments predominantly focused on issues with negative student behavior and perceived inconsistent or lack of appropriate disciplinary actions. Similar to staff, students and parents also commented on student behavior as an area for improvement. Students more generally commented about observing their peers' negative

behavior, such as the need for less fighting and bullying at the school, as well as more consistent consequences for behavior. Some parents expressed specific concerns about student bullying. Other student comments regarding improvement areas focused on the uniform or dress code, including expressing not liking this aspect, as well as the extended day and summer intersession being too long and interfering with other things, such as sports.

The additional costs paid by VBCPS for AAD in 2024-2025 were approximately \$2,941,127. Staffing-specific costs were for AAD staff at the secondary level only and were the largest portion of the cost to VBCPS for the AAD program. Transportation costs included daily transportation for all AAD students not zoned for Seatack Elementary School, as well as costs related to the extended day programming, summer intersession, and transporting students to and from extracurricular activities, specialized programs, or afterschool activities. In addition, transportation costs included students who opted out of the program to attend Birdneck Elementary School. Costs for facilities included the utilities for the extended day, summer intersession, and Saturday school at Seatack Elementary School, as well as the utilities for the high school wing at Lynnhaven Middle School. At the elementary school level, costs were predominantly for transportation, while at the secondary level, costs were predominantly for staffing.

Recommendations and Rationales

Recommendation #1: Continue AAD with modifications noted in recommendations 2 through 7 with the addition of a sunset provision. *(Responsible Groups: An Achievable Dream, Inc.; Department of School Leadership; Seatack Elementary School; Lynnhaven Middle School)*

Rationale: The first recommendation is to continue AAD with modifications noted in recommendations 2 through 7 with the addition of a sunset provision. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative. Although not statistically significant for most measures, there were patterns to show that elementary school AAD students outperformed the matched comparison group students on 59 percent of academic-related student outcome measures. Areas of relative strength included literacy growth in kindergarten through second grade, elementary mathematics, and specific student cohorts (i.e., fifth and eighth grades) who performed particularly well across content areas relative to the comparison groups. In addition, of the 27 seniors, 74 percent graduated with an advanced diploma on time, which was higher than their matched comparison group (24%). In addition, according to data provided by AAD, Inc., 81 percent of seniors were enrolled in college for the 2025-2026 school year and across all seniors, there was a total of \$2.5 million in scholarships received. Overall, there were high percentages of students (82%) and parents (91%) who indicated they were satisfied with their educational experience during the school year.

According to School Board Policy 6-26, existing programs that receive a comprehensive evaluation may be subject to the inclusion of a sunset provision at the discretion of the Superintendent and/or the School Board. It is recommended that the Superintendent or School Board add a sunset clause based on student enrollment given the cost of the program to the school division and the mixed student outcome results, especially at the secondary level. As outlined in the most recent MOA between VBCPS and AAD, Inc. from 2019, the target enrollment per grade level is a minimum of 75 students and a maximum of 90 students per grade level, which is a total minimum of 975 students and maximum of 1,170 students across all grade levels. In September 2024, elementary school was operating at 72 percent of the maximum capacity, middle school was operating at 51 percent of maximum capacity, and high school was operating at 33 percent of maximum capacity. After the expansion of transportation zones by the School Board in March 2025, there was an increase in enrollment at middle school, but not elementary or high school for 2025-2026 (65% of maximum capacity at elementary school, 59% at middle school, and 33% at high school). If capacity percentages were based on the minimum targeted enrollment numbers in 2025-2026, elementary school was operating at 78 percent of the minimum targeted enrollment, middle school was operating at 70 percent of the minimum targeted enrollment, and high school was operating at 40 percent of the minimum targeted enrollment. In accordance with School Board Policy 6-45, the phase out of an existing academy may be recommended to the School Board by the Superintendent if enrollment for an incoming academy class is 25 percent less than projected for three consecutive years after the year in which the academy is fully implemented.

Recommendation #2: Investigate and implement strategies to increase AAD student enrollment for the program to operate at or near capacity across all grade levels, including identifying acceptance criteria and strategies for student retention overall and for specific groups with higher rates of withdrawal. *(Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School)*

Rationale: The second recommendation is to investigate and implement strategies to increase AAD student enrollment for the program to operate at or near capacity across all grade levels, including identifying acceptance criteria and strategies for student retention overall and for specific groups with higher rates of withdrawal. As outlined in the most recent MOA between VBCPS and AAD, Inc. from 2019, the target enrollment per grade level is a minimum of 75 students and a maximum of 90 students per grade level, which is a total minimum of 975 students and maximum of 1,170 students across all grade levels. Although the School Board expanded transportation zones for AAD in March 2025 and there were increases in the number of applications for the AAD program from the 2024-2025 to 2025-2026 school year, the program continues to operate below its capacity, particularly at the high school level. As of September 2025, the program was operating at 65 percent of the maximum capacity at elementary school, 59 percent at middle school, and 33 percent at high school. Increases in enrollment would help maximize program resources. For the 2024-2025 school year, overall, 69 percent of applicants were accepted with higher rates at the elementary school (71%) and middle school (74%) than high school level (42%), although specific acceptance criteria could not be determined. In 2025-2026, there were higher acceptance rates at the middle school (73%) and high school (80%) levels than elementary school level (36%). Continuation and retention data further highlights opportunities for improvement areas, such as at key transition points and with specific groups of students. Continuation of students from the 2023-2024 school year to the 2024-2025 school year showed lower percentages of students remained in the program at the transition points between school levels, with 67 percent of grade 5 and 78 percent of grade 8 students in 2023-2024 remaining in the program in 2024-2025. Although annual continuation rates were generally high, continuation in the program was lower longer-term. A longitudinal analysis of retention for the initial cohort groups showed only 16 percent of the initial K-2 cohort in 2014-2015 remained in the AAD program, while 43 percent of the students in those initial cohorts were enrolled elsewhere within VBCPS. Further examinations of enrollment patterns for specific student groups showed that a higher percentage of special education students withdrew from the program and re-enrolled in another school (25%) in 2024-2025 compared to those who stayed at AAD (13%). In addition, a larger percentage of students who withdrew and re-enrolled elsewhere were in their first year in AAD (48%), which suggested that the program could implement strategies to support new students entering the program for the first time.

Recommendation #3: Support and monitor the effectiveness of the SAME curriculum implementation to ensure it meets students' social, academic, and mindset needs. *(Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School)*

Rationale: The third recommendation is to support and monitor the effectiveness of the SAME curriculum implementation to ensure it meets students' social, academic, and mindset needs. A core AAD program component is implementing the Social, Academic, and Mindset Education (SAME) curriculum. For the 2024-2025 school year, AAD established two goals related to the implementation of the SAME curriculum, which involved streamlining the delivery and implementation, as well incorporating the framework into content. When staff were surveyed about these areas, 73 percent of instructional staff agreed the delivery and implementation of the SAME curriculum was streamlined through the morning program and social rotations, with higher agreement at middle (78%) than elementary (67%). In addition, 49 percent of elementary and

middle school instructional staff agreed the SAME curriculum was effectively incorporated in the core content instruction, again with higher agreement at middle (67%) than elementary (22%). Further, when instructional staff were surveyed about the various social rotations helping students in related areas, relatively low percentages of instructional staff agreed. Overall, 52 percent of elementary and middle school AAD instructional staff agreed the etiquette social rotation helped students be polite and well-mannered with others, 58 percent of instructional staff agreed Speaking Green® class helped students learn communication skills, 59 percent of instructional staff agreed ethics/conflict resolution class helped students learn how to resolve conflicts with other people, and 62 percent agreed mindfulness and meditation class helped students regulate their emotions and behavior better. Overall, higher percentages of elementary instructional staff agreed with these items than middle school. In addition, instructional staff had somewhat lower agreement regarding the effectiveness of the morning program, which included recitations of positive affirmations, with 65 percent of elementary school and middle school instructional staff agreeing the morning program and Banners helped students be confident in themselves. A higher percentage of elementary school instructional staff (72%) agreed with this item than middle school instructional staff (60%). Other results from instructional staff related to professional learning and collaboration suggested that improvements in these areas could positively impact the delivery of the SAME curriculum. Overall, 67 percent of instructional staff agreed AAD provided them sufficient professional development in the delivery of the AAD program, and 66 percent of instructional staff agreed the collaboration between AAD and school staff is effective.

Recommendation #4: Strengthen student behavior supports and consistent disciplinary strategies at AAD to improve social-emotional outcomes, reinforce program expectations, and support consistent implementation of behavioral standards. *(Responsible Groups: An Achievable Dream, Inc.; Department of School Leadership; Seatack Elementary School; Lynnhaven Middle School)*

Rationale: The fourth recommendation is to strengthen student behavior supports and consistent disciplinary strategies at AAD to improve social-emotional outcomes, reinforce program expectations, and support consistent implementation of behavioral standards. Overall, referral and suspension data showed that higher percentages of elementary and high school AAD students had at least one referral and higher percentages of students with multiple referrals compared to their matched comparison group peers, with statistically significant differences at elementary school. In addition, at the elementary and middle school levels, the average numbers of referrals and in-school suspensions were higher for AAD than their matched comparison group with several statistically significant differences. Focusing specifically on discipline incidents related to student-to-student aggression, at all levels, the percentage of students who had at least one referral, the percentage of students who had multiple referrals, and average numbers of referrals and in-school suspensions were higher for AAD students with several statistically significant differences. Staff survey data showed 43 percent of instructional staff agreed AAD provided strategies and consistency to support students' behavior at school with low agreement at both elementary (39%) and secondary (45%). When surveyed about student behavior, 51 percent of instructional staff agreed students got along well with other students, with notably low agreement at the elementary school level (28%). In addition, 61 percent of instructional staff agreed the instruction and services offered at AAD met students' social and emotional needs, again with notably lower agreement at elementary school (44%). In addition, 67 percent of instructional staff agreed students treated them with respect with higher agreement for secondary staff (75%) than elementary school staff (53%). Students also reported relatively low agreement regarding their own behavior with 63 percent of elementary school students agreeing they got along well with other students and 64 percent of elementary school and 58 percent of middle school students agreeing they worked out disagreements with other students by talking with them. In addition, in response to a survey item about areas for improvement, instructional staff comments predominantly focused on issues with negative student behavior and inconsistent or lack of

appropriate disciplinary actions. Related to this area, some staff commented on the lack of enforcement of the behavioral expectations in the AAD contract and some staff expressed concerns regarding students remaining in the program when those expectations were not met.

Recommendation #5: Strengthen the effectiveness of academic supports at AAD to ensure students' instructional needs are met and promote consistent academic growth across grade levels. *(Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School)*

Rationale: The fifth recommendation is to strengthen the effectiveness of academic supports at AAD to ensure students' instructional needs are met and promote consistent academic growth across grade levels. Although the AAD program offers a range of academic support during the extended day and offers Saturday school as needed, survey data showed 67 percent of instructional staff agreed that AAD provided students with the level of academic support they needed, with lower agreement among elementary staff (56%) compared to secondary staff (74%). In addition, two student outcome goals focused on academic performance, including performance on the SOLs and literacy. When all academic measures were examined collectively, AAD students generally performed comparable to their matched peers across subjects and grade levels although they had access to the extended day, Saturday school, and summer intersession. Of the 69 total academic measures that were assessed, AAD students outperformed the matched comparison group on 36 measures (52%), with slightly stronger patterns at the elementary level (59%) than at the secondary level (46%), although there were few comparisons that favored AAD students statistically. AAD students outperformed comparison group peers on four measures (6%) at statistically significant levels, while the comparison group of non-AAD students outperformed AAD students on six measures (9%), suggesting room for continued improvement in academic outcomes given the extended learning opportunities provided.

Recommendation #6: Explore additional ways to expand access to courses at the high school level, including for AP and dual enrollment options. *(Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School)*

Rationale: The sixth recommendation is to explore additional ways to expand access to courses at the high school level, including for AP and dual enrollment options. Beginning in 2024-2025, AAD high school functioned as an academy located in the dedicated wing within Lynnhaven Middle School. Therefore, high school AAD students took courses with AAD-specific teachers, which appeared to limit access to a broader range of courses. When surveyed, 77 percent of AAD high school students agreed they had access to the courses they needed to support their plans after high school, which was below the divisionwide average of 87 percent. Based on an analysis of courses completed during 2024-2025, compared to a matched group of demographically similar high school peers, AAD high school students had access to fewer distinct and advanced course options (51 unique courses). The matched comparison group completed a broader variety of both core and elective courses (107 unique courses). In addition, five AP courses were completed by AAD students and one dual enrollment course. In comparison, there were nine AP and five dual enrollment courses completed by the matched comparison group students. Students and staff also provided feedback related to course options. During the focus group, AAD seniors provided comments related to wanting to take certain electives they were not able to take, and some teachers commented about there being limited course options in the areas of arts and music, as well as advanced options in AP and dual enrollment.

Recommendation #7: Formalize An Achievable Dream secondary staff in official Department of Human Resources files and staffing lists. *(Responsible Groups: An Achievable Dream, Inc.; Department of Human Resources; Seatack Elementary School; Lynnhaven Middle School)*

Rationale: The seventh recommendation is to formalize An Achievable Dream secondary staff in official Department of Human Resources files and staffing lists and resolve operational overlap between AAD and LMS. As of 2024-2025, while AAD secondary students are formally designated in records as part of the academy, secondary AAD teachers and staff are not. Without a formal AAD designation, the Department of Human Resources and administrators cannot easily identify which teachers are contractually responsible for implementing the AAD program. Performance expectations (e.g., SAME curriculum integration, morning greetings, professional dress, extended-day teaching) are tied to the supplemental AAD contract; therefore, it may be difficult to monitor these staff expectations. Formal designation within VBCPS ensures that all staff interacting with AAD students are clearly required to meet the same professional expectations, aligning performance standards and workload. The operational overlap between AAD and LMS also complicates staffing. In 2024-2025, according to the staff survey, several secondary staff at LMS taught both AAD and LMS students, which makes it difficult to ensure program fidelity. In addition, VBCPS allocated specific classroom teacher FTEs for AAD and formal designation of AAD staff would allow the staffing-related funding being dedicated to AAD to be monitored more efficiently. Finally, professional learning specific for AAD staff could be monitored more effectively because only formally designated staff would be required to participate.

Appendices

Appendix A: Division Student Demographic Characteristics

Characteristic	ES (n=29,723)	MS (n=14,917)	HS (n=20,779)	Overall (n=65,423)
Female	49%	48%	49%	49%
Male	51%	52%	51%	51%
Asian	6%	6%	7%	6%
Black	22%	24%	24%	23%
Hispanic	15%	14%	14%	15%
Multiracial	12%	11%	10%	11%
White	44%	44%	44%	44%
Economically Disadvantaged	40%	41%	36%	39%
Identified English Learner	5%	4%	3%	4%
Identified Gifted	16%	26%	22%	20%
Identified Special Education	14%	13%	11%	13%
Military Connected	23%	18%	14%	19%

Note: Based on students enrolled at any point during the 2024-2025 school year.

