



Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation

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

November 2025



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

Table of Contents

Introduction	6
Background of Program	6
Background and Purpose of Program Evaluation	6
Program Goals and Objectives.....	7
Evaluation Design and Methodology	8
Evaluation Design and Data Collection	8
Surveys	8
Student Information From Data Warehouse	10
Evaluation Questions.....	10
Evaluation Results and Discussion	11
Alternative Education in VBCPS.....	11
Alternative Education Components to Meet Students' Needs	12
Renaissance Academy Middle and High School Program	12
Student Characteristics	20
Referral and Transition Process.....	23
Referral and Entry Process	23
Transition Process to Return to Home School	25
Reenrollment.....	27
Staff Characteristics and Professional Learning.....	28
Professional Learning	30
Family and Community Engagement	31
Progress Toward Meeting Goals and Objectives	32
Build Relationships to Demonstrate Social-Emotional Competencies.....	32
Demonstrate Success While Attending Renaissance Academy	38
Transition Successfully to Home School.....	44
Graduate and Develop Postgraduation Plans	47
Stakeholder Perceptions	50
Stakeholders' Perceptions of Program Meeting Students' Needs.....	50
Program Strengths and Areas for Improvement.....	50
Additional Cost.....	52
Summary	52
Recommendations and Rationales	58
Endnotes	62

Tables

Table 1: Renaissance Academy Student Response Rates by Grade Level	9
Table 2: Renaissance Academy Staff Response Rates	9
Table 3: Staff at Comprehensive Secondary Schools Response Rates.....	10
Table 4: Parent Response Rates by School Level	10
Table 5: Comprehensive Secondary School Staff Understanding of the Purpose of Renaissance Academy	12
Table 6: Students' Perceptions of Working With Student Support Specialist(s)	13
Table 7: Stakeholders' Perceptions of Mentor Experiences	14
Table 8: Stakeholders' Perceptions of Participating in Activities to Improve Student Relationships.....	15
Table 9: Stakeholders' Perceptions of Participating in Activities to Improve Self-Management Skills	15
Table 10: Stakeholders' Perceptions of Participating in Activities to Improve Decision-Making Skills	16
Table 11: Middle School Student Enrollment Numbers in CTE Courses	17
Table 12: High School Student Enrollment Numbers in CTE Courses	17
Table 13: High School Student Enrollment Numbers in Spanish Courses.....	18
Table 14: Stakeholders' Perceptions of Instructional Opportunities at Renaissance Academy	19
Table 15: Comprehensive Secondary Staff Members' Perceptions of Renaissance Academy Meeting Students' Needs	20
Table 16: Demographic Characteristics of Students Enrolled in Renaissance Academy Any Time During the 2024-2025 School Year.....	20
Table 17: Length of Student Enrollment at Renaissance Academy	21
Table 18: Staff Members' Perceptions of Referral Criteria, Transition Process, and Communication	24
Table 19: Stakeholders' Perceptions of Continuing Schoolwork During Transition from Homeschool to Renaissance Academy Process.....	25
Table 20: Staff Members' Perceptions of Referral Criteria, Transition Process, and Communication Efforts	26
Table 21: Stakeholders' Perceptions of Students Having the Support Needed to Be Successful.....	27
Table 22: Percentage of Students Returning to Renaissance Academy During the School Year.....	28
Table 23: Staff Characteristics for Renaissance Academy Instructional Staff and All Instructional Staff	29
Table 24: Renaissance Academy Instructional Staff Retention Rate From 2023-2024 to 2024-2025	29
Table 25: Renaissance Academy Staff Reporting Satisfaction Working at Renaissance Academy.....	29
Table 26: Renaissance Academy Staff Members' Perceptions of Professional Learning	30
Table 27: Professional Learning Opportunities in 2024-2025.....	30
Table 28: Parents' Perceptions of Orientation Session.....	31
Table 29: Students' Perceptions of Building Positive Relationships With Students and Staff.....	33
Table 30: Renaissance Academy Staff Members' Perceptions of Building Positive Relationships With Students	33
Table 31: Students' Perceptions of Feeling a Sense of Belonging and Feeling Welcome at School.....	34
Table 32: Students' Perceptions of Demonstrating Competency in Relationship Skills	35
Table 33: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Relationship Skills.....	35
Table 34: Students' Perceptions of Demonstrating Self-Management	36
Table 35: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Self-Management Skills.....	37

Table 36: Students’ Perceptions of Demonstrating Responsible Decision-Making	37
Table 37: Renaissance Academy Staff Members’ Perceptions of Demonstrating Responsible Decision-Making	38
Table 38: Stakeholders’ Perceptions of Gaining Tools and Strategies for Success	39
Table 39: Percentage of Students Demonstrating a Decline in Discipline Referrals and Suspensions After Enrolling in Renaissance Academy	39
Table 40: Stakeholders’ Perceptions of Demonstrating Satisfactory Behavior at Renaissance Academy.....	40
Table 41: Percentage of Students With an Attendance Rate of 90 Percent or Higher	41
Table 42: Stakeholders' Perceptions of Attendance While Attending Renaissance Academy	41
Table 43: Percentage of Students Demonstrating Improvement in Core Course Grade Averages	42
Table 44: Stakeholders’ Perceptions of Academic Performance at Renaissance Academy	43
Table 45: Percent of Students Passing Standards of Learning (SOL) Tests	44
Table 46: Students' Perceptions of Gaining Tools and Strategies to Transition Back to Their Home School	45
Table 47: Average Number of Referrals by School Level in 2024-2025	46
Table 48: Percentage of Students With Attendance Rates Similar To or Better Than Attendance Rates While at Their Home School.....	46
Table 49: Percentage of Students Who Maintained Their Academic Performance at Their Home School.....	47
Table 50: Percentage of Students Who Graduated in Four, Five, and Six Years.....	48
Table 51: Students Reporting Academic/Career Planning	48
Table 52: Students Reporting Setting Goals for Their Learning and Future Plans	49
Table 53: Seniors’ Who Graduated While at Renaissance Academy Postgraduation Plans	49
Table 54: Overall Satisfaction With Renaissance Academy	50
Table 55: Cost of the Renaissance Academy Program.....	52

Figures

Figure 1: Students’ Last Enrolled Home School 22

Introduction

Background of Program

The U.S. Department of Education defines alternative education as, “a public elementary/secondary school that: (a) addresses needs of students that typically cannot be met in a regular school; (b) provides nontraditional education; (c) serves as an adjunct to a regular school; or (d) falls outside the categories of regular education, special education, or career/technical education.”¹ Virginia Beach City Public Schools (VBCPS) has a long history with alternative education settings. Several centers operated in VBCPS beginning in the 1960s including the Center for Effective Learning, the Career Development Center, and Open Campus. In 1993, School Board Policy 6-27 regarding alternative education was adopted and then revised in July 2022. The policy states “the School Board realizes that the needs of all of our students cannot be met within the formal school curriculum. Therefore, the School Board encourages alternative educational experiences that will enhance a student’s learning, and which will increase students’ ability to achieve success in the world of work. Alternative education programs will be provided where the needs have been identified, where the establishment of such programs is feasible, and where the proposed programs fall within the jurisdiction of this School Division.”² In 1998, a five-year alternative education comprehensive plan was adopted by the School Board to support students’ educational and personal needs.³ The five-year plan stated the purpose of alternative education “is to restore an identified student to a level of academic performance and behavioral responsibility that supports the student’s educational and personal needs.”

After the second year of implementation of the plan, the associate superintendent of the department of curriculum and instruction determined that a comprehensive review and evaluation of alternative education was necessary. As a result, in fall 2000, the superintendent recommended the appointment of an alternative education task force leader, which was approved by the School Board. The goal of the task force was to use a variety of information gathering techniques to effectively answer five specific questions: 1) What is the appropriate scope and authority of alternative education for VBCPS? 2) How effectively are existing programs identifying their purpose, missions, goals, and objectives? 3) How effectively are existing programs achieving their goals and objectives? 4) Are there areas of identified need that are not being addressed by alternative education? and 5) How effectively are students being transitioned into, from, and between alternative education programs? The task force conducted surveys and interviews of staff, students, and parents, and reviewed documents in schools. The task force reported their findings and recommendations designed to enhance services so that students participating in alternative education could overcome challenges and thrive. The task force identified four goals in its comprehensive five-year plan. They were as follows:

- Goal 1: Improve the academic achievement of Virginia Beach Students.
- Goal 2: Reduce the number of students needing alternative placement as a result of their behavior.
- Goal 3: Reconceptualize and expand the focus of existing alternative education sites.
- Goal 4: Develop the leadership skills of at-risk students.⁴

Since the alternative education plan’s inception, the program has evolved in its various program offerings, but the purpose of meeting students’ unique needs has remained. In 2010, Renaissance Academy opened as a special purpose center for students in grades 6 through 12 and combined alternative education services from two separate middle and high school sites into one location.⁵

Background and Purpose of Program Evaluation

Because The Renaissance Academy Alternative Education Program is an existing program, it was selected by the Program Evaluation Committee for the Program Evaluation Schedule based on criteria specified in the School Board Policy 6-26. On September 14, 2021, the School Board approved the Renaissance Academy

Alternative Education Program for an evaluation readiness report to be conducted during the 2021-2022 school year and an evaluation plan was developed. The evaluation readiness report was approved by the School Board on September 13, 2022, with the recommendation that the Renaissance Academy Alternative Education Program undergo a three-year evaluation during 2022-2023, 2023-2024, and 2024-2025. Years one and two of the evaluation plan during 2022-2023 and 2023-2024 would focus on the operation of the Renaissance Academy Alternative Education Program, while the third year of evaluation in 2024-2025 would focus on program effectiveness in terms of student outcomes and the degree to which the program met its goals and objectives.

The year-one implementation evaluation was presented to the School Board on February 27, 2024. The year-one implementation evaluation focused on alternative education in VBCPS, options within alternative education, student characteristics, student referral and transition processes, staff characteristics and professional learning, family involvement opportunities, progress toward meeting student outcome goals, stakeholders' overall perceptions, and cost to the division. Based on results of the evaluation, the recommendations focused on methods for improving students' relationship skills with other students, increasing professional learning opportunities for staff, improving the transition process from Renaissance Academy to the students' home school, and enhancing instructional and academic opportunities to improve Renaissance Academy students' SOL performance and prepare them for the academic demands when returning to their home school. The recommendations were approved by the School Board on March 12, 2024.

The year-two implementation evaluation was conducted during 2023-2024, results were presented to the School Board on January 14, 2025, and the recommendations from the evaluation were approved by the School Board on January 28, 2025. The year-two implementation evaluation recommendations focused on improving relationship skills with other students, strengthening the transition process from Renaissance Academy to the students' home school, and enhancing instructional strategies and academic opportunities to improve Renaissance academy students' SOL performance and readiness for academic demands when returning to their home school.

This year-three outcome evaluation of Renaissance Academy provides the School Board, Superintendent, and Renaissance Academy stakeholders with information about the continued operation of the program, as well as progress toward meeting program goals and objectives. In addition, actions taken related to the recommendation areas from the previous evaluations are addressed where appropriate.

Program Goals and Objectives

Four goals and 18 objectives were developed for the evaluation of the alternative education program in collaboration with the director of alternative education, data specialist, and Department of School Leadership. The goals were focused on student outcomes and included the following:

1. Students in alternative education at Renaissance Academy will build relationships that help foster their ability to demonstrate social-emotional competencies,
2. Students in alternative education will demonstrate success in school while attending Renaissance Academy,
3. Students in alternative education will successfully transition to their home school following enrollment at Renaissance Academy, and
4. Students in alternative education will graduate and develop a post-graduation plan.

Specific objectives within each goal were assessed as part of the evaluation question focused on progress made toward meeting the student outcome goals and can be found in that section of the report. Operational or implementation aspects of the program were assessed as part of the planned program evaluation questions.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions. Qualitative data were collected through meetings with Renaissance Academy staff, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse and closed-ended survey questions. The Office of Research and Evaluation evaluators used the following data collection methods:

- Communicated with the director of alternative education and Renaissance Academy, assistant principal, and data specialist to gather implementation-related information.
- Reviewed Renaissance Academy program documentation.
- Administered surveys to Renaissance Academy staff, staff at comprehensive middle and high schools, Renaissance Academy students, and parents of Renaissance Academy students.
- Collected student survey data through the VBCPS Annual Spring Survey.
- Collected data from the VBCPS data warehouse related to student demographic characteristics, program-related information, and student progress (e.g., enrollment, academic performance, attendance).
- Collected staff-related data from the Department of Human Resources.
- Collected cost information from the Renaissance Academy, Department of Human Resources, Department of Budget and Finance, and Office of Transportation and Fleet Services.

Surveys

Surveys were administered for students who attended Renaissance Academy at any time during the school year, parents of those students, Renaissance Academy staff, and selected staff at the comprehensive middle and high schools. Survey information for each stakeholder group is included in this section. For all stakeholder groups, survey agreement percentages reported in the evaluation were based on those who answered the survey item (i.e., missing responses were excluded from the percentages). In addition, several items had response options such as “Don’t Know,” and these responses were also excluded from the percentages. Survey results were reported at the division level as well as by school level (i.e., middle and high). Open-ended comments were analyzed for common themes.

Student Survey

Due to the transient nature of the students attending Renaissance Academy, there was a two-pronged approach to administering the student survey during the 2024-2025 school year. A link to the anonymous online survey was provided to administrators at Renaissance Academy in October 2024 to administer to students exiting the program at any time during the year. Then, the Renaissance Academy survey items were added as part of the 2025 VBCPS Annual Spring Survey given in April 2025 to all students at Renaissance Academy. The overall student response rate was 41 percent with response rates ranging from 20 to 53 percent depending on grade level (see Table 1). Response rates were similar to those reported in 2023-2024, which was a notable increase from 2022-2023. Renaissance Academy staff continued to make a concerted effort in 2024-2025 to have students who transitioned out of Renaissance Academy and back to their home school complete the survey by including it as part of their exit process.

Table 1: Renaissance Academy Student Response Rates by Grade Level

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
6 th Grade	13	13	11	22%	21%	20%
7 th Grade	25	62	38	22%	56%	34%
8 th Grade	41	61	49	37%	49%	42%
Middle School Total	79	136	98	28%	46%	34%
9 th Grade	21	56	76	15%	31%	43%
10 th Grade	22	58	60	16%	44%	50%
11 th Grade	13	48	52	15%	52%	53%
12 th Grade	5	18	23	7%	25%	31%
High School Total	61	180	211	14%	38%	45%
Overall Total	140	316	309	19%	41%	41%

Staff Surveys

Staff at Renaissance Academy, including administrators, school counselors, school psychologists, student support specialists, and teachers, received an email invitation to complete an anonymous survey in May 2025. The overall staff response rate was 74 percent with response rates ranging from 67 to 100 percent depending on staff group (see Table 2). Throughout the report, survey results were analyzed by school level. There were five staff members who indicated they worked with both middle and high school students. Therefore, they were included in both the middle and high school percentages. However, their responses were only included once in the total calculation. Overall, 2024-2025 had the highest response rate across the three years (see Table 2).

Table 2: Renaissance Academy Staff Response Rates

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Administrators	5	3	3	83%	50%	75%
School Counselors/School Psychologists	2	0	4	33%	0%	67%
Student Support Specialists	3	1	3	100%	17%	100%
All Teachers	50	41	63	63%	49%	74%
Middle School Teachers Only*	12	14	21	39%	50%	81%
High School Teachers Only*	35	28	46	73%	54%	88%
Total	60	45	73	64%	45%	74%

*Note: This is an approximate response rate by school level. Only teachers that exclusively taught middle or high school were included in the response rate calculation by level. All other staff members could not be assigned a school level because they worked with both middle and high school students.

Staff at comprehensive secondary schools, including principals, assistant principals, school counselors, school psychologists, and student support specialists, received an email invitation to complete an anonymous survey regarding their knowledge and perceptions of the middle and high school alternative education program at Renaissance Academy. The overall staff response rate was 39 percent with rates varying depending on the staff group (see Table 3). Of those comprehensive staff members who responded to the survey, 98 percent indicated they had experience working with students who attended the middle or high school alternative education program at Renaissance Academy. Perceptions in this report are based on comprehensive school staff members who indicated they had experience working with students who attended Renaissance Academy. In addition, throughout the report, comprehensive secondary staff members' results were analyzed by school level. There were three staff members who indicated they worked with both middle and high school students.

Therefore, they were included in both the middle and high school percentages. However, their responses were only included once in the total calculation. The response rate was higher in 2024-2025 compared to 2023-2024 with higher numbers of staff members taking the survey across all positions with the exception of student support specialists. With the exception for school psychologists, the response rates for 2024-2025 were lower than the rates from 2022-2023.

Table 3: Staff at Comprehensive Secondary Schools Response Rates

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Principals	18	12	15	72%	44%	56%
Assistant Principals	40	20	36	55%	27%	49%
School Counselors	60	50	51	45%	37%	38%
School Psychologists	2	1	3	11%	4%	13%
Student Support Specialists	5	3	0	50%	30%	0%
Total	125	86	105	48%	32%	39%

Parent Survey

Parents of students who were enrolled at Renaissance Academy at any time during the 2024-2025 school year as of May 15, 2025, were emailed an anonymous survey in May 2025. Response rates in 2024-2025 were 9 percent at middle school and 6 percent at high school and were somewhat higher than in 2023-2024, although lower than the first year of the evaluation.

Table 4: Parent Response Rates by School Level

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Middle School	50	26	32	11%	8%	9%
High School	62	28	38	14%	5%	6%
Total	112	54	70	12%	7%	7%

Student Information From Data Warehouse

Quantitative data collected from the VBCPS data warehouse included student demographic characteristics, academic achievement as measured by Standards of Learning (SOL) assessments, discipline referral data, attendance data, core course grade averages, and data from the senior exit survey where postgraduation plans are collected for the Virginia Department of Education. Data were analyzed based on the specific evaluation question or objective that was developed for the purposes of the program evaluation. Because there is significant transition into and out of the alternative education program at Renaissance Academy during the school year based on the design of the program, appropriate groups of students were determined for the data analyses. Specific criteria for including students in each of the data analyses are described in the appropriate sections of the report.

