



Virginia Department of Education King and Queen County Public Schools ARP ESSER Spending Plan

Introduction

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia's Children](#) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs' applications for ARP ESSER funds. Questions about this template should be directed to vdoefederalrelief@doe.virginia.gov.

Section 1: General Information

- | | |
|--|-----------------------|
| A. School Division/LEA Name | King and Queen County |
| B. Division Number | 049 |
| C. Contact Name | Dr. Carol B. Carter |
| D. Contact Email | ccarter@kqps.net |
| E. Contact Phone # | 804-785-5981 |
| F. Amount of ARP ESSER funding allocated to LEA \$1,536,383.04 | |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) www.kqps.net
- B. Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency: **The plan is available in Spanish and Arabic upon request and may be orally**



translated for parents. Contact Stephanie Lambrecht, Executive Director of Special Programs at slambrecht@kqps.net or 804-785-5981 to request translation.

- C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability: **Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Stephanie Lambrecht, Executive Director of Special Programs at slambrecht@kqps.net or 804-785-5981.**

Section 3: Opportunity for Public Comment

- A. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year: **An updated plan will be presented to the School Board on December 21, 2022 where public comment will be available to the public. Any feedback received during that meeting will be considered in future updates.**
- B. Describe how the LEA took public input since August 2021 into account: **We received a lot of public input from our surveys and strategic focus groups. That input was used to determine what facility updates we could improve. A lot of programs ideas we received from public input are already in place to address learning loss. Such as our afterschool program. We used student feedback to expand that program. We will be conducting a survey in January 2023 that will go out to our families to determine what services they would like to see in our schools and what services we could improve on.**

Section 4: Consultation with Stakeholders

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

A. Students

Description of consultation conducted: Strategic plan focus group and steering committee
Uses consulted on: talent management & development, school safety, operations, and facilities, community connections and relations, instruction, technology, and innovation
Feedback received: more afterschool offerings, enhance outdoor recreational spaces, more real world life skills classes, early communication about postsecondary options information, mental health information

Description of consultation conducted: CTE Course Survey 2023-2024

Uses consulted on: interest in various CTE classes

Feedback received: students in grades 7 – 12 would like to have more courses focused on cybersecurity and renewable technology



B. Families

Description of consultation conducted: Strategic plan focus group and steering committee

Uses consulted on: talent management & development, school safety, operations, and facilities, community connections and relations, instruction, technology, and innovation

Feedback received: increase offerings for foreign language, dual enrollment and vocational classes, student-parent/family guidance counselor meetings to map a course for students to attain goals, STEM focus that leverages math, advertise KQPS events in the Country Courier, Facebook, Instagram, flyers, mailings

Description of consultation conducted: Afterschool program survey

Uses consulted on: afterschool tutoring and enrichment

Feedback received: students have been approving academically from attending afterschool program

C. School and district administrators including special education administrators

Description of consultation conducted: Strategic plan focus group and steering committee

Uses consulted on: talent management & development, school safety, operations, and facilities, community connections and relations, instruction, technology, and innovation

Feedback received: KQPS has opportunities to support staff members to reduce isolation, build knowledge/skills, an increase comradery

D. Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted: Strategic plan focus group and steering committee

Uses consulted on: talent management & development, school safety, operations, and facilities, community connections and relations, instruction, technology, and innovation

Feedback received: KQPS has opportunities to provide more career/technical/trade opportunities for our students, ensure that there is updated equipment, technology, and facilities including adaptive equipment, enhance communication with families as well as between schools, and expansion of pathways for students.

Description of consultation conducted: Climate Survey

Uses consulted on: the current climate of the division

Feedback received: Less than half of our teachers are satisfied with their salary

E. Tribes, if applicable

Description of consultation conducted N/A

Uses consulted on

Feedback received

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: Strategic plan focus group and steering committee

Uses consulted on: talent management & development, school safety, operations, and facilities, community connections and relations, instruction, technology, and innovation



Feedback received: Promote KQPS events and good news in the Country Courier and through flyers or brochures, open playgrounds and tracks for community use, promote dual enrollment with RCC

- G. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved services

Description of consultation conducted: Strategic plan focus group and steering committee

Uses consulted on: talent management & development, school safety, operations, and facilities, community connections and relations, instruction, technology, and innovation

Feedback received: ensure that there is updated equipment, technology, and facilities including adaptive equipment.

- H. Community based organizations, including partnerships to promote access to before and after-school programming

Description of consultation conducted: Strategic plan focus group and steering committee

Uses consulted on: talent management & development, school safety, operations, and facilities, community connections and relations, instruction, technology, and innovation

Feedback received: Promote KQPS events and good news in the Country Courier and through flyers or brochures, open playgrounds and tracks for community use, promote dual enrollment with RCC

- I. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school

Description of consultation conducted: Represent information at resource council

Uses consulted on: program suggestions for early childhood, outreach to families to apply for early childhood services

Feedback received: continue to be inclusive and before and after school child care

Section 5: Addressing Learning Loss (recommended to be 100% of an LEA's remaining allocation and must be at least 20% of an LEA's allocation per federal statute)

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor's Challenge:** in Action Seven of [Our Commitment to Virginia's Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.



- A. Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students: **We used spring SOL 2022 spring student SDBQ data; Spring PALS data; MAP data; IXL Diagnostic in math and literacy, Fall 2022 SGA vertical scale scores.**
- B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss: **ARP funds will be used to support staffing for our summer school. Our summer school program will provide remediation, intervention, and accelerated learning for students for continuation of learning. Additional paraprofessionals will support small group breakouts and target individual instruction. Division wide IXL learning for math and literacy and Achieve 3000 Smarty Ants software was purchased to allow for teachers to provide targeted guidance to individual student needs and monitor student growth.**
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed: **The literacy specialist will be responsible for assessment, data disaggregation and progress monitoring to determine fidelity and student success outcomes and assess teacher strategies. Also, the literacy specialist will work with teachers to weave in missing content for students. We have several assessment tools to help determine the effectiveness of our interventions.**
- D. Amount of ARP ESSER funds to address learning loss **\$308,369.99**

Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
 - The use of funds must fall under one of the authorized uses of ESSER funds; and
 - The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.
- A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies: **We gave all staff an \$1,000 retention bonus in November 2022**
- a. Total number of new staff hired with ARP ESSER funds: **3**
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: **2**



- B. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning: **We have hired additional custodians to help with cleaning and sanitization of our buildings. Bottle filling stations have been installed throughout our buildings for students and staff for contactless access to water. Temperature kiosks have been placed at the entrance of each building. The purpose of the kiosks is to help screen individuals for a fever or other abnormal reading through a contactless system, making it less likely that someone who is ill will be granted access to the building, and therefore, less likely to infect others. We will continue to purchase student desks and chairs to replace tables in classrooms. The student desks will allow for easier social distancing in a classroom and also it gives us the opportunity to purchase desks that can be converted into small groups. Additional vehicles have been purchased to allow for social distancing while transporting students. Older tile will be replaced in classrooms to help improve the air quality in the schools and reduce risk of exposure to environmental health hazards.**
- C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project: **ARP funds will be used to replace 7 HVAC rooftop units at Lawson Marriott Elementary. These units are more than 13 years old and are well past their life cycle. It is more cost effective to replace the units, than repair. Also, 2 HVAC units are being added to the kitchen at Lawson Marriott Elementary because currently there is no unit in the kitchen. At CHS, we will be replacing 2 units and adding a unit in the kitchen. The two units are to replace units that are in need of repair and like Lawson Marriott Elementary there was no unit in the kitchen. These new units will allow for better air quality in our buildings. The roof at Lawson Marriott Elementary School and Central High School will be repaired to improve infrastructure problems to help improve the air quality in the schools and reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below: SEL and Equity Consultant will aid staff to incorporate social emotional learning and equity as part of their curriculum to help build relationships, resiliency, and collective problem-solving that is fundamental to teaching and learning. Director of Special Projects to coordinate and oversee afterschool programs and instructional programs throughout the year to help students with learning loss and track/monitor chronic absenteeism. Substitutes provided by ESS due to staff absences and long-term subs to fill increase vacancies. Science lab tables to accommodate social distancing to continue face-to-face instruction to develop science and engineering practices. Storage building to store excess furniture out of classrooms to accommodate social distancing.
- E. Amount of ARP ESSER funds for the uses above (A. through D.) **\$1,228,013.05**

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	Summer School Teachers, Paraprofessionals, Nurses, Bus Drivers	YES	109,904.60		8,186.86	101,717.74
Other	Additional Custodians	NO	95,385.23			95,385.23
Other	Literacy Specialist	YES	76,094.96			76,094.96
Professional Development	SEL and Equity Consultant	NO	40,368.75		19,083.40	21,285.35
Other High Quality Tutoring	Paraprofessionals to help with small group break outs	YES	70,030.43			70,030.43
Other Recruitment/Retention	Staff retention and recruitment \$1,000 bonus for staff	NO	188,387.50			188,387.50
Other	Director of Special Projects to coordinate afterschool program and instructional programs	NO	116,456.00			116,456.00
Other	Prevention & Mitigation: temperature kiosks, tile replacement in classrooms, student and teacher desks, bottle filling stations, Storage building to store excess furniture out of classrooms to accommodate social distancing.	NO	139,649.00		17,469.00	122,180.00
Other	Science lab tables to accommodate social distancing to continue face-to-face instruction to develop science and engineering practices.	NO	129,000.00			
Professional Development	Highly Effective Services to help create and implement equitable structures in mathematics instruction.	YES	30,000.00		30,000.00	0.00
Other	IXL learning and Achieve 300 software licenses to allow teachers to provide targeted guidance to individual student needs.	YES	22,340.00	9,648.00		12,692.00
Other	SEL universal screener to assess students risk of behavioral and emotional risk.	NO	5,000.00			
Other	Substitutes provided by ESS due to staff absences and long-term subs to fill increase vacancies.	NO	44,687.29		24,078.75	20,608.54
HVAC/Renovation/Capital Projects	HVAC replacement and roof repairs at CHS and LMES to improve air quality in facilities	NO	301,098.28	301,098.28		0.00
Other	Additional vehicles to allow for social distancing while transporting students.	NO	167,981.00	80,640.42	87,340.58	0.00

