Charting the Course
For Every Student, Every Day

Superintendent's Post-Entry Plan

Virginia Beach City Public Schools
Aaron C. Spence, Ed.D.

Dr. Aaron Spence's Post-Entry Plan Report to the Community

Dear Families, Community and Staff,

As the new Superintendent of Virginia Beach City Public Schools (VBCPS), the purpose of my Entry Plan has been to guide the work for the first six months of the new administration, provide accountability to the School Board and community during the transition and to begin charting the course forward for the years to come.

During this transition, it has been my privilege to spend time in our schools with the talented teachers, dedicated leaders, curious students, and supportive parents of our school division as well as members of the larger community. Additionally, I have met with my Senior Staff individually and collectively as well as other members of the division leadership team and teacher groups. Externally, I have connected with the Virginia Beach Council of PTAs, legislative liaisons, military partners, state education leaders, regional superintendents, civic leaders, business leaders, faith-based organizations, college and university partners, non-profit and philanthropic organizations, local media and numerous educational partners. Collectively we understand that the success of our city is inextricably tied to the strength of this school system. That is a message I will continue to champion as we work strategically to widen the circle of engagement in Virginia Beach public education. My family and I have enjoyed becoming involved in the community by attending a variety of events from music concerts to athletic competitions, touring businesses, and speaking to groups. I have taken care to strategically tap advisory groups to inform decision-making. For example, hearing the student voice is vital to me, so I have formed a Student Advisory Council. Likewise, I have initiated a Superintendent's Roundtable to bring together leadership of the various associations in VBCPS to learn about the strengths, perceptions, challenges, and potential solutions they've suggested so we may begin charting the course forward.

I have also conducted an extensive data analysis of student data by school; reviewed critical documents such as policy manuals, employee handbooks, strategic plans, curriculum documents, school safety plans, etc.; reviewed the processes and systems that guide the distribution of resources; and, analyzed recruitment and hiring practices in an effort to develop an understanding of our school system's history and past practices to lay the foundation for our work together that will allow us to achieve our mission and establish Virginia Beach City Public Schools as the premier school division in the country.

I continue to be inspired by the heartwarming work of our teachers, leaders, students, and parents in VBCPS. I believe strongly that we have a commitment to provide all students with the necessary skills to thrive as future-ready learners, workers and citizens. What we do is important, but how we do it makes all the difference in the world. We must focus on building relationships, on loving our students, and on doing everything in our power to make them successful. I am excited about that work ahead of us, as I know we have the right team in place all across the division to make this happen.

Thank you for the opportunity to share what I have heard and learned in this post-entry plan report.

Sincerely,

Aaron Spence Ed.D.
*Superintendent of Schools*

Navigation *(nav-i-gey-shun')- noun. The art and science of plotting, ascertaining, and directing the course of a vessel toward a chosen destination (Dictionary.com).*

In nautical terms, the officers and crew of seagoing vessels have the ability to choose a destination for a voyage that is different from where the ship might naturally drift, and then use all means available - sails, rudder, the stars, maps, GPS satellites - to move toward that chosen destination. Likewise, one of the fundamental attributes of effective leadership is the ability of a person or a collective group of people to intentionally choose a desired future state from a number of alternatives and move purposefully in an effort to cause that choice to become reality. Plainly put, for VBCPS, skillful direction setting is the first and best tool to ensure success for every student, every day.

VBCPS has invested much time and talent into the recently adopted strategic plan, *Compass to 2020: Charting the Course*. This strategic framework is the directional beacon for teaching and learning across the division, with its focus on ensuring that every student is challenged and supported to reach his or her full potential. This framework describes a worthy destination and provides, through well-articulated goals and strategies, a true heading to guide the work of educators and the deployment of resources.

COMPASS to 2020
Charting the Course

Yet no matter how skillful and thoughtful the direction setting may be, it does not guarantee arrival at a chosen destination. It is the captain's and crew's moment-by-moment actions that make the difference as they adjust the sails and rudder to keep the ship heading in the right direction. Without a worthy destination and the expertise to get there, arrival is by chance at best.
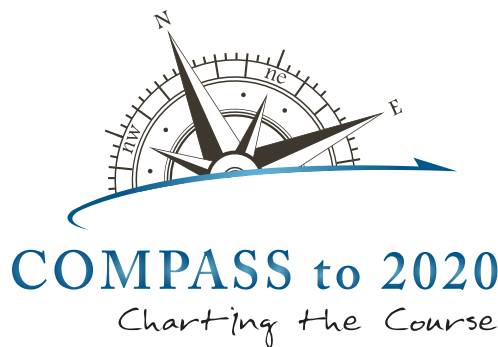
KEY THOUGHTS

1. A fundamental attribute of leadership is the ability to choose with intention a destination to which an organization would not naturally drift.

2. It is important that the process of direction setting produce a destination that is both clear *(a precise heading)* and compelling *(a worthy destination)*. Clear, compelling direction activates both the head and the heart.

3. The recently adopted VBCPS Strategic Framework passes muster on both counts—it is clear *(four goals with detailed strategies for each goal)* and compelling *(every student-every day)*.

4. Navigation requires direction setting but also expertise. Direction without expertise is difficult. Expertise without direction lacks meaning. The two are mutually dependent for effect.

5. Now comes the opportunity and responsibility for the active, moment-by-moment, navigation toward the destination. This is where we must choose, in an ever-changing environment, which approaches and courses are best suited to move us quickly and most directly toward our destination. In this next phase, important decision-making tools such as leverage and capacity become essential.

Leverage and Capacity

The importance of establishing a clear, compelling destination is easily understood. Just as important, but often less understood, is the active navigation component of the voyage. Active navigation is the ability of the officers and crew to choose, from many alternatives, which approaches, paths, and waypoints *that are within the vessel's and crew's current abilities* will be most likely to deliver the vessel to its destination in the fastest, safest manner.

Likewise, best practice in education leadership includes not only the setting of clear, compelling goals, but also the choosing, from many alternatives, the best approaches that are within the current capacity of the organization. The understanding and application of the twin concepts of leverage and capacity are useful here.

So what is leverage? A leverage point in a school division is an action or approach that maximizes the use of available time and resources for the greatest impact on student learning. Not all actions and approaches have equal impact on student success. Some have high leverage, where students achieve at high levels, while some have low or even negative leverage, where the efforts produce small or even negative results. Best practice in education leadership suggests that we:

A. *Avoid actions that have a significant, ongoing negative impact.*

B. *Understand that in the spirit of innovation and experimentation there are bound to be a few small negative effects.*

C. *Avoid actions that have minimal positive impact.*

D. *Focus our time, talents and resources on actions that have a proven and significant positive impact on student learning.*

Clearly, we should engage in those practices that produce the greatest leverage for student achievement.

The second of the twin concepts is capacity. Capacity addresses an organization's ability to perform at its fullest potential. Returning to the nautical analogy, it is possible that during a voyage, there may be approaches that would expedite arrival but that are outside the capacity of the vessel or crew to execute. A short-cut through treacherous waters, for example, would be a poor navigational choice if the vessel or crew lack the capacity to handle high seas.

In simple terms, a school division does well to choose actions and approaches that have a large, positive impact on student learning <u>and</u> that are within the current or potential capacity *(both human and material)* of the organization. This is the lens through which I have filtered what I have learned during this transition period. For me, the twin concepts of leverage and capacity provide a sharp set of tools for decision-making in moving the division toward its chosen destination.

Leverage *(lev-er-ij)- verb. to use (something valuable) to achieve a desired result.* *(Merriam Webster m-w.com)*

Capacity *(kuh-pas-i-tee)- noun. The ability or power to do, experience, or understand something.* *(Google.com)*

KEY THOUGHTS

1. The twin concepts of leverage and capacity combine to provide a decision-making template for optimizing results.

2. High performance organizations vet possible actions and approaches according to their positive impact and the capacity of the organization to maximize its leverage points.

3. High performance organizations understand some small, negative results may occur when innovation and experimentation are in play.

4. Best practice is to avoid actions with minimal positive impact on learning. These activities seem effective at first glance because they produce positive results, but *deplete* the organization's resources and ultimately *dilute* results.

5. An organization does well to systematically and regularly examine its actions and approaches in the light of both leverage and capacity. Tides and winds change, often quickly and unexpectedly.

6. Divisions should commit resources to developing the human and material capacity needed to fully implement areas of high leverage.

Dr. Lawrence Lezotte, perhaps the preeminent expert and spokesperson in effective schools research has stated *"You can't improve a school system from the inside. And-you can't improve a school system from the outside. To improve, one must be an insider with the eyes of an outsider."*

One of my top priorities during this transition was to hear and understand our community's aspirations for its children. It was and is critically important to me that I understand the hopes and dreams of our students, staff, parents, business leaders and others members of our community with regard to the opportunities and experiences children have in our schools.

In order to fully understand these aspirations, I needed to come into the division with a fresh and open-minded perspective. Although I'm a product of this school division, the distance between graduation and returning as Superintendent has given me that perspective. As Larry Lezottte noted in the quote above, a short window of time exists at the beginning of a leader's tenure where he can simultaneously see the division's work both with the eyes of an insider and an outsider. After a few months to a year on the job, the outsider view is harder to access since the leader is now an integral part of the system he wishes to observe. Interestingly, during these first few months, the division's current staff also experiences a window of opportunity to see their work from a new perspective. This is one of the positive attributes of any leadership transition.

With this in mind, beginning well before my first days on this job, I began leading the effort to collect artifacts and insights that might reveal the key leverage points and current organizational capacities that will guide us going forward. This included an in-depth and extensive listening and learning period that culminated with a set of highly participative focus group meetings in early December 2014. In these meetings, we asked students, teachers, school leaders, and community members to help identify, in both a quantitative and qualitative way, the division's key leverage points and capacities.

The confluence of my insights and observations, the division's portfolio of performance data, insights from the division's leadership team and the insights of division stakeholders gathered from the early December events suggests that there are clear aspirations for our school division and the children of our community. The hopes and dreams of these many stakeholders revolve around creating a world-class educational experience for children and strengthening the relationships amongst and between the many people whose lives are touched by our schools.

As I have reflected with these many stakeholders on the approaches we might take to help us reach our highest aspirations, I have come to understand that there are a series of clear actions to which we must commit ourselves. These first and best approaches, vetted through the twin requisites of leverage and capacity, represent the division's most thoughtful and successful navigation strategies as we chart the course toward the goals set out in the strategic framework.

KEY THOUGHTS

1. To improve a system one must be an insider with the eyes of an outsider.

2. There is a valuable window of time at the beginning of a leadership transition where key insights are available to all.

3. Possible approaches to success should be vetted through the frames of leverage and capacity.

4. Organizations do well to regularly examine their actions by revisiting the frames of leverage and capacity and regularly seeking the collective thinking of staff, students, leaders, and community.