Evaluation Questions

The evaluation questions for this report were developed by the program evaluators in consultation with the director of alternative education and Renaissance Academy, data specialist, and a representative from the Department of School Leadership. The evaluation questions established for the year-three outcome evaluation are listed below. In addition, progress toward recommendation areas from the year-two implementation evaluation were addressed where appropriate in the following sections: Renaissance Academy middle and high

school program, referral and entry process, transition process to return to home school, and professional learning.

- 1. What is alternative education in VBCPS?**
- 2. What components were part of alternative education in VBCPS to meet students' needs?**
 - a. Renaissance Academy middle and high school program
 - Staff support from school counselors, student support specialists, and mentors
 - Flexible schedule
 - Basic needs
 - Career development and credentialing
 - World language
- 3. What were the characteristics of the students attending the Renaissance Academy middle and high school alternative education program?**
- 4. What was the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school?**
 - a. Entry Process: Student discipline hearing process, principal placement, scheduling needs
 - b. Process to Transition to Home School: Criteria, transition plans for returning to home school
 - c. Reenrollment (i.e., returning to Renaissance Academy within the same school year)
- 5. What were the staff characteristics and qualifications and what professional learning opportunities were provided for alternative education staff?**
- 6. What opportunities were provided for parents and families of students in Renaissance Academy's middle and high school alternative education program to be involved and engaged?**
- 7. What progress has been made toward meeting the student outcome goals and objectives of the middle and high school alternative education program?**
- 8. What were the stakeholders' perceptions of the middle and high school alternative education program?**
- 9. What was the cost of the Renaissance Academy middle and high school alternative education program to the school division during 2024-2025?**

Evaluation Results and Discussion

Alternative Education in VBCPS

The first evaluation question focused on operationally defining alternative education in VBCPS including the mission, vision, and purpose. The vision, as stated on the Renaissance Academy website is, "The 21st century Renaissance Academy student will be a compassionate, civic-minded, productive citizen who acknowledges the value of life-long learning." The Renaissance Academy Alternative Education Program seeks to meet the needs of students who are not experiencing success in regular secondary (grades 6 through 12) settings. The mission of Renaissance Academy is, "to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society."⁶ The program offers students different opportunities to best meet their needs when traditional education interventions do not effectively remedy students' behavior and/or academic difficulties.⁷ Most students participating in the Renaissance Academy Alternative Education Program are enrolled by assignment. Students enrolled at Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns or recommended by school administrators through principal-to-principal placement to best meet students' needs.⁸ The program serves both regular education and special education students, and some students are enrolled short-term, while others are enrolled long-term.

Students enrolled at Renaissance Academy participate in general curriculum courses. This curriculum includes comprehensive instruction that merges life skills necessary for success in the 21st century with existing VBCPS curricula. The curriculum aims to promote the development of self-determination, responsibility, and integrity

in a learning environment that fosters a sense of self-esteem and importance to society. The program provides flexible learning opportunities that address student social-emotional learning. In addition, leadership skills are embedded throughout the curriculum. Additional information about the Renaissance Academy academic program for middle school students indicated it builds on students’ strengths with the goal of remediating their academic needs through rigorous and relevant instruction. The environment is specifically designed to provide students with individualized attention and focused assistance based on their academic needs. The program operates as a school-within-a-school and focuses on developmental needs with the goal of grade-level performance.⁹ The class sizes are small, 15 students or less, which provides students the opportunity to form supportive relationships with fellow students and staff.¹⁰ The components that make up the Renaissance Academy’s alternative education program are explored in the following section.

Comprehensive secondary school staff who had experience working with students who have attended Renaissance Academy were asked about their understanding of the program. A high percentage of staff (97%) agreed they understood the purpose of the Renaissance Academy middle and high school alternative education program in VBCPS. This pattern of high agreement was evident across all three years.

Table 5: Comprehensive Secondary School Staff Understanding of the Purpose of Renaissance Academy

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I understand the purpose of the Renaissance Academy middle and high school alternative education program at VBCPS.	94%	93%	98%	98%	93%	96%	97%	94%	97%

Alternative Education Components to Meet Students’ Needs

The second evaluation question focused on the options that are available at Renaissance Academy to meet students’ unique needs. These options include staffing and programmatic components within the Renaissance Academy middle and high school program, which is the focus of the current program evaluation.

Renaissance Academy Middle and High School Program

Staff Support From School Counselors, Student Support Specialists, and Mentors

Students at Renaissance Academy are supported by various staff including school counselors, student support specialists, and mentors. School counselors meet with students and ensure they are meeting their scheduling and graduation requirements. In addition, school counselors conduct 504 meetings, self-harm assessments, and provide drop-out prevention and intervention support. One recommendation from the year-two evaluation was to continue working on the recommendation from the year-one evaluation focused on implementing strategies or activities to improve students’ relationship skills with other students, self-management skills, and responsible decision-making skills along with strategies for anger management and self-regulation at Renaissance Academy. One action taken toward this recommendation was school counselors began small group sessions with students to discuss a variety of topics including relationship skills, self-management skills, responsible decision-making skills, and strategies for anger management and self-regulation. The counseling sessions were based on teacher and counselor recommendations, and students were not required to participate. These sessions were held a couple of times a week during lunchtime.

In 2022-2023, Renaissance Academy established a team-based support structure composed of student support specialists, school counselors and assistant principals. Each team was assigned to a cluster of home schools served by the academy to strengthen collaboration and continuity of support for students. This team-based support structure continued in the 2023-2024 and 2024-2025 school years. According to Renaissance Academy

staff, the clustering system allows each team to work with a specific set of students and have an open line of communication with each of the school feeder pattern teams. It was reported that it created a strong network of support for current and future students. In addition, using a team approach has allowed Renaissance Academy to assess students more quickly, de-escalate behavior, and resolve conflicts.

While at Renaissance Academy, students have access to student support specialists. Students can request to work with a student support specialist, or they can be referred by any staff member or parent. Student support specialists meet with students in various ways and based on their needs, including one-on-one and small-group sessions. Student support specialists typically work with students on topics related to academics, attendance, and behavior. More specifically support specialists engage with students on topics of conflict resolution, mediation, preventative strategies, and restorative practices. When students are close to their return date to transition back to their home school, student support specialists typically support students in this process to help ensure a seamless transition. Finally, student support specialists support instructional staff by providing feedback to teachers and staff to aid classroom management and behavioral interventions strategies.¹¹ Overall, 48 percent of students reported working with student support specialist(s) at Renaissance Academy. This was a five-percentage point decrease from 2023-2024. A higher percentage of middle school students reported working with student support specialists than high school students (54% versus 45%). According to Renaissance Academy staff, the decline in the percentage of students who reported working with student support specialists in 2024-2025 may be attributed to the increased participation in small-group counseling sessions. These sessions, introduced in 2024-2025, were implemented to strengthen students’ social-emotional learning (SEL) competencies and may have had an impact on the time students worked individually with student support specialists. A high percentage of students (94%) reported their experience working with student support specialists was useful (see Table 6). Across all years, students reported high levels of usefulness with their experiences working with the student support specialist.

Table 6: Students’ Perceptions of Working With Student Support Specialist(s)

Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Did you work with Student Support Specialist(s) at Renaissance Academy?*	61%	54%	46%	45%	53%	48%
How useful was your experience working with Student Support Specialist(s)?**	97%	94%	100%	94%	99%	94%

*Percentages are based on those who responded “yes.”

**Only students who indicated they worked with a student support specialist answered this survey item. Percentages are based on those who selected their experience was “very useful” or “somewhat useful.”

Renaissance Academy also provides students with mentorship meetings scaled to meet students’ needs, and meetings typically focus on self-awareness, self-management, social awareness, relationships skills, and responsible decision-making skills. One of the recommendations from the year-two evaluation was to strengthen students’ relationship skills, self-management, responsible decision-making, and strategies for anger management and self-regulation at Renaissance Academy. Related to this recommendation, the mentoring program was expanded to include new mentors from Hampton University, Norfolk State University, and Christopher Newport University. These mentors provided students with additional positive role models and opportunities for guided social-emotional development.

Overall, 79 percent of students reported having an adult mentor while at Renaissance Academy, which mirrored the results from 2023-2024. Across both years, high percentages of students reported the mentorship experience was useful (95% or higher). Parents were also asked their perceptions of their students’ mentorship experiences. Overall, a lower percentage of parents (42%) reported that their child had an adult mentor while enrolled at Renaissance Academy, although it is possible parents were less aware of the specific individuals their child worked with as part of the program. Seventy-nine percent of parents who reported their

student had a mentor reported the experience was useful. This was a decrease from 2023-2024 and was mainly due to a decrease in middle school parent perceptions of their students' mentorship experience (see Table 7).

Table 7: Stakeholders' Perceptions of Mentor Experiences

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – Do you have an adult mentor (trusted adult) while enrolled at Renaissance Academy?*	82%	77%	77%	79%	79%	79%
Student – How useful was your mentorship experience?**	98%	98%	95%	98%	96%	98%
Parent – Did your child have an adult mentor (trusted adult) while enrolled at Renaissance Academy?*	29%	36%	50%	46%	38%	42%
Parent – How useful was your child's mentorship experience?**	100%	57%	100%	92%	100%	79%

*Percentages are based on those who responded "yes."

**Only students or parents who indicated they or their child had a mentor answered this survey item. Percentages are based on those who selected their experience was "very useful" or "somewhat useful."

Activities to Support Students' Relationship, Self-Management, and Responsible Decision-Making Skills

As previously noted, the recommendation from the year-two evaluation was to continue implementing strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills, along with strategies for anger management, and self-regulation at Renaissance Academy. In 2024-2025, several coordinated actions were implemented in direct response to this recommendation.

First, VBCPS expanded its partnership with Child and Youth Behavioral Health (CYBH) to include brief counseling services for Renaissance Academy students. The program was launched in September 2024, with CYBH clinicians providing 6 to 12 sessions of short-term, solution-focused counseling during the school day which were billed to students' insurance. According to the executive director of the Office of Student Support Services, as of March 2025, 41 students had been referred for these services.

To further promote self-regulation and emotional management, Zen rooms were established in both middle and high school areas. These designated spaces allowed dysregulated students to step out of the classroom to regroup with the guidance of teaching assistants. Additionally, calming corners were added in classrooms to offer students in-the-moment opportunities for self-regulation without leaving the learning environment.

Other actions included the use of choice boards, which gave students options for managing their behavior, and social contracts collaboratively developed among staff, students, and parents. These contracts required students to check in with teachers each course block to verify adherence to expectations such as attendance, language use, task completion, and authorized movement.

Finally, Renaissance Academy administration began holding quarterly meetings with the Virginia Beach Police Department and student support specialists to share information and explore new programs aimed at enhancing student behavior, safety, and self-regulation skills.

Survey items assessed student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve students' relationship skills. Agreement percentages are shown in Table 8. Across stakeholder groups, perceptions of student participation in activities to improve peer relationships remained consistent from 2023-2024 to 2024-2025, though some variation occurred by group and grade level. Students continued to report the highest levels of participation, with 73 percent overall indicating they engaged in activities to strengthen relationships with peers which was similar to the prior year. In contrast, parent

perceptions declined overall from 49 to 43 percent, driven largely by a drop among middle school parents, while high school parents reported a small increase. Staff perceptions remained consistent at 33 percent overall, although middle school staff reported a decline from 50 to 28 percent compared to the previous year.

Table 8: Stakeholders' Perceptions of Participating in Activities to Improve Student Relationships

Groups and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – At Renaissance Academy, I participate in activities to help improve how I get along with other students.	78%	75%	70%	73%	74%	73%
Parent – At Renaissance Academy, my child participates in activities to help improve how he/she gets along with other students.	45%	20%	53%	59%	49%	43%
RA Staff – At Renaissance Academy, students participate in activities to help improve how they get along with other students.	50%	28%	31%	34%	33%	33%

Survey items assessed student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve their self-management skills (see Table 9). Across two years, students continued to report the highest levels of participation, increasing slightly from 74 percent to 76 percent overall, with a decline at the middle school level but an increase among high school students. Parent perceptions declined from 52 percent to 40 percent, with a larger decline at the high school level than the middle school level. Renaissance Academy staff perceptions declined 9 percentage points in 2024-2025 with declines at both school levels.

Table 9: Stakeholders' Perceptions of Participating in Activities to Improve Self-Management Skills

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – At Renaissance Academy, I participate in activities to improve my self-management skills (e.g., anger management, goal-setting, and positive problem solving).	81%	73%	69%	77%	74%	76%
Parent – At Renaissance Academy, my child participates in activities to improve his/her self-management skills (e.g., anger management, goal-setting, and positive problem solving).	35%	23%	69%	54%	52%	40%
RA Staff – At Renaissance Academy, students participate in activities to improve their self-management skills (e.g., anger management, goal-setting, and positive problem solving).	59%	38%	44%	36%	45%	36%

Survey items gauged student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve their decision-making skills (see Table 10). Student agreement percentages increased 5 percentage points in 2024-2025. Overall parent perceptions decreased but this was due to a decline at the middle school level from 47 to 29 percent because high school parent agreement increased from 53 to 62 percent. (Staff perceptions decreased slightly.

Table 10: Stakeholders' Perceptions of Participating in Activities to Improve Decision-Making Skills

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – At Renaissance Academy, I participate in activities that help improve my decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when I need help).	81%	78%	72%	83%	76%	81%
Parent – At Renaissance Academy, my child participates in activities that help improve his/her decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when he/she needs help).	47%	29%	53%	62%	50%	47%
RA Staff – At Renaissance Academy, students participate in activities that help improve their decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when needing help).	50%	42%	53%	50%	49%	47%

Flexible Schedule

Renaissance Academy has flexible scheduling to allow students to obtain the credits they need to obtain a high school diploma. For example, if courses they need are not offered at Renaissance Academy, students have the option to be enrolled in Edgenuity or Apex courses or students may be granted permission to complete the course remotely through concurrent enrollment with their home school.¹² In addition, school counselors collaborate with the home schools to ensure that students can remain in their Advanced Placement (AP) or advanced classes through the Canvas platform.¹³

Basic Needs

Renaissance Academy operates from the belief that students' basic needs should be met so they can focus on their academic tasks. All students who attend Renaissance Academy receive free and reduced meals. All students are provided a clear backpack, water bottle, school supplies, and basic toiletries for free. The school uniform is sold to students at cost with no additional increased cost, and those who are unable to purchase it are provided it for free.¹⁴

Career Development and Credentialing

Career and Technical Education (CTE) courses offered at Renaissance Academy provide students with the opportunity to earn CTE credentials. As displayed in Table 11, in 2024-2025 five CTE courses were offered to middle school students at Renaissance Academy with a total of 133 student enrollments across the courses. Exploratory Teen Living 8 and Creative Coding I had the largest numbers of students enrolled. Overall, 117 individual middle school students were enrolled in at least one CTE course (41%).

Table 11: Middle School Student Enrollment Numbers in CTE Courses

Course Title	Number of Enrollments	
	2023-2024	2024-2025
Creative Coding & Computer Solutions I	43	33
Creative Coding & Computer Solutions II	37	-
Teen Living Grade 7	33	27
Exploratory Teen Living 8*	32	36
Career Skills	20	-
Digital Input and Applications*	-	24
Teen Living Grade 6*	-	13
Total Enrollments	165	133
Students Enrolled in At Least One CTE Course	131	117

*Note: New CTE offering in 2024-2025.

As displayed in Table 12, 14 CTE courses were offered to high school students at Renaissance Academy. There were a total of 300 student enrollments in these courses. Overall, 204 individual high school students were enrolled in at least one CTE course (43%). Economics and Personal Finance had the highest number of students enrolled followed by Introduction to Culinary Arts. During 2024-2025, two students in grade 9 attempted a certification. The majority of students who attempted credentials were in grades 10, 11, and 12. In total, 99 students (34%) in grades 10, 11, and 12 attempted to earn a certification, and of those who attempted, 47 (47%) earned a certification. A total of 116 tests were attempted across grades 9 through 12, and 45 percent resulted in a certification.

Table 12: High School Student Enrollment Numbers in CTE Courses

Course Title	Number of Enrollments	
	2023-2024	2024-2025
Economics & Personal Finance	90	86
Introduction to Culinary Arts	37	41
Independent Living	37	33
Construction Technology	25	25
Marketing Non-Coop	20	25
Parenting and Early Learning Careers	17	21
Drones & Unmanned Systems	16	7
Production Systems	14	12
RA Television Production I	14	10
Digital Applications & Multimedia	13	17
Computer Information Systems	11	15
Fashion Marketing	6	5
RA Television Production II	1	2
Total Enrollments	301	300*
Students Enrolled in At Least One CTE Course	200	204

* Includes one student who became a high school student in the middle of the school year who had taken a middle school CTE course at the beginning of the school year.

World Languages

Offering a world language credit allows students at Renaissance Academy to take courses that count toward graduation credit. In the 2022-2023 school year, Renaissance Academy received a staff allocation for a high

school Spanish teacher. As a result, Renaissance Academy offers face-to-face Spanish I, II, and III courses, as well as facilitates online courses in advanced Spanish with in-person support. As displayed in Table 13, 19 high school students were enrolled in Spanish I, 15 were enrolled in Spanish II, and 7 were enrolled in Spanish III during 2024-2025. Overall, 38 students were enrolled in at least one Spanish course in 2024-2025, which was six fewer students than in 2023-2024. Students enrolled in world language classes at their home school may continue to pursue that course credit while enrolled at Renaissance Academy through the flexible scheduling options.¹⁵

Table 13: High School Student Enrollment Numbers in Spanish Courses

Course Title	Number of Enrollments	
	2023-2024	2024-2025
Spanish I	22	19
Spanish II	16	15
Spanish III	10	7
Total Enrollments	48	41
Students Enrolled in at Least One Spanish Course	44	38

Enhancing Instructional Strategies and Academic Opportunities

As previously noted, one of the recommendations from the year-two evaluation was to enhance instructional strategies and academic opportunities to improve Renaissance Academy students’ SOL performance and readiness for academic demands upon returning to their home schools. In response, Renaissance Academy implemented the AVID program schoolwide at both the middle and high school levels during 2024-2025. As part of this initiative, AVID Learning Walks were conducted, during which AVID staff from the central administration observed classroom implementation and provided feedback. All students used AVID notebooks, and teachers developed lessons aligned with AVID-based learning plans. Additionally, three staff members attended the AVID Summer Institute to strengthen their instructional practice and deepen their understanding of AVID strategies. According to Renaissance Academy staff, these strategies have been effective in promoting academic engagement and organization among students.