King & Queen County Public Schools Community Consultation & Data Report to the Strategic Planning Steering Committee



Data Collection

- Stakeholder data was collected during facilitated discussions and surveys during September 2022
- 10 focus groups with a variety of community stakeholders were facilitated by Gaston-Shaffer; All sessions utilized pre-approved protocols, electronic notetaking, and audio recording for clarification
- Gaston-Shaffer also met separately with KQPS curriculum and operations teams and the Superintendent
- Surveys were administered to KQPS staff, students, and community members
- School division data was reviewed during the same time period

Stakeholder Consultation Findings

STRENGTHS, CHALLENGES, AND OPPORTUNITIES

School Board Group Feedback

Strengths:

- More continuity with dedicated teachers and staff
- Cultural diversity – stronger mix of race and culture with ESL and migrant populations
- Tremendous pride and collaboration – everyone works together and educates every child
- Supportive and dedicated Superintendent
- Positive relationships and cooperation with Board of Supervisors

Challenges:

- Changes in parenting styles and general student discipline and behaviors
- Lack of youth services and supports/programs in KQ County to support students
- Need for stronger consistency in student discipline and consequences across all schools

Opportunities:

- Sense of pride and distinguished alumni from KQPS to inspire all students
- Magnet experiences and dual enrollment credit – expansion of pathways for students

School Administrator Feedback

Strengths:

- Supportive school personnel, “everybody is willing to chip in.”
- Relationships built with community, business partners, within the school systems, and families, “for such a small community, we have a huge range of diversity, which offers a nice rich cultural experience and a variety of student perspectives to draw from.”

Challenges:

- Parent/Family engagement and involvement (e.g., PTO, PTA) with 30-40 miles driving distances and competitors for their time
- Workforce – diversity, workload, retention, compensation, and recruitment with significant living-related distractors (e.g., rental housing, childcare)
- Families choose to send their children to other school systems/schools

Opportunities:

- Support of staff members to reduce isolation, build knowledge/skills, increase comradery
- More information about KQPS offerings and success on media

Teachers and Staff Feedback

Strengths:

- Teamwork and collaboration, “everyone is willing to jump in and help when needed.”
- Relationships with students, including showing compassion
- Welcoming school environment
- Community support with donations from individuals, local churches, and businesses

Challenges:

- Workforce issues – lack of teachers and bus drivers, retention, and teacher compensation
- Internet issues – across county and some spaces in schools
- Family involvement-a few parents contribute a lot; many families want “us to just handle it” in lieu of being part of the action/learning and expect quick responses, even outside of work hours
- Student accountability for behavior (e.g., discipline, work-related)

Opportunities:

- Provide more career/technical/trade opportunities for students in the school system
- Ensure that there is “updated equipment, technology, and facilities” including adaptive equipment
- Enhance communication with families as well as between schools

School Board, Faculty, & Staff Survey Results (*n*=34)

Most Proud of:

- The achievement of King and Queen County's students (1st)
- King and Queen County's teachers and staff (2nd)

Biggest Priority:

- A safe and orderly environment (21.8%)
- Curriculum that prepares students for the workplace (18.8%)

Most Important Issue Students Face:

- Lack of parental involvement (20.4%)
- Overuse of social media and screen time/Internet safety (20.4%)

Top Challenge Facing this Group:

- Engaging parents with the schools/their child's education (23.2%)
- Maintaining aging school buildings (20.2%)

Community Members and Business Focus Group Feedback

Strengths:

- “Administration works hard to engage community members in planning...and values input.”
- Communication between the health department, school nurse, and administration effectively works to protect the health of students and staff
- Support through clothing drives, school supply drives, and business partnerships

Challenges:

- Lack of vocational offerings
- Teacher-related topics (i.e., diversity, retention, and pay)
- Students lack knowledge of the “world of work” which includes responsibility and accountability

Opportunities:

- Promote dual enrollment with Rappahannock Community College
- Open the playgrounds and tracks for community use
- Promote KQPS events and good news in the *Country Courier* and through flyers or brochures

Family Focus Group Feedback

Strengths:

- Parent involvement to “Show up and be present and do our parts at home”
- Parent Teacher Community Fund (PTCF) support
- Afterschool enrichment activities provide support, and the activity bus is helpful for parents

Challenges:

- Need options (e.g., computer simulators, resume building) for students who do not want to go to college
- Lack of student readiness for the next step (e.g., Governor’s School, college options, SAT/ACT prep, workforce-relevant knowledge/skills)

Opportunities:

- Increase offerings for foreign language (e.g., conversational Spanish, other languages), dual enrollment, and vocational classes
- Student-parent/family guidance counselor meetings to map a course to attain goals
- Capitalize on the school division’s small size with a student to STEM focus that leverages math as an equalizer to increase future student options (e.g., ASVAB, LSAT) and student performance.
- Advertise KQPS events in the *Country Courier*, on Facebook and Instagram, through flyers at games or providing a sports schedule, and by mailing out/sending home calendars

Community Stakeholder Survey Results (*n*=67)

Most Proud of:

- King and Queen County's teachers and staff (1st)
- Safe and respectful environment of King and Queen County's schools (2nd)

Biggest Priority:

- Curriculum that prepares students for the workplace (20.9%)
- Excellent extracurricular programs, such as clubs, athletic teams, and student organizations (17.80%)

Most Important Issue Students Face:

- Lacking in life skills (14.0%)
- Overuse of social media and screen time/Internet safety (13.5%)

Top Challenge Facing this Group:

- Maintaining aging school buildings (16.57%)
- Engaging parents with the schools/their child's education (16.57%)

Student Focus Group Feedback Across Grade Levels and Schools

Strengths:

- “Everybody helps each other”
- School Personnel Matter: “The people are understanding and helpful” and they “give effort and time to care and inspire students to be the best person they can be.”
- Friendships are Supported by School Attendance: “I can have friends now” said an elementary student, while a high schooler said, “you can see your friends and help them.”

Challenges:

- Dress Code Frustrations: “boys don’t get coded; girls get coded for tops and some issues with curves.”
- Homework Insensitivity: “bigger kids have more responsibility” such as babysitting and chores. Student athletes shared there is a lack of awareness among teachers for timing of tests and assignments.
- Internet and digital security: some schools/parts of the building have a weak signal; often students cannot access websites to watch assigned videos

Opportunity:

- More Afterschool Offerings: elementary students want sports options while high schoolers wanted clubs (e.g., gaming, chess, theater). A high school student said activities are good to, “make friends and create bonds to keep the school together.”

Elementary School Student Feedback (Grades 4-6; both schools)

Strengths

- School staff communicate an ethic of care. Teachers “help me get focused,” “they support me,” and “give good advice.

Challenges

- Teachers may not be aware of how their ‘teacher voice’ is perceived, “I have sensitive ears, so a soft voice is better” or the louder voice is perceived as “yelling at kids.”

Opportunities:

- Enhanced outdoor recreational spaces are desired at both schools (e.g., sports fields, playground equipment)

Bright Spot:

- Lawson-Marriott students were reflective about wanting more study time and upcoming assessment notice. They shared that there were many class activities; however, when there is two days notice on a test it is “just not enough time to learn.”

Elementary School Student Survey Results (*n=127*)

What I like best about my school:

- Math (22%)
- Reading (11%)

What would make my school better:

- Less bullying
- More outdoor recess activities or an expansion of the playground
- More Achieve

What Courses Students Would Like to See Added:

- More language options (e.g., Spanish)
- Cooking/culinary/baking class
- More math and science course options

What Additional Afterschool Activities Students Would Like to See Added:

- More sports / sport clubs
- Reading clubs
- Math / science clubs
- Elementary students reported on average a satisfaction of 3.70 (Scale 1: Extremely dissatisfied to 5: Extremely satisfied)

Grades 7-8 Student Feedback

Strengths:

- Teachers who support learning
- Supporting one another: “Anybody can be helpful to each other.” “Teachers say do individual work and let classmates help, ask teachers questions.”
- **Challenge**
- Timely feedback: “Not grading anything” Students said that they submit work, and it does not come back until the end of the term, if at all last year. One student shared, “many assignments have been turned in since school started on August 18th and got one grade back in math and none for the other subjects.”

Bright Spot:

- Students appreciate the janitor cleaning the bathroom everyday and noted that some students “need to respect the physical building” to do their part to keep areas in good shape.

High School Student (Grades 9-12) Feedback

Strengths

- Connection between teachers and students such as when teachers help, “when needed and by being patient and understanding.” In turn, high schoolers said that they should, ““show them [school staff] the love and respect they deserve.”
- Community support of sports and how “the community comes together.”