Leverage Points

Five leverage points emerged from the considerable amount of quantitative and qualitative data collected throughout this transition. These five themes certainly were reinforced by the considerable stakeholder input and leadership insight gathered along the way. They are not only aligned with the VBCPS strategic framework, but also meet the criteria of leverage and capacity. As such, we should consider these to be key leverage points for moving the division forward.

Leverage Point: High Quality Teaching and Learning. Of all the variables that affect student achievement, none has a higher impact than quality instruction—a great teacher in every classroom makes an incredible difference for students. As VBCPS increases its capacity to select and develop high quality instructional practices, it creates a culture of professionalism and performance that assists in the recruitment and retention of high quality staff. This cyclical process ensures every student has access to a world-class learning experience.

Leverage Point: Talent Management. VBCPS is uniquely positioned to attract and retain top teaching and leadership talent. The community provides high levels of public support for education, and the surrounding economic and social demographics are well suited for recruiting top talent. In addition to a nationally recognized school division in which to work, Virginia Beach offers an excellent lifestyle—as our Mayor has been known to say, this is the greatest city in the world! If having the best professional talent in every school and classroom makes a difference for children, VBCPS is well positioned to take advantage of this leverage point.

Leverage Point: Student-Centered Culture. Placing students squarely at the center of the VBCPS strategic framework provides a client-centered approach that celebrates student success, studies student attributes, innovates around student outcomes and places student learning in first place with respect to school and division priorities.

Leverage Point: Culture of Respect. School and division culture are the invisible but powerful forces that determine individual behavior throughout the organization. Strong organizations manifest excellence through strong cultural forces, not expansive policy manuals or written edicts. Culture is a powerful lever for organizational improvement. Focusing on the division's interpersonal relationships by cultivating a culture of respect promises to create the conditions where professional talent is expected and nurtured and high performance is expected from every child, every day.

Leverage Point: Community Engagement. Schools are an integral part of the community, and they succeed or fail along with the broader community. Fortunately, community support is already very strong in Virginia Beach. We now have the opportunity to leverage that support and to think about how to truly engage our community in the process of making our schools the places we aspire for them to be.

Each of these leverage points is well aligned to the division's strategic framework and each passes muster with respect to leverage and capacity. As superintendent, I along with leaders at all levels of the organization will continue to engage staff, students, and community in the design/innovation process around these five leverage points.

KEY THOUGHTS

1. The leverage points emerged out of the past six months work on surfacing high leverage and high capacity approaches.

2. The leverage points are aligned to, but not identical to the division's strategic framework.

3. The leverage points all represent areas where VBCPS has considerable available capacity and/or potential.

4. The leverage points are dynamic and may adapt their shape to reflect changing needs and changes in capacity.

High Quality Teaching and Learning

Commendations: It was clear early in my transition that the greatest asset in the VBCPS community is our people. I have observed many notable examples of our teachers using research-based methodology as they instruct students daily. Our students truly have rich opportunities to learn and we have creative and energetic teachers and support staff who make learning interesting and meaningful in so many ways across the school division.

Observations: At the end of the first six months of my administration, I am struck by how much good work we do in Virginia Beach. At the same time, I find we have much work to do to create environments across all schools and in every classroom that encourage creative and critical thinking and ask students to solve problems and have an impact on our community.

While student achievement has been trending upward, the number of schools persistently underachieving is concerning. All VBCPS students must have access to a high-performing school, and all students must graduate with the skills needed for career or college. I am intrigued by the ideas that we might glean from design thinking on how to best move the division forward as we plan for the implementation of the next strategic plan and think about what the next five years will bring for our students, our teachers, our leaders and our community.

We must foster a culture where teachers are welcomed as active participants in solving the challenges we face as a division. They play a vital role in ensuring our students and our schools are performing at their greatest potential each and every day.

In *Compass to 2020: Charting the Course*, we have identified Goal 1 as High Academic Expectations. If we are to have high academic expectations for our students, our greatest lever is high quality teaching and learning. We must use this lever to address our challenges.

First amongst these expectations is ensuring the development of the literacy and numeracy skills all students need to acquire for success in rigorous coursework and life. Our data also indicate we must address achievement and opportunity gaps that exist among African American, Hispanic, English Language Learners, children of poverty and special education students. Additionally, we have less diversity in our gifted programs and upper level high school courses such as Advanced Placement (AP). Student input suggests we need to ensure our courses are rigorous and ensure there is a focus on mastery and learning in all courses, not just on grading.

Goal 2 of *Compass to 2020* indicates all students will experience personalized learning opportunities to prepare them for postsecondary education, employment or military service. Data to support the need for this goal suggest we must identify and communicate multiple, clear and regionally relevant pathways to success for all of our students. As students pursue these pathways, we must also encourage the development of an entrepreneurial mindset while promoting career awareness, exploration, soft skills, critical thinking, and creativity.

"High achievement always takes place in the framework of high expectations."

-Charles Kettering

WORK PRIORITIES

- Focus on early intervention with a laser-like concentration on struggling readers and students with limited numeracy skills.

- Use diagnostic, formative, interim, and summative assessment data to inform instruction.

- Create a common lexicon of research-based instructional practices and expectations across the division to eliminate opportunity and achievement gaps.

- Increase access to rigorous coursework for all students.

- Evaluate and refine curriculum to ensure each student is engaged in rigorous, relevant and concept-based learning that creates multiple pathways to success.

- Conduct a curriculum audit to ensure the intended, taught, and tested curriculum is aligned and meeting our expectations for students.

- Form a task force to explore grading practices throughout the division with the goal of placing an emphasis on student learning.

- Adopt a system-wide framework for what constitutes effective teaching and learning that is aligned with "Future Ready Learning Skills" and focuses on graduating students who are college and career ready.

Talent Management

Commendations: Passionate and skilled people are the heart of any organization and VPCPS is no exception. We have amazing, talented teachers, dedicated leaders, and support staff willing to go the extra mile. Their ability to inspire, to lift up, and to overcome barriers has made VBCPS what it is today.

The multi-departmental new employee onboarding program helps to familiarize our new full- and part-time employees with the culture of VBCPS. An on-line application system enables our division to obtain and manage a large number of applications. The recent addition of an on-line video interview process for teacher applicants assists principals in their search for highly-qualified candidates.

Observations: Talent management involves the process of recruiting, selecting, orienting, deploying, coaching/developing, and retaining top talent to build powerful alliances and partnerships with students, parents, and community stakeholders in order to increase student achievement.

Recruitment, selection, and orientation practices are necessary to ensure high quality teachers are available to every child in every school and to ensure that these teachers meet and understand our expectations. These practices must emphasize the recruitment and selection of underrepresented candidates, difficult-to-fill schools, and difficult-to-fill subject areas such as Math, Science, English as a Second Language (ESOL), Special Education and Career and Technical Education.

Additionally, the processes we use to select our top talent must include the voices of those served by the individuals. For example, when hiring a principal for a school, I believe it is important to receive input from the internal and external stakeholders of the school regarding the characteristics of the principal they believe would lead their school to the next level of achievement. Members of the stakeholder group should also be represented in the selection process.

Once the employee is hired, our orientation program must be inclusive of a coherent, planned introduction that combines information, experiences, and an understanding of our core beliefs, vision and mission, all of which are aimed at giving new staff members the foundation they need to do their jobs and to integrate themselves into VBCPS and the community as easily as possible.

My expectation is that we will create irresistible talent magnetism in VBCPS. We know that top talent accrues in divisions where it is valued, appreciated, recognized, and developed. Our focus on deploying top talent into each position in our school division, and our focus on coaching, mentoring, professional development and empowerment will foster innovation and fuel growth not only for our employees, but also for students.

WORK PRIORITIES

- Refine procedures, practices and processes to ensure top talent is recruited, selected, oriented, deployed, coached/developed and retained.

- Ensure internal and external stakeholder engagement in the talent selection process.

- Examine the current application/selection process, identify areas for improvement, and deploy an improvement plan for minority recruitment and selection.

- Examine organizational effectiveness and efficiency of the central office to include a realignment of positions and roles.

- Develop a teacher leadership and career lattice.

- Engage and rally the community around respecting, supporting and honoring teachers and other staff.

- Revisit the need for a single point of service for organizational development.

- Provide principals and other administrators with opportunities to enhance their instructional pedagogy while refining their ability to quickly observe and provide coaching feedback to teachers about their instructional practices.

- Refine the exisiting "Grow Your Own Leaders" program to prepare committed educators for administrative positions.

Student-Centered Culture

Commendations: The Vision of VBCPS is for every student to achieve at his or her maximum potential in an engaging, inspiring and challenging learning environment. Virginia Beach is an award-winning, nationally recognized school division that provides enriching experiences in and across schools throughout the city. Our graduates go on to distinguished careers in colleges and universities, the military, the arts, business and finance, politics, science, healthcare, the law and much, much more.

How do we do this? Clearly, the comprehensive educational experience is important, but we also offer programming and opportunities that differentiate and personalize the learning experience for children based on their interests and needs.

There are many excellent examples of this kind of student-centered programming. For example:

- The **Advanced Technology Center** assists in student training in technology. It also supports the demand among Hampton Roads' employers for a well-trained and educated workforce, especially in the areas of information technology and engineering.

- The **Renaissance Academy** promotes self-determination, responsibility, and integrity in a safe learning environment while providing a strong academic curriculum.

- The **Adult Learning Center** offers numerous career and workforce training programs, community education, GED and ESOL classes.

- The **Technical and Career Education Center (TCE)** offers high school students the opportunity to combine academic and vocational preparation. It currently offers 22 occupational programs. TCE prepares students for entry-level jobs and provides them with the opportunity to advance beyond entry-level positions.

These educational opportunities provide services to many of our students which significantly enhance their future opportunities in life.

VBCPS also offers academy and advanced academic programs at most of our high schools permitting students to pursue interests in global studies and world languages, health sciences, legal studies, visual and performing arts, technology, math and science, and the International Baccalaureate program, to name a few. We offer distance learning labs at all middle schools and high schools so students can pursue courses in areas of interest that would not otherwise be available to them. Students can pursue college level coursework through our robust and growing partnership with Tidewater Community College (TCC). Students can also choose to study military science through our many NJROTC programs, and they can pursue internships and other career-oriented opportunities through an incredible array of TCE offerings.

During the past six- months, I've also been energized by the work that we have initiated toward strengthening our partnership with TCC to develop additional Career and Technical Education (CTE) pathways focusing on STEM, Maritime, Health Sciences, Hospitality, and Advanced Manufacturing. Also, there is a global call to spark entrepreneurial thinking among all students, so we've proposed a rebranding of the marketing curriculum in Virginia Beach. Relying heavily on professional partnerships and mentorship opportunities to help students develop, this entrepreneurial and innovation initiative will fan the flames of creativity for student entrepreneurs while teaching the skills necessary to succeed.

Clearly, we are on the right track.