To further support instructional improvement, administrators also implemented monthly teacher check-ins for all new middle and high school teachers. These sessions focused on instructional strategies, academic priorities, program reviews, and open discussions to address questions and ensure alignment with the school’s instructional goals. Another action was the creation of an after-school program called Gryphon Grad Path, which allowed students needing credits to graduate on time to take courses with Renaissance Academy teachers. The program ran for approximately seven weeks, with classes being held immediately after school. Seventeen students successfully completed the program, earning the credits needed toward graduation. In addition, Renaissance Academy continued to offer online coursework for 11th and 12th grade students, enabling them to take virtual classes required to remain on track for graduation.¹⁶

According to Renaissance Academy staff, an instructional specialist was hired for the 2024-2025 school year to work with staff and students. This single position encompassed a wide range of responsibilities at Renaissance Academy, including gifted education, AVID, behavioral support, and assistance with the coordination of the Virtual Virginia program. In this role, the instructional specialist served to meet the unique instructional needs of the students in the program. The specialist engaged with several key areas, including gifted education, AVID, and behavioral support, providing assistance and exposure across multiple initiatives. By engaging across these varied areas, the instructional specialist helped bridge instructional and behavioral initiatives while aligning the role more strategically with school and division priorities. According to Renaissance Academy staff, the addition of this position provided valuable insight into how instructional support at Renaissance Academy can be more effectively defined, implemented, and sustained in future years.

Perceptions of Instructional Opportunities

Overall, students reported strong confidence in their academic preparation, with 82 percent agreeing that their learning experiences at Renaissance Academy helped them meet the academic demands of their home schools. Renaissance Academy staff and parents reported lower levels of agreement on similar survey items. Renaissance Academy staff reported a 9 percentage-point decline in their agreement percentages related to the instructional opportunities students have at Renaissance Academy preparing them to meet the demands when they return to their home school. Parents had lower agreement percentages than students and staff and reported a 7 percentage-point decline related to the instructional opportunities students have at Renaissance Academy preparing them to meet the academic demands when they return to their home school. The decline among parents was only observed at the middle school level where the agreement percentage decreased from 52 percent to 25 percent. Agreement percentages for high school parents for this item increased from 50 percent to 58 percent. Renaissance Academy teachers reported feeling well-prepared with instructional strategies and tools to address students' academic needs. While agreement with this statement remained high overall, it declined from 98 percent in 2023-2024 to 90 percent in 2024-2025. Since 2023-2024, teachers have reported high agreement percentages on having useful strategies and tools to help them meet students. However, the percentage of classroom teachers who reported having useful instructional tools and strategies declined from 98 percent to 90 percent in 2024-2025.

Table 14: Stakeholders' Perceptions of Instructional Opportunities at Renaissance Academy

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Students – The learning experiences I had at Renaissance Academy prepared me to meet the academic demands when I return to my home school.	--	77%	--	84%	--	82%
RA Staff – The instructional opportunities students have at Renaissance Academy prepare them to meet the academic demands when they return to their home school.	63%	68%	80%	61%	73%	64%
Parents – The instructional opportunities my child had at Renaissance Academy prepared him/her to meet the academic demands when returning to their home school or school they were enrolled in prior to attending Renaissance Academy.	52%	25%	50%	58%	51%	44%
RA Staff – I have useful instructional strategies and tools to help me meet students' academic needs in the classroom (classroom teachers only).	93%	83%	100%	93%	98%	90%

Comprehensive Secondary Staff Perceptions of Renaissance Academy Meeting Students' Needs

Comprehensive secondary staff have a unique perspective of the Renaissance Academy program because they are involved with both the referral of students to Renaissance Academy and the transition of students back to the home school. Comprehensive secondary staff members were asked their perceptions of the Renaissance Academy middle and high school alternative education program meeting students' needs, improving students' behavior, and improving students' academic achievement. Comprehensive secondary staff perceptions of the Renaissance Academy program showed improvements in some areas between 2023-2024 and 2024-2025, with the largest gains observed in the program meeting students' overall needs. The percentage of staff who agreed the Renaissance Academy middle and high school alternative education program met students' needs increased 5 percentage-points in 2024-2025 to 70 percent. Perceptions of the program's effectiveness in improving student behavior declined overall from 54 percent to 48 percent. However, this decline was due to staff perceptions at the high school level because there was an increase at the middle school level. Overall staff perceptions of the program's impact on academic achievement decreased from 57 percent to 53 percent.

Table 15: Comprehensive Secondary Staff Members' Perceptions of Renaissance Academy Meeting Students' Needs

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
The Renaissance Academy middle and high school alternative education program meets students' needs.	79%	70%	75%	60%	63%	67%	68%	65%	70%
The Renaissance Academy middle and high school alternative education program is effective at improving students' behavior.	59%	51%	56%	50%	59%	43%	53%	54%	48%
The Renaissance Academy middle and high school alternative education program is effective at improving students' academic achievement.	61%	56%	60%	57%	61%	51%	57%	57%	53%

Student Characteristics

During the 2024-2025 school year, 752 students were enrolled at Renaissance Academy at any time during the school year, with 285 students in grades 6 through 8 and 467 students in grades 9 through 12. These students were enrolled in Renaissance Academy's middle or high school alternative education program where they received instruction in the general curriculum. Table 16 displays demographic data for these students based on information from the VBCPS data warehouse.

Table 16: Demographic Characteristics of Students Enrolled in Renaissance Academy Any Time During the 2024-2025 School Year

Characteristic	MS (N=285)		HS (N=467)		Total (N=752)	
	N	%	N	%	N	%
Gender						
Female	116	41%	189	40%	305	41%*
Male	169	59%	278	60%	447	59%**
Ethnicity						
American Indian	^	^	^	^	^	^
Asian	^	^	^	^	^	^
Black	177	62%	299	64%	476	63%**
Hispanic	26	9%	43	9%	69	9%
Multiracial	32	11%	49	10%	81	11%
Native Hawaiian/Pacific Islander	0	0%	^	^	^	^
White	50	18%	70	15%	120	16%*
Economically Disadvantaged	208	73%	308	66%	516	69%**
Identified Special Education	89	31%	105	22%	194	26%**
Identified Limited English Proficiency	8	3%	6	1%	14	2%
Identified Gifted	11	4%	13	2%	23	3%*
Military Connected	14	5%	20	4%	34	5%*

*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.

The majority of students enrolled at Renaissance Academy were male (59%). Overall, across both school levels, the majority of the students were Black (63%), and 16 percent of the students were White. The majority of

students at Renaissance Academy were economically disadvantaged (69%). At the middle school level, a higher percentage of students enrolled at Renaissance Academy were identified as economically disadvantaged than at the high school level. A little over one-quarter of students at Renaissance Academy were special education students (26%), 5 percent were military connected, 3 percent were identified gifted, and 2 percent were identified English Learners (EL). There were notably higher percentages of male, Black, economically disadvantaged, and special education students at Renaissance Academy compared to students at the overall division level. There were notably lower percentages of females, White, gifted, and military-connected students at Renaissance Academy than students at the overall division level. These demographic patterns in the 2024-2025 school year represented the same pattern as students enrolled in the 2022-2023 and 2023-2024 school years. Additional data showed that a total of 32 of the 752 students (4%) were retained in their grade level during the 2024-2025 school year, and 130 of 720 additional students (18%) were retained at some point during their academic career, but not during the 2024-2025 school year.

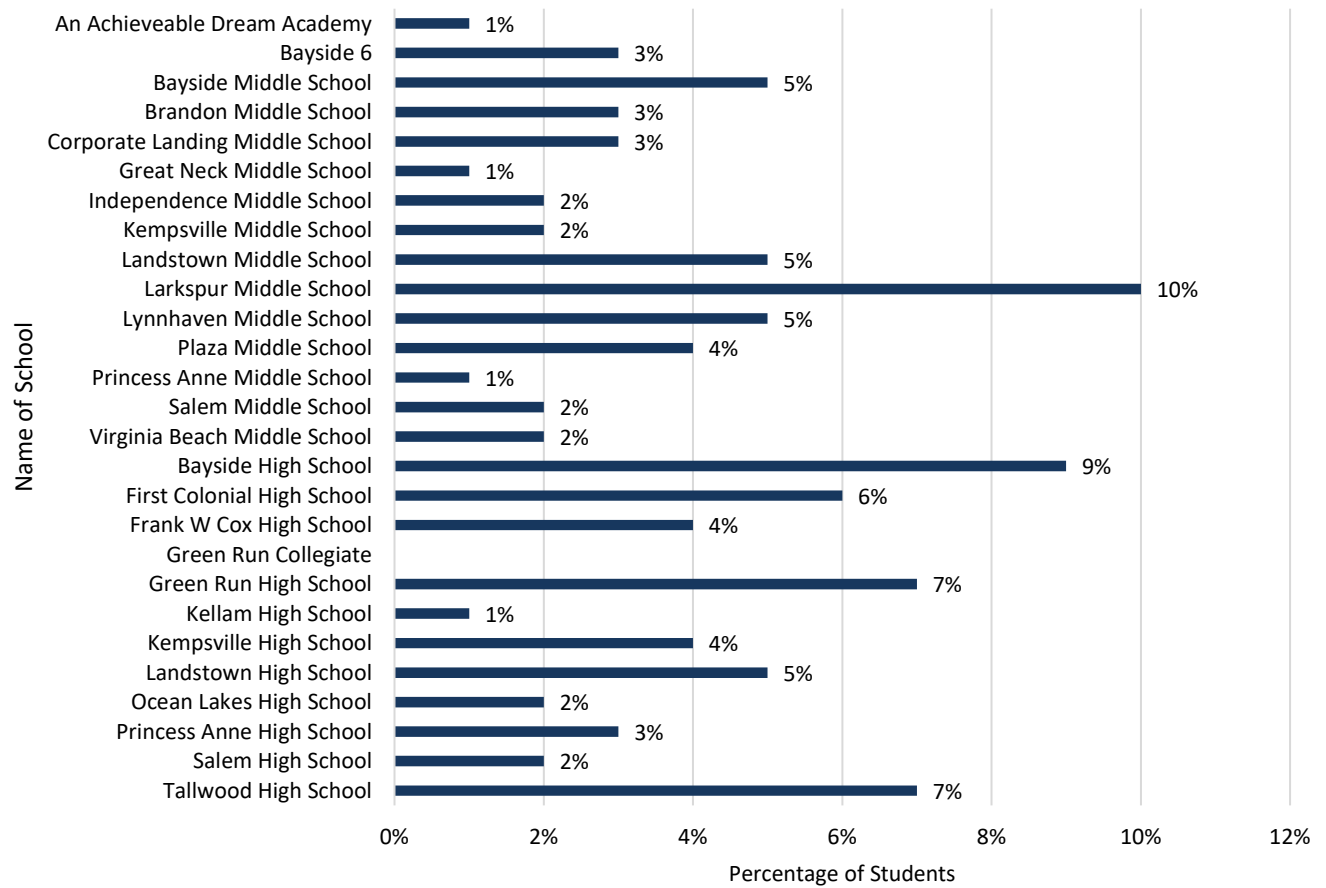
Of the 752 students enrolled at some time during the 2024-2025 school year, 53 percent (N=400) were enrolled in Renaissance Academy for the first time. The median number of days students were enrolled at Renaissance Academy during 2024-2025 was 65 days. Table 17 displays information about the length of student enrollment at Renaissance Academy in greater detail. In 2024-2025, both grade levels had similar enrollment patterns. A majority of the students enrolled at Renaissance Academy during 2024-2025 were there less than half of the school year (62%), while 38 percent were there for at least half of the year. Additionally, 11 percent (N=83) were enrolled the entire 2024-2025 school year or 180 days.

Table 17: Length of Student Enrollment at Renaissance Academy

Percent of Days Enrolled During the School Year	Percent of Enrolled Middle School Students	Percent of Enrolled High School Students	Percent of Total Enrolled Students
90% or more	13.0%	14.3%	13.8%
50%-89%	22.5%	25.3%	24.2%
10%-49%	58.9%	57.2%	57.8%
Less than 10%	5.6%	3.2%	4.1%

Figure 1 displays the students’ last enrolled VBCPS home school for any student enrolled in Renaissance Academy during the 2024-2025 school year. The home school listed may have been in a school year prior to 2024-2025.¹⁷ The largest percentage of students had Larkspur Middle School listed as their last enrolled home school with 10 percent of students. The second most represented home school was Bayside High School with 9 percent, followed by Green Run High School and Tallwood High School with 7 percent each.

Figure 1: Students' Last Enrolled Home School



Note: N=690. This includes students who had a VBCPS middle school or high school listed as their last home school. There were 62 students who had their home school listed as another center or program, including SECEP Tidewater Regional Alternative Education Program, the VB Juvenile Detention Home, or their previous school location was unknown.

Referral and Transition Process

The fourth evaluation question focused on the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school. This section of the report focuses on the Renaissance Academy entry process, the process for students to transition back to their home school, and reenrollment. One of the recommendations from the year-two evaluations was to strengthen the transition process from Renaissance Academy to the students' home school, incorporating communication strategies between Renaissance Academy and the home schools to support student success. Actions taken regarding these recommendations will be discussed throughout this section.

Referral and Entry Process

There were two avenues by which students enrolled at Renaissance Academy including referral by the Office of Student Leadership (OSL) and principal-to-principal placement. According to a summary of data provided by Renaissance Academy, based on student registrations, most students (99%) were referred by the OSL due to behavior concerns during 2024-2025. One percent were at Renaissance Academy as a result of principal placement.

According to the VBCPS Discipline Guidelines, there are five levels of responses to student behavior which are enforced by school personnel with students who exhibit inappropriate behavior that is in violation of school rules; *Code of Student Conduct*; School Board Policies and Regulations; and/or local, state, or federal laws. Responses to student behavior are progressive in nature; that is, the level of response increases as the number of instances of similar inappropriate behavior increases. Level 4 behaviors may require a student to report to the director of the Office of Student Leadership and result in a referral to Renaissance Academy. Level 5 behaviors are reserved for the most serious behaviors, and these result in a report to the director of the Office of Student Leadership. Once a student is referred to the OSL, a hearing takes place with a hearing officer. The hearing includes an administrative statement that has a recommendation for the outcome of the student behavior (e.g., long-term suspension, alternative education placement, etc.). However, the final decision or outcome of the OSL hearing is made on a case-by-case basis by the hearing officer. If the decision is appealed by the student, the decision goes to a committee that consists of three school board members. These members will determine the outcome.

When it is determined that a student will attend Renaissance Academy, part of the entry process includes a new student orientation which is a mandatory session for all students attending Renaissance Academy and their families. Renaissance Academy and the OSL is continuously working to improve this transition process and in the 2024-2025 school year, a change was made for Renaissance Academy to schedule the orientation within 48 hours of students being placed at Renaissance Academy. Additionally, the registrar emailed principals of the student's home school when the student and family registered for orientation. In 2022-2023, orientation was held once a week, but in 2023-2024, Renaissance Academy increased their orientation offerings by holding them on Tuesdays and Thursdays and by appointment.

The orientation familiarizes students with the support team and provides them with information to help them successfully transition into their new educational experience. The orientation includes information about expectations, procedures, policies, and other pertinent details. In addition, families are provided contact information of staff members who are directly supporting the students such as the school counseling team and administrative team. Families are also provided with the name of the individuals who comprise the student support team for each middle and high school. The student support team includes an administrator, student support specialist, and counselor. The orientation also includes the screening process to enter the building each day, which includes going through a metal detector and search of items. Students are not allowed cell

phones or any other electronic device. All students are provided a clear backpack where they can store approved personal items. Families are provided the hours of operation for both schools: high school hours are from 7:20 AM to 2:00 PM and middle school hours are from 9:45 AM to 4:15 PM. Orientation includes information about transportation, which is provided to all students. Orientation includes school-wide expectations which are “Be Kind, Show Respect, Act Responsible,” and the Positive Behavioral Interventions and Supports (PBIS) matrix is discussed. The uniform policy is included, which is required to enter the building every day. Staff members discuss the cost of the uniform, which includes a polo shirt or sweatshirt and khaki pants (full length). High school students wear gray and black polos while middle school students wear green and white polos. The orientation concludes with mandatory forms that must be completed: student registration, parent acknowledgement, media form, psychological services consent form, school search policy acknowledgement, and uniform policy acknowledgement.¹⁸

Staff members were asked survey items related to student referral criteria, the transition process, and communication efforts focused on the transition from the students’ home school to Renaissance Academy. As displayed in Table 18, among comprehensive secondary staff, agreement about understanding the criteria for students to be referred to Renaissance Academy increased from 88 percent in 2023-2024 to 94 percent in 2024-2025. Comprehensive secondary staff members’ agreement that they understood the transition process for students moving from their home school to Renaissance Academy remained stable at 79 percent. The percentage of Renaissance Academy staff who agreed they understood the transition process for students moving from their home school to Renaissance Academy declined from 84 percent in 2023-2024 to 78 percent in 2024-2025. Agreement among Renaissance Academy staff was relatively low (39%) on the survey item addressing the effectiveness of communication during students’ transition from their home schools to Renaissance Academy. However, there was a small improvement compared to the prior year.

Table 18: Staff Members' Perceptions of Referral Criteria, Transition Process, and Communication

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Comprehensive Staff – I understand the criteria for students to be referred to the Renaissance Academy middle and high school alternative education program.	87%	90%	93%	90%	86%	93%	88%	88%	94%
Comprehensive Staff – I understand the transition process for students moving from their home school to the Renaissance Academy middle and high school alternative education program.	85%	83%	83%	79%	74%	74%	83%	79%	79%
RA Staff – I understand the transition process for students moving from their home school to the Renaissance Academy middle and high school alternative education program.*	--	89%	92%	--	84%	70%	--	84%	78%
RA Staff – During the students’ transition process from their home school to Renaissance Academy, communication efforts provide me with needed information to meet students’ needs.	--	50%	54%	--	31%	34%	--	36%	39%

Another component of the transition process is students’ ability to maintain academic progress while awaiting placement at Renaissance Academy. Student survey results showed a high level of agreement (70%) with this

item which was an increase of 11 percentage points from the prior year. Parent agreement remained lower at 47 percent, with mixed patterns by school level. The agreement percentage of middle school parents declined but increased among high school parents. In comparison, staff perceptions declined from 61 percent to 35 percent, with the largest decrease among high school staff. Conversely, comprehensive secondary staff reported strong agreement (89%), a 9 percentage-point increase from the prior year, due primarily to higher agreement among middle school staff (See Table 198).

