



2019 Campus Compass Data Definitions

School Characteristics		
Section	Data Elements	Description
Accreditation Status	State Accreditation Status	<p>School accreditation ratings are based on multiple school quality indicators. Academic achievement is based on performance/growth on SOL tests and achievement on other approved assessments for all students and for various reporting groups of students in English, history/social science, mathematics, and science. Students identified as English learners who do not pass or show growth on the reading test but show gains on their annual English learner assessment count as successful in calculating academic achievement.</p> <p>Other student engagement and outcome indicators are also calculated as a part of state accreditation. Chronic absenteeism is calculated for each school. High schools have additional measures including: a Graduation and Completion index, dropout rate, and a college and career readiness index. The College and Career readiness index represents the percentage of graduates who have received credit for advanced coursework, have earned a Career & Technical Education (CTE) credential, or have participated in a work-based learning experience. This portion of the accreditation system will take effect starting in 2021-2022.</p> <p>Ratings are based on the previous academic year or on a three-year average of achievement.</p> <p>Additional information on school quality indicator and accreditation ratings can be found at the following link: http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml.</p>
Accreditation Status	Federal Accountability Status	<p>The Every Student Succeeds Act (ESSA) was signed into law December 2015 and Virginia’s ESSA plan took effect during the 2018-2019 school year. Under ESSA, schools are identified for support and improvement based on multiple performance indicators. Indicators are based on the previous academic year or on a three-year average for select indicators. Each of these indicators are weighted and schools are either not identified as needing any support and improvement or identified in one of three classifications of support and improvement.</p> <ul style="list-style-type: none"> • Comprehensive Support and Improvement • Targeted Support and Improvement • Additional Targeted Support and Improvement <p>Additional information about Federal Accountability can be found at the following link: http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/federal_accountability/index.shtml.</p>



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Standards of Learning Passing Rates	Standards of Learning Passing Rates	<p>The percentage of students passing the Standards of Learning (SOL) tests is based on the count of students whose scaled score on the SOL for the reporting year was at or above 400, the minimum passing scaled score.</p> <p>The Standards of Learning (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science, and other subjects.</p> <p>SOL tests in reading, writing, mathematics, science, and history/social science measure the success of students in meeting the Board of Education's expectations for learning and achievement. All items on SOL tests are reviewed by Virginia classroom teachers for accuracy and fairness and teachers also assist the state Board of Education in setting proficiency standards for the tests.</p>
Title I	Title I Schools	<p>Title I, Part A of the Elementary and Secondary Education Act provides financial assistance to local educational agencies and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Additional information about the Title I services provided in Virginia Beach can be found at the following link: https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206379.</p>
Staff Characteristics	Staff by Position	The number of school staff reported includes the categories of administrators/interns (i.e., principal, assistant principal, interns), instructional personnel, classified personnel (i.e., cafeteria workers, custodians, office associates, teacher assistants), and other school staff such as school nurses, school improvement specialists, and student activity coordinators.
Staff Characteristics	Average Years of Teacher Experience	The average years of teaching experience reported in the annual school report card includes instructional personnel only and is based on teachers' total years of teaching experience.
Staff Characteristics	Percentage New to the System	This percentage is based on the number of teachers in the school who are new to Virginia Beach City Public Schools.
Staffing Information	Pupil-Teacher Ratio - Grades K-5 (without resource personnel)	The Pupil-Teacher ratio (excluding resource personnel) is calculated by dividing the number of students enrolled in each grade level by the number of full-time equivalent teachers within each school and does not include art, music, physical education, technology, gifted, ESL, remedial, or Title I teachers.
Staffing Information	Pupil-Teacher Ratio - Grades K-5 (with resource personnel)	The Pupil-Teacher ratio (including resource personnel) is calculated by dividing the number of students enrolled in each grade level by the number of full-time equivalent teachers within each school and includes art, music, physical education, technology, gifted, ESL, remedial, and Title I teachers.
Staffing Information	Average Class Size	The average class size is calculated by dividing the number of students enrolled in a language arts, mathematics, science, or social studies class by the number of sections of each class.
Staffing Information	Virginia K-3 Class Size Initiative	The K-3 Primary Class Size Reduction Program is a state program to reduce the student/teacher ratio. Schools are assigned a target ratio based on the percentage of students who are eligible for free lunch. Target ratios in Virginia Beach range from 17 to 1 up to 24 to 1. School divisions are required to provide a local match for the state funds based on the composite index of local ability-to-pay.
Student Characteristics	Student Membership	The school membership reported in the annual school report card is a count of students actively enrolled in the school as of the end of September.