Observations: In a truly student-centered culture, we meet the learning needs of each and every student, every day. While, as described above, we are providing many of our students an opportunity to engage with their world in ways that ignite their curiosity and passion, we must ask ourselves if we are doing this for every student. To build this student-centered culture, we must also listen to our students' voices and dig a little deeper to examine every piece of our data with an eye towards learning what it has to tell us about our students' experiences. Sometimes, that is a little more difficult and uncomfortable for us to do as educators. We know, for example, that in order to best serve our students, they must attend school and build significant relationships with the adults there, and we must incorporate differentiated levels of support to assist all students with accomplishing their goals. So what do our students—and our data—tell us about how we are doing?

When we look at our data around student discipline, for instance, we begin to understand that we need to examine day-to-day classroom management practices that either hinder or maximize student learning time. For example, when we examine the percentage of the student population by gender *(Figure A)* compared to the percentage of discipline incidents reported for each gender *(Figure B)*, boys make up 51 percent of our student population yet they make up 74.3 percent of in-school suspensions, short term, and long term suspensions. What does this say about our ability to educate our male population effectively?
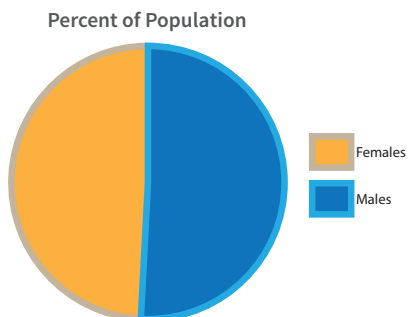
Percent of Population

Females
Males

Figure A

Percent of Discipline Incidents
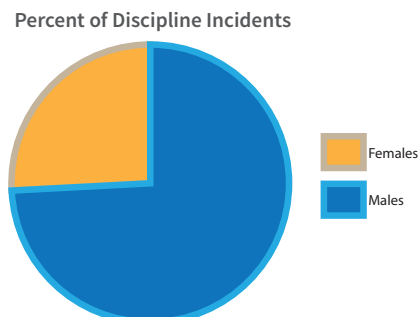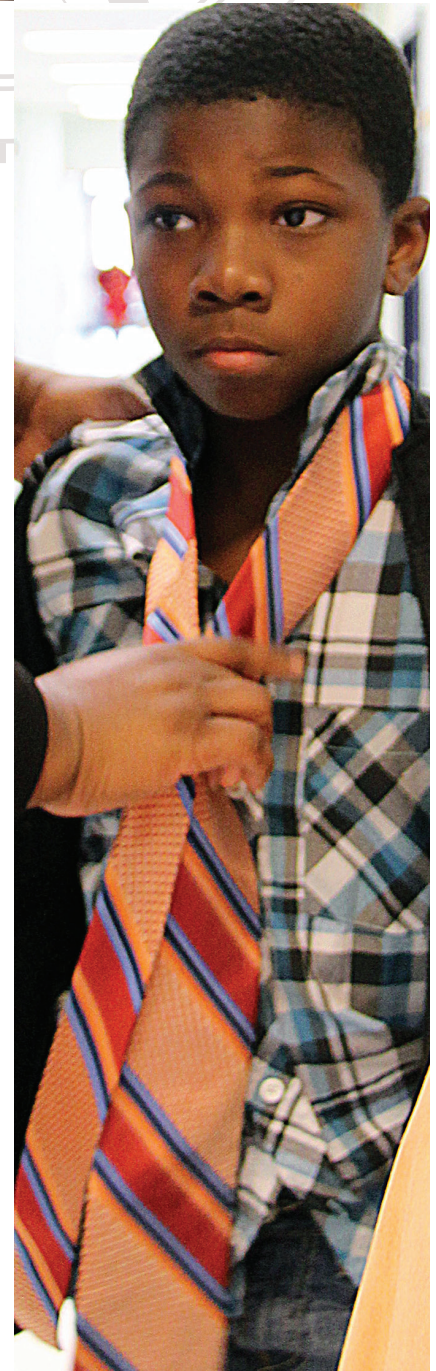
Females
Males

Figure B

The data get even more challenging when we look at the disparity of discipline issues between ethnic groups. For example, although African American students only make up 23.9 percent of the total student population, they account for 51.4 percent of all in-school, short term, and long term suspensions.

The leading research on the subject of suspension strongly supports the conclusion that school suspensions lead to negative consequences. The 2011 *Breaking Schools' Rules* study examined data on nearly 1 million public school students and all types of disciplinary exclusions, including in-school suspensions, removals to special disciplinary programs, short-term suspensions, and long-term suspensions. The study found that even when controlling for 83 other variables *(poverty, test scores, learning disabilities, and many more)*, a single disciplinary exclusion resulted in a student being twice as likely to repeat a grade and three times as likely to enter the juvenile justice system. If we are to truly be a student-centered school system, we must begin to examine what we believe about educating all students and if we believe in educating all students, we must have a sense of urgency to determine what changes must be made to successfully accomplish this vision.

But student discipline is not the only area we need to consider. What about inclusive instructional practices? We need to understand how our instructional choices engage and empower each learner—and what our data tells us about how well that's working. In a student-centered culture, we make choices about instruction that ensure every student is learning at an appropriate pace and at an appropriate level of challenge and interest. If we examine our student achievement data, it seems clear that for some students, and especially for students of color, students from poverty, and students with disabilities, gaps continue to exist between their performance in the classroom and their peers. So how do we overcome this and close these gaps? What seems clear is that we must listen to our students and seek ways to more actively engage each of them in the learning process.

WORK PRIORITIES

- Establish a division-wide culture in which the primary focus of decisions at all levels is the best interest of every student every day.

- Ensure teachers and administrators have access to crucial data *(diagnostic, formative, interim, summative)* in a timely and efficient manner and format in order to better serve all students.

- Identify achievement targets and yearly benchmark measures for all subgroups.

- Review current learning management systems for adequacy and effectiveness.

- Foster student-staff relationships where students feel valued as partners in their own education.

- Provide opportunities for student feedback regarding learning experiences and teacher relationships.

- Remove barriers to achievement by engaging all students in rigorous meaningful instruction that supports their aspirations and future readiness. *continued*

- Conduct specific reviews on each of the following areas: grading practices, school schedules, achievement data, discipline data, attendance data, and class-size data to determine the degree to which we are supporting or impeding student growth and development and then use results to adjust/strengthen/replace current practices.

- Implement a task force of stake-holder groups to review issues of poverty, race, and diversity in order to prepare recommendations for improved discipline and academic achievement.

- Strengthen supports for special education and general education students to ensure social, emotional, and academic needs are being met.

- Increase access to honors, CTE pathways, dual enrollment, advanced placement, IB programs, and academy/advanced academic programs.

- Create a work group to study, make recommendations, and create a multi- year phase-in plan that focuses on the technology infrastructure, device and access needs of VBCPS and community, and professional development support needed to ensure equal access to technology for every student every day.

For instance, for most of us, the world has become a place where instant access to each other and to information is the norm. Recently, I tweeted about a new email service for four year olds! Clearly, this is how we learn, how we interact, and how we work. Why then should that be any different for our students? When access is limited, it can be a frustrating and isolating experience. Imagine, then, what our students as digital natives must feel when they enter a classroom virtually devoid of the kind of access to technology they have at most other moments of their day. This kind of understanding raises so many important questions that we as a community must answer. What's the right way to access this information? Is there such a thing as too much access? Is there a balance in the classroom? How can we guide our students so that their interactions and access are learning-focused and centered around mastering the curriculum for which we are held accountable? How do we help our teachers guide our students as they use these new technologies? What skills do our teachers need to develop their planning and their execution in the classroom? At the very basic level, life after high school will require individuals to be digitally literate and to have the ability to use technology to access knowledge and information. Achieving this goal will require the entire community's effort and support, but it seems critical to address this as we consider the tools we must have to engage with today's learner.

Clearly, access to technology is not the only way we need to engage with students as we build a student-centered culture. As we wrestle with ideas that will improve every child's learning experience, we must also consider school schedules, access to rigorous coursework, appropriate enrichment and intervention opportunities, levels of community support and, most importantly the day-to-day interactions between our teachers and students, to name but a few. Regardless of our approach, we must keep student voice and the experience each individual child has in our schools at the forefront of our thinking.
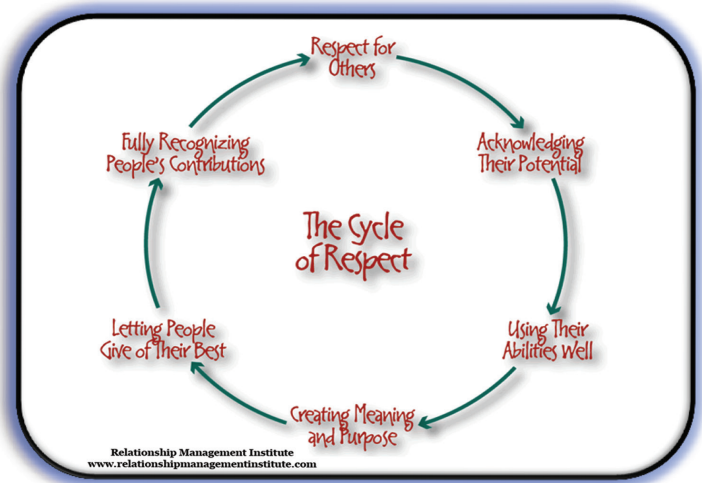
It is hard in a short period of time to assess the degree to which this is reality or perception. Nonetheless, if the perception exists that one's voice is not heard, then we must address this. To not do so runs the risk of alienating the workforce, alienating students and hurting relationships between the students and adults in our school division. And, at the end of the day this does not help us achieve our goal of graduating students who are both academically proficient and also able to engage in a civil way in addressing the challenges in our communities. It is, then, our moral obligation to continue to model what we would like students to become through our words, actions, and deeds. *The Cycle of Respect*, an image created by the Relationship Management Institute, is illustrated below and provides a visual representation of a healthy culture. Creating an environment where students want to come to learn, staff want to come to work and parents want to send their children is our collective responsibility as educators, parents, and community members. So how do we get there?

Commendations: As stated in my 120 day entry plan, *Charting the Course For Every Student, Every Day*, I truly believe caring, passionate, and skilled people are the heart of every successful organization. I also sincerely believe that we have those caring, passionate, and skilled people already working in VBCPS. Evidence of their commitment has been very visible during the interactions I have observed between students, parents, teachers, staff, administrators, and community members.

When reviewing satisfaction survey results, 97 percent of teachers and 93 percent of parents agree that our schools provide students with a high-quality education. Across the division, 82 percent of teachers agree that important information is effectively communicated to teachers and 86 percent of parents reported that schools effectively communicate important information to parents. Also reported, 81 percent of teachers and 82 percent of parents agreed that they had opportunities to provide input about school-related issues. These results are improved from prior survey results in all three categories. We are doing great things and the community recognizes our work.

Observations: That said, one of the more vexing challenges we face in education is the issue of morale. This is no different in VBCPS. However, I think it is critical that we reframe the discussion around morale as a discussion around living in a culture of respect. I have heard, for example, concerns about lack of voice from teachers and from students. Central office is referred to as "downtown," reflecting a certain sense of isolation between those who work there and the schools.