Table 19: Stakeholders' Perceptions of Continuing Schoolwork During Transition from Homeschool to Renaissance Academy Process

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – I was able to continue with my schoolwork while waiting to transition from my home school to Renaissance Academy.	64%	76%	54%	67%	59%	70%
Parent – My child was able to continue his/her schoolwork while waiting to transition from the home school to Renaissance Academy.	48%	36%	44%	57%	46%	47%
RA Staff – Students are able to continue their schoolwork while waiting to transition from their home school to Renaissance Academy.	80%	53%	62%	24%	61%	35%
Comprehensive Secondary Staff – Students are able to continue their schoolwork while waiting to transition from their home school to Renaissance Academy.	80%	95%	81%	82%	80%	89%

Parents were asked an open-ended question on the survey regarding any suggestions to better understand expectations for students while attending Renaissance Academy. Overall, 21 parents provided a comment, which was 30 percent of those parents who responded to the survey. The most common response was no suggestion. The second most common response was to improve communication between families and Renaissance Academy staff. The third most common response was to adjust the criteria for students to return to their home school. For example, some parents felt as though the criteria to return to their home school was hard to achieve.

Transition Process to Return to Home School

According to Renaissance Academy orientation documents, students have the ability to transition back to their home school once they meet the following three criteria: good grades (C or higher in all classes), good attendance (no more than six unverified absences), and good behavior (no in-school or out-of-school suspensions or other behavior-related concerns). Once these criteria have been met, the OSL serves as the main conduit for communication between Renaissance Academy and the home school by providing a letter with information regarding the status of the students' return.

The letter from OSL includes directions regarding the administrative process that needs to take place for students to withdraw from Renaissance Academy and re-enroll in their home school. A copy of this letter is provided to the following stakeholders: the superintendent, the principal of the students' home school, the director of alternative education, school counseling department chair, and the students' parents or guardians. Each school is responsible for communicating the information regarding the students' return to their staff.

Integral to this process is the transition specialist from Renaissance Academy and the student support specialist (SSS) team from the comprehensive secondary school. The transition specialist provides comprehensive information about returning students to the SSS team. Upon receiving the names of returning students, the SSS team members will introduce themselves and work toward establishing a rapport. They will work with students for at least nine weeks after students return to their home school, monitoring their

progress and providing necessary support to ensure a successful transition to the home school. Students' progress is monitored through a SSS protocol. This internal report assesses their performance after a marking period. Once a student demonstrates success through the established criteria, they "graduate" from these services with the team. If students do not meet the criteria, the SSS will extend the support for another nine weeks at the students' home school. The review process will repeat until students demonstrate they have successfully transitioned back to their home school.

Staff were asked their perceptions about the transition process from Renaissance Academy back to the home school. Renaissance Academy staff reported strong familiarity with the transition process with 82 percent agreement, which was a slight decrease from the prior year. Additionally, 90 percent of Renaissance Academy staff indicated they understood the criteria students must meet to be eligible to return to their home schools, which was an increase from 89 percent the prior year. Seventy-five percent of comprehensive secondary staff agreed they understood the transition process for students moving from Renaissance Academy back to the home school. This was a 10-percentage point increase from the year prior. Comprehensive secondary staff at the middle school level were the main drivers of this increase. Comprehensive secondary staff were asked their perceptions of the communication efforts from Renaissance Academy to the home school. As displayed in Table 20, 53 percent of comprehensive secondary staff agreed communication efforts provided them with the information they needed to meet students' needs. This was an 8-percentage point increase from the year prior.

Table 20: Staff Members' Perceptions of Referral Criteria, Transition Process, and Communication Efforts

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
RA Staff – I understand the transition process for students moving from the Renaissance Academy middle and high school alternative education program back to their home school.*	--	83%	96%	--	88%	80%	--	84%	82%
RA Staff – I understand the criteria students must meet to be eligible to return to their home school.*	--	83%	100%	--	94%	88%	--	89%	90%
Comprehensive Staff – I understand the transition process for students moving from the Renaissance Academy middle and high school alternative education program back to their home school.	61%	60%	74%	68%	69%	74%	65%	65%	75%
Comprehensive Staff - During the students' transition process from Renaissance Academy to their home school, communication efforts provide me with needed information to meet students' needs.	--	50%	57%	--	38%	48%	--	45%	53%

Students, parents, and comprehensive secondary staff were surveyed about the support students had after they returned to their home school (e.g., academics, attendance, or behavior). Eighty-six percent of students reported believing they would have the academic, behavioral, and attendance support needed to be successful after returning to their home schools, an 11 percentage-point increase from the prior year. In 2024-2025, half of parents agreed after their child returned to his/her home school, their child had the support needed to be successful. There was a decline for middle school parents on this item, yet an increase for high school parents. In 2024-2025, 72 percent of comprehensive secondary staff agreed students had the support they needed after returning to their home school.

Table 21: Stakeholders' Perceptions of Students Having the Support Needed to Be Successful

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – After I return to my home school, I think I will have the support I need to be successful (e.g., academics, attendance, or behavior).	78%	86%	73%	85%	75%	86%
Parent – After my child returned to his/her home school, my child had the support needed to be successful (e.g., academics, attendance, behavior).	57%	43%	38%	53%	47%	50%
Comprehensive Secondary Staff – After students return to their home school, they have the support they need to be successful (e.g., academics, attendance, or behavior).	75%	69%	74%	72%	74%	72%

Parents were asked on the survey to share any comments they had about their child’s preparation or readiness to return to their home school. Overall, 16 parents provided a comment about their child’s preparation or readiness to return, which was 23 percent of those parents who responded to the survey. The most common response was that Renaissance Academy needs to be more academically rigorous to prepare students to return to their home school. The second most common response was a need for better communication related to the transition process in terms of how and when students can return.

Actions Taken to Improve the Transition from Renaissance Academy to the Home School Process

As previously stated, one of the recommendations from the year-two evaluation was to strengthen the transition process from Renaissance Academy to the students’ home school, including incorporating communication strategies between Renaissance Academy and the home schools to support student success. According to Renaissance Academy staff, actions taken regarding this recommendation included increasing regular Renaissance Academy visits by comprehensive schools to “check-in” with their students and review status of the students’ transition back to the comprehensive setting. According to the OSL, a student transfer log was implemented that outlined each student’s profile of supports and services to facilitate a successful transition and continued success at their home school. In addition, quarterly grade level assemblies were held with all students allowing administrators to discuss the transition process, answer questions, and provide information to students each quarter. Another action was reviewing comprehensive schools’ needs with students transitioning back from Renaissance Academy. Based on this process, Bayside Middle School received a 0.1 increased allocation for a student support specialist to support the transition process in the 2024-2025 school year.

Reenrollment

Students who do not successfully transition back to their home school may be referred again to Renaissance Academy. Reenrollment is defined as the percentage of students who attended Renaissance Academy and transitioned back to their home school or school within VBCPS, and then attended Renaissance Academy again all within the same school year. As displayed in Table 22, 14 percent of students who attended Renaissance Academy during 2024-2025 went back to their home school or another school in VBCPS and then reenrolled at Renaissance Academy again during 2024-2025. A higher percentage of middle school students reenrolled in 2024-2025 compared to high school students. Over the past three school years, the percentage of students who returned to Renaissance Academy after transitioning back to their home school or another school in the division has remained relatively consistent, ranging from 10 to 14 percent. In 2024-2025, 14 percent of students who exited Renaissance Academy reenrolled during the same school year, mirroring the rate observed in 2022-2023. Although the overall number of students exiting the program increased each year, the proportion returning has not substantially changed.

When disaggregated by grade level, middle school reenrollment rates had the most variability over the last three years with a decrease from 34 percent in 2022-2023 to 11 percent in 2023-2024, followed by an increase to 17 percent in 2024-2025. High school reenrollment rates have increased over the last three years from 5 percent to 13 percent.

Table 22: Percentage of Students Returning to Renaissance Academy During the School Year

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students who exited Renaissance Academy to go back to their home school or another school in VBCPS (Leave)	56	93	76	120	131	166	176	224	242
Students who went back to Renaissance Academy (Reenroll)	19	10	13	6	13	22	25	23	35
Reenrollment Percentage (Reenroll/Leave)	34%	11%	17%	5%	10%	13%	14%	10%	14%

Comprehensive secondary staff members were also asked an open-ended question regarding any comments about the processes related to the students attending Renaissance Academy. Overall, 24 staff members provided a comment on this survey item, which was 24 percent of those staff members who responded to the survey and indicated they worked with students who have attended Renaissance Academy. The most mentioned comment was related to communication gaps between Renaissance Academy and home schools during enrollment and the reentry transition process. The second most common topic was an emphasis on a better system of support for students’ transition to and from Renaissance Academy.

Staff Characteristics and Professional Learning

The fifth evaluation question focused on the characteristics of the staff at Renaissance Academy and professional learning opportunities. Demographic characteristics were examined for full-time instructional staff at Renaissance Academy in comparison to the division instructional staff. In comparison to all instructional staff throughout the division, there were higher percentages of male Renaissance Academy instructional staff as well as instructional staff who were Black, while there were lower percentages of Renaissance Academy instructional staff members who were White (see Table 23). The average number of years teaching was lower for instructional staff at the high school level at Renaissance Academy compared to the division instructional staff. Renaissance Academy staff had similar percentages of staff who were new to the division and who had graduate degrees compared to division instructional staff.

Table 23: Staff Characteristics for Renaissance Academy Instructional Staff and All Instructional Staff

Group	Renaissance Academy Instructional Staff (N=93)	Division Instructional Staff (Middle and High) (N=2,546)
Female	69%	71%
Male	31%	29%
American Indian	0%	0%
Asian	2%	4%
Black	30%	12%
Hispanic	0%	5%
Multiracial	4%	2%
Native Hawaiian/Pacific Islander	0%	0%
White	63%	76%
Percentage New to the Division	6%	7%
Average Years of Experience		
Middle	15 years*	14 years
High	10 years*	15 years
Percent Graduate Degrees	55%	53%

*This is an approximate average years of experience by school level. Averages are based on teachers who exclusively taught middle or high school.

Staff retention data were examined to assess instructional stability at Renaissance Academy between the 2023-2024 and 2024-2025 school years recognizing that staff can leave for a variety of reasons. In 2023-2024, Renaissance Academy had 97 staff members, of whom 82 were retained the following year, resulting in an overall retention rate of 85 percent. When analyzed by grade level, middle school retained 24 of 27 staff members (89%) and high school retained 46 of 53 staff members (87%). Overall, retention rates across both middle and high school grades and at the school was relatively high.¹⁹

Table 24: Renaissance Academy Instructional Staff Retention Rate From 2023-2024 to 2024-2025

School Level	Number of Instructional Staff*	Number of Staff Retained the Following Year	Retention Rate
Middle School**	27	24	89%
High School**	53	46	87%
Total	97	82	85%

*Staff in this context included instructional staff, school counselors, and student support specialists.

**Retention rate is based on teachers who exclusively taught middle or high school.

Staff at Renaissance Academy were surveyed about their satisfaction with their experience working at Renaissance Academy. As displayed in Table 25, approximately 80 percent of staff members indicated they were satisfied working at Renaissance Academy. High school staff members (88%) reported higher satisfaction levels than middle school staff members (71%). Overall, staff satisfaction was higher in 2024-2025 than 2023-2024, but remained lower than staff satisfaction reported in 2022-2023 due to perceptions at middle school.

Table 25: Renaissance Academy Staff Reporting Satisfaction Working at Renaissance Academy

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Overall, how satisfied are you with your experience working at Renaissance Academy?	86%	71%	71%	86%	84%	88%	87%	77%	80%

Professional Learning

Renaissance Academy staff members were asked their perceptions of professional learning. Overall, 93 percent of Renaissance Academy staff members reported they had participated in professional learning related to being a staff member at Renaissance Academy within the last three years. This was a steady increase in staff participating in professional learning from 80 percent reported in 2022-2023 and 89 percent reported 2023-2024. All staff were asked their perceptions of the opportunities. Overall, 76 to 83 percent agreed the professional learning helped prepare them to teach or provide services to students, enabled them to better meet students' needs, and that it was sufficient (see Table 26). Middle school staff members had lower agreement percentages on all survey items related to professional learning. Renaissance Academy staff members who taught at the high school level had higher agreement levels about the usefulness of both training sessions. Overall, 83 percent of Renaissance Academy staff agreed they had useful strategies to help them manage students' behavior in the classroom/at school.

Table 26: Renaissance Academy Staff Members' Perceptions of Professional Learning

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Professional learning helped prepare me to teach and/or provide services to the students at Renaissance Academy.	71%	65%	79%	70%	81%	82%	73%	75%	81%
Professional learning enabled me to better meet the needs of students at Renaissance Academy.	75%	65%	79%	72%	88%	86%	72%	80%	83%
I received sufficient professional learning related to being a staff member at Renaissance Academy.	76%	59%	63%	67%	77%	84%	70%	67%	76%
I have useful strategies to help me manage students' behavior in the classroom/at school.	--	78%	88%	--	94%	88%	--	87%	83%

In 2024-2025 staff were offered professional learning to improve their ability to meet students' needs. Based on the two year-recommendation to implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills, along with strategies for anger management and self-regulation at Renaissance Academy, staff were offered two professional learning sessions: Trauma Informed Skills for Educators and De-escalation Techniques for Belligerent Teens. Of the Renaissance Academy staff members who participated in the survey, 67 (96%) reported they participated in the Trauma Informed Skills for Educators, and 52 (84%) reported they participated in De-escalation Techniques for Belligerent Teens. Of those who indicated they participated in the Trauma Informed Skills for Educators training, 88 percent agreed the training provided them useful training strategies and tools for managing students' behaviors, and 83 percent agreed the De-escalation Techniques for Belligerent Teens was useful.

Table 27: Professional Learning Opportunities in 2024-2025

Survey Items	MS	HS	Total
The trauma-informed practices (e.g., Trauma Informed Skills for Educators) training provided me useful strategies and tools for managing students' behaviors.	86%	91%	88%
The De-escalation Techniques for Belligerent Teens training provided me useful strategies and tools for managing students' behaviors.	79%	87%	83%

Renaissance Academy members were also asked an open-ended question regarding professional learning topics they would be interested in learning more about. Overall, 31 Renaissance Academy staff members

provided a professional learning topic they would be interested in learning more about, which was 42 percent of those staff members who responded to the survey. The most mentioned topic was professional learning on managing student behavior, including de-escalation strategies. Staff mentioned topics like anger management, conflict resolution, mindfulness, and trauma-informed practices.

Family and Community Engagement

The sixth evaluation question focused on opportunities for parents or families to be involved and engaged in their child’s education at Renaissance Academy. As previously mentioned, new student orientation is a mandatory session for all students and families attending Renaissance Academy. This orientation familiarizes students with the support team and provides them with information to help them successfully transition into the building. The orientation includes information about staff members, policies including uniforms and procedures for entering the building, behavior expectations, and required forms.

As displayed in Table 28, overall a high percentage of parents (82%) reported the orientation session at Renaissance Academy was very helpful or somewhat helpful in helping their family understand the program’s expectations for their students. In 2024-2025 there was a decline in parents reporting the orientation was helpful, and this decline was mainly due to middle school parents. The same pattern has persisted across the three reporting years with high school parents more likely to report that the orientation was helpful than middle school parents.

Table 28: Parents' Perceptions of Orientation Session

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
How helpful was the orientation session at Renaissance Academy in helping your family understand the program’s expectations for students?	90%	85%	72%	97%	100%	92%	94%	92%	82%

In addition to the new student orientation, Renaissance Academy holds an open house every September to provide students, families, and teachers with opportunities to discuss current academic performance, attendance, and behavior. Renaissance Academy also provides a quarterly newsletter for the community to share pertinent information including calendar updates, school and divisionwide announcements, and showcase students’ academic endeavors (i.e., 3D drawings and field trips).

Renaissance Academy started a new Parent/Guardian Group in 2023-2024 that continued during 2024-2025. The purpose of this group was to empower the parents and guardians of Renaissance Academy students to become greater advocates for themselves and their children in seeking and accessing resources related to their child’s safety and academic success. The group had its first meeting in June 2024 and discussed grading practices at Renaissance Academy. In 2024-2025, the group continued and met once a month from 6:00 PM-7:00 PM. Information related to the group was provided at new student orientation.²⁰ In 2024-2025, Renaissance Academy partnered with the Office of Family and Community Engagement (FACE) to enhance school-family connections and student support. As part of this collaboration, FACE representatives participated in school events such as Open House and Parent Group meetings, providing outreach and resources to families. FACE also supported after-school programs by assisting with transportation and student incentives and contributed additional incentives for initiatives that promoted positive behavior and academic achievement. In addition, FACE facilitated professional learning during staff days and in-service events, focusing on community building, family engagement, and strategies to strengthen partnerships between staff, students, and families.²¹

Renaissance Academy also continued to engage with the community in a variety of ways in 2024-2025. In support of the division's Future Ready goal, Renaissance Academy high school students attended College and Career Fairs at the school during 2024-2025. These events were attended by over 16 local businesses and schools. Students also had the opportunity to attend Renaissance Academy's Guidance Career Readiness events with branches of the Armed Forces. A number of students attended the Women 4 the Win Conference that was hosted by the Junior Achievement of South Hampton Roads. At this conference, students had the opportunity to network and engage with business leaders who work in typically male-dominated fields. Renaissance Academy students also participated in the Neptune Festival's Rounds of Applause Community Art Project. In January, students participated in a book drive donation for Linkhorn Park Elementary where over 200 books were donated to the school, and Renaissance Academy students had the opportunity to serve as guest readers for the elementary classes. Renaissance Academy continued with their fall and spring Blood Drive in partnership with the American Red Cross and volunteered with a local food bank for their "Fresh Food Wednesday" event. Renaissance Academy secured donations to participate in Operation Smile's Dolphin's Promise initiative. Students decorated a dolphin which was then installed on the school grounds in a ceremony attended by Operation Smile staff.