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Student Characteristics	Economically Disadvantaged Students	Students participating in the free/reduced lunch program are considered to be economically disadvantaged. The free/reduced percentages from November are reported in the annual school report card. Division policies for providing students with meals for free or at a reduced cost are described at the following link: https://www.vbschools.com/parents/menus_meal_payments/meal_prices/free_or_reduced_meal_prices .
Student Characteristics	Gifted Students	The percentage of gifted students reported in the annual school report card reflects a count of the students identified for gifted services as of the end of September. Additional information concerning eligibility for services, the process for identifying students, and the type of services provided by the gifted program in Virginia Beach can be found at the following link: https://www.vbschools.com/cms/one.aspx?pageId=206374 .
Student Characteristics	English Learner (EL) Students	The percentage of English Learner (EL) students reported in the annual school report card reflects a count of the students who have been identified or have received English as a Second Language (ESL) services because English is not their native language, and they experience difficulty speaking, reading, writing, or understanding the English language. Additional information about the federal definition used to identify EL students can be found at the following link: https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf
Student Characteristics	Special Education Students	The percentage of special education students reported in the annual school report card reflects a count of the students identified for special education services as of the end of September of the given year. Additional information about the special education program in Virginia Beach can be found at the following link: https://www.vbschools.com/academic_programs/special_education_program .



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Goal 1: High Academic Expectations		
Section	Data Elements	Description
Reading on Grade Level	Percentage of Students Reading on Grade Level	<p>The percentage of students reading on grade level is based on the count of students whose highest score on the DRA2 (grades K-2 Independent Level Score) or RI (grades 3, 6, and 9 Lexile Score) for the reporting year was at or above the minimum established reading on grade level score for the given grades: kindergarten (3), grade 1 (16), grade 2 (28), grade 3 (500), grade 6 (800), and grade 9 (1000) divided by the count of students enrolled during the end-of-year DRA2 (grades K-2) or RI (grades 3, 6, and 9) administration window with a valid score at any point during the reported year.</p> <p>The DRA2 is a preassessment and benchmark assessment administered two to three times each school year to students in grades K-2. It is designed to measure a student's individual reading level, and results from the DRA2 are used by teachers to inform small-group reading instruction.</p> <p>The RI is a multiple-choice, computer-adaptive reading comprehension assessment which reports student reading levels using the Lexile measurement format. The Lexiles reported in the RI assessment provide teachers, students, and parents incremental information within band ranges related to their students' reading growth. The RI Lexiles allow teachers and administrators to track student progress in reading comprehension and assign each student appropriate reading materials. Because Lexiles can be determined for text, teachers can match student Lexile data to reading materials for a variety of instructional purposes. More information about the RI can be found at the following link: https://www.hmhco.com/products/assessment-solutions/literacy/sri-index.htm.</p>
Critical Thinking Assessments	Percentage of Students Scoring at the Emerging Level or Higher on the IPT	<p>The percentage of students scoring at the Emerging level or higher on the Integrated Performance Task (IPT) is based on the count of students who scored at the emerging level or higher on the IPT for grades 4 and 7 in the areas of critical thinking, problem solving, and written communication divided by the count of students who took the IPT for grades 4 and 7 during the spring of the reported year. More information about the IPT can be found at the following link: https://www.vbschools.com/cms/one.aspx?portalId=78094&pageId=292642.</p>
Critical Thinking Assessments	Percentage of Students Scoring at the Proficient Level or Higher on the CWRA+	<p>The College and Work Readiness Assessment (CWRA+) is administered each year to high school seniors. It is designed to measure analytic reasoning, problem solving, and written communication which are three essential skills for success in college and work. The CWRA+ includes a selected response section along with a performance task that uses real-life scenarios and documents that students must analyze before writing responses to open-ended questions.</p>
Rigorous Coursework	Percentage of Students Enrolled in Rigorous Coursework	<p>The percentage of students enrolled in rigorous coursework is based on the unduplicated count of students who were enrolled in a rigorous course from any VBCPS school on February 10 of the reporting year or earned a final grade in a rigorous course from any VBCPS school in the first semester of the reporting year divided by the unduplicated count of students who were enrolled on February 10 of the reporting year or earned a final grade in the first semester of the reporting year. For the school-level counts, the students are unduplicated by school. For the division-level counts, the students are unduplicated across the division. Students are counted at the school where the course was taken.</p>



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Goal 1: High Academic Expectations

Section	Data Elements	Description
Graduation Cohort	On-Time Graduation Rate	The Virginia On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns. More information about the Virginia High School Cohorts and cohort dropout rates can be found at the following link: http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml .
Graduation Cohort	Cohort Dropout Rate	The cohort dropout rate reflects the percentage of first-time ninth-grade students in the group who left high school permanently over the course of four years of high school or who cannot be accounted for elsewhere. More information about the Virginia High School Cohorts and cohort dropout rates can be found at the following link: http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml .
Scholarships	Scholarships Offered and Accepted	The dollar value of scholarships offered and accepted is reported. The amount of renewable scholarships is multiplied by four. The dollar value of ROTC scholarships and military academy appointments is included. However, the dollar value of Pell grants, work-study, and loans accepted by graduates has not been included. Additional information about scholarships can be found at the following link: https://www.vbschools.com/cms/One.aspx?portalId=78094&pageId=206092 .