The Cycle of Respect

Respect for Others — Acknowledging Their Potential — Using Their Abilities Well — Creating Meaning and Purpose — Letting People Give of Their Best — Fully Recognizing People's Contributions

Relationship Management Institute
www.relationshipmanagementinstitute.com

I challenge each of us to begin to look at our role as that of a servant leader. Why? Because servant leaders place the interests and needs of all others ahead of their own self-interests and needs. Servant leadership seeks to involve others in decision making, is strongly based in ethical and caring behavior, and enhances the growth of all others while improving the caring and quality of the school division's life.

A servant leader exhibits the following characteristics:

- Listens intently to others in order to accept and recognize all individuals for their special and unique gifts.

- Understands issues involving ethics, power, and values.

- Builds consensus within groups.

- Thinks about the next generation, the next leader, the next opportunity to benefit the future.

- Has the foresight to understand the lessons from the past, the realities of the present, and the likely consequences of a decision for the future.

- Completely understands that the division is functioning for the greater good in society and serving others.

- Is deeply committed to the growth of all others and recognizes the tremendous responsibility to do everything possible to nurture the personal and professional growth of all individuals.

- Builds meaningful personal and professional relationships among those being served and peers that encourage a togetherness featuring a group purpose.

Imagine if everyone associated with VBCPS—students, parents, teachers, staff, administration and community members—viewed themselves as servant leaders. Imagine if we communicated with each other from the perspective of a servant leader. Students would truly have the role models and the skills needed to be responsible, productive and engaged citizens within the global community.

WORK PRIORITIES

- Reexamine and communicate core values, beliefs, and willingness to be a servant leader.

- Define, communicate, and implement common expectations for mutual respect between and among students, parents, teachers, staff, administration, and the community which results in an environment where each person has a voice and feels valued.

- Communicate expectations to both internal and external groups to develop an understanding of the division's beliefs and common practices through the lens of equity, diversity, and poverty to ensure that everyone is treated in a culture of respect.

- Ensure that Central Office views its roles as one of central support and servant leadership to reflect a close and rich connection with the schools.

Community Engagement

Commendations: The positive relationship between VBCPS, parents, businesses, and community leaders was evident even prior to my transition into the role of superintendent. It is a relationship built upon mutual respect, the desire to collaborate, and an aspiration to improve the lives of students. As a VBCPS student, I was unaware of the many levels of support students received throughout the community. However looking back through the eyes of an adult, it was always there.

The evidence of community engagement today is visible in many ways to include mentoring programs and the thousands of individuals who serve as volunteers in our schools each year. In fact, during the 2013-2014 school year, more than 22,000 volunteers and partners in education donated over 690,000 hours of service to VBCPS. The value of this service is estimated at $15,562,883. I am also incredibly proud of our Virginia Beach Education Foundation, which provided over $98,000 to Virginia Beach teachers and staff to support innovative projects and learning programs in our schools last year.

Currently, in *Compass to 2020: Charting the Course*, Goal 4 underscores our commitment to working with the community to enhance student learning and growth. The strategic framework states: "VBCPS will purposefully partner with parents and the community to support student achievement, aspirations and social-emotional development." We are making many strides toward accomplishing this goal through the implementation of strategies outlined in the plan.

One strategy includes the promotion of mentorship programs within the school division. More than 2,828 mentors provide students with greater access to caring, supportive adults on a regular basis and the chance to interact one-on-one with older students who serve as role models. These valuable relationships often make the difference in the lives of our students. Another strategy we have successfully implemented within Goal 4 is the development of avenues for parental and community outreach designed to support the outcomes for student success.

WORK PRIORITIES

- Harness the power of the community to advocate for the resources needed to provide rigorous, innovative, and real world learning opportunities for students.

- Evaluate and conduct a needs-assessment among schools to determine the community support needed to enhance student learning opportunities.

- Evaluate current volunteer efforts and partnerships to determine opportunities for future growth and alignment to our strategic work.

- Collaborate with the community to expand student learning beyond the traditional classroom setting to include internships, mentorships, work experiences, and development within the chosen profession.

- Collaborate with the community in the development of clear career pathways in regionally important employment fields to ensure our students have career opportunities within our local communities.

These avenues are available to the community through, for example, our "Call to Action" on the Community link of our website, Parent Connection seminars and Parent Connection Technology Academy series, the parent portal, daily e-Tips, monthly parent newsletters, the Beach Bags food drive initiative and through the work of our Office of Equity Affairs.

Observations: It has been truly energizing to return to the system in which I attended as a student and again find myself surrounded by a community dedicated to continued improvement and success. As I have met and developed relationships with students, teachers, staff members, parents, business representatives, and community leaders there has been an openness to communicate and a willingness to engage in the "real work" of preparing students for life after high school.

We must now begin to develop a common vision of what that life after high school looks like for our students. Together we must determine what academic, technological, and soft skills our students need to acquire in order to be Career and College Ready. It is imperative we increase the opportunities available to our students for postsecondary education. Most importantly, we must each ask ourselves, "What is my personal role in ensuring all students are ready for their future?"

We have an obligation to continue to enrich and expand our outreach, but to do more we also need greater support. We must ask ourselves, how can we harness the power of this great community as we advocate for the resources necessary to ensure high-quality, rigorous learning opportunities for every child of this city? How can we work together to move student learning beyond the confines of the traditional classroom? What must be done to develop opportunities for our students to learn and work in regionally important employment fields so that they may in turn have a meaningful impact on the community as successful graduates? The answers are connected to building even stronger relationships with our community, one that is already so invested in its children and their success.

Moving Forward

Virginia Beach City Public Schools is perceived to be a strong and innovative school division. As author Jim Collins notes, however, "good is the enemy of great," and I agree—if we think we are doing enough today to be successful, we will never reach our full potential tomorrow. To become the premier school division in the nation, we must embrace the hard work of developing our capacity to have and to meet high expectations for every student, every day. I am genuinely excited about what tomorrow holds for the thousands of children in our community. Moving forward, this report and our strategic framework, *Compass to 2020: Charting the Course*, will provide direction for our school division over the next several years. I believe by working together, we can accomplish our hopes and dreams for our children.

Appendix

Focus Group Invitees and Participants

Gender and Race/Ethnicity of Students and Teaching Staff

Free and Reduced Lunch/Accreditation Status Maps

Discipline Data

Focus Group Invitees and Participants

Thursday, Dec. 11, 2014 *Staff, Parents and Community Members*	Thursday, Dec. 11, 2014 *Students*	Friday, Dec. 12, 2014 *Staff, Parents and Community Members*	
Cara Argus	Chris Angelelli	Freddie Alarcon	Pat Konopnicki
Alan Arroyo	Justice Baird	Heather Allen	Sonia Lacewell
James Avila	Josh Bensink	Bev Anderson	Tracy Lagatta
Lisa Banicky	Brooke Brady	Tony Arnold	Rob Lanz
Krista Barton-Arnold	Taylor Brunke	Cheryl Askew	Laura Beth Lawver
Jobynia Caldwell	Hayley Cando	Grant Baker	Robin Mancoll
Amy Cashwell	Bridget Cherry	Dee Baker	Carey Manugo
Scotti-Jean Fisher	Megan Fajardo	Kevin Beardsley	Steve Marable
Sue Fitzgerald	Tre'sor Foster	Damien Benton	Kellie Mason
Perez Gatling	Deshaun Harrison	Jane Bray	Al Midgette
Angela German	Michael Horth	Barbara Brinson	Alveta Mitchell
John Hammer	Tiana Jackson	Bill Brunke	Don Morse
Liz Hanson	Grace Jeffrey	Lori Burwell	Wellinthon Munoz
Farrell Hanzaker	Ashley Leidy	Jamie Carpenter	Kelly Padilla
Frances Hatzopoulos	Claybourne Loizou	Katie Catania	James Pohl
Kevin Hobbs	Kabir Marks	Cynthia Clark	Emily Pratt
Dale Holt	Brianna Martineau	Casey Conger	Erica Prosser
Lesley Hughes	Shaina Moondra	Gloria Coston	Krystal Rastetter
Ramesh Kapoor	Alyssa Nacman	Amy Courtwright	Robin Reese
Daniel Keever	Christopher Nguyen	Tim Crowley	Mike Ross
Shirann Lewis	Daleasha Oates	Em Davis	Janine Sarach
Sheila Magula	Tanner Roughton	Jerry Deviney	Jennifer Schmidt
Joel McDonald	Jeffrey Shook	Karen Drosinos	Scott Seery
John Mirra	Jeremy Smith	Dan Edwards	Laura Silverman
Angela Munari	Mia Stephens	Sandra "Sam" Fabian	Patsy Slaughter
Kathy O'Hara	Owen Teixeira	Pamela Faraino	Daniel Smith
George Parker	Emily Till	Maureen Fitzpatrick	Jim Smith
Debbie Patch	Mariela Valverde	Ann Marie Garvey	Gene Soltner
James Pohl	Charlotte Van Schenck	Veleka Gatling	Jerry Stewart
Bevin Reinin	Cameron White	Janene Gorham	Janet Sullivan
Sheryl Reynolds	Cara Yetley	Cari Hall	Michael Summers
Don Robertson	Brooke Zimmerly	Kelly Hedrick	Wendy Tate
Neil Rose		Kim Henson	Betsy Taylor
Regina Spach		Kevin Hill	Ron Taylor
Kathy Starr		Kelly Hoggard	Leonard Tengco
Laura Willey		Bill Johnsen	Teena Vogel
Cheryl Woodhouse		Shelly Jones	Sean Walker
Heather Wren		Karen Joynt	Carolyn Weems
Rick Zano		Karen Just	Marilyn Wicks
		Vernell Kilpatrick	Kurt Williams
		Kelly Kinnear	Barbara Winn
		Carrie Knoche	Daisy Wood

Virginia Beach City Public Schools
Gender and Race/Ethnicity of Students and Teaching Staff
Executive Summary

Background

Data from the Virginia Beach City Public Schools (VBCPS) Department of Human Resources were analyzed to compare gender and racial/ethnic groups of VBCPS students and teaching staff for the current school year. The student data represented all students enrolled in elementary, middle, and high schools—including Renaissance Academy, the Technical and Career Education Center, and the Virginia Beach Juvenile Detention Center—as of November 11, 2014. Data for teaching staff were retrieved on the same date and included administrative (i.e., principals and assistant principals), instructional (i.e., teachers), and professional instructional personnel assigned to all of the aforementioned Virginia Beach schools. To facilitate comparisons, data were disaggregated by gender and race/ethnicity at the elementary, middle, and high school levels for students and teaching staff. The appendices include graphs depicting the racial/ethnic composition of students and teaching staff at each of the three levels and at each school.