Opportunities

- Students wanted “more of the laws of life” such as parenting skills, cleaning skills, and cooking skills and financial knowledge including “how to pay taxes and manage money on a budget”
- Providing postsecondary options information earlier as one student said, “many families do not have a member who has gone to college...[we] need to know more about college and end of senior year is not good enough.”
- Mental health information: people to talk to, healthy ways to manage stress

High School Student (Grades 9-12) Feedback

Challenges:

- Some teachers rely on copying information instead of hands-on/minds on learning. As one student said, “I like to learn doing it myself instead of like doing all this digital stuff you know or them just [saying] here copy this, copy that ,and then putting it on the paper .
- Holding students accountable for behavior:
 - Respect for Rules: “the little kids (grades 7-8) think they own it [the school], break rules [and are] irritating because they need to be respectful.”
 - Respect for each other includes upperclassman should refrain from showing romantic interest in 7th and 8th graders. Specifically for the male restroom users, it was explained some guys “have trouble aiming at the toilet because they know someone else will clean it up.”

Bright Spot:

- Students are supportive of one another, have expectations of peers, and cognizant of what knowledge and skills they need to be successful post-graduation.

What I Like Best about My School:

- Friends (11%)
- Gym (9%)

What Would Make My School Better:

- No/fair dress code
- More vending machines
- Updated bathrooms

What Courses Students Would Like to See Added:

- Culinary arts/ cooking classes
- Cosmetology classes
- Life skills classes (money management, parenting)
- More foreign language classes

What Afterschool Activities Students Would Like to See Added:

- Academic clubs (e.g., chess, book, etc.)
- Band
- Art club
- High school students report an average of 3.69 satisfaction with afterschool activities (Scale: 1: Extremely dissatisfied to 5: Extremely satisfied)

High School Survey Data (n=155)

Key Common Strengths

Strengths shared across multiple stakeholder groups:

- King and Queen County has community *support* from sports to donations
- Teachers are *supportive* of students and each other
- Schools *support* social networks

Key Common Opportunities

Opportunities shared across multiple stakeholder groups:

- Community business partnerships
- Communication; perhaps the *Country Courier* for positives
- Workforce training for students
- Afterschool options/extracurricular activities

Key Common Challenges

Challenges shared across multiple stakeholder groups:

- Workforce – it is hard to entice and keep great people in the schools (seen across many positions); compensation is a factor
- Limited college/career/life readiness
- Trauma of COVID-19 compounding other life traumas for students, insufficient mental health resources in schools and community
- Inequity exists in the county, school division
- Dress code – enforcement, body image, disproportionately impacts female students

Review of School Division Data

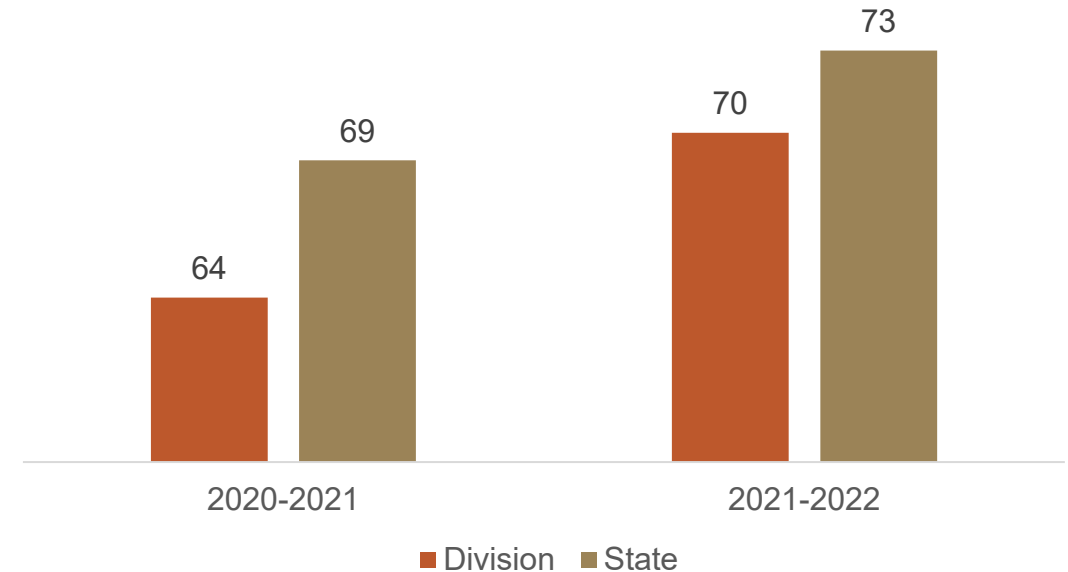
KING & QUEEN COUNTY PUBLIC SCHOOLS

English Performance

2021-22 compared to 2020-21:

- Overall, the division increased in English performance compared to last year
- Student subgroups (e.g., female, male, Black, Hispanic, Multi-racial, and White students) all saw an increase in English performance

Division & State English Performance:
2020-2021 and 2021-2022



*APPROXIMATELY HALF AS MANY CCPS STUDENTS TOOK THE SAT IN '21 AS DID IN '19

English Performance by School

2021-22 compared to 2020-21:

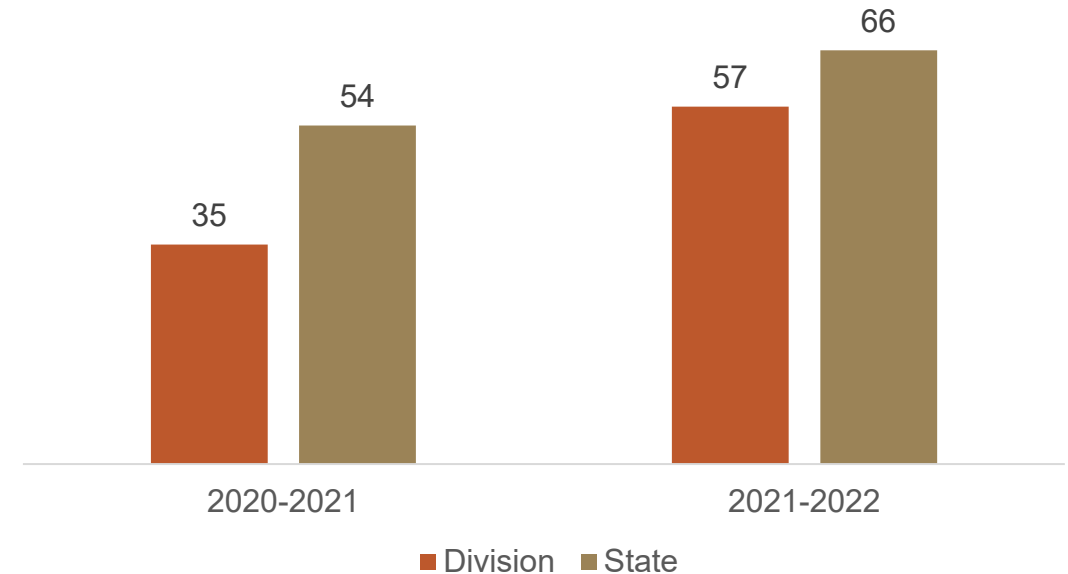
- High school students had a relatively stable performance (2021-2022: 73%; 2020-2021: 75%)
- In Central High, Multi-racial and students with disabilities all saw an increase in English performance
- Both elementary schools increased their English performance across all students
- In King and Queen Elementary and Lawson-Marriott Elementary:
 - Females, males, Black students, and economically disadvantaged student subgroups had an increase in English performance compared to the previous year

Math Performance

2021-22 compared to 2020-21:

- Overall, the division increased in Math performance compared to last year
- Across Elementary and High School, several subgroups saw an increase in Math performance:
 - Females, males, Black students, Hispanic students, White students, Multi-racial students, and economically disadvantaged students all saw an increase in Math compared to last year

Division & State Math Performance:
2020-2021 and 2021-2022



Math Performance by School

2021-22 compared to 2020-21:

- High school math performance increased compared to last year (2021-22: 60%; 2020-21: 39%)
- In Central High, several student subgroups saw an increase in Math performance:
 - Female, male, Black students, White students, Multi-racial students, and economically disadvantaged students all saw an increase in Math performance compared to last year
- Both elementary schools saw an increase in math performance:
 - King and Queen Elementary School: (2021-22: 63%; 2020-21: 33%)
 - Lawson-Marriott Elementary: (2021-22: 47%; 2020-21: 35%)
- In King and Queen Elementary and Lawson-Marriott Elementary:
 - Females, males, Black students, White students, students with disabilities, and economically disadvantaged student subgroups had an increase in Math performance compared to the previous year

Attendance and Discipline Data

Chronic Absenteeism (more than 10% of school missed) is at 21.4% average in KQCPS¹

Some sub-groups are even higher:

- Students receiving special education services = 31.2%
- Students identifying as more than one race = 30.7%
- Students receiving free/reduced lunch = 29.3%

There have been no reported long-term suspensions at KQCPS

Out of the reported short-term suspensions:

- One-third of students were White students, while another one-third were Black students

1. ROBY (2003) FOUND THAT ATTENDANCE DOES IMPACT PERFORMANCE ON STATE ASSESSMENTS ACROSS MULTIPLE GRADE LEVELS.

Graduation (Class of 2021)

Overall graduation rates are close to state rates

90.6% on time graduation rate

- 62.5% standard diploma
 - 79.5% of graduating students identifying as economically disadvantaged earned a standard diploma
 - 53.5% of graduating students identifying as Black earn a standard diploma
- 28.1% advanced diploma
 - Two-thirds of advanced diplomas are earned by female students

5.6% other certificate or GED completion

5.6% drop out rate

- 100% of the students who dropped out in 2021 identified as economically disadvantaged