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Goal 2: Multiple Pathways		
Section	Data Elements	Description
Academic and Career Planning	Percentage of Students and Parents Reporting That Students' Academic and Career Planning Process Helped Them to Make Informed Decisions About College, Employment, or Military Service	The percentage is based on the count of all respondents to the <i>Compass to 2020</i> Monitoring Survey or School Climate Survey who agreed or strongly agreed that they received assistance, resources, and information that helped them make informed decisions about their options after they graduate from high school divided by the count of all respondents who provided a response to the survey item.
Personalized Learning	Percentage of Students and Parents Reporting That Students Were Provided With Personalized Learning Opportunities	The percentage is based on the count of all respondents to the <i>Compass to 2020</i> Monitoring Survey or School Climate Survey who agreed or strongly agreed that they were provided opportunities aligned with their needs and interests divided by the count of all respondents who provided a response to the survey item.
College Readiness Benchmarks	Percentage of Students Meeting College-Readiness Benchmarks on the PSAT 8/9	The PSAT 8/9 is a standardized, multiple-choice test that establishes a baseline for college and career readiness before students enter high school. The PSAT 8/9, which is aligned with the new SAT and PSAT/NMSQT, assesses students in mathematics and evidenced-based reading and writing. The data presented in the annual school report card reflects the percentage of 8th grade students whose score was at or above the established College Readiness Benchmark score for the given section divided by the count of 8th grade students with a PSAT 8/9 result for the reporting year. The benchmark score is 390 for evidence-based reading and writing and 430 for mathematics. Students are counted at the school where the PSAT 8/9 was taken.
College Readiness Benchmarks	Percentage of Students Meeting College-Readiness Benchmarks on the PSAT	The percentage of 10 th grade students meeting college-readiness benchmarks on the PSAT is based on the count of 10th grade students whose score on the evidence-based reading and writing section or math section of the PSAT was at or above the established College Readiness Benchmark score for the given section divided by the count of 10th grade students with a PSAT result for the reporting year. The benchmark score is 430 for evidence-based reading and writing and 480 for mathematics. Students are counted at the school where the PSAT was taken.
College Readiness Benchmarks	Percentage of Students Meeting College-Readiness Benchmarks on the SAT	The percentage of students meeting college-readiness benchmarks on the SAT is based on the count of students whose score on the evidence-based reading and writing section or math section of the SAT was at or above the established College Readiness Benchmark score for the given section divided by the count of students with an SAT result for the reporting year. The benchmark score is 480 for evidence-based reading and writing and 530 for mathematics.
College Readiness Benchmarks	Percentage of Students Meeting College-Readiness Benchmarks on the ACT	The percentage of students meeting college-readiness benchmarks on the ACT is based on the count of students by subtest whose score on the ACT for the reporting year was at or above the established ACT benchmark score for the subtest. The established benchmark score is 18 for English, 22 for mathematics, 22 for reading, and 23 for science divided by the count of students with an ACT test result for the reporting year.



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Goal 3: Social-Emotional Development

Section	Data Elements	Description
School Climate	Percentage of Students and Parents Reporting the School is a Safe and Orderly Place to Learn	The percentage is based on the count of all respondents to the <i>Compass to 2020</i> Monitoring Survey or School Climate Survey who agreed or strongly agreed that their school is a safe and orderly place to learn divided by the count of all respondents who provided a response to the survey item.
School Climate	Percentage of Students and Parents Reporting the School is a Welcoming Place to Learn	The percentage is based on the count of all respondents to the <i>Compass to 2020</i> Monitoring Survey or School Climate Survey who agreed or strongly agreed that their school is a welcoming place to learn divided by the count of all respondents who provided a response to the survey item.
Student Participation	Percentage of Students Reporting Participation in Extracurricular Activities, Clubs, or Athletics	The percentage is based on the count of all respondents to the <i>Compass to 2020</i> Monitoring Survey or School Climate Survey who reported participation in extracurricular activities, clubs, or athletics divided by the count of all respondents who provided a response to the survey item.
Student Participation	Percentage of Students Reporting Participation in Community Service	The percentage is based on the count of all respondents to the <i>Compass to 2020</i> Monitoring Survey or School Climate Survey who reported participation in community service divided by the count of all respondents who provided a response to the survey item.

Goal 4: Culture of Growth and Excellence

Section	Data Elements	Description
Partners and Volunteers	Number of Participating Partners and Volunteers	The number of participating partners and volunteers is based on the count of participating partners and volunteers for the reported school year. If a partner or volunteer worked at more than one school, those individuals will be counted more than once in the division total.