Gender

Figure 1 shows the percentage of male and female students and teaching staff by level and for the division. The key findings are summarized as follows:

- At the elementary school level in Virginia Beach, female teachers outnumber male teachers by more than a nine to one ratio. The percentage of male students is greatest at the elementary school level, where 51.5 percent of the students are male and 7.7 percent of the teachers are male. The gap between the percentage of male students and the percentage of male teaching staff in VBCPS elementary schools is 43.8 points.

- In middle schools, the teaching staff is exactly one-fourth male (25.0%), while 50.8 percent of the students are male. The gap between male students and staff at the middle school level is 25.8 percentage points.

- More than one-third of VBCPS high school teachers are male (35.2%), and males comprise 51.0 percent of all high school students. The percentage gap between male students and male teaching staff is 15.8 points.

- Across the division, over half of all students are male (51.2%), while slightly more than one-fifth of the teaching staff in Virginia Beach is male (20.1%). The gap between these two groups for the division is 31.1 percentage points.

Figure 1: Percent of Students and Teaching Staff by Gender
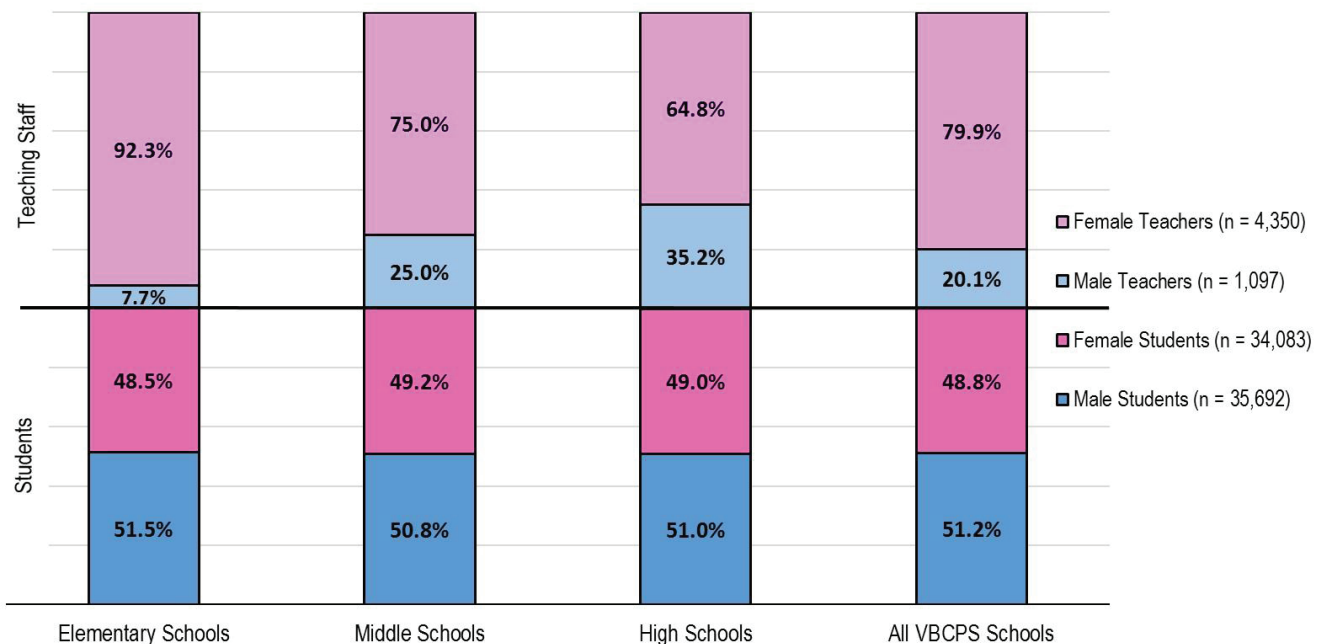
Race/Ethnicity

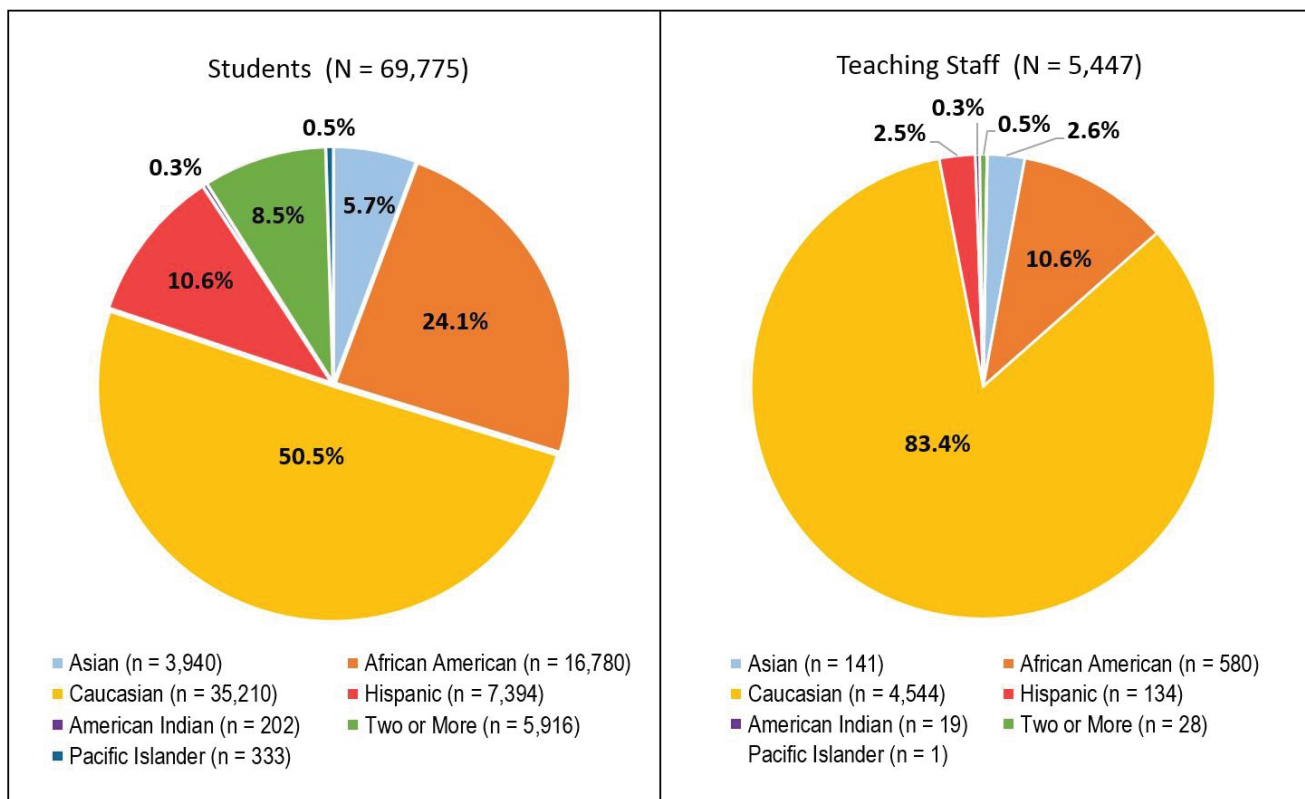The breakdown of VBCPS students and teaching staff by racial/ethnic group is shown in the pie graphs in Figure 2 at the bottom of this page. The appendices on the following pages contain similar graphs for the elementary, middle, and high school levels as well as for each school in Virginia Beach. Salient points from an analysis of the graphs and tables indicated the following:

- In comparison to the racial/ethnic makeup of the overall student population in Virginia Beach, the percentages of teaching staff from most racial/ethnic groups are not reflective of the student body.

- Just over half (50.5%) of all VBCPS students are Caucasian, while Caucasians make up 83.4 percent of the teaching staff in Virginia Beach. The gap between Caucasian students and staff is 32.9 percentage points.

- African Americans comprise 24.1 percent of students and 10.6 percent of teaching staff in Virginia Beach. The gap between African American students and teaching staff is 13.5 percentage points.

- Hispanic students represent 10.6 percent of all students in Virginia Beach. Hispanic teaching staff make up 2.5 percent of all VBCPS teaching staff, and the gap between Hispanic students and staff is 8.1 points.

- The greatest disparity between the racial/ethnic composition of Virginia Beach students and teaching staff is at the elementary school level. (See Appendix A.)

  ➢ While 49.3 percent of elementary school students are Caucasian, 86.6 percent of the teaching staff at VBCPS elementary schools belong to the Caucasian group. The gap is 37.3 percentage points.

  ➢ The gap between the percentage of African American students and the percentage of teaching staff in VBCPS elementary schools is 14.1 points.

  ➢ The gap between Hispanic elementary school students and Hispanic teaching staff is 10.3 points.

- The largest racial/ethnic gaps between students and teaching staff at the middle school level were for Caucasians at 30.6 percentage points, and African Americans at 12.5 percentage points. (See Appendix A.)

- At the high school level, the gap between African American students and teaching staff is 13 points; the Caucasian group gap for all VBCPS high schools is 28.2 percentage points. (See Appendix A.)

Figure 2: Race and Ethnicity of VBCPS Students and Teaching Staff

Students (N = 69,775)

0.5%
0.3%
8.5%
5.7%
10.6%
24.1%
50.5%

Teaching Staff (N = 5,447)

0.3%
2.5%
0.5%
2.6%
10.6%
83.4%

Asian (n = 3,940)   African American (n = 16,780)
Caucasian (n = 35,210)   Hispanic (n = 7,394)
American Indian (n = 202)   Two or More (n = 5,916)
Pacific Islander (n = 333)

Asian (n = 141)   African American (n = 580)
Caucasian (n = 4,544)   Hispanic (n = 134)
American Indian (n = 19)   Two or More (n = 28)
Pacific Islander (n = 1)

Appendix A: Race and Ethnicity of Students and Teaching Staff by Level

Elementary School Students (N = 32,252)

- Asian (n = 1,595)
- African American (n = 7,668)
- Caucasian (n = 15,905)
- Hispanic (n = 3,801)
- American Indian (n = 77)
- Two or More (n = 3,046)
- Pacific Islander (n = 160)

Elementary School Teaching Staff (N = 2,514)

- Asian (n = 43)
- African American (n = 243)
- Caucasian (n = 2,176)
- Hispanic (n = 38)
- American Indian (n = 7)
- Two or More (n = 7)

Middle School Students (N = 16,195)

- Asian (n = 1,012)
- African American (n = 3,853)
- Caucasian (n = 8,306)
- Hispanic (n = 1,563)
- American Indian (n = 44)
- Two or More (n = 1,336)
- Pacific Islander (n = 81)

Middle School Teaching Staff (N = 1,252)

- Asian (n = 38)
- African American (n = 141)
- Caucasian (n = 1,026)
- Hispanic (n = 33)
- American Indian (n = 4)
- Two or More (n = 10)

High School Students (N = 21,328)

- Asian (n = 1,333)
- African American (n = 5,259)
- Caucasian (n = 10,999)
- Hispanic (n = 2,030)
- American Indian (n = 81)
- Two or More (n = 1,534)
- Pacific Islander (n = 92)