Post Secondary Outcomes

X% of KQCPS students enter post-secondary training or college

- More students identifying as Black or Hispanic are entering these programs than students identifying as White
- 56% of female students are entering post-secondary training or college
- 34% of male students are entering post-secondary training or college
- '20: 144 students took the SAT; '21: 69 students took the SAT

CTE program has created job opportunities where students are signing employment contracts before or directly after graduation

Business and Community Partnerships

- 18 CCPS Advisory Committees with community members
- 63 community businesses supporting CTE connections
 - 11 of these connections also support Special Education job training or employment
 - Trades, Non-profits, Businesses are all represented
 - Specific opportunities for CCPS are not yet captured beyond Special Education connections
- Post graduate school/training connections
 - 9 college connections, 5 military recruitment connections, 2 civil service/first responder recruitment connections
- 24 community sponsors for athletics

Elementary and High School Students' Perceptions

From the High School Student Climate survey:

- 55% report that the atmosphere of the school is positive
- 90% report that they feel safe in their classes
- 80% report that adults at the school care about them
- 68% report that they feel as though they belong at the school

From the Elementary Student Voice survey:

- 79% report that adults at the school care about them
- 70% report that they feel as though they belong at the school
- Elementary students report that both students (67%) and adults (85%) are kind or fair to students from different races, ethnicities, or cultures

Division Upbeat Report

Positive perceptions from teachers

- 84% of teachers throughout the division agree that they are supported for ongoing professional growth
- Overall, 83% of teachers agree that they find satisfaction and purpose through their work with KQCPS
- Teachers report a positive relationship with their principals

Areas of growth according to teachers

- Only 45% of teachers are satisfied with their salary
- 67% of teachers agree at the workload expected of them is reasonable

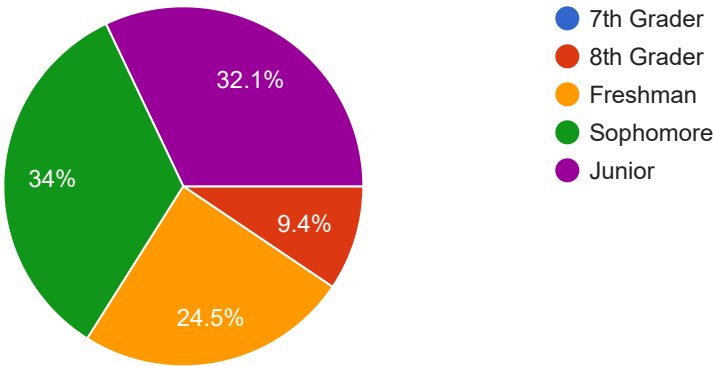
CTE Course Survey 2023-2024

53 responses

Current Grade

 Copy

53 responses

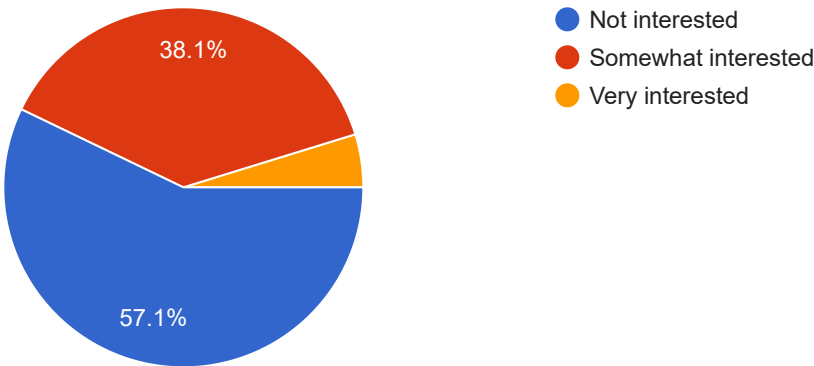


Keyboarding (Grades 7 and 8 only)

 Copy

This course is designed to introduce middle school students to the basics of computers, keyboarding skills, and potential careers. Students will develop and enhance touch skills for entering information using a keyboard to compose and produce personal, educational, and professional documents.

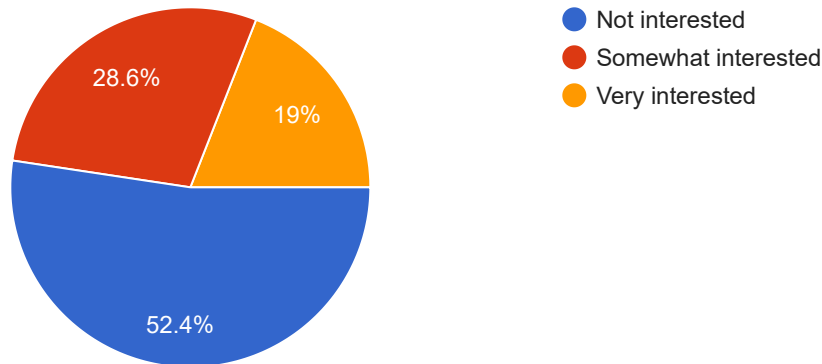
21 responses



Computer Solutions (Grades 7 and 8 only)

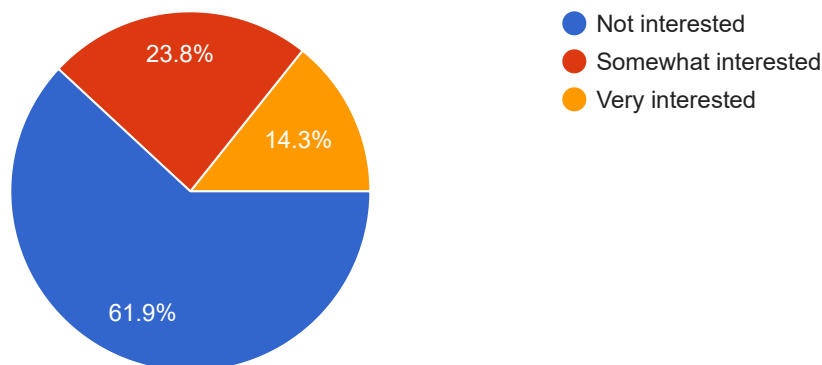
Students are introduced to computing devices and software as problem-solving tools. Emphasis is placed on using basic touch keyboarding skills to complete a variety of projects incorporating word processing, database, presentation, and spreadsheet software. Basic Internet safety, coding, and device maintenance are components of this course.

21 responses

**Career Investigations (Grades 7 and 8 only)**

This course will help students identify and demonstrate the workplace skills that employers desire in their future employees. Students analyze their personal assets; explore career clusters, career pathways, or occupations; and draft an Academic and Career Plan based on their academic and career interests.

21 responses

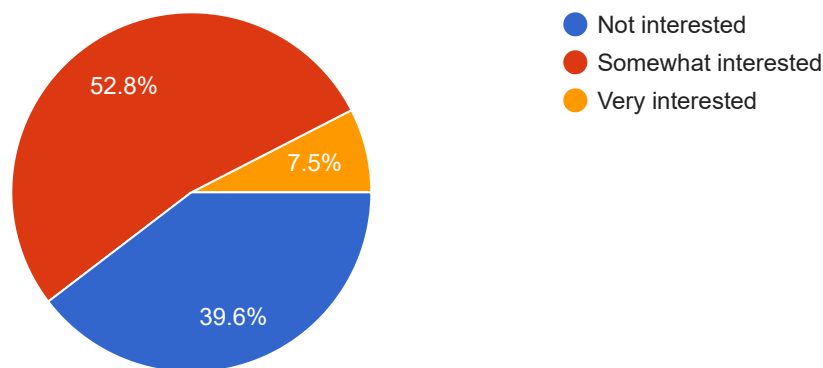


Cybersecurity Fundamentals



Cybersecurity affects every individual, organization, and nation. This course focuses on the evolving and pervasive technological environment with an emphasis on securing personal, organizational, and national information. Students will be introduced to the principles of cybersecurity, explore emerging technologies, examine threats and protective measures, and investigate the diverse high-skill, high-wage, and high-demand career opportunities in the field of cybersecurity.

53 responses

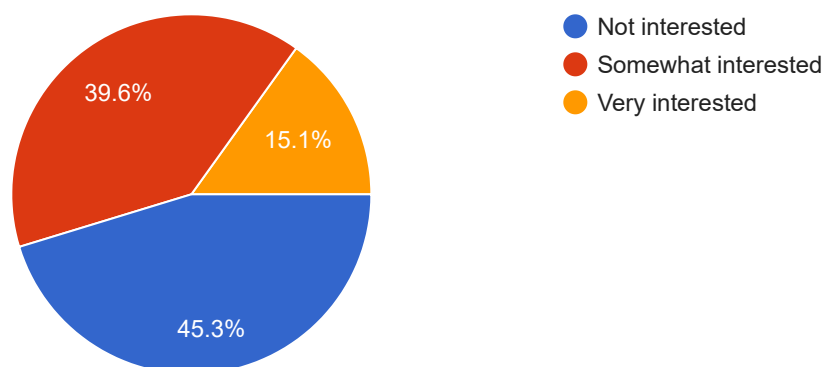


Cybersecurity Operations



Cybersecurity Operations is designed to teach computer and network administration and security. Students learn cybersecurity concepts, including the practice of protecting systems, networks, and programs from digital attacks. Cybersecurity is defined as the steps and processes taken to protect networks, devices, programs, and data from unauthorized access that can result in theft or damage. Students learn to establish, implement, and maintain security networks.