Progress Toward Meeting Goals and Objectives

The seventh evaluation question focused on progress toward meeting the student outcome goals and objectives of the middle and high school alternative education program. The results are organized by goal area with data represented for each objective.²²

Build Relationships to Demonstrate Social-Emotional Competencies

Goal #1: Students in alternative education at Renaissance Academy will build relationships that help foster their ability to demonstrate social-emotional competencies.

Objective 1: Students will build positive relationships with students and staff at Renaissance Academy as measured by student and staff survey responses.

Students were surveyed about their perceptions of building positive relationships with students and staff at Renaissance Academy. As displayed in Table 29, overall, students reported positive relationships with the different staff members at Renaissance Academy including teachers, administrators, student support specialists, and counselors ranging from 81 to 88 percent in 2024-2025.

Over the past three years, students have consistently reported positive relationships with staff and peers at Renaissance Academy, with agreement levels across all items ranging from 77 to 89 percent. Students have reported the highest agreement percentages compared with teachers and counselors each year. Relationships with administrators and student support specialists peaked in 2023-2024 before declining slightly in 2024-2025, yet both remained above 80 percent agreement. Peer relationships also remained high in the 80 percentage range with some minor percentage point increases and decreases across the years. Middle school students consistently reported slightly higher agreement rates than high school students across most items.

Table 29: Students' Perceptions of Building Positive Relationships With Students and Staff

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I have positive relationships with teachers at Renaissance Academy.*	85%	88%	84%	95%	87%	90%	89%	87%	88%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.*	81%	94%	86%	88%	84%	81%	84%	88%	83%
I have positive relationships with student support specialists at Renaissance Academy.	75%	92%	83%	87%	79%	81%	80%	85%	81%
I have positive relationships with school counselors at Renaissance Academy.	86%	92%	90%	89%	84%	85%	88%	87%	86%
I get along well with other students at Renaissance Academy.*	68%	80%	75%	88%	79%	81%	77%	79%	79%

*Note: These survey items are repeated in Objective 3 as part of the items in the Relationship Skills competency aggregate rating.

Staff at Renaissance Academy were surveyed about their perceptions of building positive relationships with students. As displayed in Table 30, 96 percent of staff agreed they had positive relationships with students at Renaissance Academy, 86 percent agreed students had positive relationships with the staff, and 53 percent agreed students at Renaissance Academy got along well with other students at Renaissance Academy. Overall, there was an increase in agreement percentages across all items when comparing 2023-2024 to 2024-2025.

Table 30: Renaissance Academy Staff Members' Perceptions of Building Positive Relationships With Students

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I have positive relationships with students at Renaissance Academy.	100%	94%	92%	98%	94%	98%	98%	93%	96%
Students have positive relationships with the staff at Renaissance Academy.	76%	72%	80%	86%	91%	92%	84%	82%	86%
The students at Renaissance Academy get along well with other students at Renaissance Academy.	43%	28%	40%	61%	56%	62%	57%	44%	53%

Objective 2: Students will feel a sense of belonging and feel welcome at their school as measured by student survey responses.

Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. As displayed in Table 31, students reported lower agreement percentages on items related to feeling like they belonged or that they felt a sense of belonging at Renaissance Academy ranging from 49 percent to 50 percent. Students reported higher agreement percentages on items related to feeling valued and welcome at Renaissance Academy with 70-71 percent agreement.

Perceptions that Renaissance Academy provides a welcoming place to learn declined from 77 percent in 2022-2023 to 71 percent in 2023-2024, and 70 percent in 2024-2025. Agreement with the specific item "I feel a sense of belonging at Renaissance Academy" declined from 62 percent in 2022-2023 to 49 percent in 2023-2024, remaining essentially unchanged in 2024-2025 at 50 percent. This represents the most notable decrease among all items. Responses to feeling valued and included have decreased from 74 percent in 2022-2023 to 71 percent in both 2023-2024 and 2024-2025. High school students have consistently reported

higher agreement percentages than middle school students, especially in regard to feeling valued and included.

Table 31: Students' Perceptions of Feeling a Sense of Belonging and Feeling Welcome at School

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I feel like I belong while I am at Renaissance Academy.	48%	51%	44%	60%	51%	51%	53%	51%	49%
Renaissance Academy provides a welcoming place for me to learn.	67%	69%	63%	89%	73%	74%	77%	71%	70%
I feel a sense of belonging at Renaissance Academy.	54%	48%	49%	71%	49%	50%	62%	49%	50%
I feel valued and included at Renaissance Academy.	67%	72%	67%	84%	71%	73%	74%	71%	71%

Objective 3: Students will demonstrate competency in Relationship Skills as measured by aggregate ratings on survey items that are part of the Relationship Skills social-emotional competency on the student survey, as well as staff survey responses.

The Relationship Skills competency includes areas such as communication, social engagement, relationship building, and teamwork. As displayed in Table 32, aggregate ratings on the Relationship Skills social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 73 percent of the student responses to the Relationship Skills items were agreement responses, which was a one percentage-point decline from the two previous years. High school students (74%) had higher aggregate ratings on survey items than middle school students (71%). Looking across the three years, 71 percent of students in 2024-2025 agreed they work out disagreements with others by talking with them, which was an improvement from 66 percent in 2022-2023 and 68 percent in 2023-2024. Similarly, students' ability to work with those who hold different opinions increased from 82 percent in 2022-2023 to 88 percent in 2024-2025.

Table 32: Students' Perceptions of Demonstrating Competency in Relationship Skills

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Relationship Skills Competency	68%	76%	71%	81%	72%	74%	74%	74%	73%
Items Within Relationship Skills Competency:									
I have positive relationships with teachers at Renaissance Academy.	85%	88%	84%	95%	87%	90%	89%	87%	88%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.	81%	94%	86%	88%	84%	81%	84%	88%	83%
I get along well with other students at Renaissance Academy.	68%	80%	75%	88%	79%	81%	77%	79%	79%
I feel like I belong while I am at Renaissance Academy.	48%	51%	44%	60%	51%	51%	53%	51%	49%
I care about other students at Renaissance Academy.	59%	76%	71%	71%	62%	68%	64%	68%	69%
I work out disagreements with other students by talking with them.	56%	67%	66%	80%	69%	74%	66%	68%	71%
I can work with someone who has different opinions than mine.	76%	86%	89%	89%	84%	87%	82%	85%	88%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in relationship skills. As displayed in Table 33, 14 percent of staff agreed students demonstrated competency in relationship skills, which declined from 20 percent in 2023-2024. However, overall, 42 percent of Renaissance Academy staff agreed students' relationship skills improved while attending Renaissance Academy, which was an increase from 31 percent in 2023-2024.

Table 33: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Relationship Skills

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students demonstrate competency in relationship skills.	19%	22%	17%	20%	22%	14%	21%	20%	14%
Students' relationship skills have improved while attending Renaissance Academy.	33%	39%	42%	53%	38%	44%	47%	31%	42%

Objective 4: Students will demonstrate competency in Self-Management as measured by aggregate ratings on survey items that are part of the Self-Management social-emotional competency on the student survey, as well as staff survey responses.

The Self-Management competency includes areas such as impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills. Aggregate ratings on the Self-Management social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 81 percent of the student responses to the Self-Management items were agreement responses, which was a minimal decrease

from 82 percent the prior year. Middle school students had slightly lower agreement responses on the self-management competency compared to high school students (79% versus 83%) as displayed in Table 34. Students consistently reported high agreement percentages on finding positive ways to deal with problems (85% each year) and taking action to reach goals (86% in 2024-2025).

Students also reported high levels of perseverance, with 85 percent agreeing in 2024-2025 that they finish tasks even when difficult. Measures of emotional control showed slightly more variability. The item, *“I stop and think before doing anything when angry”* consistently remained one of the lower competency items for students. There were some increases across items. The percentage of students who agreed they can control themselves when upset increased from 70 percent in 2022-2023 to 80 percent in 2023-2024, before a small decrease to 78 percent in 2024-2025. Student agreement percentages on all other items remained high ranging from 80 percent to 89 percent across all items.

Table 34: Students’ Perceptions of Demonstrating Self-Management

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Self-Management Competency	72%	83%	79%	88%	82%	83%	79%	82%	81%
Items Within Self-Management Competency:									
I am able to find positive ways to deal with problems in my life.	79%	88%	84%	93%	82%	86%	85%	85%	85%
I take action to reach the goals I set for myself.	85%	91%	88%	93%	87%	85%	88%	89%	86%
I finish tasks even if they are hard for me.	81%	86%	84%	89%	87%	85%	85%	86%	85%
I stop and think before doing anything when I get angry.	51%	74%	62%	82%	73%	76%	65%	73%	71%
I can disagree with others without starting an argument or a fight.	74%	81%	82%	88%	82%	85%	80%	82%	84%
I can control myself when I am upset.	60%	77%	75%	84%	82%	79%	70%	80%	78%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in self-management skills. As displayed in Table 35, 22 percent of staff agreed students demonstrated competency in self-management skills. Across the three years, staff perceptions of students’ self-management skills at Renaissance Academy reflect a pattern of gradual improvement due to increases at the high school level, though overall ratings of demonstrated competency remain relatively low. In contrast, Renaissance Academy staff perceptions of student improvement in self-management skills were considerably higher and more positive. The percentage of Renaissance staff who agreed that students’ self-management skills improved while attending Renaissance Academy rose from 40 percent in 2023-2024 to 49 percent in 2024-2025, surpassing the initial 2022-2023 level of 46 percent. When examined by school level, high school staff consistently reported higher levels of agreement than middle school staff, particularly regarding student improvement in self-management.

Table 35: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Self-Management Skills

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students demonstrate competency in self-management skills.	14%	28%	17%	18%	22%	26%	18%	20%	22%
Students' self-management skills have improved while attending Renaissance Academy.	48%	50%	42%	48%	44%	56%	46%	40%	49%

Objective 5: Students will demonstrate competency in Responsible Decision-Making as measured by aggregate ratings on survey items that are part of the Responsible Decision-Making social-emotional competency on the student survey, as well as staff survey responses.

The Responsible Decision-Making Skills competency includes identifying and solving problems, analyzing situations, evaluating, reflecting, and ethical standards. Aggregate ratings on the Responsible Decision-Making social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 83 percent of the student responses to the Responsible Decision-Making items were agreement responses, which was a decrease from 87 percent the prior year. In 2024-2025, there was a 7-percentage decline on the item, "When I need help, I find someone to talk with" which was lower at the middle school level than the high school level. Students' agreement on making good choices and deciding right from wrong remained high across the three evaluation years ranging from 87 percent to 92 percent.

Table 36: Students' Perceptions of Demonstrating Responsible Decision-Making

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Responsible Decision-Making Competency	74%	88%	81%	88%	85%	84%	80%	87%	83%
Items Within Decision-Making Competency									
I know how to decide right from wrong.	90%	89%	86%	86%	90%	89%	88%	90%	88%
I am able to make good choices that lead to success.	83%	95%	90%	93%	90%	91%	87%	92%	90%
I think about what might happen before I make a decision.	67%	83%	69%	89%	80%	80%	77%	81%	76%
I ask for advice when making an important decision.	70%	88%	84%	88%	85%	81%	78%	86%	82%
When I need help, I find someone to talk with.	61%	86%	77%	84%	83%	77%	71%	84%	77%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in responsible decision-making skills. As displayed in Table 37, 19 percent of Renaissance Academy staff agreed students demonstrated competency in responsible decision-making skills, which was a decline from 22 percent in 2023-2024 and was due to a notable decline at the middle school level. The percentage of Renaissance Academy staff who agreed students' responsible decision-making skills improved while attending Renaissance Academy increased from 36 percent in 2023-2024 to 44 percent in 2024-2025, approaching the earlier high of 50 percent in 2022-2023. When disaggregated by school level, high school staff consistently reported higher levels of agreement than middle school staff on both measures.

Table 37: Renaissance Academy Staff Members' Perceptions of Demonstrating Responsible Decision-Making

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students demonstrate competency in responsible decision-making skills.	14%	33%	13%	16%	22%	24%	16%	22%	19%
Students' responsible decision-making skills have improved while attending Renaissance Academy.	48%	44%	38%	52%	41%	50%	50%	36%	44%

Demonstrate Success While Attending Renaissance Academy

Goal #2: Students in alternative education will demonstrate success in school while attending Renaissance Academy.

Objective 1: Students will gain tools and strategies to demonstrate success in school as measured by student, staff, and parent survey responses.

All stakeholders including students, parents, Renaissance Academy staff, and comprehensive secondary school staff were surveyed about their perceptions of students gaining the tools and strategies for success in school while attending Renaissance Academy. As displayed in Table 38, across three years of survey data, stakeholder perceptions showed students consistently expressed the strongest agreement they gained the tools and strategies needed for success, while parents and staff (both Renaissance Academy staff and comprehensive secondary staff) reported lower levels of agreement. Students have maintained relatively high levels of agreement across all years, ranging from 74 to 85 percent. Parent perceptions were notably lower than students' perceptions, with 50 percent of parents in 2024-2025 agreeing their child gained tools and strategies for success. This represented a decrease from 55 percent in 2023-2024 and was below the 52 percent reported in 2022-2023. Overall, 57 percent of Renaissance Academy staff agreed students gained tools and strategies, which was an increase from 51 percent in 2023-2024. When analyzing by school level in 2024-2025, there was improvement among staff at the high school level (64% versus 53%) and a decline for middle school staff (46% versus 61%). Comprehensive school staff, who interact with students after they transition back to their home schools, consistently reported the lowest agreement levels, with 47 percent in 2024-2025, which was a decline from 51 percent in 2023-2024 and 54 percent in 2022-2023.

Table 38: Stakeholders' Perceptions of Gaining Tools and Strategies for Success

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, I have gained the tools and strategies for success.	67%	90%	80%	82%	81%	82%	74%	85%	81%
Parent – While attending Renaissance Academy, my child gained the tools and strategies for success in school.	33%	46%	32%	68%	65%	65%	52%	55%	50%
RA Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	52%	61%	46%	59%	53%	64%	59%	51%	57%
Comprehensive Secondary School Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	63%	50%	56%	46%	54%	42%	54%	51%	47%

Objective 2: Students at Renaissance Academy will demonstrate satisfactory behavior as measured by a decline in the number of discipline referrals and referrals resulting in in-school and out-of-school suspensions after enrolling in Renaissance Academy, as well as student, staff, and parent survey responses.

The data analyzed for this objective included all students who attended a school in VBCPS prior to Renaissance Academy because student data outside of VBCPS is not maintained in the data warehouse, and students had to have been enrolled for at least 45 days²³ A decline was defined as having fewer referrals or suspensions when enrolled at Renaissance Academy than when they were enrolled at their home school during 2024-2025. In addition, to be included in the analysis for this objective, a student had to have had at least one referral or at least one suspension at their home school prior to attending Renaissance Academy. Without a referral or suspension, a student would not be able to show a decline for the purposes of this objective.

Overall, 71 percent of students demonstrated a decline in discipline referrals after enrolling in Renaissance Academy in 2024-2025. This was a 6-percentage point decline from 2023-2024 (77%), and a 1 percentage point increase from 2022-2023 (70%) When examining data by school level, a higher percentage of high school students (74%) demonstrated a decline than middle school students (68%). This was the same pattern as in 2022-2023 and 2023-2024. Overall, 76 percent of students demonstrated a decline in the number of in-school suspensions, and 66 percent demonstrated a decline in the number of out-of-school suspensions which was the same percentage in 2023-2024. When examining data by school level, a higher percentage of high school students demonstrated a decline across all discipline measures.

Table 39: Percentage of Students Demonstrating a Decline in Discipline Referrals and Suspensions After Enrolling in Renaissance Academy

School Level	Decline in Number of Discipline Referrals		Decline in Number of In-School Suspensions		Decline in Number of Out-of-School Suspensions		Decline in Total Number of Suspensions	
	N	%	N	%	N	%	N	%
Middle School	82	68%	51	69%	81	65%	81	69%
High School	92	74%	36	86%	88	66%	89	72%
Total	174	71%	87	76%	169	66%	170	71%

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students demonstrating satisfactory behavior. As displayed in Table 40, 84 percent of students agreed while attending Renaissance Academy, they demonstrated satisfactory behavior, and 84 percent of students agreed their behavior improved while attending Renaissance Academy. Overall, 63 percent of parents agreed while attending Renaissance Academy their child demonstrated satisfactory behavior with high school parents having a notably higher agreement percentage than middle school parents, and 55 percent of parents agreed their child's behavior improved. Overall, 29 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated satisfactory behavior with higher agreement levels at the high school level than the middle school level. Overall, 38 percent of Renaissance Academy staff agreed while at Renaissance Academy, students' behavior improved with higher agreement at the high school level than the middle school level.

Table 40: Stakeholders' Perceptions of Demonstrating Satisfactory Behavior at Renaissance Academy

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, I have demonstrated satisfactory behavior.	81%	90%	83%	89%	88%	84%	84%	89%	84%
Student – While attending Renaissance Academy, my behavior has improved.	85%	89%	80%	90%	88%	86%	88%	88%	84%
Parent – While attending Renaissance Academy, my child demonstrated satisfactory behavior.	48%	58%	54%	74%	75%	71%	62%	66%	63%
Parent – While attending Renaissance Academy, my child's behavior has improved.*	--	42%	36%	--	65%	71%	--	52%	55%
RA Staff – While attending Renaissance Academy, students have demonstrated satisfactory behavior.	25%	39%	17%	45%	47%	36%	38%	38%	29%
RA Staff – While attending Renaissance Academy, students' behavior has improved.	50%	47%	33%	54%	39%	42%	53%	35%	38%

*Note: New survey item added in 2023-2024 parent survey as part of the year-two implementation evaluation.

Objective 3: Students at Renaissance Academy will consistently attend school as measured by the percentage of students with an attendance rate of 90 percent or higher.