High School Teaching Staff (N = 1,681)

- Asian (n = 60)
- African American (n = 196)
- Caucasian (n = 1,342)
- Hispanic (n = 63)
- American Indian (n = 8)
- Two or More (n = 11)
- Pacific Islander (n = 1)

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Elementary Schools Accredited with Warning

● Elementary School

1. BAYSIDE
2. BIRDNECK
3. COLLEGE PARK
4. HOLLAND
5. LUXFORD
6. POINT O'VIEW
7. SEATACK
8. THALIA
9. WHITE OAKS
10. WILLIAMS
11. WINDSOR OAKS

☐ Elementary Attendance Zone

Concentration of Students
Receiving Free or Reduced Lunch
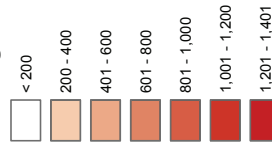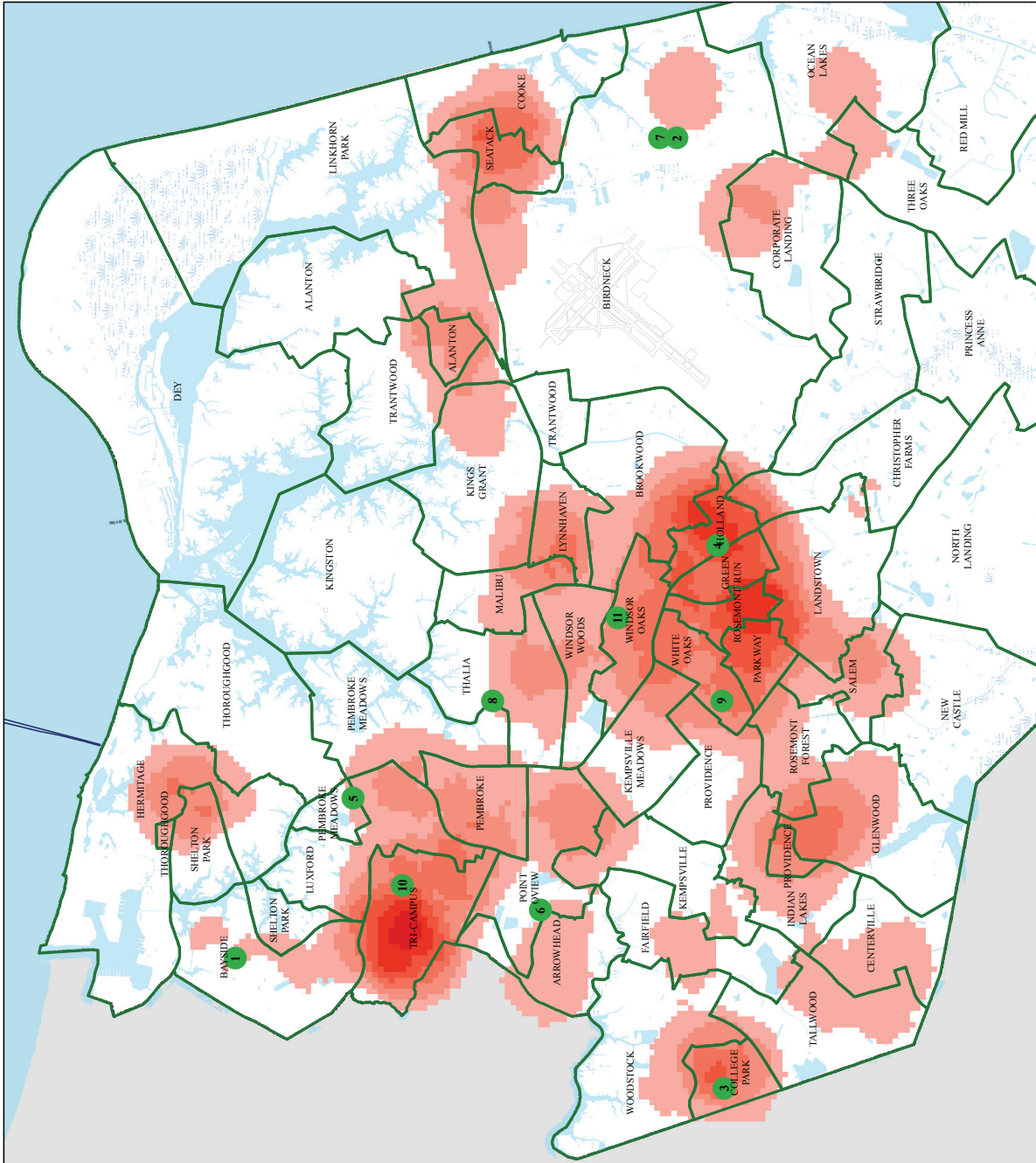
< 200
200 - 400
401 - 600
601 - 800
801 - 1,000
1,001 - 1,200
1,201 - 1,401

*per square mile

Prepared by the Department of School Division Services,
Facilities Planning and Construction, Office of Demographics and Planning, October, 2014
Note: For general planning purposes only.
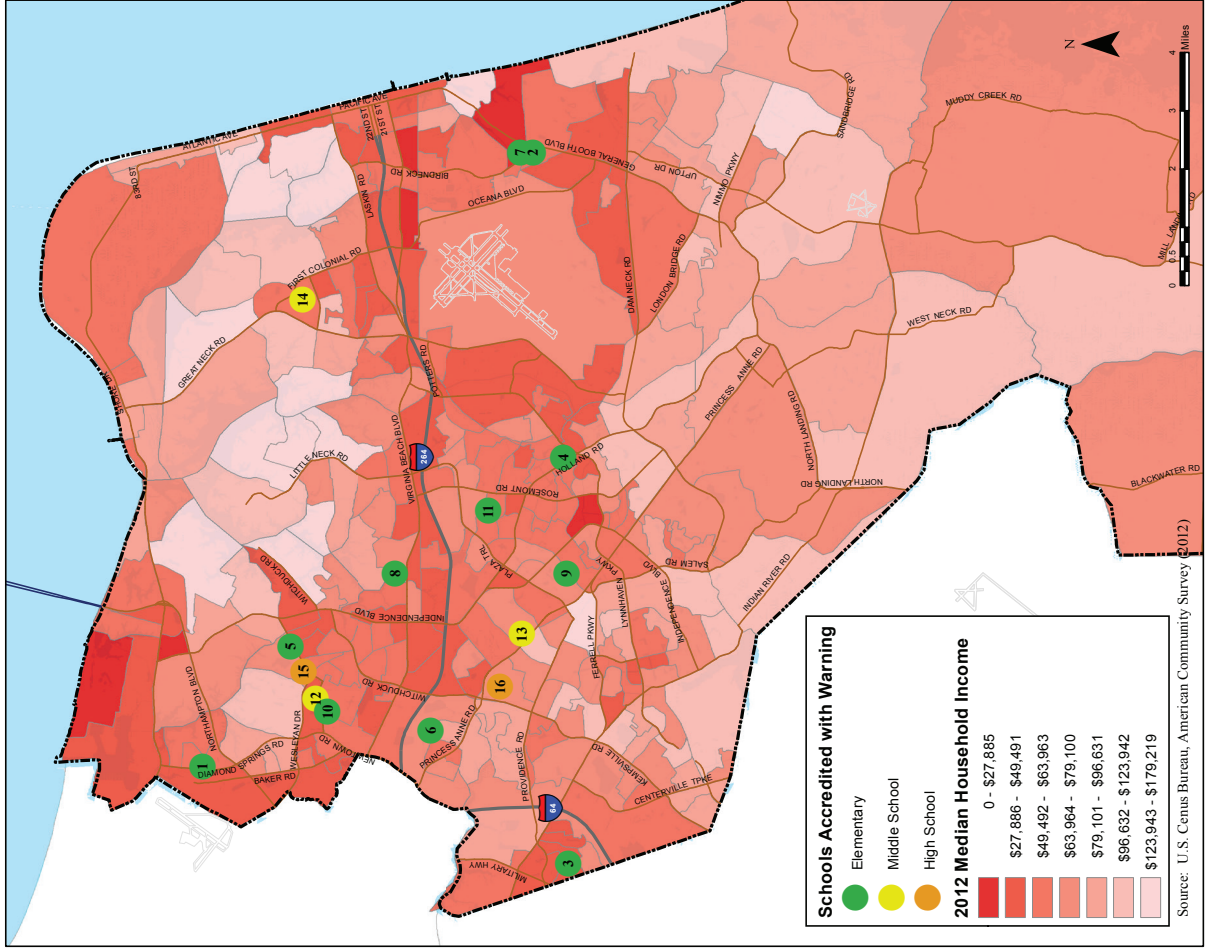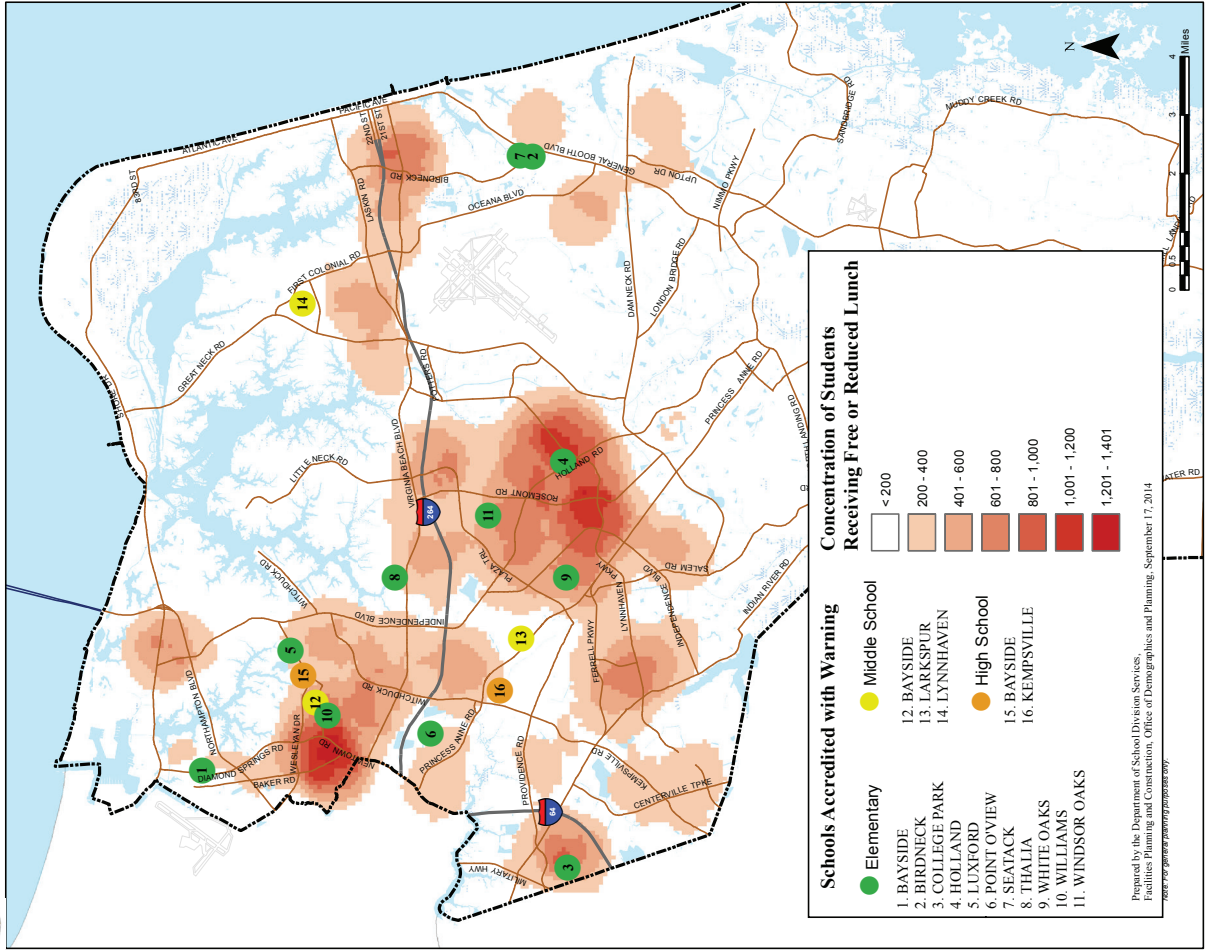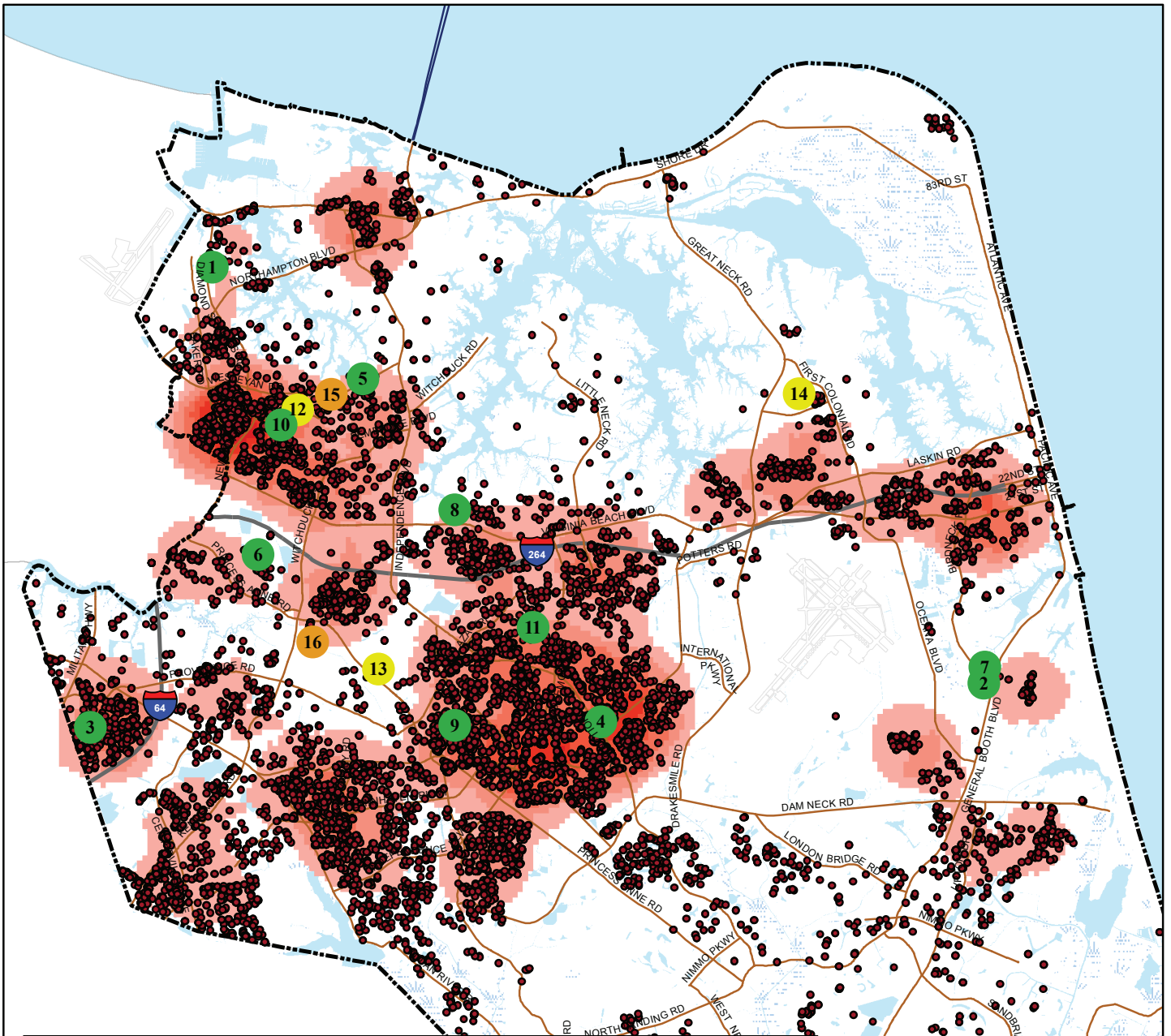
Miles
0 0.5 1 2 3 4