53 responses

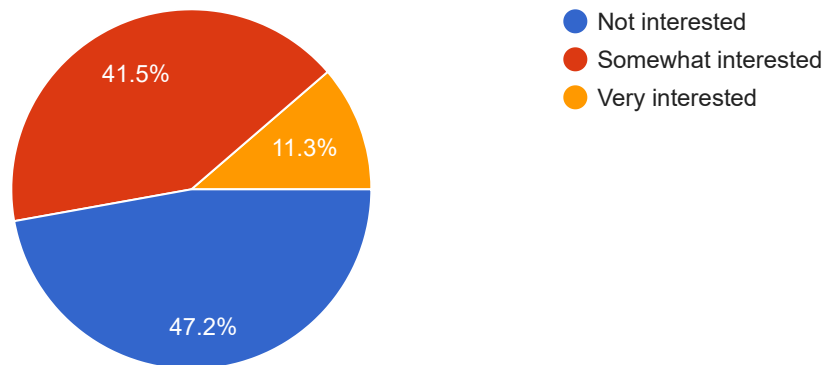


Cybersecurity Systems Technology



Students enter the world of computer networking and learn to troubleshoot networks and networking devices, using system tools and diagnostic software. They develop skills in computer networking, resource sharing, and associated security risks. In addition, students explore the relationships between internal and external computer components.

53 responses

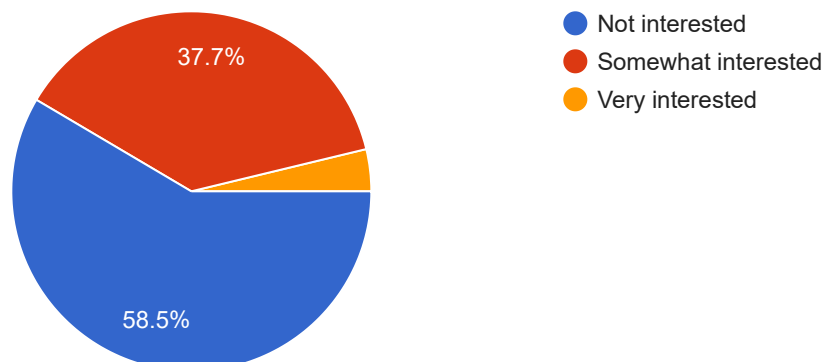


Virginia Teachers for Tomorrow 1



Virginia Teachers for Tomorrow (VTfT) I fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in the education and training career cluster and related pathways. Students build a foundation for teaching; learn the history, structure, and governance of teaching; apply professional teaching techniques in classroom and field experiences; and reflect on their teaching experiences.

53 responses

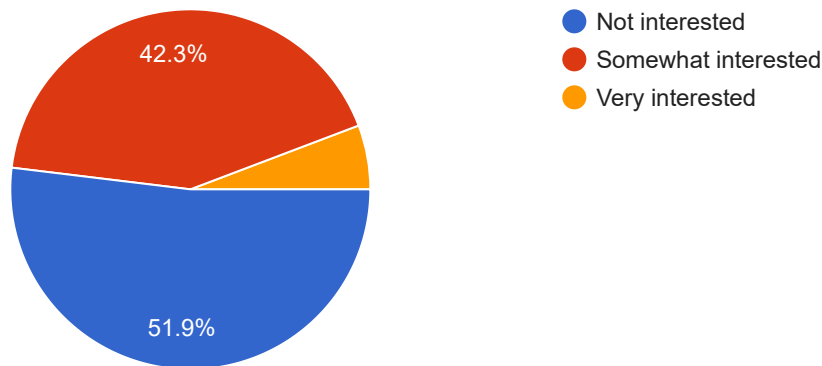


Virginia Teachers for Tomorrow 2



Students continue to explore careers in the education and training career cluster and related pathways. This course provides hands-on opportunities for students to examine careers in education, observe professional practice, and apply professional standards and educational theory. In an authentic practicum experience, students will be able to teach lessons, manage classrooms, create learning opportunities, and build their professional portfolio in the process. (this course would be offered in 2024-2025)

52 responses

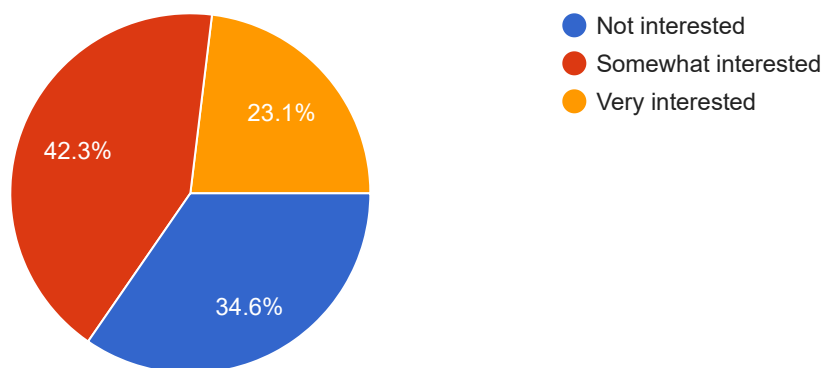


Technology Foundations



In this hands-on technology education course, students use tools to build and control objects and systems using engineering design. Students will learn about materials, energy, and engineering processes. Students design, create, and assess innovations, systems, and products to learn about how and why technology works.

52 responses

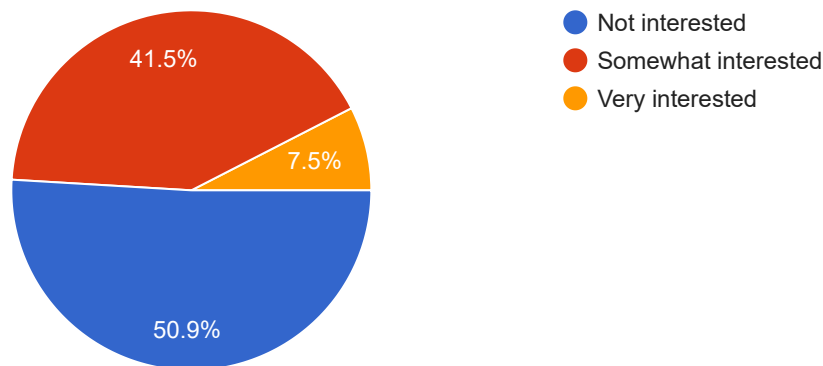


Renewable Energy



Renewable energy sources are steadily becoming more important in the global economy as nations strive to replace fossil fuels with eco-friendly power. In this course, students will explore select renewable energy technologies and gain hands-on experience in their design and function.

53 responses

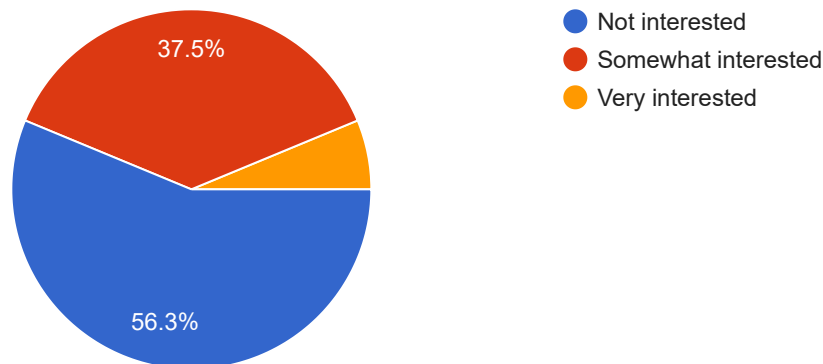


Sustainability and Renewable Technologies



Sustainability and Renewable Technologies explores issues that affect global citizens in the areas of economics, culture, and the environment. The course introduces students to the historic, economic, political, environmental, and cultural issues that impact the global community and its future. Students will address issues affecting the health of our environment and explore solutions offered by sustainable agriculture, energy efficient building design, and renewable energy sources.

48 responses

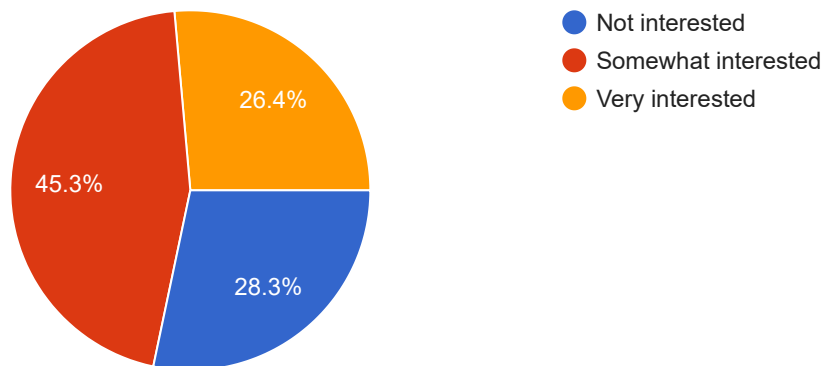


Entrepreneurship



This course introduces students to the exciting world of creating, owning, and launching their own business. Students will learn concepts and techniques for planning an entrepreneurial venture, using design thinking and business model development. Students will learn about financial statements, marketing principles, sales and customer service, and basic economic principles for successful operation.