Appendix B: Courses Completed by High School AAD Students and Matched Comparison Group During 2024-2025

HS Courses - Areas	AAD High School Students	High School Matched Comparison Group
Art	Art I	Art I Art II (2D Approaches, 3D Approaches, Digital Media and Design) Art III (Digital Media and Design)
Business and IT	Econ & Personal Finance Computer Information Systems Advanced CIS	Econ & Personal Finance Computer Information Systems Advanced CIS Marketing
English & Reading	Honors English 9 through 12 English 9* English 11* AVID 9 & 10	English 9 through 12 Honors English 9 through 12 AP English 10 & 11 AVID 9 through 12 Journalism Public Speaking Media Studies Introduction to Theatre Arts
Family & Consumer Science	Virginia Teachers for Tomorrow DE Virginia Teachers for Tomorrow	Culinary Arts DE Virginia Teachers for Tomorrow Independent Living Parenting and Earling Learning Careers
Health & PE	Health and PE I, II	Health and PE I, II, III
Math	Algebra I AFDA Geometry Algebra II/Trig AP Pre-Calculus AP Statistics* Probability and Stats* Computer Programming	Algebra I AFDA Geometry & Geometry Honors Algebra II/Trig AP Pre-Calculus AP Statistics Computer Programming Discrete Math & Probability/Statistics Trigonometry & Probability/Statistics
Marketing & Entrepreneurship	Advanced Marketing* Innovation and Entrepreneurship*	Entrepreneurship & Innovation Marketing Fashion Marketing Sports Entertainment Recreation Marketing
Music	None	Intermediate & Advanced Orchestra Beginning, Intermediate, & Advanced Band Madrigal Vocal Ensemble Garage Band Guitar Piano
Naval Science	<i>Available at Cox for AAD HS students</i>	Naval Science I

HS Courses - Areas	AAD High School Students	High School Matched Comparison Group
Science	AP Environmental Science Biology Chemistry Earth Science* Environmental Science Health Science Concepts* Oceanography Physics*	Environmental Science Astronomy Biology Chemistry Oceanography
Social Studies	AP Human Geography Sociology I, II Psychology I, II AP Psychology World Geography* World History & Geography Virginia & US History	Sociology I, II Psychology I, II Leadership Skills Development AP Psychology AP Human Geography AP US History AP European History AP US Government & Politics World Geography World History & Geography Virginia & US History Virginia & US Government
World Languages	French II and III* German III* Latin III* Spanish I, II, and III	Spanish I, II, III, IV French I, II, III German I, III Japanese I
Technology Education	None	Electronic Systems I, II Construction Technology Basic Technical Drawing Engineering Drawing Introduction to Engineering Technology Foundations Photography & Communication Technology

*Unique courses taken online only.

Appendix C: Summary of Patterns of AAD Students Outperforming Comparison Group

Goal Area	Measure	K AAD: n=53 Matched Group: n=53	1 AAD: n=51 Matched Group: n=51	2 AAD: n=45 Matched Group: n=45	3 AAD: n=58 Matched Group: n=58	4 AAD: n=73 Matched Group: n=73	5 AAD: n=53 Matched Group: n=53
Reading	VALLSS Low-Risk %	No	No	No			
	VALLSS Scores	No*	AAD: 662 Matched Group: 660	No			
	VALSS Improvement in Risk Band	AAD: 69% Matched Group: 58%	AAD: 55% Matched Group: 46%	AAD: 29% Matched Group: 26%			
	MAP Avg or Above %				AAD: 41% Matched Group: 38%	No	AAD: 58% Matched Group: 45%
	MAP Scores				No	No	AAD: 207* Matched Group: 202*
	MAP Projected Growth Met				No	AAD: 48% Matched Group: 40%	AAD: 51% Matched Group: 43%
	SOL Pass %				No	No	AAD: 74% Matched Group: 60%
	SOL Scores				No*	AAD: 407 Matched Group: 404	AAD: 415 Matched Group: 410
Math	SOL Pass %				AAD: 64% Matched Group: 62%	AAD: 53% Matched Group: 48%	AAD: 68% Matched Group: 57%
	SOL Scores				No*	AAD: 403* Matched Group: 388*	AAD: 419 Matched Group: 415
Science	SOL Pass %						AAD: 57% Matched Group: 56%
	SOL Scores						No
History	SOL Pass %						AAD: 60%* Matched Group: 39%*
	SOL Scores						AAD: 403 Matched Group: 395

Note: Asterisks and bolded text denote significant differences from comparison group.

Goal Area	Measure	6 AAD: n=51 Matched Group: n=51	7 AAD: n=39 Matched Group: n=39	8 AAD: n=33 Matched Group: n=33	9 AAD: n=46 Matched Group: n=46	11 AAD: n=14 Matched Group: n=14
Reading	MAP Avg or Above %	No	AAD: 74% Matched Group: 64%	AAD: 63% Matched Group: 41%		
	MAP Scores	No	No	AAD: 221* Matched Group: 216*		
	MAP Projected Growth Met	No*	No	AAD: 68% Matched Group: 65%		
	SOL Pass %	No	No	AAD: 88% Matched Group: 75%		English: AAD: 100% Matched Group: 83%
	SOL Scores	AAD: 412 Matched Group: 408	No	AAD: 437* Matched Group: 420*		Writing: No
						English: No Writing: No
Math	SOL Pass %	Grade 6 Math: No		Grade 8 Math: AAD: 75% Matched Group: 52%	Alg I: AAD: 96% Matched Group: 87%	
					Geom: No	
	SOL Scores	No*		No	Alg I: AAD: 447* Matched Group: 423*	
					Geom: No	
Science	SOL Pass %		Grade 8 Sci: No	Grade 8 Sci: AAD: 53% Matched Group: 45%	Bio: AAD: 94% Matched Group: 75%	
	SOL Scores		Grade 8 Sci: No*	AAD: 397 Matched Group: 396	Bio: AAD: 440 Matched Group: 429	
History	SOL Pass %			AAD: 78% Matched Group: 69%		
	SOL Scores			No		

Note: Asterisks and bolded text denote significant differences from comparison group.

Goal Area	Measure	Elementary AAD: n=333 Matched Group: n=333	Middle AAD: n=123 Matched Group: n=123	High AAD: n=113 Matched Group: n=113
Attendance	Percent Attending 90% of Days Enrolled	AAD: 89% Matched Group: 85%	AAD: 91% Matched Group: 89%	No
	Average Attendance Rate	AAD: 94.1% Matched Group: 93.9%	No	No
Discipline	% Referred	No*	AAD: 38% Matched Group: 41%	No
	% Referred Multiple Times	No*	No	No
	Avg Number of Referrals	No*	No	AAD: .86 Matched Group: 1.24
	Avg Number of ISS	No*	No*	AAD: .27 Matched Group: .38
	Avg Number of OSS	AAD: .07* Matched Group: .29*	AAD: .20 Matched Group: .29	AAD: .11 Matched Group: .12
Graduation	On-time Graduation			No
	Advanced Diploma			AAD: 74%* Matched Group: 24%*

Note: Asterisks and bolded text denote significant differences from comparison group.

These tables present a summary of comparisons that were made between AAD students and the matched group of students. Of the 92 measures across various grade levels and goal areas, there were patterns to show that AAD students outperformed the matched comparison group students on 46 measures (50%) based on any degree of difference when rounding to whole numbers. Focusing exclusively on the statistically significant differences, there were patterns to show that AAD students outperformed the matched comparison group students on eight measures (9%). See bolded and starred findings in the table for statistically significant differences favoring AAD students. However, there were 11 measures (12%) for which there were statistically significant differences favoring the matched comparison group students (designated in the table as No*). In comparison to matched group students, areas of strength for AAD students were elementary student growth in literacy within the school year, elementary student math achievement, and specific cohorts of students who performed particularly well across content areas (i.e., fifth grade and eighth grade).

Appendix D: Matrix of AAD Cost Responsibility

	AAD	VBPS
PROGRAMS		
Awards & Incentives for Students	X	
Book Store	X	
Clubs	X	
Computers/Printers/Software-Highest level of technology as would be offered in any of its schools.		X
Computers/Printers/Software-Any enhancements to technology in the school.	X	
Computer Maintenance Personnel		X
Educational supplies as would be provided by schools.		X
Educational Supplies needed for additional programming provided by AAD.	X	
Field Trips and transportation as would normally be provided by schools.		X
Field Trips and transportation needed as a result of additional programming provided by AAD.	X	
Snacks	X	
Food - Breakfast & Lunch		X
Program Administration Costs	X	
Program Staff Professional Development as would normally be provided by schools.		X
Program Staff Professional Development needed as a result of programming provided by AAD.	X	
Daily Transportation		X
Program Payroll & Benefits	X	
Rotation Teachers Payroll	X	
Messages/Banners Throughout the School	X	
Extended Day Program		
After School and Tutors Payroll	X	
After School and Tutors Payroll that would be provided through Federal funding.		X
Teacher Stipends for Extended Day program	X	
Educational Supplies for Extended Day program	X	
Snacks	X	
Intersession		
Intersession Payroll for Supervision by AAD	X	
Stipends for Intersession Teachers Payroll	X	
Curriculum Dev	X	
Educational Supplies	X	
Field Trips/Enrichment	X	
Snacks	X	
Transportation		X
Saturday School		
Saturday School - Payroll	X	
Saturday School - Snacks	X	
Saturday School - Supplies	X	
Saturday School - Transportation	X	
Uniforms	X	
Tennis Program	X	***

	AAD	VBPS
PROGRAMS		
Maintenance of School Property		X
ADMINISTRATION		
Admin & Gen Payroll	X	****
Admin & Gen Operational Costs	X	
Insurance	X	
Accounting/Auditors	X	
Legal	X	
FUNDRAISING		
Development & Donor Relations	X	
P/R & Marketing	X	
*** If applicable		
**** These are management positions at AAD		

Endnotes

¹ C. Middleton, personal communication, November 17, 2025.

² An evaluation for the 2014-2015 school year was also conducted by The College of William and Mary under contract with the Achievable Dream Academies, Inc., and as an approved research project in VBCPS. In addition, academic, discipline, and attendance outcomes from the 2014-2015 and 2015-2016 school years were assessed by the VBCPS Office of Research and Evaluation (ORE) and presented in an Evaluation Brief to the School Board, AAD representatives, and the Superintendent's Senior Staff. Brief obtained on the VBCPS website: <https://resources.finalsite.net/images/v1658347798/vbschoolscom/e1tuhhrbfrgrjucupq1e/EvaluationBrief-2.pdf>

³ Virginia Beach City Council Meeting, December 10, 2019 agenda, *Discussing use of reversion funds and recommendations from a 2019-2020 school year committee*. Accessed at: <https://clerk.virginiabeach.gov/archives>

⁴ <https://resources.finalsite.net/images/v1675369820/vbschoolscom/xaw5ptzwgobedcnnzhpm/042820A.pdf>

⁵ Source: A. Andes, interview, March 12, 2025.

⁶ <https://achievabledream.org/academies/admissions/>

⁷ <https://achievabledream.org/news-release-students-in-23-school-zones-across-virginia-beach-now-eligible-to-apply-to-an-achievable-dream-academy/>

<https://resources.finalsite.net/images/v1675369740/vbschoolscom/am3ycnmxmzis4ec3ydqh/081319M.pdf>

<https://resources.finalsite.net/images/v1675369741/vbschoolscom/p1krpns3et7mdnfhzany/082719M.pdf>

⁸ Eligible elementary school zones: Alanton, Birdneck, Brookwood, Christopher Farms, Cooke, Corporate Landing, Holland, King's Grant, Kingston, Linkhorn Park, Lynnhaven, Malibu, Ocean Lakes, Seatack, Strawbridge, Three Oaks, Trantwood, Windsor Oaks, Windsor Woods. Eligible middle school districts: Corporate Landing, Lynnhaven, Plaza, Virginia Beach.

⁹ At the secondary level, transportation eligibility is based on students' zoned middle schools. The alignment between students' zoned high school or students' home address was used to determine transportation eligibility.

¹⁰ <https://achievabledream.org/academies/admissions/> Note: Students in two elementary school zones would only be eligible for transportation if they are within certain middle school zones.

¹¹ <https://achievabledream.org/academies/>

¹² An Achievable Dream Pamphlet provided by AAD, Inc.: AAD Model & SAME Framework.

¹³ <https://achievabledream.org/academies/>

¹⁴ <https://www.vbschools.com/about/hours>

¹⁵ Due to the potential that students may move during the school year and attendance zones could be adjusted, this analysis focused on students who were enrolled at the end of the school year.

¹⁶ <https://pmc.ncbi.nlm.nih.gov/articles/PMC3144483/pdf/hmbr46-399.pdf>

¹⁷ <https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/Language-and-Literacy-Screening-in-Virginia-Brochure.pdf>

¹⁸ This estimate was based on the 2024-2025 regular allocation staffing ratio at the secondary level of 21.75 students : 1 FTE.

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For further information, please call (757) 263-1199

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December 2025

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VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

An Achievable Dream (AAD) Academy: Comprehensive Evaluation

The table below indicates the proposed recommendations resulting from the **An Achievable Dream (AAD) Academy: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2025 Program Evaluation	Administration's Recommendations
<u>Information</u> December 9, 2025 <u>Consent</u> January 13, 2026	An Achievable Dream (AAD) Academy: Comprehensive Evaluation	1. Recommendation #1: Continue AAD with modifications noted in recommendations 2 through 7 with the addition of a sunset provision. (<i>Responsible Groups: An Achievable Dream, Inc.; Department of School Leadership; Seatack Elementary School; Lynnhaven Middle School</i>) 2. Recommendation #2: Investigate and implement strategies to increase AAD student enrollment for the program to operate at or near capacity across all grade levels, including identifying acceptance criteria and strategies for student retention overall and for specific groups with higher rates of withdrawal. (<i>Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School</i>) 3. Recommendation #3: Support and monitor the effectiveness of the SAME curriculum implementation to ensure it meets students' social, academic, and mindset needs. (<i>Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School</i>) 4. Recommendation #4: Strengthen student behavior supports and consistent disciplinary strategies at AAD to improve social-emotional outcomes, reinforce program expectations, and support consistent implementation of behavioral standards. (<i>Responsible Groups: An Achievable Dream, Inc.; Department of School Leadership; Seatack Elementary School; Lynnhaven Middle School</i>)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2025 Program Evaluation	Administration's Recommendations
<u>Information</u> December 9, 2025 <u>Consent</u> January 13, 2026	An Achievable Dream (AAD) Academy: Comprehensive Evaluation	5. Recommendation #5: Strengthen the effectiveness of academic supports at AAD to ensure students' instructional needs are met and promote consistent academic growth across grade levels. (<i>Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School</i>) 6. Recommendation #6: Explore additional ways to expand access to courses at the high school level, including for AP and dual enrollment options. (<i>Responsible Groups: An Achievable Dream, Inc.; Seatack Elementary School; Lynnhaven Middle School</i>) 7. Recommendation #7: Formalize An Achievable Dream secondary staff in official Department of Human Resources files and staffing lists. (<i>Responsible Groups: An Achievable Dream, Inc.; Department of Human Resources; Seatack Elementary School; Lynnhaven Middle School</i>)	The administration concurs with the recommendations from the program evaluation.