The percentage of students at Renaissance Academy who consistently attended school was based on those with an attendance rate of 90 percent or higher. Analyses were limited to students who were enrolled for at least one quarter or approximately 45 days.²⁴ As displayed in Table 41, overall, 36 percent of students had an attendance rate of 90 percent or higher while at Renaissance Academy. A higher percentage of middle school students (55%) had an attendance rate of 90 percent or higher than high school students (25%). Results in 2024-2025 increased from both 2023-2024 and 2022-2023. The largest gains were made at middle school with the percentage of students with attendance rates of 90 percent or higher more than doubling.

Table 41: Percentage of Students With an Attendance Rate of 90 Percent or Higher

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	233	217	203	372	379	359	605	596	562
Percentage With Attendance Rate of 90 Percent or Higher	29%	24%	55%	22%	20%	25%	25%	21%	36%

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students' attendance. As displayed in Table 42, 86 percent of students agreed while attending Renaissance Academy, their attendance was satisfactory, and 84 percent agreed their attendance improved while at Renaissance Academy. Overall, 74 percent of parents agreed while attending Renaissance Academy, their child demonstrated satisfactory attendance, and 56 percent of parents agreed their child's attendance improved while attending Renaissance Academy. Overall, 46 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students had satisfactory attendance, and 40 percent agreed while at Renaissance Academy, students' attendance improved. For both attendance survey items, middle school staff had a higher agreement percentage than high school staff. Overall, students maintained the most favorable perceptions of attendance, followed by parents, and then staff.

Table 42: Stakeholders' Perceptions of Attendance While Attending Renaissance Academy

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, my attendance has been satisfactory.	83%	82%	87%	91%	84%	85%	87%	83%	86%
Student – While attending Renaissance Academy, my attendance has improved.	81%	90%	81%	83%	85%	86%	82%	87%	84%
Parent – While attending Renaissance Academy, my child's attendance was satisfactory.	71%	83%	75%	71%	65%	73%	71%	75%	74%
Parent – While attending Renaissance Academy, my child's attendance has improved.	48%	58%	54%	60%	50%	59%	54%	55%	56%
RA Staff – While attending Renaissance Academy, students' attendance was satisfactory.	60%	78%	57%	35%	34%	38%	42%	47%	46%
RA Staff – While attending Renaissance Academy, students' attendance has improved.	63%	69%	50%	42%	39%	33%	48%	42%	40%

Objective 4: Students at Renaissance Academy will demonstrate improvement in academic performance as measured by improvement in core course grade average after enrolling in Renaissance Academy, as well as student, staff, and parent survey responses.

The data analyzed for this objective included students who had the opportunity to have quarterly grades at their home school and quarterly grades at Renaissance Academy. Students had to have been enrolled at Renaissance Academy for at least one quarter (45 days) to be included. In addition, this objective included all students who attended a school in VBCPS prior to Renaissance Academy and who had valid quarterly core course grade averages at both their home school and Renaissance Academy (e.g., courses that were missing or had Pass/Fail grades were not included in the analyses). Finally, students

who had the same core course grade averages at their home school and Renaissance Academy were not included in the percentage who showed improvement because maintaining the same core course average was not considered improvement for this objective.

In 2024-2025, 84 percent of students demonstrated improvement in their core course grade averages, a significant increase from 68 percent in both 2022-2023 and 2023-2024. This increase was due to middle school students who experienced the most progress, with the percentage improving in core grades rising from 59 percent in 2022-2023 and 58 percent in 2023-2024 to 90 percent in 2024-2025. High school performance remained consistent across all three years, with 78 percent of students demonstrating improvement each year.

Table 43: Percentage of Students Demonstrating Improvement in Core Course Grade Averages

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	70	69	70	88	72	78	158	141	148
Percentage With Improvement in Core Course Grade Averages	59%	58%	90%	78%	78%	78%	68%	68%	84%

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students’ academic performance. As displayed in Table 44, across all three years, students were most likely to agree their performance was satisfactory and that they had improvement in their academic performance while attending Renaissance Academy. Overall student agreement remained high, with 84 percent in 2024-2025 indicating that their academic performance had been satisfactory and 86 percent agreeing their performance had improved. In 2024-2025, 68 percent of parents agreed their child’s academic performance was satisfactory and 56 percent agreed it had improved. High school parents’ agreement levels increased in 2024-2025, while middle school parents’ agreement levels decreased. Renaissance Academy staff agreement percentages regarding students’ academic performance were lower overall but have shown a small upward trend. In 2024-2025, 47 percent of Renaissance Academy staff agreed students’ academic performance was satisfactory, up from 44 percent the prior year. Similarly, 58 percent of Renaissance Academy staff agreed students’ academic performance had improved, compared to 56 percent in 2023-2024. These results were due to increases at middle school as high school staff had declines in agreement percentages.

Table 44: Stakeholders' Perceptions of Academic Performance at Renaissance Academy

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, my academic performance has been satisfactory.	76%	90%	82%	91%	90%	85%	83%	90%	84%
Student – While attending Renaissance Academy, my academic performance has improved.	79%	86%	87%	88%	89%	85%	83%	87%	86%
Parent – While attending Renaissance Academy, my child's academic performance has been satisfactory.*	--	71%	61%	--	65%	74%	--	68%	68%
Parent – While attending Renaissance Academy, my child's academic performance has improved.	43%	54%	43%	64%	60%	68%	55%	57%	56%
RA Staff – While attending Renaissance Academy, students' academic performance has been satisfactory.*	--	50%	54%	--	47%	44%	--	44%	47%
RA Staff – While attending Renaissance Academy, students' academic performance has improved.	40%	53%	64%	68%	66%	57%	62%	56%	58%

*Note: New survey item added in 2023-2024 to parent survey as part of year-two implementation evaluation.

Objective 5: Students who attend Renaissance Academy will demonstrate academic proficiency as measured by the percentage passing the applicable Standards of Learning (SOL) tests.

Students included in this analysis were those who took an assessment while at Renaissance Academy and had a valid scale score on the SOL test (e.g., zeros were not included in the analysis). No students who took alternate tests were included in this analysis because they did not take alternate tests while at Renaissance Academy. The total number of students included in the analyses are noted in Table 45. Overall, 40 percent passed Algebra I, and 28 percent passed Grade 6 English. The remaining percentages of students passing each test are displayed in Table 42. In 2024-2025, the SOL passing rates for students at Renaissance Academy remained the same or increased for 41 percent of the SOL tests compared to 2023-2024 as indicated by the asterisks in the table.

Table 45: Percent of Students Passing Standards of Learning (SOL) Tests

Test	Total Number of Students Who Took Test	% Pass
Grade 6		
Grade 6 English	40	28%*
Grade 6 Math	34	9%*
Grade 7		
Grade 7 English	64	20%
Grade 7 Math	63	13%*
Grade 8		
Grade 8 English	68	25%*
Grade 8 Math	58	2%
Grade 8 Science	53	8%
Grade 8 History	64	16%
End-of-Course Test		
Algebra 1	105	40%*
Biology	73	18%
Earth Science	43	16%
English	75	45%
Geography	43	16%*
Geometry	11	18%*
Virginia History	48	10%
World History I	75	9%
Writing	67	24%

Note: SOL tests were excluded if less than 10 students took the test.

*Note: Indicates percent of students passing was the same or increased from 2023-2024.

Transition Successfully to Home School

Goal #3: Students in alternative education will successfully transition to their home school following enrollment at Renaissance Academy.

Objective 1: Students will gain tools and strategies to successfully transition back to their home school as measured by student, staff, and parent survey responses.

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students gaining tools and strategies to successfully transition back to their home school. As displayed in Table 46, across three years, students consistently reported high levels of confidence in their preparedness to return to their home schools. In 2024-2025, 86 percent of students agreed they had gained the tools and strategies needed for a successful transition. Similarly, 89 percent of students in 2024-2025 reported feeling prepared to return to their home school, the highest agreement percentage across the three years. The percentage of students who agreed they felt ready to return to their home school increased from 74 percent in 2022-2023 to 85 percent in 2024-2025, an 11 percentage-point increase over the three-year period.

In 2024-2025, 47 percent of parents agreed their child gained the tools and strategies needed to transition successfully back to their home school, similar to 46 percent in 2023-2024 but below 55 percent agreement in 2022-2023. Perceptions of preparedness and readiness were more favorable, with 65 percent of parents in 2024-2025 agreeing that their child was prepared to return to their home school and 71 percent agreeing that their child was ready. As in prior years, parents of high school students generally reported stronger agreement than parents of middle school students.

In 2024-2025, 60 percent of Renaissance Academy staff agreed students gained the tools and strategies to transition successfully back to their home school, which was a decline from 64 percent in 2023-2024 but still above the 59 percent agreement in 2022-2023. Similarly, 63 percent agreed students were prepared to return to their home school, a decline from 68 percent the previous year.

Table 46: Students' Perceptions of Gaining Tools and Strategies to Transition Back to Their Home School

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – I have gained tools and strategies to successfully transition back to my home school or the school I was enrolled at prior to attending Renaissance Academy.	82%	89%	89%	89%	81%	84%	85%	84%	86%
Student – I feel prepared to return to my home school.	86%	87%	89%	87%	81%	89%	87%	83%	89%
Student – I feel ready to return to my home school.*	76%	81%	87%	72%	81%	85%	74%	81%	85%
Parent – My child gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	38%	43%	36%	67%	50%	57%	55%	46%	47%
Parent – My child is prepared to return to their home school.**	--	78%	60%	--	56%	70%	--	68%	65%
Parent – My child is ready to return to their home school.	62%	83%	72%	72%	61%	70%	68%	73%	71%
RA Staff – Students have gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	57%	61%	46%	61%	72%	68%	59%	64%	60%
RA Staff – Students are prepared to return to their home school.	52%	60%	57%	53%	77%	65%	53%	68%	63%

*Note: Student response options included: Yes/No/Don't Know

**Note: New survey item added in 2023-2024 to parent survey as part of the year-two implementation evaluation.

Objective 2: Students who return to their home school will demonstrate satisfactory behavior as measured by discipline referrals that are less than or consistent with the home school's average referral rate.

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded from this analysis because they did not spend a sufficient amount of time at Renaissance Academy or at their home school to adequately assess their behavior through discipline referrals. The total number of students included in this analysis is noted in Table 47. Students were grouped by the home school where they enrolled after exiting Renaissance Academy and the former Renaissance Academy students' referral data were compared to their home school's average. This method allowed the school context for discipline referrals to be taken into account. Discipline data from the home schools came from the annual discipline report for 2024-2025.

Overall, after enrolling in a home school upon exiting Renaissance Academy, former Renaissance Academy students had a higher average number of referrals (2.5) compared to the students' home school's average referral rate (0.8). When examining data by school level, former middle school Renaissance Academy students

had a higher average number of referrals (4.0) than high school students (1.8). There were two individual middle schools and two individual high schools where former Renaissance Academy students had, on average, a *lower* number of referrals compared to their home school's average number and therefore, demonstrated success for the purposes of this objective. The average number of referrals has varied across the three evaluation years. In 2022-2023, the average referral rate overall was 2.1, in 2023-2024 it declined to 1.8, and in 2024-2025 it increased to 2.5, which may have been related to new cell phone policies that resulted in increased referrals across the division. The increase in the average number of referrals is driven by an increase at the middle school level, while the average number of referrals at the high school level has remained relatively consistent.

Table 47: Average Number of Referrals by School Level in 2024-2025

School Level	Cumulative Enrollment	Referrals Per Total Number of Students: Home School*	Average Number of Referrals	Number of RA Students At School	Referrals Per Total Number of Students: RA Students	Average Number of Referrals
Middle School (N=11)	11,659	9,759	0.8	55	222	4.0
High School (N=11)	20,433	15,284	0.7	122	223	1.8
Total	32,092	25,043	0.8	177	445	2.5

*Note: Middle school and high schools in these data were based on the schools where Renaissance Academy students enrolled after leaving Renaissance Academy.

Objective 3: Students who return to their home school will consistently attend their home school as measured by attendance rates that are similar to or higher than their attendance rate while at Renaissance Academy.

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded because they did not spend a sufficient amount of time at Renaissance Academy or at their home school to adequately assess their attendance. Assessing whether a student's attendance rate was similar to or higher than his or her attendance rate at Renaissance Academy was based on whether the percentage of days in attendance at the home school was the same or better. Students with a zero percentage attendance rate at Renaissance Academy or at their home school were not included in the analysis.

As displayed in Table 48, student attendance outcomes showed improvement in 2024-2025 compared to the previous year, particularly among middle school students. Overall, 51 percent of students who had been at Renaissance Academy had similar or better attendance rates after returning to their home schools, which was an increase of 9 percentage points from 2023-2024. The most notable gains occurred at the middle school level, where the percentage of students with similar or improved attendance after returning to their home school increased from 42 percent to 74 percent, representing a 32 percentage-point increase. In contrast, high school students' attendance remained relatively stable, with 40 percent maintaining or improving their attendance, mirroring results from the prior two years.

Table 48: Percentage of Students With Attendance Rates Similar To or Better Than Attendance Rates While at Their Home School

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	27	65	53	84	86	106	111	151	159
Percentage with Attendance Rate Similar or Better	67%	42%	74%	44%	42%	40%	50%	42%	51%

Objective 4: Students who return to their home school will maintain their level of academic performance at their home school as measured by core course grade averages at the end of the year that are similar to or higher than their grade average while at Renaissance Academy.

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded because they did not spend a sufficient amount of time at Renaissance Academy or at their home school for core course grades to represent their academic performance at the site. Students who had the same or better core course grade average they had at Renaissance Academy were determined to be successful for the purpose of this objective, but this did not include those who had a zero as their core course grade average at Renaissance Academy and a zero as their core course grade average at their home school. The total number of students included in the analyses is noted in Table 49.

Academic performance outcomes for students transitioning from Renaissance Academy to their home schools showed slight improvement in 2024-2025 compared to the prior year. Overall, 18 percent of students maintained their academic performance after returning to their home schools, an increase from 14 percent in 2023-2024. At the middle school level, the percentage of students maintaining their academic performance declined from 21 percent to 5 percent and was more similar to the lower percentage for this objective in 2022-2023. In contrast, high school students demonstrated improvement, with 23 percent maintaining their academic performance compared to 10 percent in the prior year and improvement from 2022-2023.

Table 49: Percentage of Students Who Maintained Their Academic Performance at Their Home School

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	21	43	39	77	81	97	98	124	136
Percentage Maintained Academic Performance	0%	21%	5%	21%	10%	23%	16%	14%	18%

Graduate and Develop Postgraduation Plans

Goal #4: Students in alternative education will graduate and develop a postgraduation plan.

Objective 1: Students who attended Renaissance Academy during middle or high school will graduate in four, five, or six years as measured by the Virginia Department of Education (VDOE) on-time graduation rate data.²⁵

The data analyzed for this objective included students who were part of the 2024-2025 on-time graduation cohort who attended Renaissance Academy at any point during their middle school or high school years. In addition, students must have attended Renaissance Academy for at least 45 days in middle school, high school, or both. As displayed in Table 50, 96 percent of students who attended Renaissance Academy only during middle school graduated in four years, 73 percent who attended Renaissance Academy only during high school graduated in four years, and 50 percent who attended Renaissance Academy during middle and high school graduated in four years. Of all students who were enrolled at any point during middle or high school, 74 percent graduated within four years. This was a higher four-year graduation rate than both cohorts in 2023 and 2024.

In addition, students from the 2024 graduation cohort who did not graduate in four years were examined based on 2025 data. Ninety-one percent of students who attended Renaissance Academy only in middle school graduated in five years, and 67 percent who attended Renaissance Academy only in high school graduated in five years. Of all the students from the 2024 cohort who attended Renaissance Academy at any point during middle or high school who did not graduate in four years, 64 percent graduated in five years.

Students from the 2023 graduation cohort who did not graduate in five years were examined based on 2025 data. Eighty-one percent of students who attended Renaissance Academy only in middle school graduated in six years, and 54 percent who attended Renaissance only in high school graduated in six years. Of all the students from the 2023 cohort who attended Renaissance Academy at any point during middle or high school who did not graduate in five years, 61 percent graduated in six years.

Table 50: Percentage of Students Who Graduated in Four, Five, and Six Years

Cohort	Graduated in 4 Years				Graduated in 5 Years				Graduated in 6 Years			
	RA in MS Only	RA in HS Only	RA in MS and HS	RA Anytime (Total)	RA in MS Only	RA in HS Only	RA in MS and HS	RA Anytime (Total)	RA in MS Only	RA in HS Only	RA in MS and HS	RA Anytime (Total)
2023	81%	55%	64%	61%	81%	54%	62%	61%	81%	54%	62%	61%
2024	95%	66%	44%	64%	91%	67%	43%	64%	--	--	--	--
2025	96%	73%	50%	74%	--	--	--	--	--	--	--	--

Note: Data only includes students who attended Renaissance Academy for at least 45 days in total and excludes students who were only enrolled in ISAP.

Objective 2: Students who attend Renaissance Academy will report the academic/career planning process helped them to make informed decisions about college, employment, or military service as measured by student survey responses.

Students were asked their perceptions of their academic and career planning process. In 2024-2025, 78 percent of students agreed they received assistance, resources, and information that helped them make informed postsecondary decisions which was slightly lower than 81 percent in 2023-2024, but still higher than the 74 percent agreement in 2022-2023. Middle school students had a decrease in agreement from 86 percent in 2023-2024 to 76 percent in 2024-2025, following a significant rise from 67 percent in 2022-2023. High school students' agreement increased somewhat from 76 percent in 2023-2024 to 79 percent in 2024-2025.

Table 51: Students Reporting Academic/Career Planning

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I received assistance, resources, and information at Renaissance Academy that helped me make informed decisions about my options after I graduate from high school [e.g., college (enroll), employment (employ), or military service (enlist)].	67%	86%	76%	83%	76%	79%	74%	81%	78%

Objective 3: Students who attend Renaissance Academy will report they set goals for their learning and future plans as measured by student survey responses.