53 responses

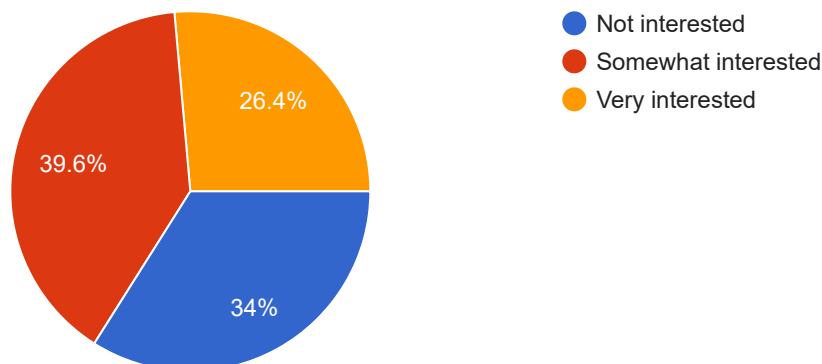


Business Management



Students study basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, the global marketplace, and human relations. Quality concepts, project management, problem solving, and ethical decision making are an integral part of the course.

53 responses

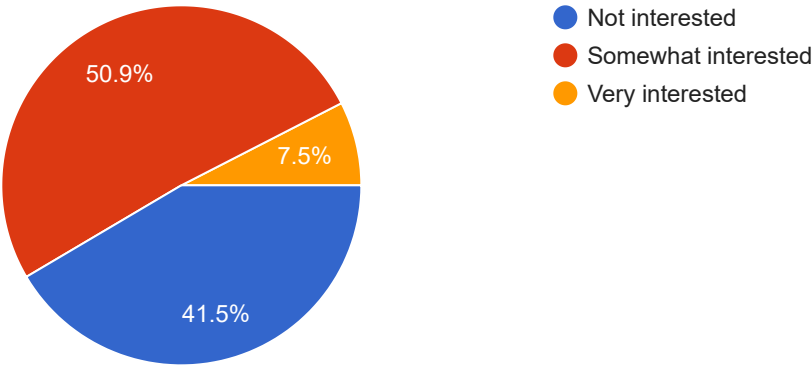


Office Administration



Students develop and enhance skills in processing and managing information, data and financial functions while developing and improving communication skills and other vital competencies needed for successful employment as administrative support professionals. Students examine and employ the latest technology and software used in office systems. In addition, students study procedures involved with information processing, procurement, telecommunications, maintaining office systems, organizing and planning functions, supervising employees, and developing employability skills.

53 responses

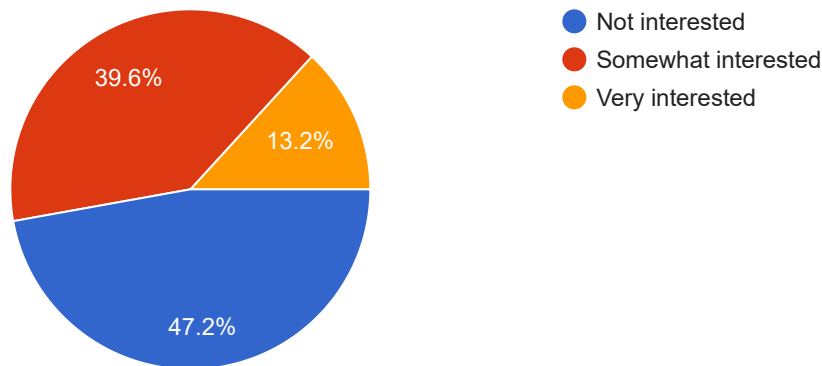


Digital Applications



This course is designed for secondary school students to develop real-life, outcome-driven approach skills for digital citizenship, basic computer operations, keyboarding, application software (word processing, spreadsheets, multimedia applications, databases), and career exploration. This course promotes skills that can be applied across the curriculum and offers preparation relevant to 21st century skills and postsecondary education. Students who successfully complete this course may be eligible for a rigorous and relevant industry certification examination.

53 responses

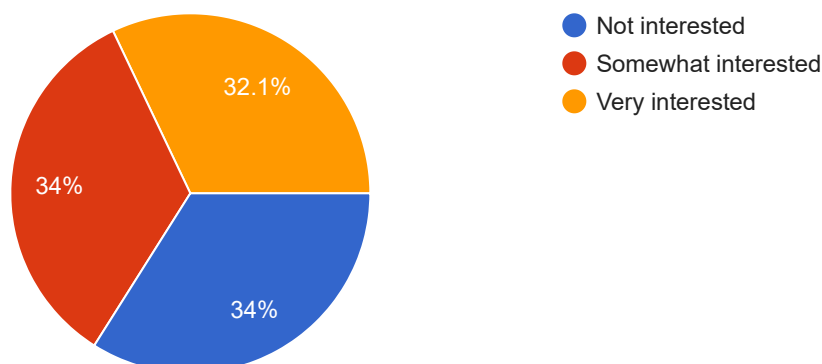


Design, Multimedia, and Web Technologies



Students apply creativity and technology to create visual design, multimedia projects, and web projects, using industry-standard software. Work-based learning experiences allow students to apply layout and design techniques in real-world situations. Students create portfolios that include a résumé, certifications earned, and a variety of projects produced in the course.

53 responses

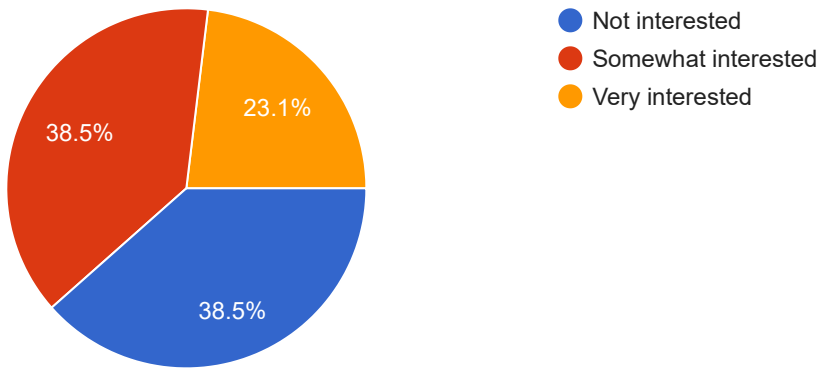


Computer Programming



Students in the Programming course explore programming concepts, use algorithmic procedures, implement programming procedures with one or more standard languages, and master programming fundamentals. Coding is used throughout the course. Graphical user interfaces may be used as students design and develop interactive multimedia applications, including game programs. In addition, students employ hypertext markup language (HTML) or JavaScript to create web pages.

52 responses

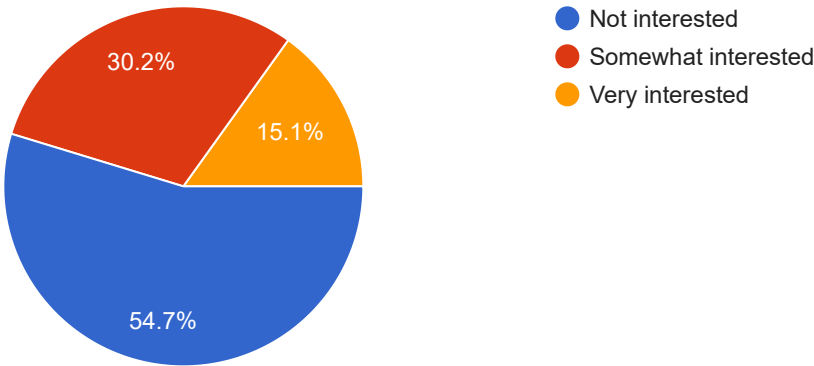


Computer Science Foundations



This course provides an emphasis on computer programming within the context of broader concepts of computer science. The course builds on the concepts of computer science developed in prior grade levels. The course provides a transition from block-based programming to a text-based programming language and familiarizes the student with developing and executing computer programs. Programmable computing tools are used to facilitate design, analysis, and implementation of computer programs. Students will use these tools for exploring and creating computer programs, facilitating reasoning and problem solving, and verifying solutions.

53 responses

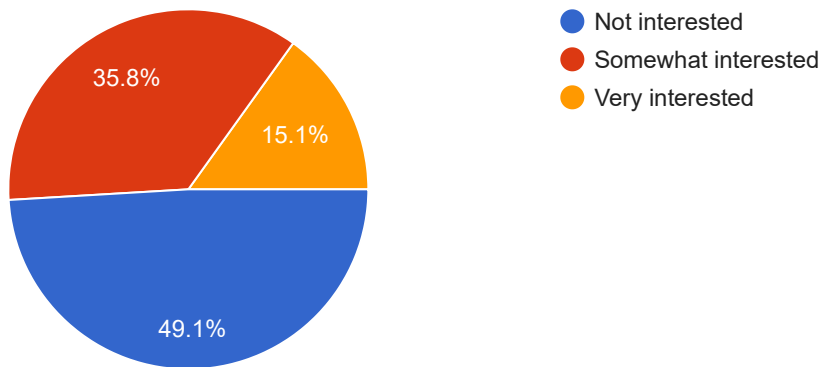


Computer Science Principles



Computer Science Principles builds on the concepts introduced in the Computer Science Foundations course. Students in this course will expand their programming skills and begin to think about and analyze their own problem-solving process. Students will continue to develop the ideas and practices of computational thinking and consider how computing impacts the world. Programmable computing tools are used to facilitate design, analysis, and implementation of computer programs. Students will use these tools for exploring and creating computer programs, facilitating reasoning and problem solving, and verifying solutions.