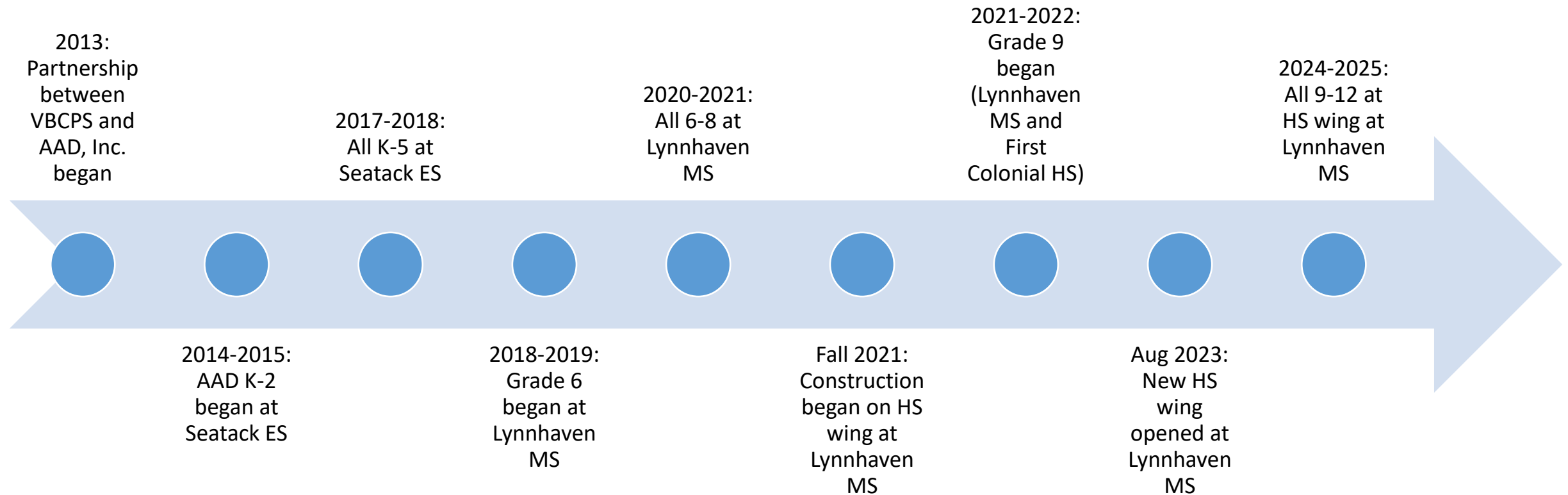
An Achievable Dream (AAD) Academy: Comprehensive Evaluation

School Board Information

December 9, 2025

**Planning, Innovation, and Accountability
Office of Research and Evaluation**

Background



- Elementary school: Building-wide AAD implementation
- Middle school: School within a school at Lynnhaven Middle
- High school: Wing with separate entrance at Lynnhaven Middle

*One grade level was added each year from 15-16 to 24-25

Evaluation Process & Method

- Comprehensive Evaluation
 - Operational components and related implementation goals, student characteristics and enrollment patterns, progress toward outcome goals, perceptions, and cost
- Data Collection
 - Document review, site visits, discussions with leadership, senior focus group
 - VBCPS data warehouse
 - Staffing files
 - Surveys
- Matched comparison group analyses for student outcomes
 - Assess the impact of the program

Group	Number of Respondents	Response Rates
Administrators	3	43%
Instructional Staff	56	41%
Students*	316	83%
Parents	46	7%

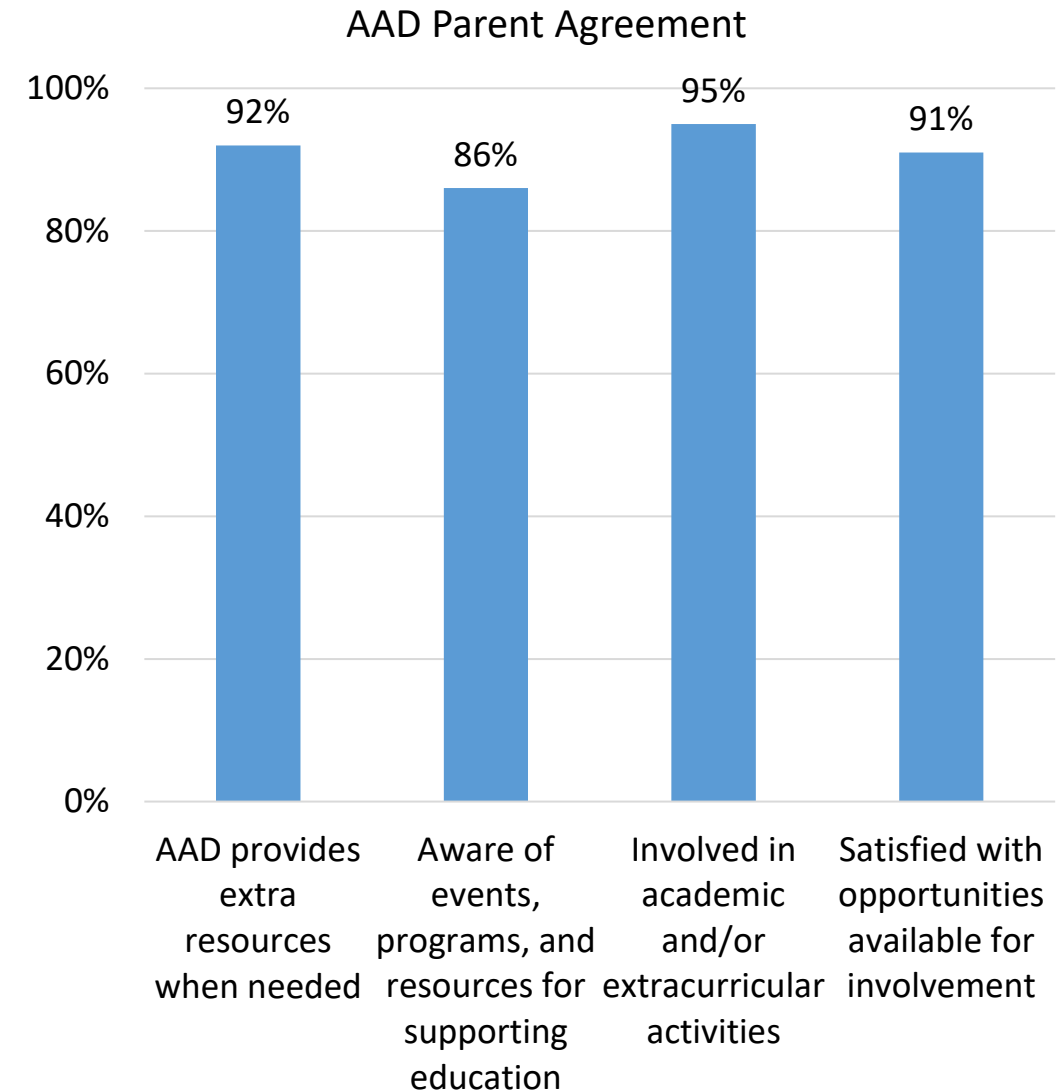
*4th through 12th grades

Operational Components: Eligibility & Acceptance

- Student Eligibility for AAD
 - Elementary: Students zoned for Seatack Elementary School
 - 94 students zoned for Seatack attended another school in 2024-2025
 - 117 students out of zone attended Seatack in 2024-2025
 - Students in grades K-9 may apply
 - Transportation limited to specific attendance zones
- Transportation
 - 2024-2025: 19 elementary school zones and 4 middle school zones eligible for transportation
 - 93% of elementary, 75% of middle, and 78% of high school students lived in a zone eligible for transportation
 - 2025-2026: Expansion to 33 elementary school and 6 middle school zones
- Student Applications
 - 2024-2025: 108 applications received
 - Acceptance rate 69% for all applicants
 - 2025-2026: 263 applications received
 - 59 applications received after transportation expansion (mostly at elementary level)
 - Acceptance rate 58% for all applicants

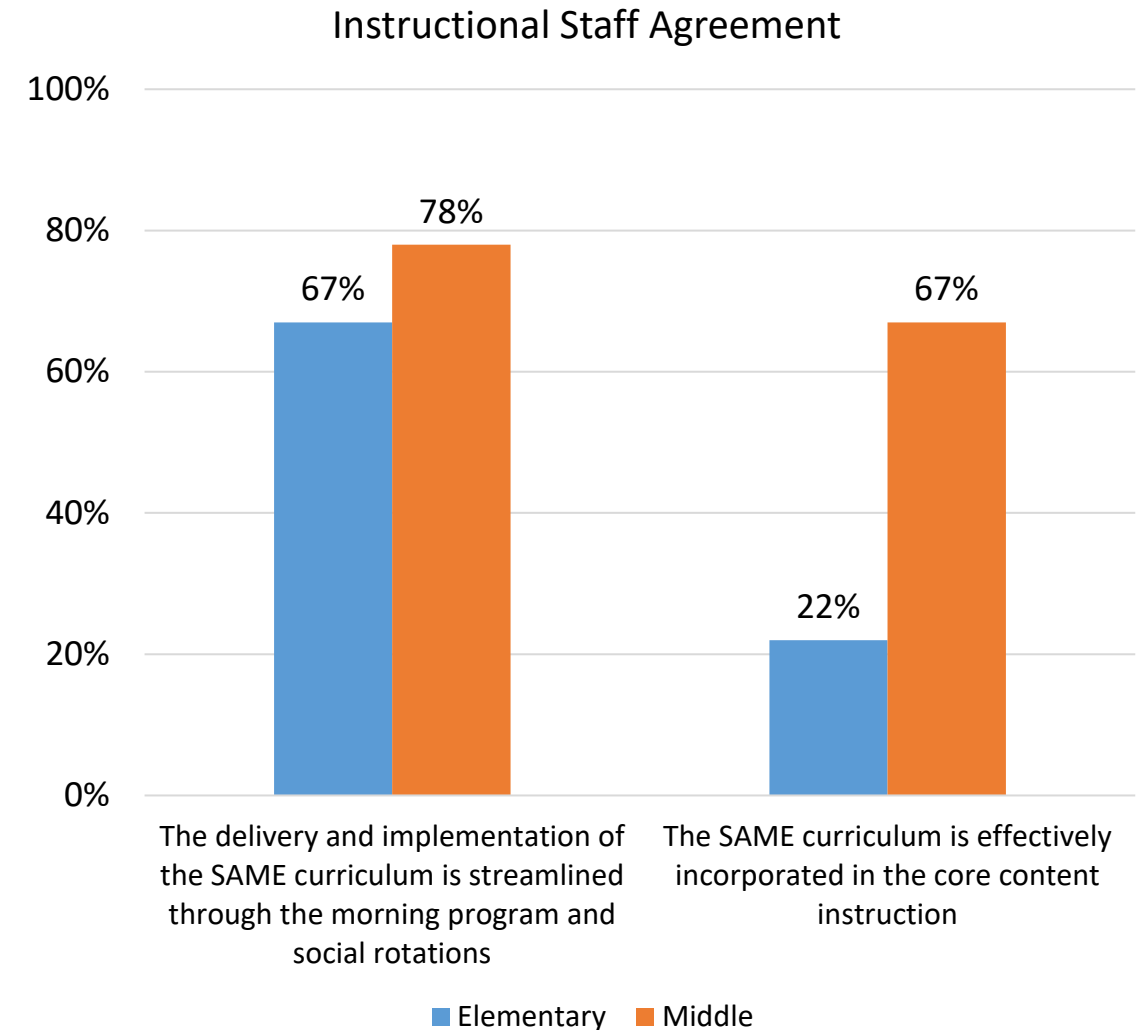
Operational Components: Family Engagement

- Parent and student handbook: Outlines program expectations
- Mandatory education contract: Signed by parents and students
 - 93% of parents agreed the contract helped them understand expectations
 - 89% of students agreed expectations in the contract were clear
- Wraparound services offered to families
- Various family engagement opportunities
- Related Implementation goals:
 - Increase number of collaborative family engagement opportunities
 - Increase parental/familial involvement in students' academic and extracurricular activities



Operational Components: SAME Curriculum

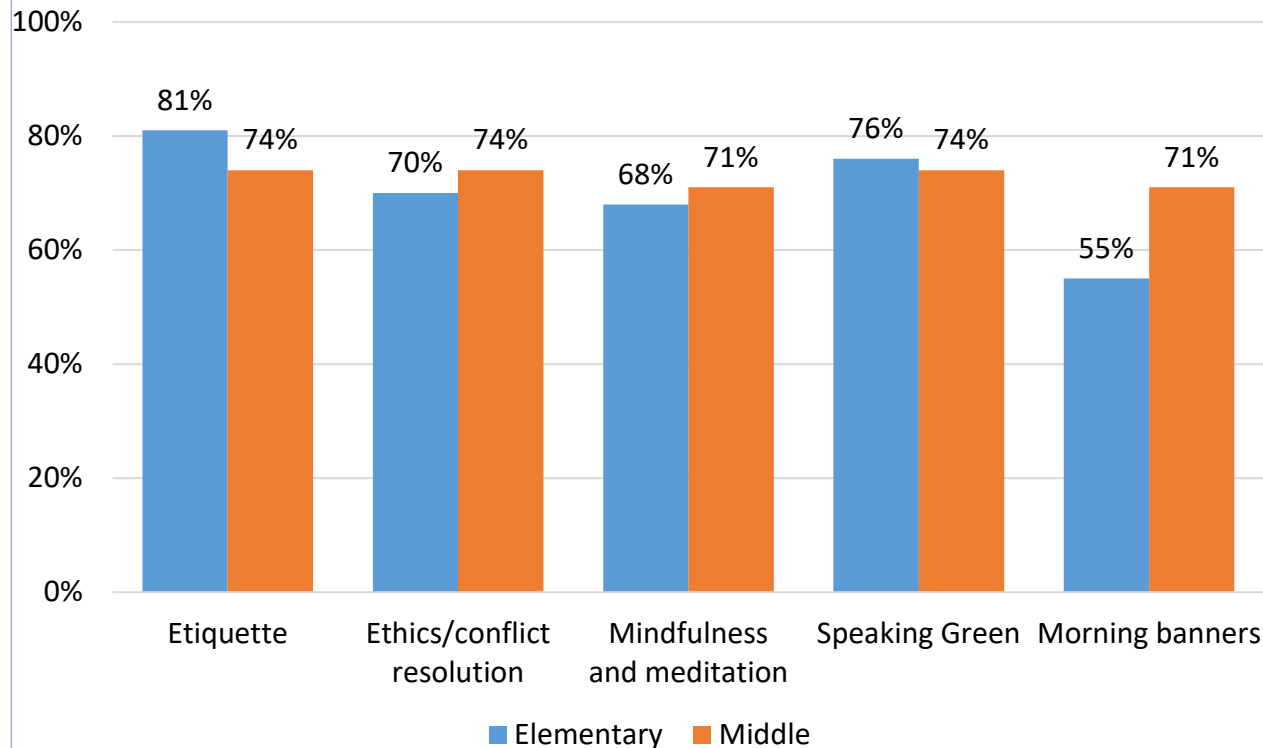
- Social rotations: Etiquette, ethics/conflict resolution, mindfulness and meditation, Speaking Green®
- Morning program and banners
- High school: Social-emotional writing prompts
- Related Implementation goals:
 - Streamline SAME curricula delivery and implementation through morning program and social rotations
 - Incorporate the SAME framework into K-12 core content instruction