Students were surveyed about setting goals for their learning and future plans. In 2024-2025, overall 83 percent of students agreed they set goals for their learning and future plans, reflecting a slight decline from 88 percent in 2023-2024 but remaining above the 77 percent agreement in 2022-2023. Both middle and high school students' agreement levels declined somewhat in 2024-2025 but remained above 80 percent.

Table 52: Students Reporting Setting Goals for Their Learning and Future Plans

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
As part of my experience at Renaissance Academy, I set goals for my learning and my future plans.	71%	90%	86%	84%	86%	82%	77%	88%	83%

Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. Overall, 168 students provided a comment, which was 54 percent of those students who responded to the survey. The most common response among middle and high school students was that staff at Renaissance Academy provided them with guidance, encouragement, and life advice. Several students named specific staff members they made connections with. The second most common response was class activities; however, students did not elaborate on what they meant by these activities. The third most common response was field trips and special events, particularly aviation visits, ODU students talking about their college experience, and guest speakers.

Objective 4: Seniors who graduate while at Renaissance Academy will report they have postgraduation plans as measured by VDOE student exit survey responses.

Seniors who graduated while at Renaissance Academy were asked their postgraduation plans on the senior exit survey to collect data for the Virginia Department of Education. As displayed in Table 53, over the past three school years, the postgraduation outcomes for Renaissance Academy seniors have shown a shift toward continuing education and employment, accompanied by a steady reduction in undecided graduates. In 2022-2023, 45 percent of graduates reported having no postgraduation plans or being undecided. By 2023-2024, this figure dropped sharply to 15 percent, and by 2024-2025, no students (0%) were reported to be undecided about their future plans. The proportion of graduates reportedly pursuing continuing their education rose steadily from 38 percent in 2022-2023 to 56 percent in 2023-2024, and then to 79 percent in 2024-2025. The percentage of graduates reporting that they planned to be employed varied over the years, with a small increase from 14 percent in 2022-2023 to 26 percent in 2023-2024, followed by 21 percent in 2024-2025. No graduates in 2024-2025 reported planning to enter the military, compared to small numbers (3%) in the previous two years.

Table 53: Seniors' Who Graduated While at Renaissance Academy Postgraduation Plans

Postgraduation Plans	2022-2023 (N=29)*	2023-2024 (N=39)**	2024-2025 (N=33)***
None (No plans indicated or Undecided)	45%	15%	0%
Total Continuing Education****	38%	56%	79%
Two-Year College	17%	33%	9%
Four-Year College	14%	18%	55%
Other Education Plans (Business, Technical, Apprenticeship, or Other Educational Opportunity)	7%	5%	15%
Employment	14%	26%	21%
Military	3%	3%	0%

*Note: Includes 23 students who graduated while enrolled at Renaissance Academy and 6 students who graduated during the summer in 2022-2023.

**Note: Includes 32 students who graduated while enrolled at Renaissance Academy and 7 students who graduated during the summer in 2023-2024.

***Note: Includes 31 students who graduated while enrolled at Renaissance Academy and 2 students who graduated during the summer in 2024-2025.

****Note: Two-year colleges, four-year colleges, and other included in Total Continuing Education.

Stakeholder Perceptions

The eighth evaluation question focused on stakeholders’ perceptions of the Renaissance Academy middle and high school alternative education program. The evaluation included satisfaction perceptions, what students gained from the program, and areas of program improvement based on comments made by students, parents, and staff on the surveys.

Stakeholders’ Perceptions of Program Meeting Students’ Needs

Stakeholder Satisfaction

Table 54 displays the results for the survey item assessing overall satisfaction. Students consistently reported the highest satisfaction, while parent and staff satisfaction was lower and fluctuated over time. In 2024-2025, 80 percent of students indicated they were satisfied with their experience at Renaissance Academy, which mirrored the previous year’s agreement and was a slight decline from the 83 percent reported in 2022-2023. In 2024-2025, 53 percent of parents reported being satisfied with their child’s experience, which was consistent with 2022-2023 satisfaction but a decline from 60 percent in 2023-2024. Renaissance Academy staff satisfaction decreased in 2024-2025 after remaining consistent in prior years. Overall, 55 percent of Renaissance Academy staff reported they were satisfied with the experience students have at Renaissance Academy, which was a decline from 64 percent in 2023-2024 and 65 percent in 2022-2023. There were declines for both middle and high school staff. Overall, 64 percent of comprehensive secondary staff reported being satisfied with Renaissance Academy and was an improvement from prior years.

Table 54: Overall Satisfaction With Renaissance Academy

School Level	Students			Parents*			RA Staff**			Comprehensive Secondary Staff		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Middle School	74%	80%	78%	42%	48%	38%	65%	59%	50%	76%	68%	68%
High School	94%	80%	81%	62%	72%	66%	64%	72%	59%	50%	61%	63%
Total	83%	80%	80%	53%	60%	53%	65%	64%	55%	61%	63%	64%

*Note: Parents were asked the following survey question, “Overall, how satisfied are you with your child’s experience at Renaissance Academy?”

**Note: Renaissance Academy staff were asked the following survey question, “Overall, how satisfied are you with the experience students have at Renaissance Academy?”

Program Strengths and Areas for Improvement

Students were asked two open-ended questions on the survey about what they gained from enrolling in Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 210 students provided a comment about what they gained from the program, which was 68 percent of those students who responded to the survey. The most common response regarding what they gained included self-control and behavior management. The second most common response was maturing and recognizing actions have consequences.

Overall, 192 students provided a comment about improvements they would suggest for Renaissance Academy, which was 62 percent of those students who responded to the survey. The most common response among students was that they had no suggestions for improvements or that they were unsure and did not know what could be improved. The second most common theme was a request for more freedom including cell phones and fewer restrictions. The third most common response focused on strengthening the staff-student relationships.

Renaissance Academy staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 53 Renaissance Academy staff members provided a comment about what students gained from the program, which was 73 percent of those staff members who responded to the survey. The most common response regarding what students gained included students having access to smaller class sizes, which provided them more individualized and/or personalized instruction. The second most common theme included the program providing students a new environment and/or a new opportunity to be successful.

Overall, 51 Renaissance Academy staff members provided a comment about improvements they would suggest, which was 70 percent of those staff members who responded to the survey. The most common response among staff members was a need for greater consistency in addressing and managing student behavior. The second most discussed topic was a need for more support for students with difficult behavior. Staff also mentioned needing to provide incentives such as stipends to attract better talent and help with staff turnover.

Comprehensive secondary staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 63 comprehensive secondary staff members provided a comment about what students gained from the program, which was 62 percent of those staff members who responded to the survey. The most common response among comprehensive secondary staff members was that students gained structured environments coupled with small class sizes. The second most common response was greater discipline and opportunity to reflect on their behavior and choices.

Overall, 60 comprehensive secondary staff members provided a comment about improvements they would suggest for Renaissance Academy, which was 59 percent of those comprehensive secondary staff members who responded to the survey. The most common response was related to improving communication between Renaissance Academy and the home schools. The second most common response was improving the transition process and reintegration support for students when they return to their home school. Several staff suggested formal transition meetings with counselors, administrators, and parents along with structured reentry plans or documents to maintain consistency.

Finally, parents were asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 40 parents provided a comment about what students gained from the program, which was 56 percent of those parents who responded to the survey. The most common response was the comment of “nothing.” The second most common response was structure, routine, and supervision. The third most common response was personal growth including better self-control and responsibility.

Overall, 35 parents provided a comment about improvements they would suggest for Renaissance Academy, which was 49 percent of those parents who responded to the survey. The most common response among parents was better communication between school staff and families. Most parent comments were not specific in their comments about how to achieve improved communication and used statements like, “better communication between staff and parents,” “better communication with staff, principals, and teachers,” and “listening.” The second most common response was more training for staff to be better equipped to handle the unique needs of the students at Renaissance Academy. The third most common response was more student support and mental health services for the students.

Additional Cost

The final evaluation question focused on the cost of the Renaissance Academy middle and high school alternative education program to the school division. This section of the report summarizes the total additional costs for Renaissance Academy from the 2024-2025 fiscal year. To the greatest extent possible, costs included in this section were for the middle and high school alternative education program and did not include costs for other alternative education options (e.g., ISAEP). Cost data were collected from the departments of School Leadership, Budget and Finance, Human Resources, School Division Services, and Renaissance Academy. Costs for 2024-2025 related to Renaissance Academy were totaled from the following areas: instructional supplies, technology, office supplies, professional learning, recognition/community building, local travel, staff costs, and transportation. Building costs were gathered but were not included in the total additional cost because they could not be isolated for the middle and high school program only due to other programs using the building such as ISAEP, the Adult Learning Center, and Southeastern Cooperative Educational Programs (SECEP).

The total cost for the 2024-2025 school year was estimated to be \$15,827,283 (see Table 55). The largest expense was staffing costs, which totaled \$14,425,194. The next largest cost was for student transportation, which included approximately \$631,222 in driver costs and \$524,405 for operational costs, which included fuel, maintenance, and vehicle depreciation at \$2.50 per mile. An additional \$87,254 that Renaissance Academy received in School Allocations funding is not included in Table 55 because it could not be determined those funds were additional costs based on the per pupil school allocation funding process. To calculate the school allocations, the budget office uses projected student membership based on reports from the demographer and bases the Renaissance Academy school allocation on an enrollment number of 1,000 students and a set per pupil amount for each category of funding.²⁶ To the extent that a home school's projected membership numbers do not include students who were enrolled at Renaissance Academy, the home schools would not receive a per pupil allocation for those students.

Table 55: Cost of the Renaissance Academy Program

Cost Category	Cost 2022-2023 Fiscal Year	Cost 2023-2024 Fiscal Year	Cost 2024-2025 Fiscal Year
Instructional Supplies	\$45,421	\$77,133	\$20,146
Technology	\$414,724	\$11,665	\$51,968
Office Supplies	\$8,882	\$8,302	\$14,575
Professional Learning	\$2,716	\$9,811	\$7,950
Recognition/Community Building	\$18,062	\$8,169	\$14,413
Local Travel	\$1,630	\$931	\$371
Staff Costs	\$11,650,410	\$13,800,626	\$14,425,194
Substitutes	\$125,722	\$75,350	\$137,039
Transportation	\$997,462	\$972,971	\$1,155,627
Total Annual Operating	\$13,265,029	\$14,964,958	\$15,827,283

Note: The building costs for utilities and building maintenance totaled \$797,405 in 2022-2023, \$736,883 in 2023-2024, and \$690,581 in 2024-2025 but were not included in the total additional cost because these costs could not be isolated for the Renaissance Academy middle and high school alternative education program only.

Summary

School Board Policy 6-27, adopted in August 1993 and updated in July 2022 recognizes that the needs of all students in VBCPS cannot be met within the formal school curriculum. Therefore, alternative educational experiences, like Renaissance Academy, have the potential to meet students' unique needs. The focus of this year-three outcome evaluation was on program effectiveness and progress made toward meeting the

program's goals and objectives. Additionally, information about implementation and operation of the Renaissance Academy middle and high school program was gathered to provide context for the outcome results. The evaluation examined alternative education in VBCPS, student characteristics, student referral and transition processes, staff characteristics and professional learning, family involvement opportunities, progress toward student outcome goals, stakeholders' overall perceptions, and cost to the division.

The Renaissance Academy Alternative Education Program aims to meet the needs of students in grades 6 through 12 who are not experiencing success in regular secondary settings. Most students attending Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns, but students can also be recommended by school administrators through principal-to-principal placement. The program serves both special education and regular education students, and some students are enrolled short-term while others are enrolled long-term. A high percentage of comprehensive secondary school staff (97%) agreed they understood the purpose of the Renaissance Academy program in VBCPS.

Students enrolled at Renaissance Academy participate in general curriculum courses, and the program includes instruction regarding life skills to promote the development of self-determination, responsibility, and integrity that fosters a sense of self-esteem. Students have learning opportunities that address social-emotional behavior and character components. Components of the Renaissance Academy middle and high school alternative education program during 2024-2025 included staff support from school counselors, student support specialists, and mentors; flexible scheduling options; basic needs; career development and credentialing; and world languages. About half of the students (48%) reported they worked with a student support specialist, and 94 percent reported the experience was useful. A majority of students (79%) reported having a mentor or trusted adult while attending Renaissance Academy, and 98 percent of students who reported they had a mentor indicated the experience was useful.

A recommendation area in the year-two evaluation was to implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills. One action taken toward this recommendation was expanding VBCPS's partnership with CYBH to include brief counseling services for students and small group counseling sessions. In addition, other actions included Zen rooms and calming corners. Stakeholders reported perceptions on participating in activities related to improvement areas outlined in the recommendation. Overall, students reported higher agreement they participated in activities to help them have a good relationship with other students (73%), activities to improve self-management skills (76%), and activities to improve decision-making skills (81%) compared to parents and Renaissance Academy staff who had agreement percentages ranging from 33 percent to 47 percent.

Another recommendation from the year-one evaluation was to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. According to Renaissance Academy staff, actions taken toward this recommendation included implementing the AVID program schoolwide at both middle and high school. In addition, an instructional specialist was hired in 2024-2025 to support teachers in meeting students' academic needs. Other opportunities included a total of 19 CTE courses for students at Renaissance Academy. There were 133 total enrollments in middle school across five courses and 300 total enrollments in high school across 14 courses. In total, 99 students in grades 10, 11, and 12 (34%) attempted to earn certifications and of those who attempted, 47 (47%) earned at least one certification. There were 41 total enrollments across Spanish I, II, and III in 2024-2025. Overall, 64 percent of Renaissance Academy staff and 44 percent of parents agreed the instructional opportunities students had at Renaissance Academy prepared them to meet the academic demands when returning to their home school. In addition, almost all Renaissance Academy staff (90%) agreed they had useful instructional tools to help meet students' academic needs in the classroom. Overall, 86 percent of students agreed they gained the tools and strategies to successfully transition back to their home school.

During the 2024-2025 school year, 752 students were enrolled at Renaissance Academy at some time during the school year, with 285 students in grades 6 through 8 and 467 students in grades 9 through 12. The majority of students enrolled were male (59%), over half of the students were Black (63%), and 16 percent were White. The majority of students at Renaissance Academy were economically disadvantaged (69%). Twenty-six percent were special education students, 5 percent were military connected, 3 percent were identified gifted, and 2 percent were identified English Learners (EL). There were higher percentages of male, Black, economically disadvantaged, and special education students at Renaissance Academy compared to students at the overall division level.

About half (53%) of the students enrolled at Renaissance Academy were there for the first time during 2024-2025. Sixty-two percent of students were enrolled for less than half of the school year, and 11 percent were enrolled for the entire school year. The median number of days students were enrolled was 65 days. The largest numbers of students listed Larkspur Middle School, Bayside High School, Green Run High School, or Tallwood High School as their last enrolled home school prior to enrolling at Renaissance Academy. Overall, the reenrollment rate at Renaissance Academy during 2024-2025 was 14 percent, based on students who attended Renaissance Academy during 2024-2025, went back to their home school or another school in VBCPS, and then returned to Renaissance Academy again during 2024-2025.

The evaluation also focused on the criteria and process for students to be referred to Renaissance Academy and to transition back to their home school. Almost all of the students (99%) attending Renaissance Academy during the 2024-2025 school year were referred by the Office of Student Leadership due to behavior concerns. The criteria for students to transition back to their home school included good grades (C or higher in all classes), good attendance (no more than 6 unverified absences), and good behavior (no in-school or out-of-school suspensions or other related behavior concerns). Integral to the transition process are the student support specialists who support students for at least nine weeks during their transition period. Orientation is now scheduled within 48 hours of students being placed at Renaissance Academy and the registrar emails principals of the students' home schools when students register for orientation.

Renaissance Academy staff and comprehensive secondary staff members were asked their perceptions of the referral and transition process. When asked their perceptions about students moving from the home school to Renaissance Academy, relatively high percentages of comprehensive staff (at least 79%) agreed they understood the referral criteria and transition process to Renaissance Academy, and Renaissance Academy staff agreed (78%) they understood the transition process for students moving from their home school to Renaissance Academy. In addition, 90 percent of Renaissance Academy staff agreed they understood the criteria for students to be eligible to return to their home school. When asked their perceptions about students transitioning from Renaissance Academy back to their home school, 75 percent of comprehensive staff agreed, and 82 percent of Renaissance Academy staff agreed they understood the transition process for students moving from Renaissance Academy back to their home school. Both Renaissance academy staff and comprehensive secondary staff had lower levels of agreement regarding communication efforts during students' transition process (39%-53%). Overall, 86 percent of students, 68 percent of parents, and 72 percent of comprehensive secondary staff agreed students had the support they needed to be successful when they returned to their home school.

Renaissance Academy instructional staff had similar percentages of staff new to the division and with graduate degrees. The average number of years teaching was lower at high level at Renaissance Academy compared to the division staff overall. Overall, 80 percent of staff reported being satisfied with their experience working at Renaissance Academy. The majority of staff members (93%) reported participating in professional learning related to being a staff member at Renaissance Academy in the past three years. Overall, 76 percent of staff members who participated in professional learning agreed it was sufficient, and 81 to 83 percent agreed it helped prepare them to teach or provide services to students and enabled them to better meet students'

needs. Renaissance Academy staff were asked an open-ended survey question regarding professional learning topics they would be interested in learning more about. The most mentioned topics were managing student behavior, including de-escalation strategies, which has been a consistent theme during the three-year evaluation period.

Renaissance Academy provided opportunities for families to be involved and engaged. New student orientation provided information about expectations, procedures, policies, and other pertinent details, and it was mandatory for all students and families attending Renaissance Academy. A high percentage of parents (82%) agreed orientation was helpful in helping their family understand the program's expectations. Renaissance Academy also holds an open house every September and shares a quarterly newsletter with the community. In 2024-2025, Renaissance Academy continued their Parent/Guardian Group that began during 2023-2024 to empower parents and also formed a partnership with FACE to enhance school-family connections and student support by participating in school events like attending Open House and Parent Group Meetings.

Data for student outcome goals were analyzed as part of the year-three outcome evaluation to provide information about the program's effectiveness and progress toward meeting program goals and objectives. The student outcome goals focused on building relationships, demonstrating success in school while attending Renaissance Academy, transitioning to their home school following enrollment at Renaissance Academy, and graduating and developing a postgraduation plan.