53 responses



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Google Forms

Tiger Academy Parent Survey Winter 2022-2023

3 responses

Name (optional)

2 responses

Allison Edgecomb

Tina Vencill

Student Name (optional)

2 responses

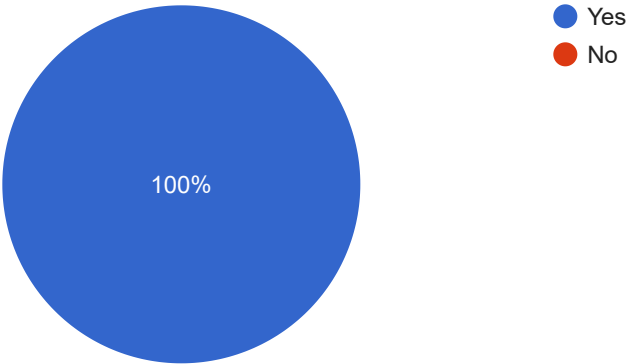
Michael Edgecomb

James (Jamie) McElveen

Is your child participating in Tiger Academy this year?

 Copy

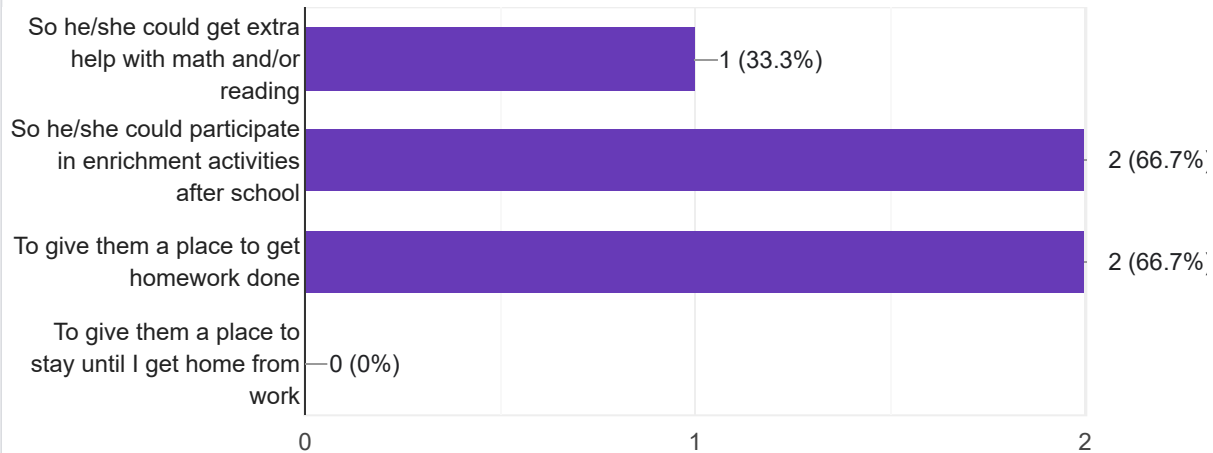
3 responses



If you answered "yes," why did you originally sign your student up for Tiger Academy?



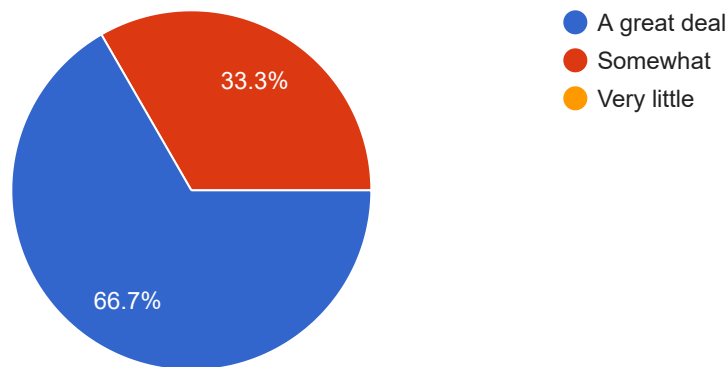
3 responses



To what degree do you think Tiger Academy is helping improve your child's grades?



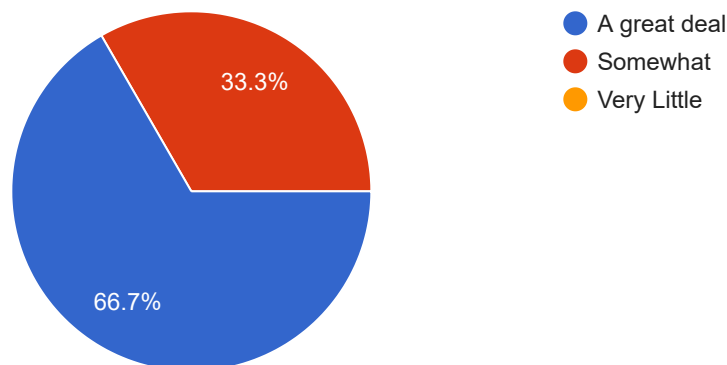
3 responses




To what degree do you think Tiger Academy is helping improve your child's reading ability?



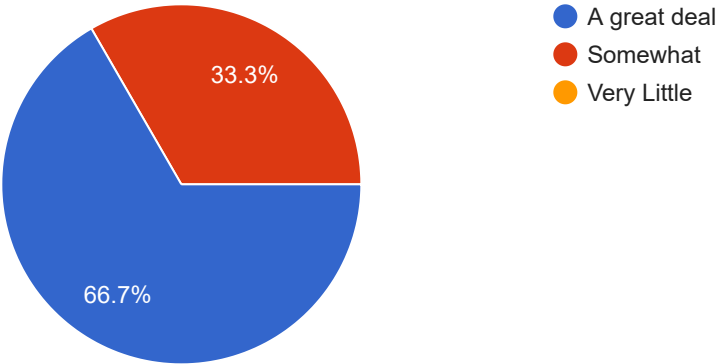
3 responses




To what degree do you think Tiger Academy is helping improve your child's mathematics ability?

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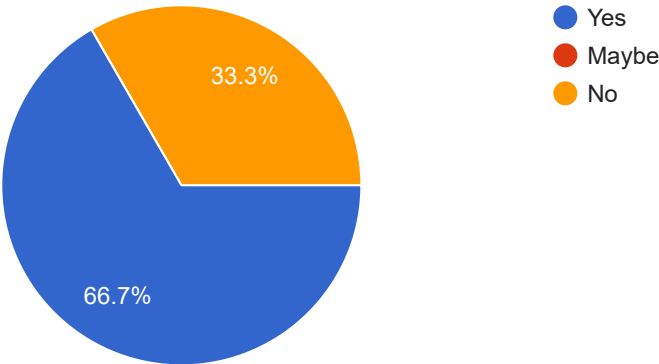
3 responses



Are you interested in having your child continue to participate in the Tiger Academy this spring?

 Copy

3 responses



If you responded "maybe," what would influence your decision-making?

1 response

na

From your perspective, what is Tiger Academy doing well?

2 responses

Providing Jamie with homework help

A place to focus and get work done

From your perspective, what could we do to make Tiger Academy more effective for students?

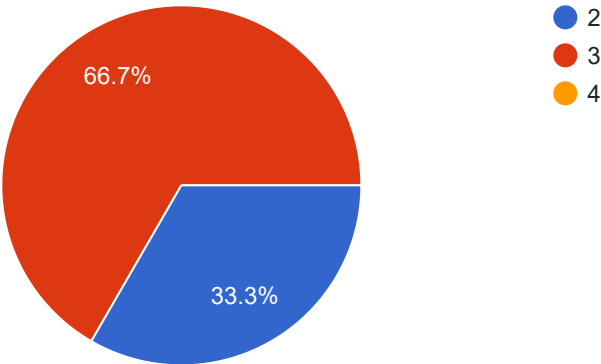
2 responses

- nothing that I know of
- Im really not sure what 'enrichment activities' means

How many days per week should we offer Tiger Academy next year (2023-2024)?

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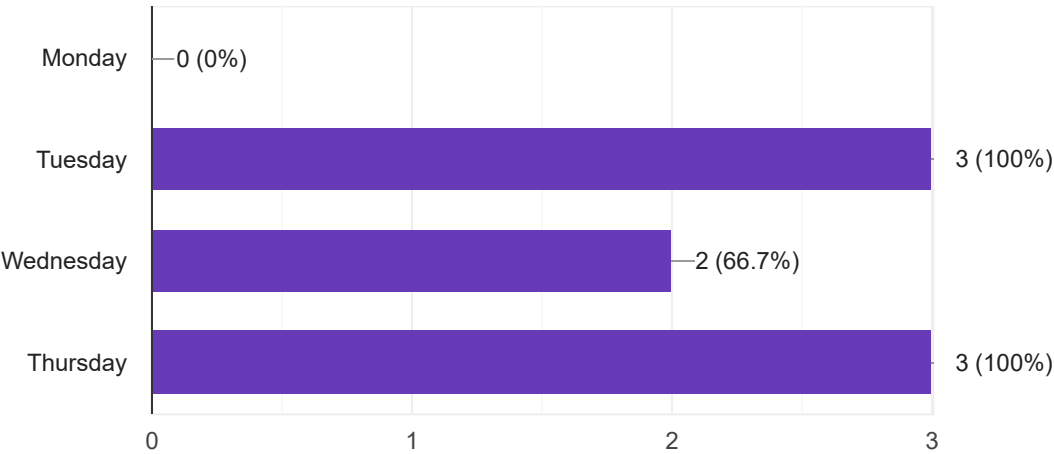
3 responses



Which days of the week should we offer Tiger Academy next year (2023-2024)?