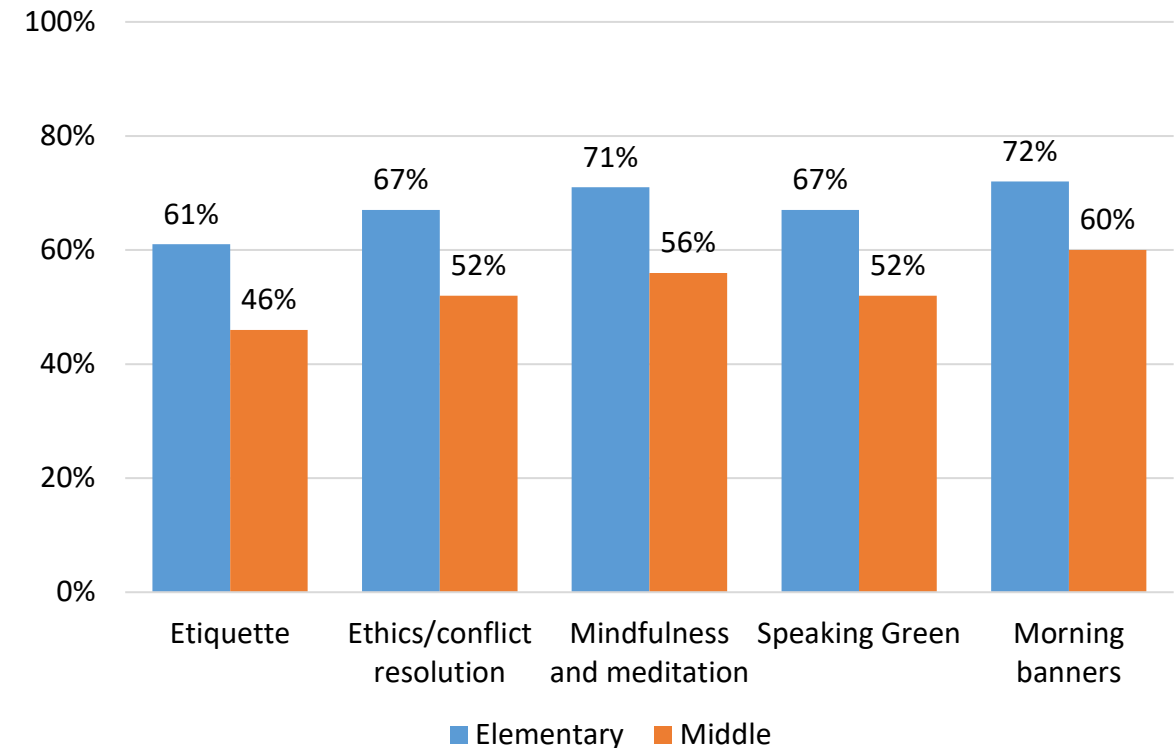
Operational Components: SAME Curriculum (cont.)

- Social rotations: Etiquette, ethics/conflict resolution, mindfulness and meditation, Speaking Green®
- Morning program and banners

Student Agreement



Instructional Staff Agreement



- High school social-emotional writing prompts
 - 79% of high school students and 78% of high school instructional staff agreed the social-emotional time helped build students' social and emotional skills

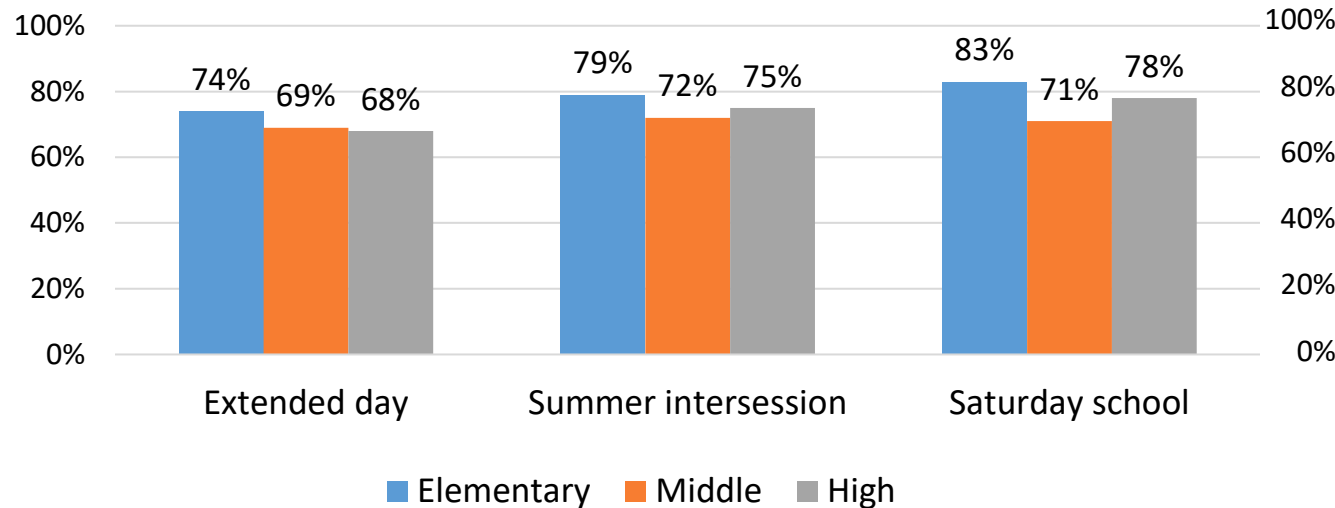
Operational Components: Opportunities

- Extended school day (grades 1 to 12)
- Four-week summer intersession (kindergarten through grade 10)
- Saturday school based on need

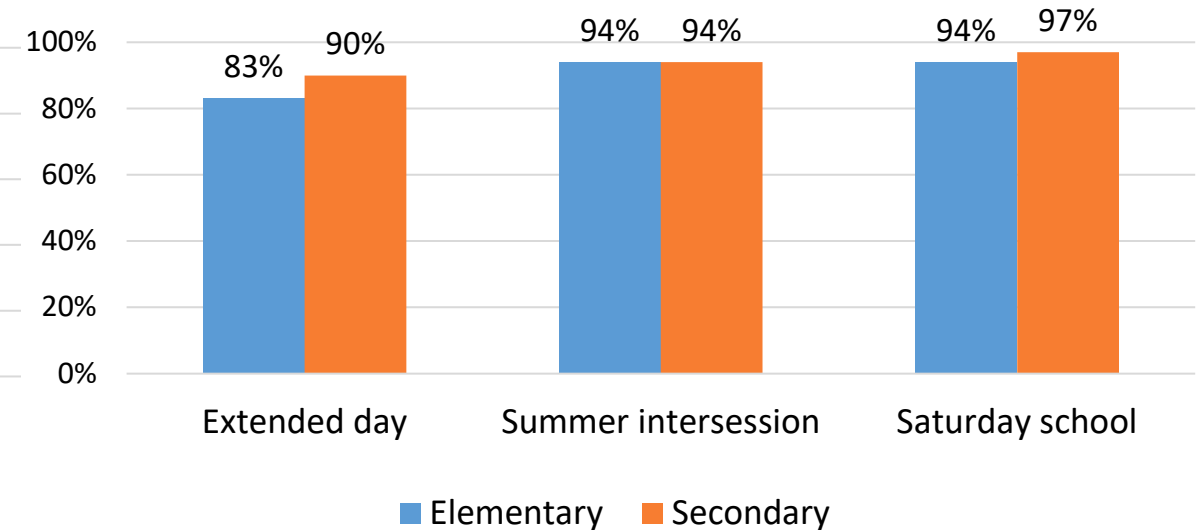
Approximate Student Participation Percentages

	Elementary	Middle	High
Summer intersession 2025	68%	91%	69%
Saturday sessions 2024-2025	32%	52%	31%

Student Agreement About Opportunities Providing Additional Learning, Preparation, or Support



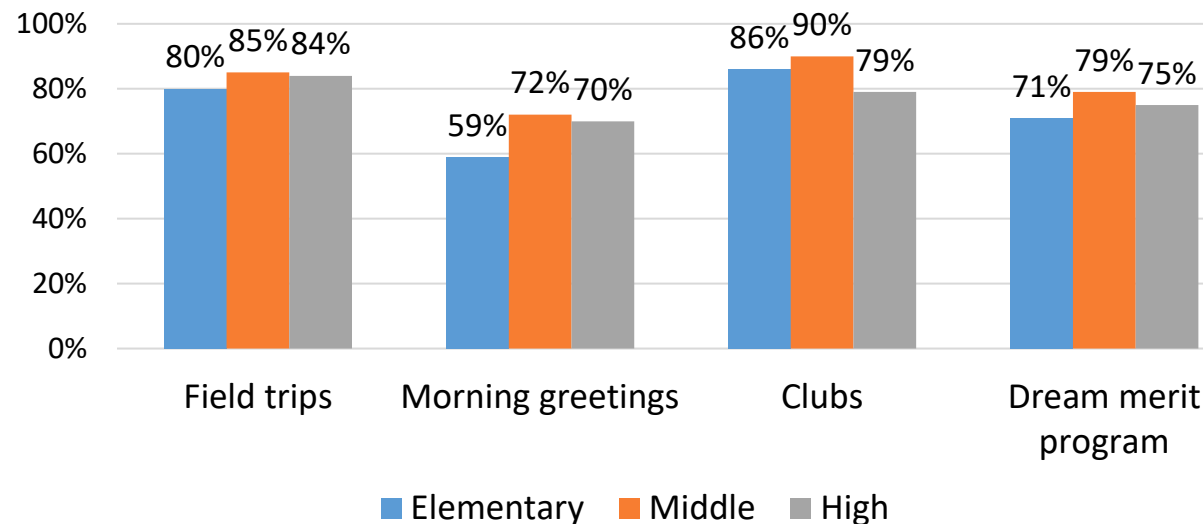
Instructional Staff Agreement About Opportunities Providing Additional Learning, Preparation, or Support



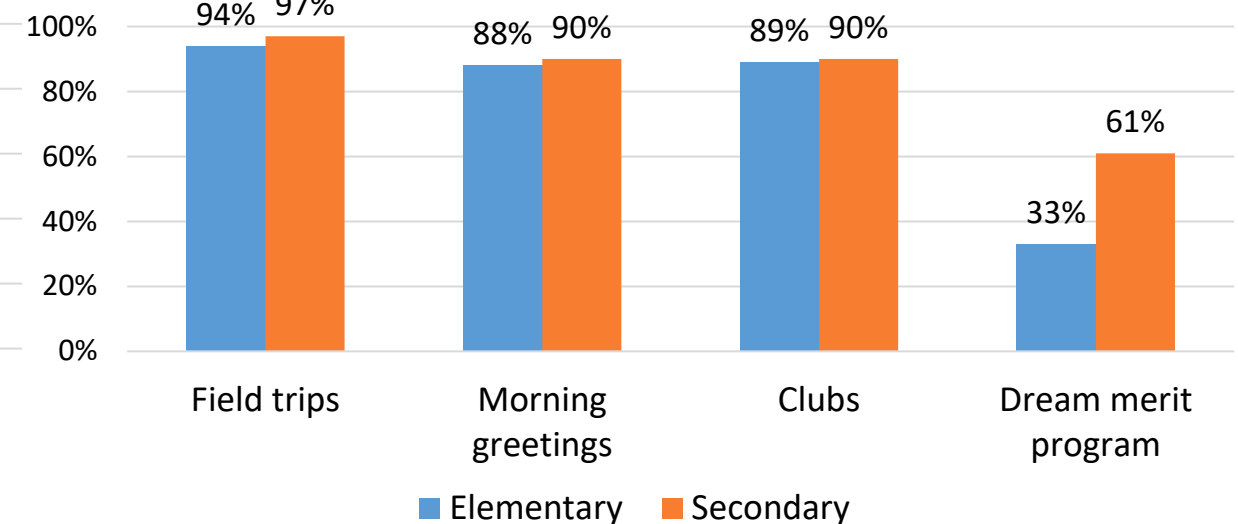
Operational Components: Opportunities (cont.)