Regarding the goal focused on building relationships, relatively high percentages of students agreed they had positive relationships with staff including teachers, the director/principal and assistant principals, student support specialists, school counselors, and school psychologists at Renaissance Academy (81% to 88%). High percentages of Renaissance Academy staff agreed they had positive relationships with students (96%) and students had positive relationships with staff (86%). Staff had lower agreement (53%) about students getting along well with other students. Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. Overall, 70 percent of students agreed Renaissance Academy provided a welcoming place to learn, yet 49 percent of students agreed they felt like they belonged while at Renaissance Academy. On the Relationship Skills competency aggregate rating, 73 percent of students' responses to multiple survey items were agreement responses. Overall, 14 percent of staff agreed students demonstrated competency in relationship skills while at Renaissance Academy, but 42 percent of staff agreed students' relationship skills improved while attending Renaissance Academy. On the Self-Management competency aggregate rating, 81 percent of students' responses on multiple survey items were agreement responses. Overall, 22 percent of staff agreed students demonstrated competency in self-management skills while at Renaissance Academy, but 49 percent agreed students' self-management skills improved while attending Renaissance Academy. On the Responsible Decision-Making aggregate rating, 83 percent of students' responses on multiple survey items were agreement responses. Overall, 19 percent of staff agreed students demonstrated competency in responsible decision-making skills while at Renaissance Academy, but 44 percent agreed students' responsible decision-making skills improved while attending Renaissance Academy. In 2024-2025, students' aggregate rates on Relationship Skills, Self-Management, and Responsible Decision-Making declines were between 1 and 4 percentage points.

Regarding the goal focused on students demonstrating success in school while attending Renaissance Academy, 81 percent of students, 50 percent of parents, 57 percent of Renaissance Academy staff, and 47 percent of comprehensive secondary school staff agreed while attending Renaissance Academy, students gained the tools and strategies for success in school. Overall, 71 percent of students demonstrated a decline in discipline referrals, and 71 percent of students demonstrated a decline in the total number of suspensions after enrolling in Renaissance Academy. Eighty-four percent of students, 63 percent of parents, and 29 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated

satisfactory behavior. Additionally, 84 percent of students, 55 percent of parents, and 38 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students' behavior improved. Overall, 36 percent of students had an attendance rate of 90 percent or higher while attending Renaissance Academy. When asked about students' attendance while attending Renaissance Academy, 86 percent of students, 74 percent of parents, and 46 percent of Renaissance Academy staff agreed students' attendance was satisfactory. Additionally, 84 percent of students, 56 percent of parents, and 40 percent of Renaissance Academy staff agreed students' attendance improved while attending Renaissance Academy. Overall, 84 percent of students demonstrated improvement in core course grade averages after enrolling in Renaissance Academy. When asked about academic performance, 84 percent of students, 68 percent of parents, and 47 percent of Renaissance Academy staff agreed students' academic performance was satisfactory. Additionally, 86 percent of students, 56 percent of parents, and 58 percent of Renaissance Academy staff agreed students' academic performance had improved while attending Renaissance Academy. Students' academic proficiency as measured by the percent passing applicable Standards of Learning (SOL) tests was examined. Overall, 40 percent passed Algebra I and 28 percent passed Grade 6 English, with lower passing rates on other SOL tests taken at Renaissance Academy. In 2024-2025, passing rates remained the same or increased on 41 percent of the SOL tests taken by students at Renaissance Academy.

Regarding the goal that students will successfully transition to their home school following enrollment at Renaissance Academy, 86 percent of students, 47 percent of parents, and 60 percent of Renaissance Academy staff agreed students gained tools and strategies to successfully transition back to their home school or school they had enrolled in prior to attending Renaissance Academy. When asked if students felt prepared to return to their home school, 89 percent of students agreed they were prepared to return, and 65 percent of parents and 63 percent of Renaissance Academy staff agreed students were prepared. When asked if they felt ready to return to their home school, 85 percent of students felt ready along with 71 percent of parents. When examining the extent to which students demonstrated satisfactory behavior after returning to their home school, overall, former Renaissance Academy students had a higher average number of referrals compared to students' home schools' average referral rates after returning. Overall, 51 percent of middle and high school students had attendance rates similar or better once they returned to their home school compared to when they were at Renaissance Academy. In terms of students maintaining their academic performance at their home school, 5 percent of middle school students and 23 percent of high school students maintained their core course grade averages after returning to their home school.

Another goal was that students will graduate and develop a postgraduation plan. Based on students who were enrolled at Renaissance Academy at any time during middle or high school, 74 percent graduated within four years from the 2025 cohort. The percentage of students who graduated in four years varied based on their enrollment patterns at Renaissance Academy. Of students who attended Renaissance Academy during middle school only, 96 percent graduated in four years, and of students who attended Renaissance Academy during high school only, 73 percent graduated in four years. Of all the students from the 2023 cohort who attended Renaissance Academy at any point during middle or high school who did not graduate in four or five years, 61 percent graduated within six years. When asked if students received assistance, resources, and information at Renaissance Academy that helped them make informed decisions about their options after high school, 78 percent of students agreed, and 83 percent of students agreed they set goals for their learning as part of their learning experience at Renaissance Academy. Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. The most common response among middle and high school students was that staff at Renaissance Academy provided them guidance, encouragement, and life advice.

Renaissance Academy seniors who graduated were asked about their postgraduation plans. Over half of students (79%) indicated they planned to continue their education and 21 percent indicated they planned to enter employment. Comparing 2023-2024 postgraduation plans to 2024-2025 postgraduation plans, there was

an 23 percentage-point increase in those reporting they planned to continue their education, and no students reported not having any plans or joining the military.

Stakeholders were asked their overall perceptions of the Renaissance Academy middle and high school alternative education program and were provided an opportunity to comment on what students gained from enrollment and areas for improvement. When asked about their overall satisfaction with the Renaissance Academy alternative education program, 80 percent of students, 53 percent of parents, and 64 percent of comprehensive secondary staff indicated they were satisfied. The majority of Renaissance Academy staff (55%) were satisfied with the experience students had at Renaissance Academy, which was a 9 percentage-point decrease from 2023-2024.

When students were asked what they gained from enrolling in Renaissance Academy, the most common response included self-control and behavior management. The most common responses from Renaissance Academy staff members included students having access to smaller class sizes which provided them with more individualized and/or personalized instruction. The most common responses among comprehensive secondary staff members were structured environments coupled with small class sizes. The most common responses among parents was “nothing.”

Regarding how the middle and high school alternative education program at Renaissance Academy could be improved, the most common responses among students were no suggestions for improvements, unsure, or not knowing what to improve. The most common responses for improvement among Renaissance Academy staff members focused on a need for better consistency among staff regarding holding students accountable for their actions. The most common responses for improvement among comprehensive secondary staff were related to improving communication between Renaissance Academy and home schools. The most common responses among parents was for better communication between school staff and families.

The cost for the Renaissance Academy middle and high school program during the 2024-2025 school year totaled \$15,827,283. The two largest expenses included staffing costs (\$14,425,194) and transportation (\$1,155,627).

Recommendations and Rationales

Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 7. (*Responsible Groups: Renaissance Academy, Department of School Leadership*).

Rationale: The first recommendation is to continue the Renaissance Academy Alternative Education Program with modifications noted in recommendations 2 through 8 below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

Recommendation #2: 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. (*Responsible Groups: Renaissance Academy; Department of School Leadership; Planning, Innovation, and Accountability*).

Rationale: The second recommendation is to 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. The three-year evaluation of Renaissance Academy identified ongoing challenges related to staff perceptions of students' social-emotional learning (SEL) competencies, sustaining students' academic and behavioral success after returning to their home schools, and clearly defining the program's role within students' educational trajectories. Throughout the three evaluation years, staff agreement that students demonstrated relationship, self-management, and responsible decision-making skills remained low, ranging from 14 to 22 percent. Similarly, students' academic outcomes following their return to home schools reflected limited success; across the evaluation period, 14 to 18 percent of students maintained their core course grade averages when they returned to their home school. Overall, after returning to their home school, former Renaissance Academy students continued to have higher average referral rates than the overall average referral rate at their home school. Because nearly all students are referred to Renaissance Academy through the Office of Student Leadership (OSL) for behavioral concerns, it is notable that fewer than half of comprehensive secondary staff (48%) agreed the program effectively improved students' behavior. In open-ended survey comments, Renaissance Academy staff frequently emphasized the need for greater consistency in addressing and managing student behavior, suggesting that the current approach may not be fully meeting students' needs. Balancing behavioral interventions with engaging academic instruction remains a complex challenge. When Renaissance Academy staff were asked their perceptions on students' improvement regarding their behavior and academics, 38 percent of staff agreed students' behavior improved and 58 percent agreed their academics improved while attending Renaissance Academy. To ensure the program more effectively meets students' academic and behavioral needs, it is recommended that the division convene a cross-functional internal group of division and school-based staff to review evidence-based models of alternative education and transition supports, identify barriers influencing program outcomes, and develop a comprehensive long-term plan to strengthen program alignment, implementation, and effectiveness.

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. (Responsible Group: Renaissance Academy).

Rationale: The third recommendation is to 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. Across the three years of evaluation, improved communication has consistently emerged as one of the most frequent suggestions from parents for improving Renaissance Academy. Although most parent comments were brief, many echoed similar sentiments such as "better communication between staff and parents," "better communication with staff, principals, and teachers," and "listening." Parent satisfaction with Renaissance Academy ranged from 53 to 60 percent across the three evaluation years, with middle school parents consistently reporting lower satisfaction (38%–48%) than high school parents (62%–72%). Because families play a critical role in supporting students' academic and behavioral success, effective communication between schools and parents must function as a two-way exchange and this would include both staff and families sharing information, insights, and feedback to promote student growth. Given the repeated feedback regarding communication and the decline in satisfaction observed in 2024–2025, strengthening communication systems would be an important step toward improving parent satisfaction and enhancing student success.

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. (Responsible Groups: Department of School Leadership and Renaissance Academy).

Rationale: The fourth recommendation is to 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. In 2024–2025, 39 percent of Renaissance Academy staff agreed that communication efforts during students' transition from their home school provided them with the information needed to meet students' needs. The low agreement percentages are primarily due to low agreement among high school staff, whose agreement levels ranged from 31 percent to 34 percent compared to middle school staff who had agreement levels ranging from 50 percent to 54 percent. In addition, during this transition process, students should be able to continue their coursework to help ensure a smooth academic transition and prevent lapses in learning. However, only 35 percent of Renaissance Academy staff in 2024–2025 reported that students were able to continue their schoolwork while waiting to transition and this represented a 26 percentage-point decline from the previous year. This decrease was largely due to high school staff, who reported a 38 percentage-point decline compared to the previous evaluation year. Developing communication protocols or systems to better share information would help ensure a smoother transition from students' home schools to Renaissance Academy.

Recommendation #5: Enhance the transition process from Renaissance Academy to the students' home school, including incorporating communication strategies to support students' needs. (Responsible Groups: Department of School Leadership and Renaissance Academy).

Rationale: The fifth recommendation is to enhance the transition process from Renaissance Academy to the students' home school including incorporating communication strategies to support students' needs. During

the 2024-2025 school year, 53 percent of comprehensive secondary staff agreed that communication efforts during students' transition from Renaissance Academy to their home school provided the information needed to support returning students. Despite improvement in perceptions from the previous year, open-ended survey responses revealed that communication remains one of the most frequently cited areas for improvement. Many staff members simply requested "more" or "better" communication between Renaissance Academy and home schools, while others provided more specific suggestions. For example, staff expressed a desire for more detailed information about each student's progress, effective strategies used at Renaissance Academy, and skills that should continue to be reinforced after transition. Others emphasized the importance of timely communication, particularly for seniors nearing graduation. Overall, 72 percent of comprehensive staff agreed after students returned to their home school, they had the support they needed to be successful which was a 2 percentage-point decline from the prior year, mainly due to a 6 percentage-point decline by staff at the middle school level.

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. (*Responsible Groups: Renaissance Academy and Department of Teaching and Learning*).

Rationale: The sixth recommendation is to strengthen instructional practices and expand academic opportunities that enhance students' SOL performance and better prepare them for academic expectations of their home school. Although students demonstrated some academic success while attending Renaissance Academy, these gains often diminish once they return to their home schools. In 2024-2025, 18 percent of students maintained the academic performance they had at Renaissance Academy after they returned to their home school. While outcomes at the high school level showed modest improvement, middle school students experienced a decline from the prior evaluation year. Across the three evaluation years, students have not demonstrated substantial progress in maintaining academic performance after transitioning back to their home schools. Perceptions regarding instructional quality showed that 44 percent of parents agreed that instructional opportunities adequately prepared their child for academic expectations upon return, and 64 percent of Renaissance Academy staff agreed which was a 9-percentage-point decrease from the previous year. Open-ended parent survey responses reinforced these findings, with several parents indicating that the academic program at Renaissance Academy was insufficient to prepare students for the demands of their home schools when asked to share comments about their child's preparation or readiness to return to their home school. During the three evaluation years, the percent of students passing SOL assessments has declined. In 2022-2023, depending on the SOL test, pass rates ranged from 0-69 percent, in 2023-2024 pass rates ranged from 4 to 66 percent, and in 2024-2025 pass rates ranged from 2 to 40 percent. These results suggest a continued need to strengthen instructional practices and expand academic opportunities to better prepare students for academic expectations at their home school.

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. (*Responsible Groups: Department of School Leadership, Comprehensive High Schools, and Department of Teaching and Learning*).

Rationale: The seventh recommendation is to provide additional academic supports for students who attended Renaissance Academy at both middle and high school levels to improve four-year graduation rates. Graduation data from 2023, 2024, and 2025 indicated that students who attended Renaissance Academy at both the middle and high school levels consistently had the lowest four-year graduation rates, with the graduation rates decreasing for this group of students from 64 percent for the 2023 cohort to 50 percent for the 2025 cohort. In

contrast, students who attended Renaissance Academy in middle school only demonstrated the highest graduation rates, ranging from 81 to 96 percent for the last three cohorts of students. Students who attended Renaissance Academy in high school only showed steady improvement over time in graduation rates, increasing from 55 percent in 2023 to 73 percent in 2025. These findings suggest that students with placements at both the middle and high school levels are at greater risk of not graduating within four years and may require additional academic supports to achieve on-time graduation. In 2024-2025, half of parents reported that after their child returned to his/her home school their child had the support needed to be successful (e.g., academics, attendance, behavior). Identifying students early and implementing targeted interventions, such as individualized graduation plans, credit recovery options, and progress monitoring, could help mitigate this risk.

Endnotes

- ¹ Mark Glander, “Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15” (NCES 2016-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubs2016/2016076.pdf>, 2016, p. B-1.
- ² Source: <https://schoolboard.vbschools.com/policies/section-6/6-27>
- ³ Virginia Beach City Public Schools, Alternative Education Task Force Report (draft).
- ⁴ Virginia Beach City Public Schools, Alternative Education Five-Year Plan, 1998-2003, March 1998.
- ⁵ Source: <https://www.vbschools.com/about/data/historical-overview-of-vbcps>
- ⁶ Source: <https://renaissanceacademy.vbschools.com/>
- ⁷ As cited in Virginia Beach City Public Schools, Renaissance Academy Alternative Education Program: Evaluation Readiness Report, August 2022.
- ⁸ Source: <https://vbcoursecatalog.vbschools.com/renaissance-academy-alternative-programs-grades-912>
- ⁹ Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
- ¹⁰ Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
- ¹¹ G.C. Larking, personal communication, October 30, 2025.
- ¹² A. Livingston, personal communication, October 23, 2023.
- ¹³ G.C. Larkin, personal communication, October 15, 2025.
- ¹⁴ A. Livingston, personal communication, October 23, 2023.
- ¹⁵ A. Livingston, personal communication, October 23, 2023.
- ¹⁶ G.C. Larkin, personal communication, October 15, 2025.
- ¹⁷ The year that students were last enrolled in their VBCPS home school varied. For example, the last home school enrollment for students was as follows: two students in 2018-2019, five students in 2019-2020, 61 students in 2020-2021, 282 students in 2022-2023, and 425 students in 2023-2024.
- ¹⁸ A. Livingston, personal communication, October 23, 2023.
- ¹⁹ Retention data was calculated using reports generated from Crystal Reports. Data for the 2024 staff numbers were as of May 3, 2024 and data for the 2025 staff numbers were as of May 16, 2025.
- ²⁰ Renaissance Academy Orientation PowerPoint.
- ²¹ G.C. Larkin, personal communication, October 15, 2025.
- ²² In the year-one evaluation in 2022-2023, survey results were analyzed for two groups of students: “Exited/Planned to Exit” and “Planned to Stay.” “Exited/Planned to Exit” students included Renaissance Academy students who had either exited the program at some point during the 2022-2023 school year or intended to exit Renaissance Academy at the end of the school year and start the 2023-2024 school year at their home school. “Planned to Stay” included students who indicated they would be attending Renaissance Academy at the start of the 2023-2024 school year. In 2023-2024 and 2024-2025, data were analyzed by the same two groups, but the pattern of differences did not continue in year-two or year-three. Therefore, data were not presented in this format.
- ²³ Students who attended SECEP and Juvenile Detention Center are not included in the analysis. The data warehouse maintains some data points on these students including demographic information, but it does not include discipline data.
- ²⁴ This analysis was conducted with student attendance of 7 days, 30 days, and 45 days. All percentages remained constant at 25% at all three attendance numbers.
- ²⁵ The on-time graduation (OTG) cohort includes students who earned a Board of Education approved diploma within four years of entering high school for the first time. The cohort includes special education and English Learner (EL) students who took additional years to graduate on time based on the formula approved by the Virginia Board of Education.
- ²⁶ C. Armstrong, personal communication, January 25, 2024.

Donald E. Robertson Jr., Ph.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or military status in its programs and activities, employment, or enrollment and provides equal access to the Boy or Girl Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, Policies 2-33, 4-4, 5-4, 5-7, 5-19, 5-20, 5-44, 6-7, 6-33, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 5-7.1, 5-44.1, 7-11.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities, and employment.

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

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

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Nikki Garmer, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1199 (voice); fax 263-1131; 263-1240 (TDD) or email her at angarmer@vbschools.com.

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



No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

November 2025

Version July 18, 2023