N

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Schools Accredited with Warning

● Elementary

● Middle School

● High School

1. BAYSIDE	12. BAYSIDE
2. BIRDNECK	13. LARKSPUR
3. COLLEGE PARK	14. LYNNHAVEN
4. HOLLAND	
5. LUXFORD	15. BAYSIDE
6. POINT O'VIEW	16. KEMPSVILLE
7. SEATACK	
8. THALIA	
9. WILLIAMS	
10. WINDSOR OAKS	
11. WINDSOR OAKS	

Concentration of Students Receiving Free or Reduced Lunch

□ < 200

□ 200 - 400

□ 401 - 600

□ 601 - 800

□ 801 - 1,000

□ 1,001 - 1,200

□ 1,201 - 1,401

Prepared by the Department of School Division Services,
Facilities Planning and Construction, September 17, 2014
Note: for general planning purposes only.

N

Miles
0 0.5 1 2 3 4

Schools Accredited with Warning

● Elementary

● Middle School

● High School

2012 Median Household Income

□ 0 - $27,885

□ $27,886 - $49,491

□ $49,492 - $63,963

□ $63,964 - $79,100

□ $79,101 - $96,631

□ $96,632 - $123,942

□ $123,943 - $179,219

Source: U.S. Cenus Bureau, American Community Survey (2012)

N

Miles
0 0.5 1 2 3 4

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Schools Accredited with Warning

🟢 Elementary   🟡 Middle School

1. BAYSIDE
2. BIRDNECK
3. COLLEGE PARK   12. BAYSIDE
4. HOLLAND   13. LARKSPUR
5. LUXFORD   14. LYNNHAVEN
6. POINT O'VIEW
7. SEATACK   🟠 High School
8. THALIA
9. WHITE OAKS   15. BAYSIDE
10. WILLIAMS   16. KEMPSVILLE
11. WINDSOR OAKS

Concentration of Students Receiving Free or Reduced Lunch

- < 200
- 200 - 400
- 401 - 600
- 601 - 800
- 801 - 1,000
- 1,001 - 1,200
- 1,201 - 1,401

*per square mile

• African-American Students

Prepared by the Department of School Division Services,
Facilities Planning and Construction, Office of Demographics and Planning, September 17, 2014

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VIRGINIA BEACH CITY PUBLIC SCHOOLS

NORTHAMPTON BLVD
DIAMOND SPRINGS RD
BAKER RD
WESLEYAN DR
NEWTOWN RD
WITCHDUCK RD
PEMBROKE BLVD
WITCHDUCK RD
INDEPENDENCE BLVD
PRINCESS ANNE RD
MILITARY HWY
PROVIDENCE RD
KEMPSVILLE RD
CENTERVILLE TPKE
PLEASANT VALLEY RD
LYNNHAVEN PKWY
INDEPENDENCE BLVD
INDIAN RIVER RD
NORTH LANDING RD
PLAZA TRL
ROSEMONT RD
HOLLAND RD
VIRGINIA BEACH BLVD
POTTERS RD
INTERNATIONAL PKWY
DRAKESMILE RD
DAM NECK RD
LONDON BRIDGE RD
PRINCESS ANNE RD
NIMMO PKWY
WEST N
SHORE DR
83RD ST
GREAT NECK RD
LITTLE NECK RD
FIRST COLONIAL RD
LASKIN RD
22ND ST
21ST ST
BIRDNECK RD
OCEANA BLVD
GENERAL BOOTH BLVD
UPTON DR
NIMMO PKWY
SANDBRIDGE RD
MUDDY CREEK RD
PRINCESS ANNE RD
MILL LANDING RD
NANNEYS CREEK RD
ATLANTIC AVE
PACIFIC AVE