- Field trips
- Morning greetings
- Additional clubs
- Dream merit program
- Community partners
- Mentors
 - 97% of students indicated it was helpful

Student Agreement Regarding Impact of Opportunities

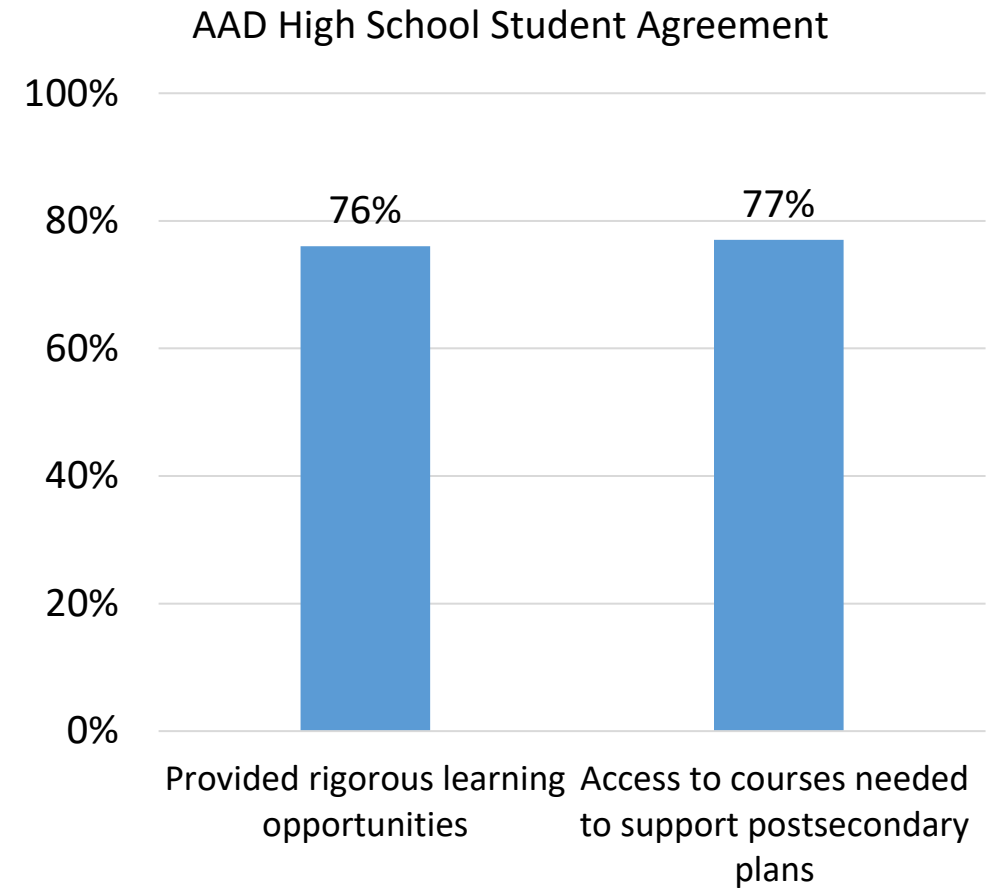


Instructional Staff Agreement Regarding Impact of Opportunities



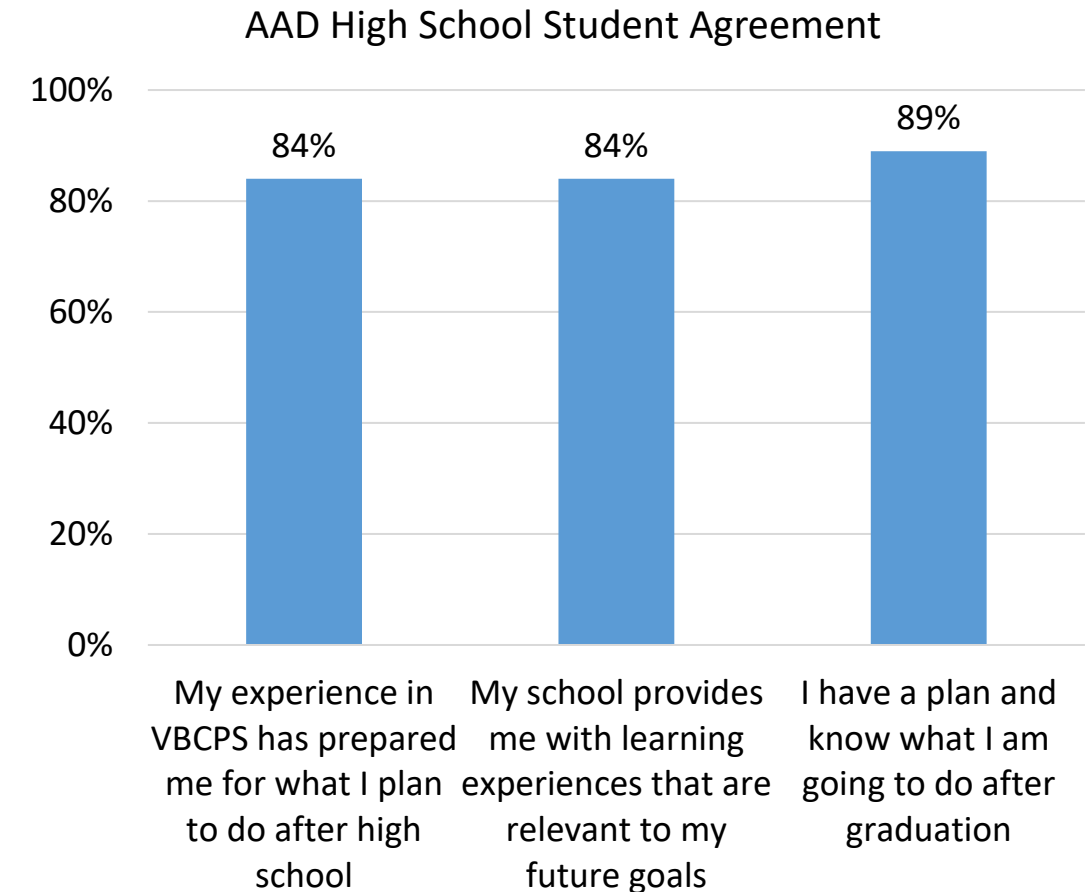
Operational Components: Opportunities (cont.)

- High school course opportunities
 - Some students enrolled at ATC, TCE, or took ROTC courses at Cox High School
- Some concerns from staff and students about more limited access to courses
- AAD high school students completed fewer unique courses during 2024-2025 (51 courses) compared to a matched comparison group (107 courses)
 - 14 courses offered online only
- AAD high school students took fewer AP and dual enrollment



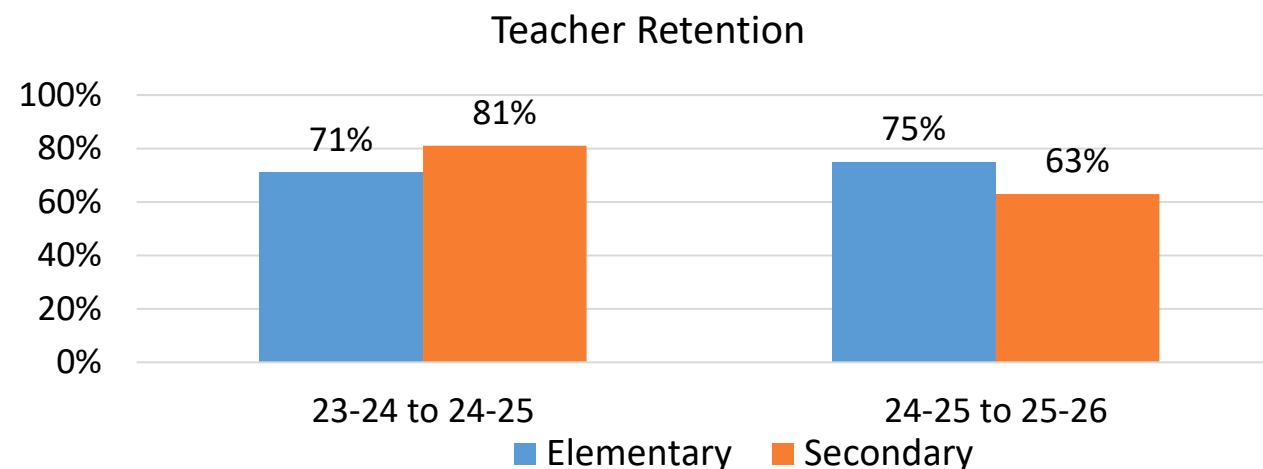
Operational Components: College/Workforce

- College preparation and workforce readiness program: What It Takes
 - 75% of secondary AAD students agreed What It Takes was preparing them for the workforce
 - All 11th and 12th grade students agreed Job Shadow Day helped them get a better understanding of workplace opportunities
- Post-secondary plan support
 - Support with applications for scholarships and financial aid
 - Class sponsor offering all graduating seniors a base scholarship of \$3,000
 - AAD also works to fill funding gaps



Operational Components: Instructional Staff

- Instructional Staff Selection
 - Joint interviews
 - Required to sign a 3-year contract with AAD, Inc. with additional responsibilities
 - Receive annual stipend from AAD, Inc.
- AAD secondary staff listed as LMS rather than AAD staff
- Related implementation goal:
 - Increase teacher retention rate



Instructional Staff Agreement

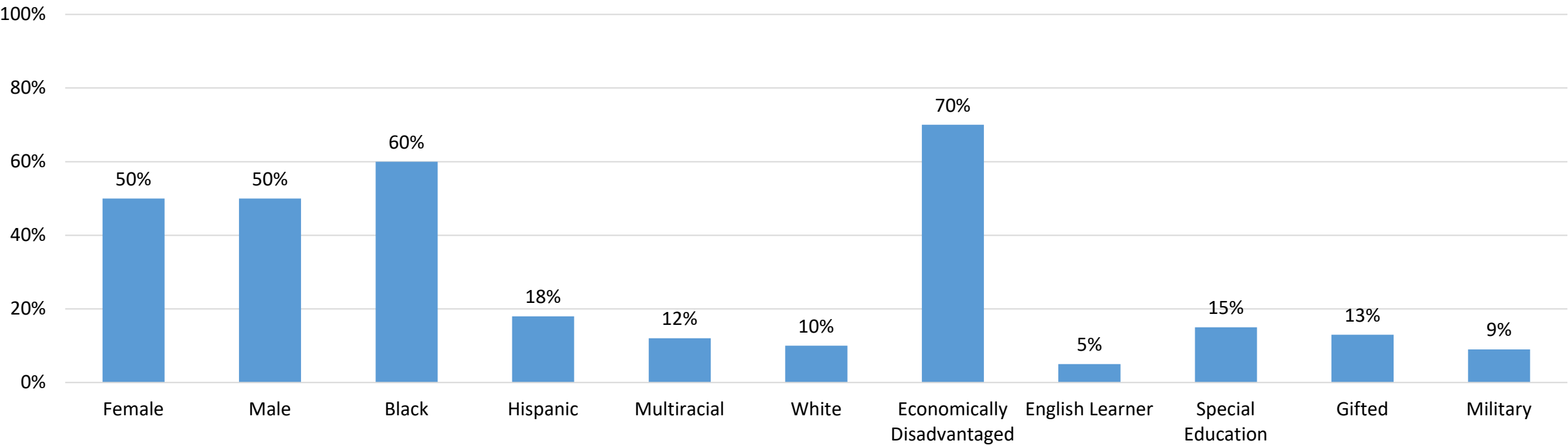
Survey Item	Elementary	Secondary
Clear responsibilities	89%	84%
Consistent and clear communication	94%	73%
Timely communication	94%	73%
Effective collaboration	78%	59%
Sufficient professional learning	61%	70%

Student Characteristics

- 704 students enrolled at AAD during 2024-2025

Number of Students	
Level	Enrolled Anytime
Elementary	439
Middle	141
High	124
Total	704

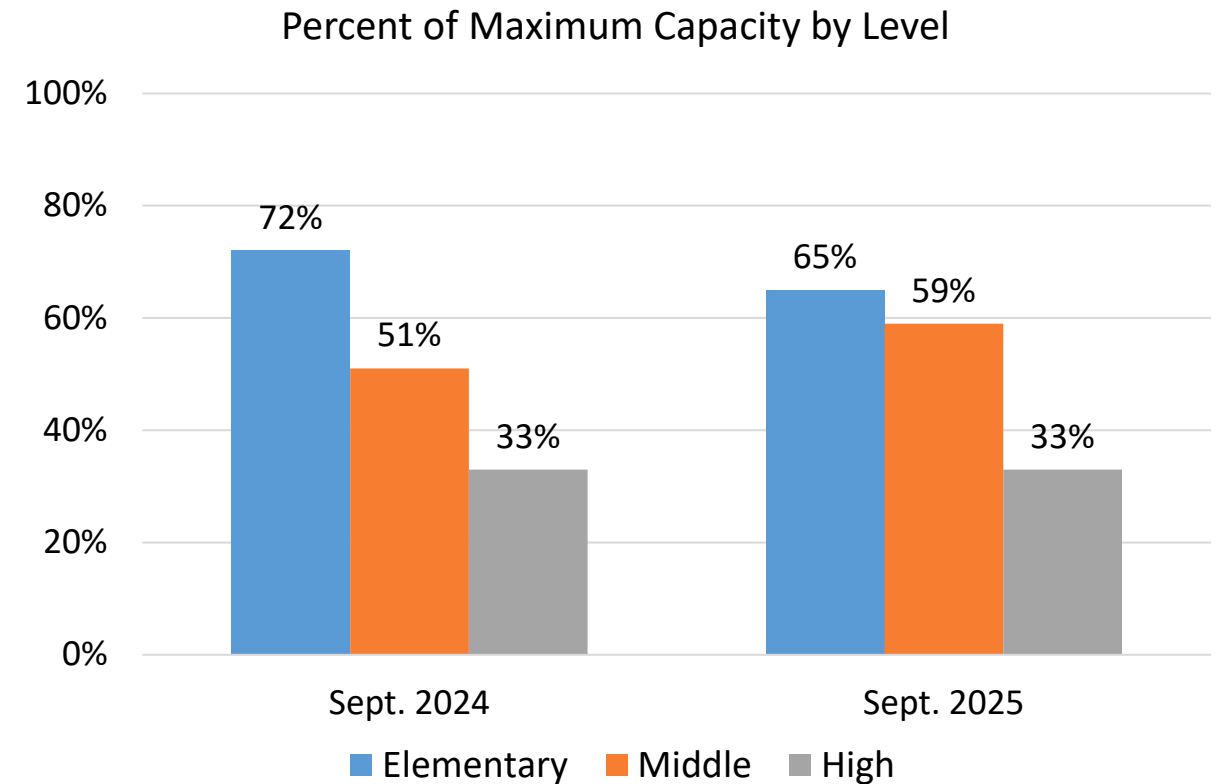
Demographic Characteristics of Students Enrolled in AAD



Student Enrollment Patterns

- Minimum 75 per grade and maximum of 90 students per grade in MOA

Level	2024-2025 Sept. 30 Enrollment	2025-2026 Sept. 30 Enrollment
Elementary (K-5) Min: 450 Max: 540	391	352
Middle (6-8) Min: 225 Max: 270	137	158
High (9-12) Min: 300 Max: 360	120	120
Total (K-12) Min: 975 Max: 1,170	648	630



- Minimum targeted enrollment percentages in 2025-2026
 - 78% elementary, 70% middle, 40% high

Student Enrollment Patterns (cont.)

- Related implementation goal: Decrease student withdrawal rate
 - Continuation with AAD during 2024-2025 school year:
 - Majority (87%) remained in program throughout 2024-2025 school year
 - 6% left and re-enrolled in another VBCPS school during 2024-2025
 - Compared to AADA students who stayed, higher percentages of special education and students new to program withdrew and enrolled in another VBCPS school
 - Continuation with AAD across school years
 - Short-term continuation
 - Majority (83%) remained in program from end of 2023-2024 to beginning of 2024-2025
 - Lower percentages at transition points (67% of 5th graders and 78% of 8th graders)
 - Long-term continuation of initial K-2 cohort in 2014-2015
 - 16% still enrolled in AADA in 2024-2025
 - 43% enrolled in another VBCPS school in 2024-2025
 - 41% no longer enrolled in VBCPS in 2024-2025

Student Outcome Goals

- Student outcome goal areas:
 - SOLs
 - Literacy
 - Attendance
 - Behavior and Discipline
 - Graduation
- Matched comparison group identified based on several criteria:
 - Never enrolled in AAD
 - Enrolled at a comparable school
 - Enrolled throughout 2024-2025 school year
 - Same grade level and demographically similar
 - Not enrolled at another academy

Number of Students

Level	AAD	Matched Group
Elementary	333	333
Middle	123	123
High	113	113
Total	569	569

Student Goals 1 & 2: SOLs and Literacy

- SOL performance: percent passing and average scaled score
- Literacy
 - VALLSS: Percent at low-risk in spring, average spring score, improvement in risk band from fall to spring
 - Reading MAP: Percent at average or higher achievement band in spring, average spring score, percent met projected growth in spring

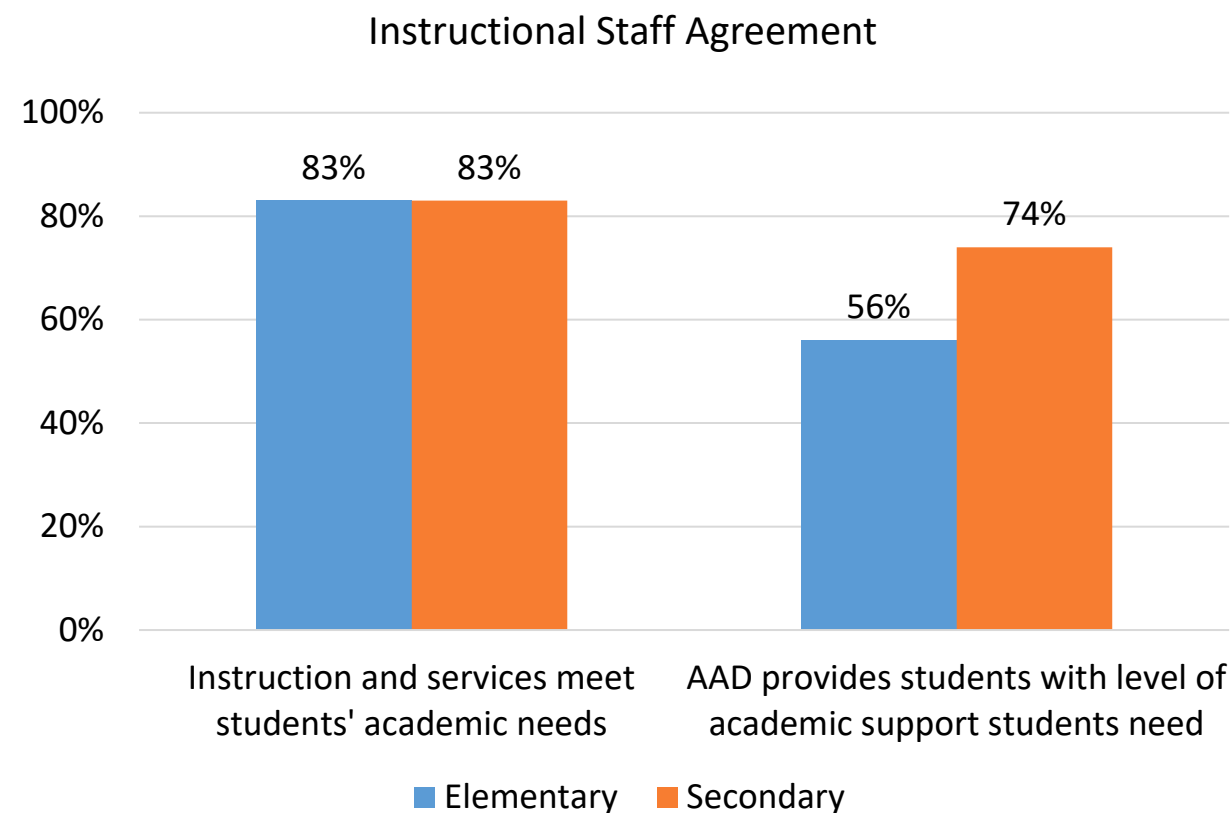
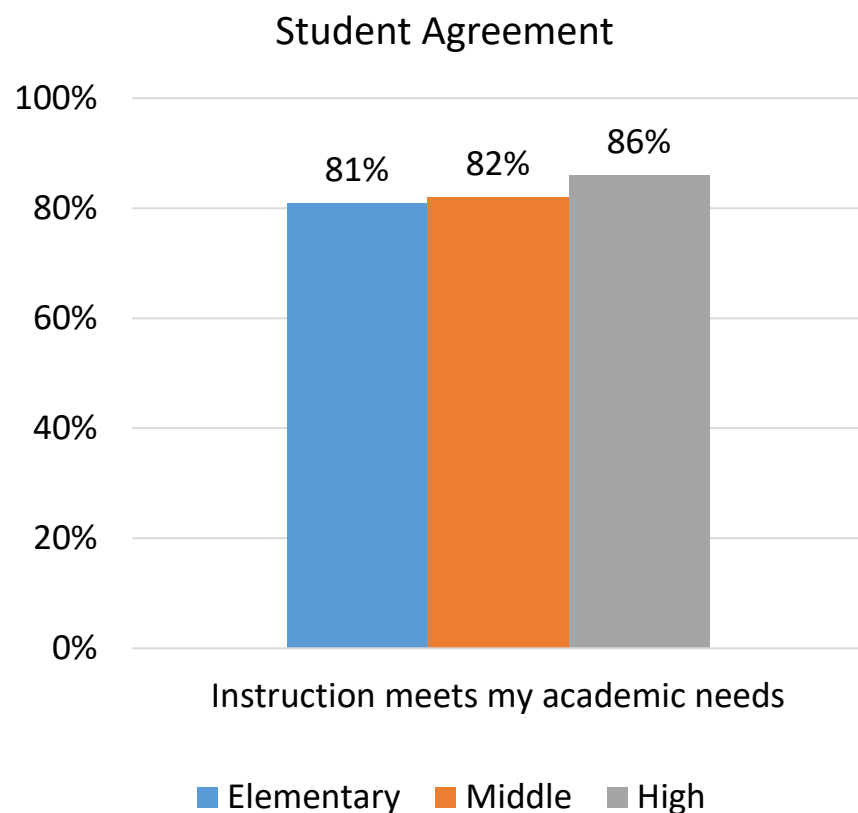
Percentage of Measures Where AAD Students Outperformed Matched Comparison Group

Goal Area	Elementary	Middle	High (Grade 9 & 11)	Overall
SOLs	69% (13%*)	44% (6%*)	50% (10%*)	55% (10%*) of 42 measures
Literacy	50% (6%*)	44% (11%*)	n/a	48% (7%*) of 27 measures

*Statistically significant differences favoring AAD students

- Literacy growth for special education students
 - Higher percentage of K-2 AAD special education students showed improvement in literacy risk band
 - Equal or lower percentages of grades 3-5 and middle school AAD special education students met projected growth

Student Goals 1 & 2: Academics



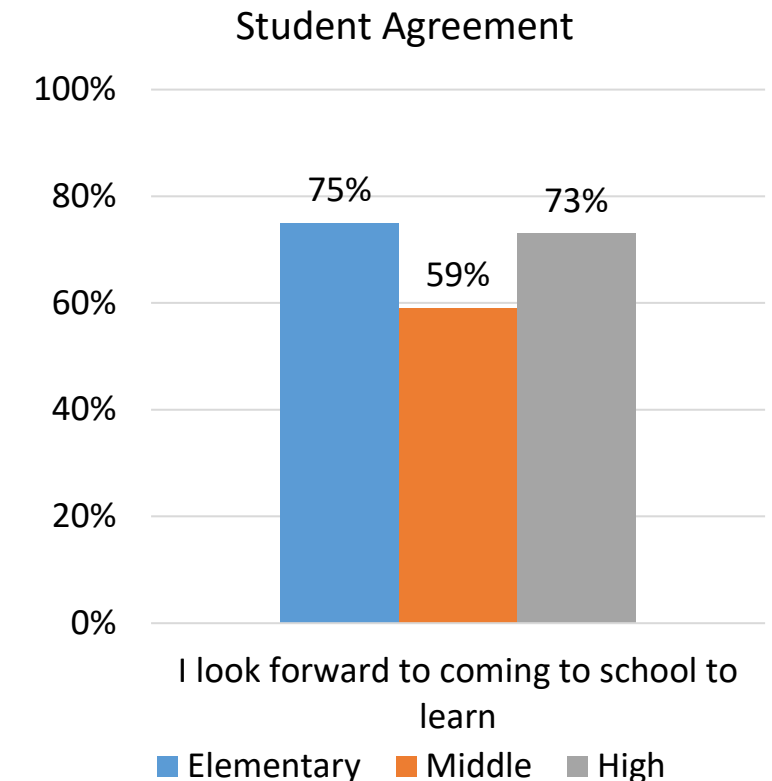
Student Goal 3: Attendance

- Percentage of students with attendance rate of 90 percent or higher
- Average attendance rate

Percentage of Measures Where AADA Students Outperformed Matched Comparison Group

	Elementary	Middle	High	Overall
Attendance Measures	100%	50%	0%	50% of 6 measures

No statistically significant differences favoring AAD students



Student Goal 4: Behavior and Discipline

- Percentage of students with at least one referral and multiple referrals
- Average number of referrals, ISS, and OSS

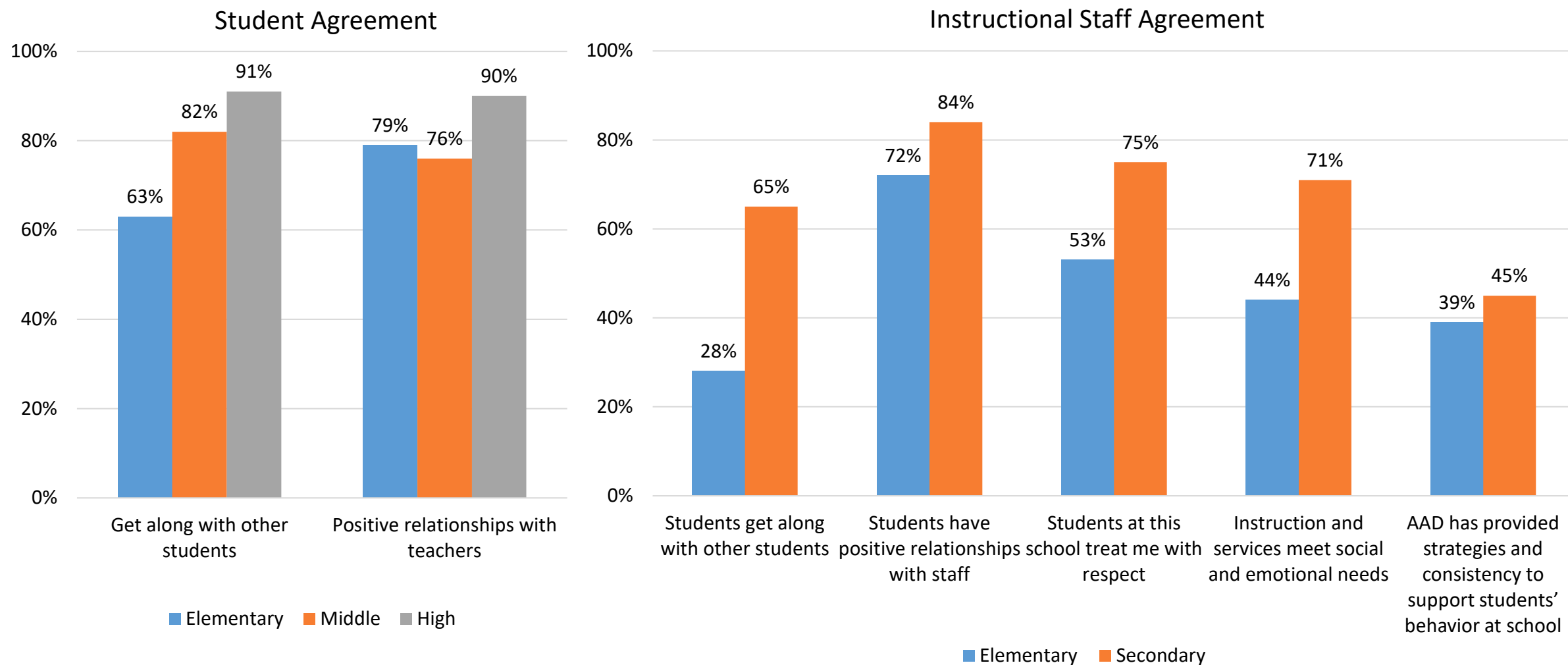
Percentage of Measures Where AADA Students Outperformed Matched Comparison Group

	Elementary	Middle	High	Overall
Discipline Measures	20% (20%*)	40% (0%*)	60% (0%*)	40% (7%*) of 15 measures

*Statistically significant differences favoring AAD students

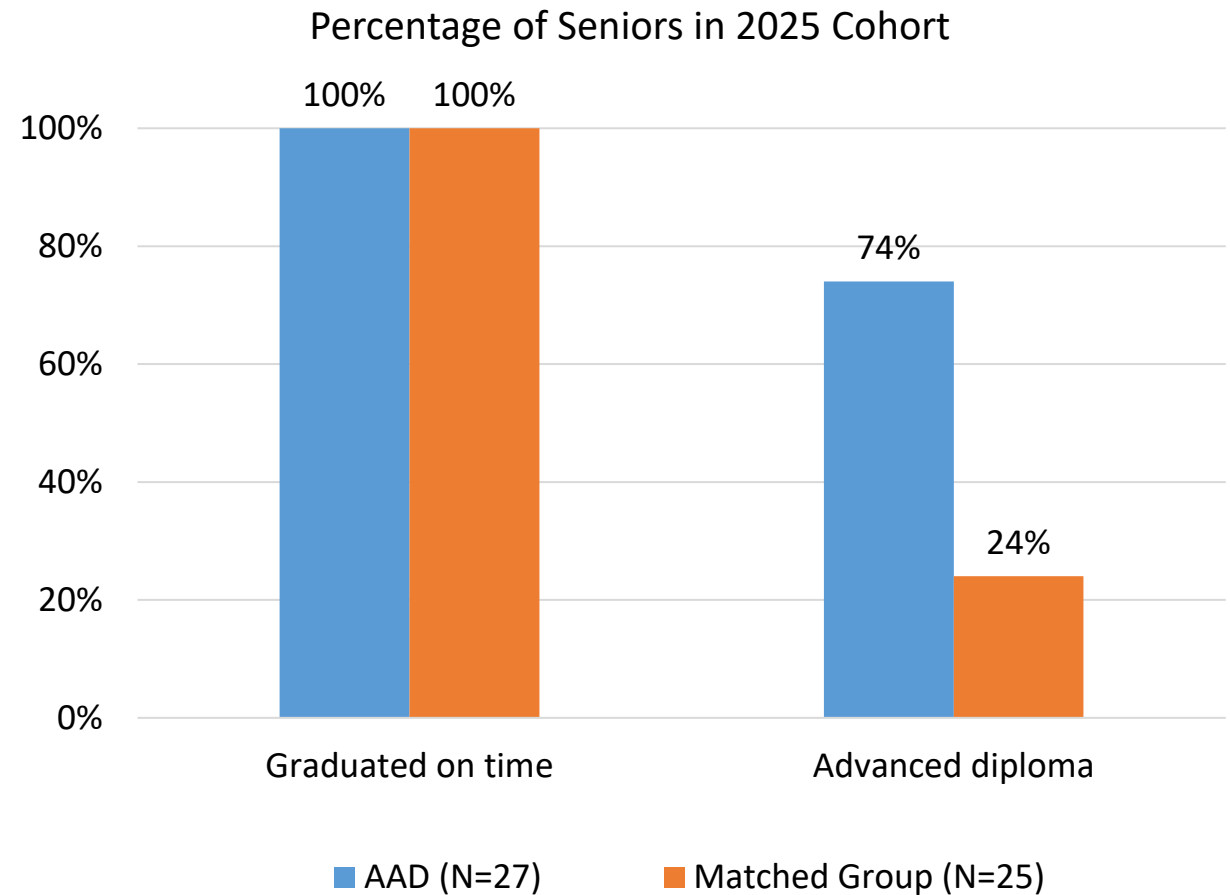
- Peer-to-peer conflicts:
 - Higher percentages of AAD students with at least one referral and multiple referrals
 - Higher average number of referrals and ISS for AAD
 - Lower average number of OSS for AAD

Student Goal 4: Behavior and Discipline (cont.)