264
64

Schools Accredited with Warning

● Elementary

● Middle School

1. BAYSIDE
2. BIRDNECK
3. COLLEGE PARK
4. HOLLAND
5. LUXFORD
6. POINT O'VIEW
7. SEATACK
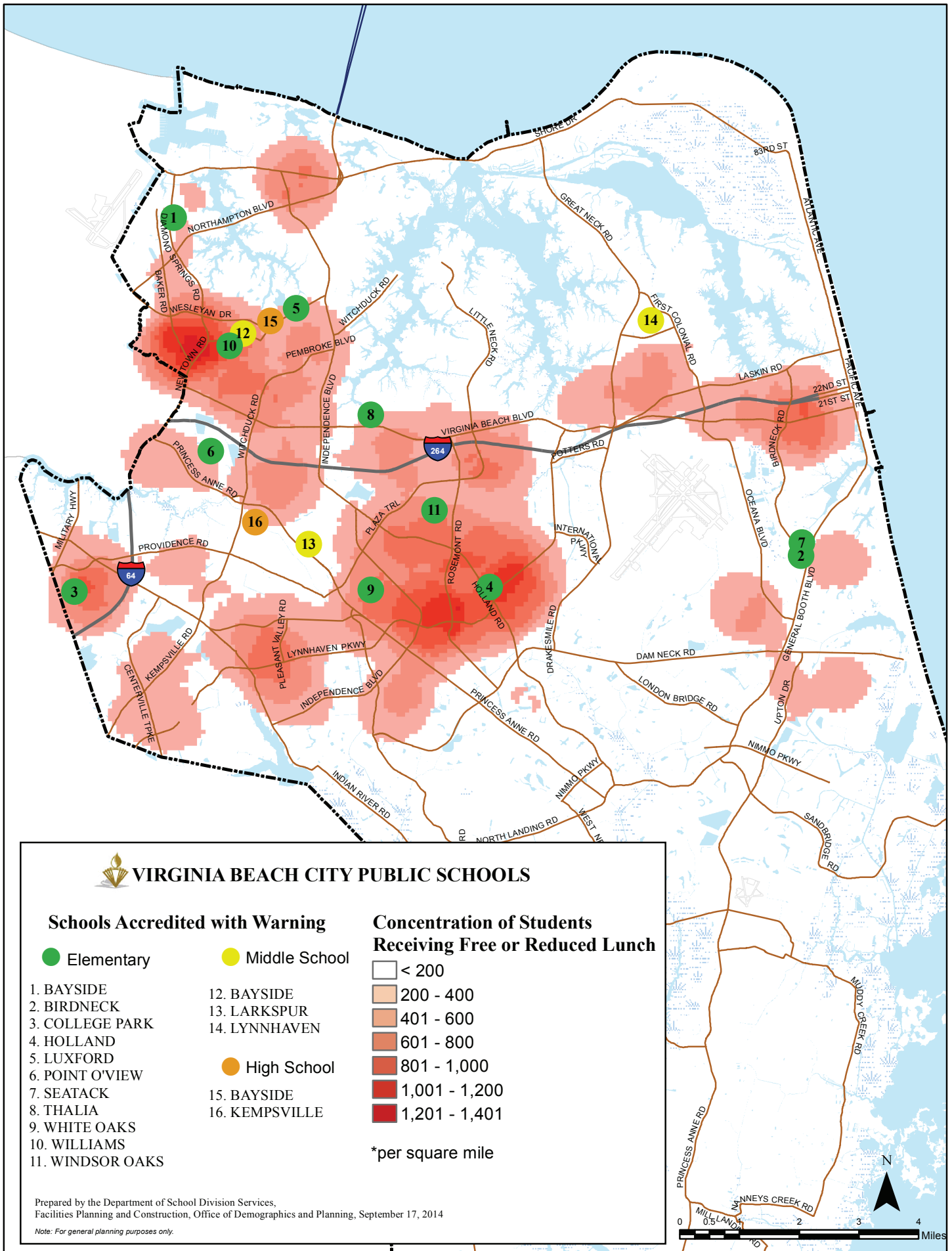8. THALIA
9. WHITE OAKS
10. WILLIAMS
11. WINDSOR OAKS

12. BAYSIDE
13. LARKSPUR
14. LYNNHAVEN

● High School

15. BAYSIDE
16. KEMPSVILLE

Concentration of Students Receiving Free or Reduced Lunch

	< 200
	200 - 400
	401 - 600
	601 - 800
	801 - 1,000
	1,001 - 1,200
	1,201 - 1,401

*per square mile

Prepared by the Department of School Division Services,
Facilities Planning and Construction, Office of Demographics and Planning, September 17, 2014

Note: For general planning purposes only.

N

0 0.5 1 2 3 4
Miles

Breakdown of 2013-2014 Discipline Information - Suspensions and Expulsions

All Schools	Total	Gender				Ethnicity												
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	12579	8691	69.1	3888	30.9	5785	46.0	56	0.4	202	1.6	4315	34.3	1273	10.1	26	0.2	922	7.3
Short-term Suspension	5393	3973	73.7	1420	26.3	2875	53.3	9	0.2	58	1.1	1623	30.1	454	8.4	14	0.3	360	6.7
Long-term Suspension	530	382	72.1	148	27.9	272	51.3	1	0.2	8	1.5	168	31.7	49	9.2	0	0.0	32	6.0
Expulsion	1	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	132	100	75.8	32	24.2	47	35.6	1	0.8	5	3.8	57	43.2	12	9.1	1	0.8	9	6.8

Elementary Schools	Total	Gender				Ethnicity												
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	1016	803	79.0	213	21.0	562	55.3	6	0.6	10	1.0	258	25.4	86	8.5	0	0.0	94	9.3
Short-term Suspension	1245	1049	84.3	196	15.7	630	50.6	1	0.1	15	1.2	389	31.2	93	7.5	2	0.2	115	9.2
Long-term Suspension	14	12	85.7	2	14.3	9	64.3	0	0.0	0	0.0	4	28.6	0	0.0	0	0.0	1	7.1
Expulsion	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	2	2	100.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0

Short-term suspension is defined as a single suspension of ten days or less.
Long-term suspension is defined as a single suspension of eleven days to 364 days.
Expulsion is defined as 365 days.
Modified expulsion is defined as an expulsion that has been modified to 0 to 364 days by the division in accordance with state law.

Source: Data extracted from the VBCPS data warehouse.

Breakdown of 2013-2014 Discipline Information - Suspensions and Expulsions

Middle Schools	Total	Gender				Ethnicity												
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	4722	3354	71.0	1368	29.0	2446	51.8	17	0.4	55	1.2	1504	31.9	376	8.0	10	0.2	314	6.6
Short-term Suspension	2124	1552	73.1	572	26.9	1217	57.3	5	0.2	20	0.9	589	27.7	170	8.0	7	0.3	116	5.5
Long-term Suspension	237	172	72.6	65	27.4	131	55.3	0	0.0	4	1.7	71	30.0	16	6.8	0	0.0	15	6.3
Expulsion	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	18	15	83.3	3	16.7	9	50.0	0	0.0	0	0.0	7	38.9	1	5.6	0	0.0	1	5.6

High Schools	Total	Gender				Ethnicity												
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	6841	4534	66.3	2307	33.7	2777	40.6	33	0.5	137	2.0	2553	37.3	811	11.9	16	0.2	514	7.5
Short-term Suspension	2024	1372	67.8	652	32.2	1028	50.8	3	0.1	23	1.1	645	31.9	191	9.4	5	0.2	129	6.4
Long-term Suspension	279	198	71.0	81	29.0	132	47.3	1	0.4	4	1.4	93	33.3	33	11.8	0	0.0	16	5.7
Expulsion	1	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	112	83	74.1	29	25.9	37	33.0	1	0.9	5	4.5	50	44.6	10	8.9	1	0.9	8	7.1

Short-term suspension is defined as a single suspension of ten days or less.
Long-term suspension is defined as a single suspension of eleven days to 364 days.
Expulsion is defined as 365 days.
Modified expulsion is defined as an expulsion that has been modified to 0 to 364 days by the division in accordance with state law.

Source: Data extracted from the VBCPS data warehouse.

Breakdown of 2013-2014 Discipline Information - Suspensions and Expulsions

All Schools	Count of Incidents	Gender				Ethnicity														
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	2735	2140	78.2	595	21.8	1352	49.4	4	0.1	25	0.9	920	33.6	274	10.0	1	<0.1	159	5.8
Short-term Suspension	5380	3963	73.7	1417	26.3	2879	53.5	9	0.2	58	1.1	1616	30.0	446	8.3	14	0.3	358	6.7
Long-term Suspension	530	382	72.1	148	27.9	272	51.3	1	0.2	8	1.5	169	31.9	48	9.1	0	0.0	32	6.0
Expulsion	1	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	133	101	75.9	32	24.1	48	36.1	1	0.8	5	3.8	57	42.9	12	9.0	1	0.8	9	6.8

Elementary Schools	Count of Incidents	Gender				Ethnicity														
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	365	303	83.0	62	17.0	181	49.6	2	0.5	4	1.1	119	32.6	32	8.8	0	0.0	27	7.4
Short-term Suspension	1244	1048	84.2	196	15.8	630	50.6	1	0.1	15	1.2	388	31.2	93	7.5	2	0.2	115	9.2
Long-term Suspension	14	12	85.7	2	14.3	9	64.3	0	0.0	0	0.0	4	28.6	0	0	0	0.0	1	7.1
Expulsion	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	2	2	100.0	0	20.8	1	51.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0

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Breakdown of 2013-2014 Discipline Information - Suspensions and Expulsions

Middle Schools	Count of Incidents	Gender				Ethnicity													
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	1180	934	79.2	246	20.8	602	51.0	2	0.2	6	0.5	407	34.5	99	8.4	0	0.0	64	5.4
Short-term Suspension	2137	1563	73.1	574	26.9	1222	57.2	5	0.2	21	1.0	595	27.8	170	8.0	7	0.3	117	5.5
Long-term Suspension	237	172	72.6	65	27.4	131	55.3	0	0.0	4	1.7	71	30.0	16	6.8	0	0.0	15	6.3
Expulsion	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	18	15	83.3	3	16.7	9	50.0	0	0.0	0	0.0	7	38.9	1	5.6	0	0.0	1	5.6
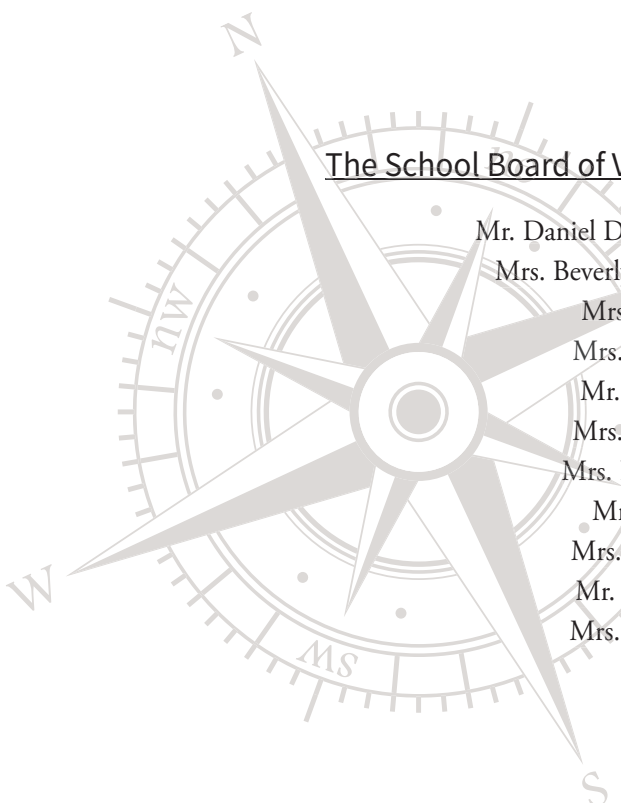
High Schools	Count of Incidents	Gender				Ethnicity													
		Male		Female		African American		American Indian		Asian		Caucasian		Hispanic		Native Hawaiian		Two or More	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
In-School Suspension	1190	903	75.9	287	24.1	569	47.8	0	0.0	15	1.3	394	33.1	143	12.0	1	0.1	68	5.7
Short-term Suspension	1999	1352	67.6	647	32.4	1027	51.4	3	0.2	22	1.1	633	31.7	183	9.2	5	0.3	126	6.3
Long-term Suspension	279	198	71.0	81	29.0	132	47.3	1	0.4	4	1.4	94	33.7	32	11.5	0	0.0	16	5.7
Expulsion	1	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Modified Expulsion	113	84	74.3	29	25.7	38	33.6	1	0.9	5	4.4	50	44.2	10	8.8	1	0.9	8	7.1

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Expulsion is defined as 365 days.
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Source: Data submitted to Virginia Department of Education for the 2013-2014 Discipline, Crime, and Violence Data Collection

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