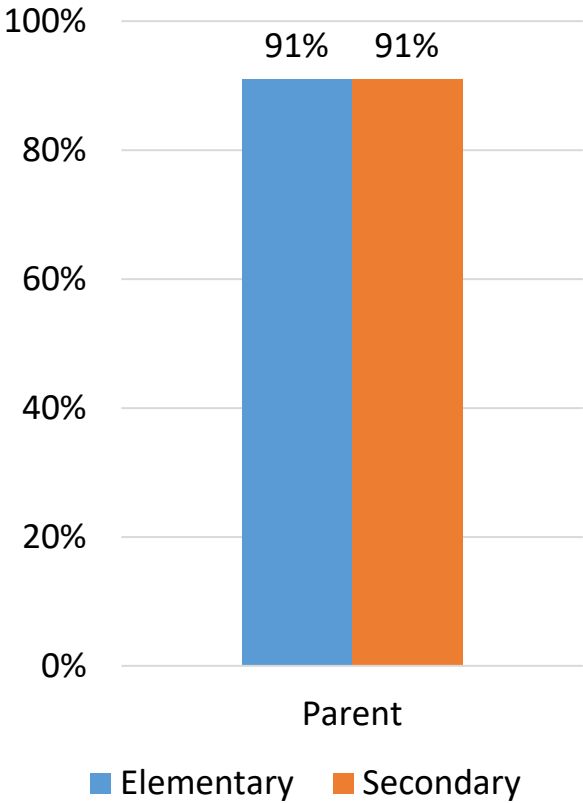
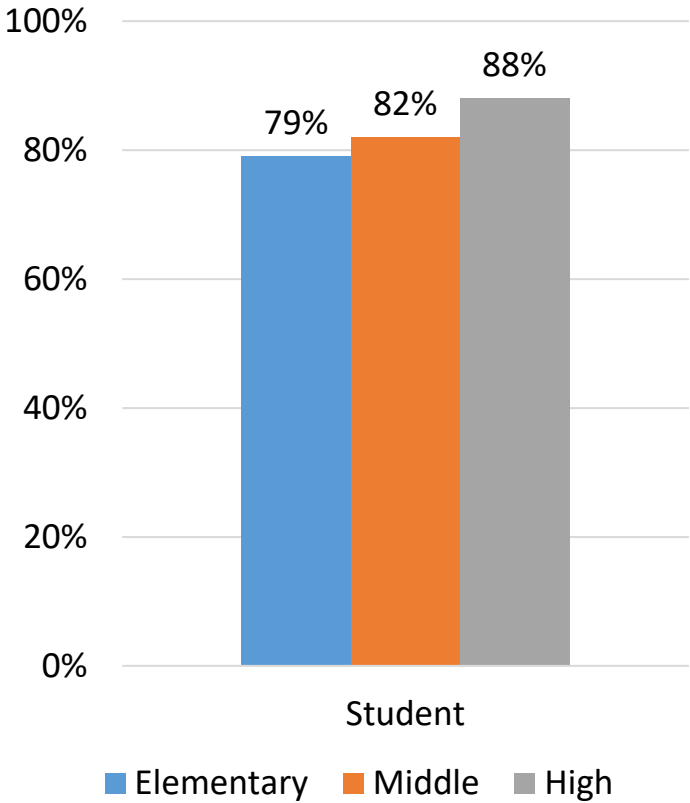
Student Goal 5: Graduation

- All 27 AAD seniors graduated on time
- 74% of AAD seniors graduated with an advanced diploma
- Seniors received scholarships totaling \$2.5 million
- Data provided by AAD showed 81% of AAD seniors were enrolled in college for fall 2025

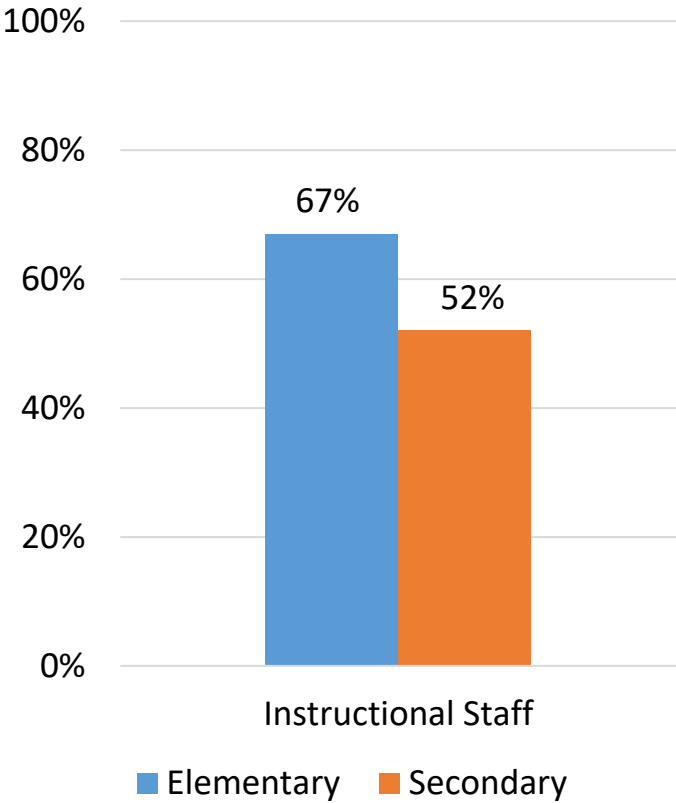


Stakeholders' Perceptions

Satisfaction with Educational Experience



Satisfaction with AAD



Additional Cost to VBCPS

Cost Category	2024-2025 Cost
Staffing (Secondary)	\$2,164,950
Transportation	\$774,839*
Facilities (i.e., Utilities, Security)	\$1,338*
Total Cost Paid by VBCPS	\$2,941,127

*This figure takes into account offsets due to payments by AAD to VBCPS (\$61,000 for transportation and \$75,000 for facilities rental)

Recommendations

- *Recommendation #1:* Continue AAD with modifications noted in recommendations 2 through 7 with the addition of a sunset provision.
- *Recommendation #2:* Investigate and implement strategies to increase AAD student enrollment for the program to operate at or near capacity across all grade levels, including identifying acceptance criteria and strategies for student retention overall and for specific groups with higher rates of withdrawal.
- *Recommendation #3:* Support and monitor the effectiveness of the SAME curriculum implementation to ensure it meets students' social, academic, and mindset needs.

Recommendations (cont.)

- *Recommendation #4:* Strengthen student behavior supports and consistent disciplinary strategies at AAD to improve social-emotional outcomes, reinforce program expectations, and support consistent implementation of behavioral standards.
- *Recommendation #5:* Strengthen the effectiveness of academic supports at AAD to ensure students' instructional needs are met and promote consistent academic growth across grade levels.
- *Recommendation #6:* Explore additional ways to expand access to courses at the high school level, including for AP and dual enrollment options.
- *Recommendation #7:* Formalize An Achievable Dream secondary staff in official Department of Human Resources files and staffing lists.

Administration's Response

- Administration concurs with recommendations from program evaluation

An Achievable Dream Administration's Response

- Administration concurs with recommendations from program evaluation
- *Recommendation #2:* Investigate and implement strategies to increase AAD student enrollment for the program to operate at or near capacity across all grade levels, including identifying acceptance criteria and strategies for student retention overall and for specific groups with higher rates of withdrawal.
- *Recommendation #3:* Support and monitor the effectiveness of the SAME curriculum implementation to ensure it meets students' social, academic, and mindset needs.

An Achievable Dream Administration's Response

- *Recommendation #4:* Strengthen student behavior supports and consistent disciplinary strategies at AAD to improve social-emotional outcomes, reinforce program expectations, and support consistent implementation of behavioral standards.
- *Recommendation #5:* Strengthen the effectiveness of academic supports at AAD to ensure students' instructional needs are met and promote consistent academic growth across grade levels.

An Achievable Dream Administration's Response

- *Recommendation #6:* Explore additional ways to expand access to courses at the high school level, including for AP and dual enrollment options.
- *Recommendation #7:* Formalize An Achievable Dream secondary staff in official Department of Human Resources files and staffing lists.

Questions?



Subject: Textbook Adoption: Nursing – Anatomy and Physiology **Item Number:** 15A

Section: Consent **Date:** December 9, 2025

Senior Staff: Danielle E. Colucci, Ed.D., Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

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

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Presenter(s): Sara L. Lockett, Ed.D., Director of Technical and Career Education

Recommendation:

That the School Board approve the recommended textbook for the Practical Nursing program at the Virginia Beach Technical and Career Education Center. This textbook is recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2026.

Course Titles	Textbook	Publisher	Copyright
Practical Nursing I & II • Anatomy & Physiology	<i>Human Anatomy and Physiology</i> , 3 rd Edition	Pearson	2025

Background Summary:

The members of the Practical Nursing Program Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committee analyzed the textbooks for correlation to the Standards of the National League for Nursing and the Virginia Department of Education's Health and Medical Sciences competencies for Practical Nursing. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and an industry representative, before being placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing available textbooks, the Practical Nursing Program Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2026.

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

The proposed textbook will replace the current textbook as follows:

Course Titles	Textbook	Copyright	Years in use (including this year)
Practical Nursing I & II • Anatomy & Physiology	<i>Memmler's Structure and Function of the Human Body</i> , 12 th Edition	2021	4

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Titles	First-choice Recommendation Totals	Second-choice Recommendation Totals
Practical Nursing I & II • Anatomy & Physiology	\$6,599.60*	\$3,999.60**

*Three-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

**Two-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

**Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2025**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Additional Costs (3% per year)	Total Implementation Cost
Practical Nursing I & II • Anatomy & Physiology	First Choice: <i>Human Anatomy and Physiology</i> , 3rd Edition.	40	\$6,599.60	\$395.98*	\$6,995.58*
	Second Choice: <i>Anatomy, Physiology & Disease: An interactive Journey for Health Professionals</i> , 6 th Edition.	40	\$3,999.60	\$239.98**	\$4,239.58*

*Three-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

**Two-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

Next Steps:

Implementation of approved textbook adoption.

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II: ANATOMY AND PHYSIOLOGY

December 9, 2025

*Department of Teaching and Learning
Office of Technical and Career Education*

PRACTICAL NURSING I/II TEXTBOOK ADOPTION TIMELINE

Mar. 2025	Textbook publishers were contacted and requested to supply textbook samples for review.
Apr. 2025	PN I/II students were encouraged to submit interest to serve on the Textbook Adoption Committee.
June – Aug. 2025	Teachers on the committee were given textbook samples. In addition, parents, students, and professional representatives were recruited and provided sample textbooks. The Textbook Adoption Committee members met to review the objectives and to begin reviewing the chosen textbooks.
Sept. – Oct. 2025	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.
Oct. 2025	The recommended textbooks were placed in the public library and the Holland Road Annex for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. No public comments were received.
Oct. 2025	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education and the Family and Consumer Sciences coordinator.
Oct. 2025	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.

**PRACTICAL NURSING
TEXTBOOK ADOPTION COMMITTEE**

Practical Nursing Teacher Representatives

Anna Cannon, MSN, RN
Regina Jacobs, MSN, RN
Dawne Ling, MSN, RN
Diane Mills, MSN, RN

Director of Nursing

Rosa Abbott, MSN, RN

Parent Representative

Zhao Chen
Truph Patel

Industry Representative

Jennifer Mills, RN
City of Chesapeake

Student Representatives

Two PN I/II students

**PRACTICAL NURSING I/II
GRADE 12**

FIRST-CHOICE RECOMMENDATION

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

Human Anatomy and Physiology, 3rd Edition. Amerman. Pearson, 2025.

The recommended textbook displays the following strengths:

- Organization and readability: Clearly written and well-organized, with a logical flow of material that supports comprehension and retention for high school and nursing students.
- Engaging and visually appealing: Incorporates detailed, high-quality illustrations, graphics, and “Concept Boost” boxes that clarify challenging topics and support retention. The text’s visual and conceptual reinforcement helps students connect structure and function with clinical applications.
- Application to nursing practice: Features real-world clinical applications, case studies, and “Check for Understanding” questions that connect anatomy and physiology concepts to practical nursing care.
- Active learning and critical thinking: Includes frequent review and reflection opportunities such as “Apply What You’ve Learned,” “Quick Check,” and end-of-chapter summaries to reinforce comprehension and promote critical thinking.
- Comprehensive support resources: Offers multiple instructor and student resources including test banks, PowerPoint slides, Canvas integration, videos, and a student study guide.
- Alignment with nursing competencies: Builds foundational knowledge essential for safe and effective patient care while supporting clinical judgment, evidence-based practice, and patient-centered care.
- Accessible and age-appropriate: Uses vocabulary and examples suitable for high school learners while maintaining depth appropriate for nursing curriculum outcomes.
- Durability and structure: Textbook is sturdy and designed for long-term classroom use.
- The publication date is 2025, meaning the adoption period delivers the maximum available three-year lifespan to stay in compliance with requirements of the Accreditation Commission for Education in Nursing (ACEN).

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
LICENSED PRACTICAL NURSING**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Three-Year Projected Costs (3%)	Total Implementation
Student Edition	40	\$6,599.60	40	\$6,599.60	197.99 X 3 = \$395.98	\$6,995.58
Teacher Edition	2	gratis	2			
Total Implementation Cost				\$6,599.60	\$395.98	\$6,995.58

**PRACTICAL NURSE I/II
GRADE 12**

SECOND-CHOICE RECOMMENDATION

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

Anatomy, Physiology & Disease: An interactive Journey for Health Professionals, 6th Edition. Colbert, Ankeney and Lee. Pearson, 2024.

The recommended textbook displays the following strengths:

- Organization and readability: Written in a conversational, approachable style that simplifies complex information for beginning learners. Chapters are well-structured with clear learning objectives and logical sequencing of topics.
- Student engagement: Includes numerous features designed to promote active learning such as concept maps, clinical applications, and NCLEX-style critical thinking questions.
- Visual appeal: Features colorful, detailed illustrations and graphics that make abstract concepts easier to grasp and retain.
- Relevance to healthcare careers: Connects anatomy and physiology concepts to real-world healthcare practice through ongoing case studies, clinical correlations, and “Pathology Connection” sections.
- Support for skill development: Incorporates key terms with pronunciation guides, learning hints, and review questions to build medical vocabulary and reinforce understanding.
- Supplemental resources: Offers a study guide, online and interactive resources, and tools that support independent study and classroom instruction.
- Critical thinking emphasis: Promotes critical thinking and application through concept-based questions and end-of-chapter reviews aligned with nursing competencies.

The recommended textbook displays the following limitations:

- Content depth: Some topics lack the level of detail required for nursing students to develop a comprehensive understanding of complex body systems and clinical correlations.
- Durability concerns: The paperback format is less durable for multi-year use, with binding wear reported after extended classroom handling.
- Limited instructor resources: Fewer supplemental teaching tools and digital supports compared to other selections, reducing flexibility for instruction.
- Internet dependency: Certain materials and activities require internet access, which may not always be consistently available in all instructional settings.
- Appropriate for entry-level learners: Best suited for introductory health science courses rather than the rigor expected in a practical nursing preparation program.
- The publication date is 2024, meaning that to stay in compliance with requirements of the Accreditation Commission for Education in Nursing (ACEN) the adoption period is limited to two years.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
LICENSED PRACTICAL NURSING**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Two-Year Projected Costs (3% per year)	Total Implementation
Student Edition	40	\$3,999.60	40	\$3,999.60	119.99 X 2 = \$239.98	\$4,239.58
Teacher Edition	2	gratis	2			
Total Implementation Cost				\$3,999.60	\$239.98	\$4,239.58



Subject: Thalia ES Roof Systems Replacement **Item Number:** 15B

Section: Consent **Date:** December 9, 2025

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

Prepared by: Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Patuxent Roofing & Contracting LLC for the Thalia ES Roof Systems Replacement in the amount of \$2,471,536.00.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	Patuxent Roofing & Contracting LLC
Contract Amount:	\$2,471,536.00
Construction Budget:	\$5,285,358.00
Number of Responsive Bidders:	4
Average Bid Amount:	\$3,013,965.25
High Bid:	\$3,931,100.00

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-019 Renovations and Replacements- Reroofing Phase III

Next Steps:

No further action needed



Subject: Renaissance Academy Welding Lab Renovations **Item Number:** 15C

Section: Consent **Date:** December 9, 2025

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

Prepared by: Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Spacemakers Inc. for the Renaissance Academy Welding Lab Renovations in the amount of \$616,299.00.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	Spacemakers Inc.
Contract Amount:	\$616,299.00
Construction Budget:	\$1,096,696
Number of Responsive Bidders:	4
Average Bid Amount:	\$708,184.25
High Bid:	\$830,438.00

Source:

School Board Policy 3-90

Budget Impact:

BlueForge Alliance Grant Funding

Next Steps:

No further action needed



Subject: Landstown HS Synthetic Turf Stadium Field **Item Number:** 15D

Section: Consent **Date:** December 9, 2025

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

Prepared by: Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with FieldTurf USA, Inc. for the Landstown HS Synthetic Turf Stadium Field in the amount of \$1,744,668.00.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	FieldTurf USA, Inc.
Contract Amount:	\$1,744,668.00
Construction Budget:	\$2,164,000.00
Number of Responsive Bidders:	5
Average Bid Amount:	\$1,901,596.00
High Bid:	\$2,161,013.00

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-017 Renovations and Replacements- Grounds Phase III

Next Steps:

No further action needed



Subject: Energy Performance Contract **Item Number:** 15E

Section: Consent **Date:** December 9, 2025

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

Prepared by: Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute an energy performance contract with Noresco in the amount of \$2,564,542. This contract authorizes the construction phase of the process. Facilities included in this project are Ocean Lakes High School and White Oaks Elementary School. Recommended work considers LED lighting upgrade, utility bill audit & rate analysis.

Background Summary:

The Commonwealth of Virginia authorizes and encourages public bodies to enter into contracts for installation and upgrading to energy efficient equipment.

Contract Amount: \$2,564,542
Budgeted Amount: \$2,600,000

Source:

School Board Policy 30-9
Virginia Code § 11-34.1

Budget Impact:

CIP 1-016 Renovations and Replacements- Energy Performance Contracts

Next Steps:

No further action needed



Renaissance Academy Alternative Education Program:

Subject: Year-Three Outcome Evaluation

Item Number: 15F

Section: Consent

Date: December 9, 2025

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

Prepared by: Noel G. Williams, Ph.D., Program Evaluation Specialist

Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Lisa A. Banicky, Ph.D., Executive Director

Office of Planning, Innovation, and Accountability

Presenter(s): Noel G. Williams, Ph.D., Program Evaluation Specialist

Recommendation:

That the School Board approve the administration's recommendations that were proposed in response to the Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation.

Background Summary:

The Renaissance Academy Alternative Education Program seeks to meet the behavioral, academic, and social-emotional needs of middle and high school students who are not experiencing success in regular school settings. Students enrolled at Renaissance Academy are primarily recommended for placement by the Office of Student Leadership for behavioral concerns. Students in the middle and high school alternative education program participate in Virginia Beach City Public Schools (VBCPS) general curriculum courses and opportunities that address students' social-emotional learning skills.

According to School Board Policy 6-26, existing programs are evaluated based on an annual Program Evaluation Schedule which is approved by the School Board annually. After being selected for evaluation by the Program Evaluation Committee, the School Board approved the Renaissance Academy Alternative Education Program for an evaluation readiness report on September 14, 2021. A three-year evaluation plan was approved by the School Board on September 13, 2022. The year-one implementation evaluation was conducted during 2022-2023, and the recommendations were approved by the School Board on March 12, 2024. The year-two implementation evaluation was conducted during 2023-2024, and the recommendations were approved by the School Board on January 28, 2025. The year-three outcome evaluation during 2024-2025 focused on progress toward meeting student outcome goals and progress toward recommendation areas from previous evaluations. In addition, the evaluation provided information about program components, stakeholders' perceptions, and cost to the school division. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26

School Board Minutes September 14, 2021

School Board Minutes September 13, 2022

School Board Minutes March 12, 2024

School Board Minutes January 28, 2025

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation

The table below indicates the proposed recommendations resulting from the **Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2025 Program Evaluation	Administration's Recommendations
<u>Information</u> November 25, 2025 <u>Consent</u> December 9, 2025	Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation	1. Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 7. (<i>Responsible Groups: Renaissance Academy, Department of School Leadership</i>) 2. Recommendation #2: Engage a group of division- and school-based staff involved with Renaissance Academy to review findings from the three-year evaluation and best practices in alternative education to identify specific, actionable steps to strengthen the program's design, implementation, and impact at the middle and high school levels, along with monitoring progress. (<i>Responsible Groups: Renaissance Academy; Department of School Leadership; Planning, Innovation, and Accountability</i>) 3. Recommendation #3: Strengthen communication systems between Renaissance Academy and families to provide updates about students' behavioral and academic progress and additional resources to support students in these areas. (<i>Responsible Group: Renaissance Academy</i>) 4. Recommendation #4: Develop communication protocols and systems for sharing information from comprehensive secondary schools with Renaissance Academy staff during the transition process to support the success of students. (<i>Responsible Groups: Department of School Leadership, Renaissance Academy</i>)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2025 Program Evaluation	Administration's Recommendations
<u>Information</u> November 25, 2025 <u>Consent</u> December 9, 2025	Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation	5. Recommendation #5: Enhance the transition process from Renaissance Academy to the students' home school, including incorporating communication strategies to support students' needs. (<i>Responsible Groups: Department of School Leadership, Renaissance Academy</i>) 6. Recommendation #6: Strengthen instructional practices and expand academic opportunities that enhance students' SOL performance and better prepare them for the academic expectations of their home schools. (<i>Responsible Groups: Renaissance Academy, Department of Teaching and Learning</i>) 7. Recommendation #7: Provide additional graduation supports for students who have attended Renaissance Academy in both middle school and high school to improve on-time graduation rates for these students. (<i>Responsible Groups: Department of School Leadership, Comprehensive High Schools, Department of Teaching and Learning</i>)	The administration concurs with the recommendations from the program evaluation.



Subject: Personnel Report **Item Number:** 16A

Section: Action **Date:** December 9, 2025

Senior Staff: Darnita L. Trotman, Ed.D., Chief Human Resources Officer

Prepared by: Darnita L. Trotman, Ed.D., Chief Human Resources Officer

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

Recommendation:

That the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the December 9, 2025, Personnel Report.

Background Summary:

List of appointments, resignations, and retirements for all personnel

Source:

School Board Policy #4-11, Appointment
School Board Policy #4-16, Resignation and Job Abandonment

Budget Impact:

Appropriate funding and allocations

Next Steps:

No further action required

Personnel Report
Virginia Beach City Public Schools
December 9, 2025
2025-2026

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	12/1/2025	Ashani J Neal	Cafeteria Assistant, 5.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	11/12/2025	Daneka J Gregory	Cafeteria Assistant, 4.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	11/19/2025	Tyjuan Cowell	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	11/17/2025	Tammy R Blowe-Jordan	Custodian III Head Day	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	11/24/2025	Lorraine Pelante	Cafeteria Assistant, 6.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	11/10/2025	Boris Kennedy	Custodian II Head Night	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	11/24/2025	Keita S Hill	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	11/19/2025	Richard Reese	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	11/19/2025	Troy Webb	Special Education Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	12/1/2025	Zariah Brown	Cafeteria Assistant, 6.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	11/17/2025	Tina R DeVault	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	12/1/2025	Mariah J Davenport	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	11/19/2025	Nichole Leverette	Cafeteria Assistant, 5.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	11/19/2025	Shakiera M Skinner	ISS Coordinator	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	11/19/2025	Chase C Melendez	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	11/21/2025	Chela V McKenzie	ISS Coordinator	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Salem	12/1/2025	Marianne F David	Custodian III Head Night	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	11/24/2025	Shayne Raymond	Network Technician II	not applicable	Standard Calibrations Inc, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/10/2025	Lillian S Luck	Assistant Cafeteria Manager	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	11/21/2025	Alexandrea T Inmon	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	11/17/2025	Daneka J Gregory	Cafeteria Assistant, 4.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Corporate Landing	11/21/2025	Trenton A Cox-Werbinski	Custodian III Head Day (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	12/19/2025	Eduviges L Ramirez	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	North Landing	12/19/2025	Laura Kline	Baker/Cook (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	11/25/2025	Muey Saelee	Special Education Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	11/12/2025	Erica D Sanderson	Custodian I (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Princess Anne	12/12/2025	Julia W Rolls	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	11/9/2025	Willie J Creekmore	Custodian IV Head Day (death)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	11/20/2025	Melanie Shivar	Special Education Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	11/14/2025	Christine A Murray	Cafeteria Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	11/14/2025	Raymond R Colston	ISS Coordinator (death)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	11/18/2025	Jennifer Fleetwood	Cafeteria Manager in Training (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	11/21/2025	Mara A Donahue	General Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	11/25/2025	Amy M Logue	General Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	1/15/2026	Gail E Herrick	Psychologist (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/25/2025	Genifer M Schwartz	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/19/2025	Robert Muhly	Bus Driver, 7.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	1/31/2026	Elton L Lee	Custodian III	not applicable	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	11/24/2025	Temuchin Hodges	Special Education Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	11/19/2025	Jessica Holtzclaw	Fourth Grade Teacher	Western Governors University, UT	Mevers School of Excellence, SC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	12/8/2025	Maria E Brewer	Special Education Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	11/12/2025	Lisa Maria McGlone	Fourth Grade Teacher	North Carolina Central University, NC	Atlantic Shores Christian School, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	11/19/2025	Melissa K Pineda	Eighth Grade Teacher, .200	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	11/19/2025	Christine L George	Science Teacher	University of Maryland Baltimore, MD	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	11/19/2025	Brandon M Williams	Special Education Teacher, .600	Norfolk State University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	11/19/2025	Leyla E Navarro-Salazar	Speech/Language Pathologist	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	12/1/2025	Mackenzie Flynn	Speech/Language Pathologist	College of St Rose, NY	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Salem	12/12/2025	Aisha D Robinson	First Grade Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	11/16/2025	Jonathan L White	Health & Physical Education Teacher (death)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	11/25/2025	Katherine R Clarke	Special Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	12/12/2025	Nicole G Burris	English Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - High School	Landstown	1/30/2026	Judi V Lassiter	English Teacher	not applicable	not applicable

Personnel Report
Virginia Beach City Public Schools
December 9, 2025
2025-2026

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Other Employment Actions - Elementary School	Bettie F. Williams	12/4/2025	Michael Moyer	Special Education Teacher	not applicable	not applicable
Administrative	Appointments - Elementary School	Lynnhaven	TBD	George S Loder Jr	Assistant Principal	James Madison University, VA	VBCPS
Administrative	Appointments - Elementary School	Malibu	TBD	Megan K Smith	Assistant Principal	Virginia Tech, VA	VBCPS
Administrative	Appointments - Elementary School	Newtown	TBD	Tova L Hayes	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - High School	Landstown	TBD	Cheritta F Pridgen	Assistant Principal	Old Dominion University, VA	VBCPS



Subject: Closed Session **Item Number:** 17

Section: Closed Session **Date:** December 9, 2025

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 2, 7, and 8, as amended, to deliberate on the following matters:

2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Student matters.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.

Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including SchoolBoard@VBCPSBoard.com or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.