 Copy

3 responses



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King and Queen County Public Schools Fall 2022

Compared against Upbeat Global Cluster, Fall 2022


FACULTY + FALL 2022

TOTAL QUESTIONS 77

COMPLETIONS 67

PARTICIPATION 92%

NO FILTERS SELECTED

CONSIDERATION	AVERAGE ENGAGEMENT SCORE	UPBEAT GLOBAL CLUSTER FALL 2022
District Results 	72	+2.3

Results by Question Category

% Positive % Neutral % Negative

	CATEGORY	CATEGORY SUMMARY	COMPARISON
1	Parent/Teacher Communication	87 13	+3.2
2	Professional Development	78 22	+6.7
3	Autonomy	93 7	+11.7
4	Principal/Teacher Trust	92 8	+7.2
5	Instructional Leadership	91 9	+3.5
6	School Safety & Order	82 2 16	+7
7	Appreciation	90 10	+14
8	Collaboration	89 11	+1.6

9	Work/Life Balance	<div><div>78</div><div>22</div></div>	+15.1	<div></div>
10	Resources & Facilities	<div><div>80</div><div>1</div><div>18</div></div>	-2.5	<div></div>
11	Self-Efficacy	<div><div>93</div><div>7</div></div>	+4.3	<div></div>
12	Evaluation	<div><div>96</div><div>4</div></div>	+9.6	<div></div>
13	Teacher Voice & Leadership	<div><div>84</div><div>16</div></div>	+8.9	<div></div>
14	Recruitment, Hiring & Onboarding	<div><div>79</div><div>21</div></div>	-1.5	<div></div>
15	Compensation & Career Path	<div><div>67</div><div>33</div></div>	+12.4	<div></div>
16	Belonging & Wellbeing	<div><div>89</div><div>11</div></div>	+5.9	<div></div>
17	Diversity	<div><div>69</div><div>31</div></div>	0	<div></div>
18	Equity	<div><div>97</div><div>3</div></div>	+4.3	<div></div>
19	Inclusion	<div><div>95</div><div>5</div></div>	+4.5	<div></div>
20	Cultural Competence	<div><div>81</div><div>19</div></div>	+9	<div></div>
21	Care & Commitment	<div><div>93</div><div>7</div></div>	+1.6	<div></div>
22	Student Engagement	<div><div>75</div><div>19</div><div>6</div></div>	-1.9	<div></div>
23	Satisfaction & Purpose	<div><div>86</div><div>14</div></div>	+0.2	<div></div>

King and Queen County Public Schools Fall 2022

Compared against Upbeat Global Cluster, Fall 2022

FACULTY + FALL 2022

TOTAL QUESTIONS 77

COMPLETIONS 67

PARTICIPATION 92%

NO FILTERS SELECTED

Questions

% Positive % Neutral % Negative

SEPARATED BY CATEGORY

CATEGORY SUMMARY

UPBEAT GLOBAL
CLUSTER
FALL 2022

1. PARENT/TEACHER COMMUNICATION

87 13

+3.2



Teachers at my school build trusting relationships with parents.

97 3

+6.3



Parents and teachers at my school work together as partners.

79 21

+2.4



Parents at my school have confidence in teachers.

85 15

+0.9

2. PROFESSIONAL DEVELOPMENT

78 22

+6.7



The work environment at my school supports teachers' ongoing professional growth.

91 9

+7.5



The professional development available to me helps me improve my teaching.

75 25

+8.2

Q5	The professional development available to me is a good use of my time.	67	33	+5	<div></div>
3. AUTONOMY		93	7	+11.7	<div></div>
Q7	Administrators at my school view teachers as experts.	93	7	+13.2	<div></div>
Q8	Teachers at my school have appropriate discretion over what they teach in their classes.	93	7	+12.8	<div></div>
Q9	Teachers at my school have appropriate discretion over how to teach their classes.	94	6	+9.2	<div></div>
4. PRINCIPAL/TEACHER TRUST		92	8	+7.2	<div></div>
Q0	The principal at my school looks out for the wellbeing of teachers.	93	7	+8.8	<div></div>
Q1	I trust my principal.	91	9	+7.1	<div></div>
Q2	My principal backs me up when I need support.	93	7	+5.8	<div></div>
5. INSTRUCTIONAL LEADERSHIP		91	9	+3.5	<div></div>
Q3	The principal at my school communicates a clear vision for teaching and learning.	91	9	+5	<div></div>
Q4	The principal at my school uses data to monitor students' progress.	97	3	+3.6	<div></div>
Q5	The principal at my school is an effective instructional leader.	85	15	+1.8	<div></div>

6. SCHOOL SAFETY & ORDER		82	2	16	+7
Q6	Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	70		30	+6.1
Q7	I feel physically safe at my school.	94	3	3	+7.7
Q8	My school is a physically safe environment for students.	91	6	3	+10.4
Q9	Disciplinary practices are applied fairly to all students at my school.	73		27	+4.7
7. APPRECIATION		90		10	+14
Q10	Administrators at my school let me know when I'm doing great work.	90		10	+15.9
Q11	Teachers are recognized publicly when they do outstanding work.	88		12	+8.6
Q12	Administrators at my school notice when I am working hard.	91		9	+17.5
8. COLLABORATION		89		11	+1.6
Q13	Teachers at my school trust each other.	87		13	+3.6
Q14	Teachers at my school do meaningful work together in teams.	87		13	-2.4
Q15	Teachers at my school help each other improve their instructional practice.	93		7	+3.4

9. WORK/LIFE BALANCE		78	22	+15.1	
Q6	The workload expected of teachers at my school is reasonable.	76	24	+18.6	
Q7	I feel confident that I can maintain my daily workload for the long-term.	81	19	+13.4	
Q8	I am able to balance my workload as a teacher with my other responsibilities outside of school.	78	22	+13.2	
10. RESOURCES & FACILITIES		80	1	18	-2.5
Q9	My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.).	84	16	-1.8	
Q10	I have access to high-quality curricula.	82	18	-4.4	
Q11	The school building is clean and well-maintained.	75	4	21	-1.5
11. SELF-EFFICACY		93	7	+4.3	
Q12	I feel successful as a teacher.	88	12	+2	
Q13	I feel successful at supporting my students' academic development.	97	3	+6.1	
Q14	I feel successful at supporting my students' social-emotional development.	94	6	+4.8	
12. EVALUATION		96	4	+9.6	

Q5	The teacher evaluation system used at my school is fair.	946	+9.1
Q6	The administrators who evaluate me assess my instruction accurately.	973	+7.9
Q7	The evaluation feedback I receive helps me improve my instruction.	964	+11.8
13. TEACHER VOICE & LEADERSHIP		8416	+8.9
Q8	Administrators at my school actively seek input from teachers when making important decisions.	8119	+13.5
Q9	Highly-skilled teachers are given extra responsibilities at my school.	919	+7.7
Q10	Teachers at my school play an active role in shaping school policies.	7327	+8.6
Q11	There are opportunities for teachers to take on leadership roles at this school.	937	+5.7
14. RECRUITMENT, HIRING & ONBOARDING		7921	-1.5
Q12	My school is a welcoming community for newly hired teachers.	964	+5.1
Q13	The expectations for the role that I was hired for were made clear during the interview and hiring process.	9010	+2.1
Q14	Teachers have influence over hiring of professional staff.	5149	-9.8

Q5	My school proactively recruits teachers from diverse backgrounds.	81	19	-2.7
15. COMPENSATION & CAREER PATH		67	33	+12.4
Q6	I am satisfied with the salary I earn as a teacher at my school.	49	51	+5.9
Q7	Teachers are compensated fairly for taking on extra responsibilities at my school.	69	31	+20.9
Q8	Teachers at my school have opportunities to advance their careers through new or expanded roles.	82	18	+10.6
16. BELONGING & WELLBEING		89	11	+5.9
Q9	My school is a place that supports teachers' mental wellbeing.	85	15	+10.8
Q10	I have someone I can turn to at my school when I'm having a difficult time.	93	7	+0.8
Q11	I am able to successfully manage the stress of my job.	82	18	+5.7
Q12	I have ways to prevent the stress of my job from being detrimental to my mental health.	88	12	+8.2
Q13	I feel like I belong at my school.	93	7	+5
Q14	People at my school care about me.	96	4	+4.8
17. DIVERSITY		69	31	0

Q5	Teachers at my school are racially, ethnically, and culturally diverse.	7525	-0.1
Q6	The diversity of the teachers at my school is representative of the diversity of our students.	6040	-0.9
Q7	My school retains teachers from diverse backgrounds.	7327	+0.9
18. EQUITY		973	+4.3
Q8	Opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity.	946	+0.4
Q9	Administrators at my school value the perspectives of teachers from different races, ethnicities, and cultures.	991	+7.5
Q10	Administrators at my school respect staff, students, and families of all backgrounds.	991	+5.1
19. INCLUSION		955	+4.5
Q1	Administrators at my school actively work towards creating an inclusive school culture.	964	+6.2
Q2	Teachers at my school strive to help all students feel like they belong.	973	+2.1
Q3	My school proactively involves all families in our school community.	937	+5.2

20. CULTURAL COMPETENCE		<div><div>81</div><div>19</div></div>	+9
Q54	As a staff, we openly discuss issues of race, ethnicity and culture at my school.	<div><div>76</div><div>24</div></div>	+8.6
Q55	I feel prepared to engage in conversations about racism and other forms of discrimination with my students.	<div><div>82</div><div>18</div></div>	+6.4
Q56	Administrators at my school proactively address racism and other forms of discrimination in our school community.	<div><div>85</div><div>15</div></div>	+12.1
21. CARE & COMMITMENT		<div><div>93</div><div>7</div></div>	+1.6
Q57	Teachers take shared responsibility for the overall success of my school.	<div><div>91</div><div>9</div></div>	+4.8
Q58	Teachers at my school set high academic standards for all students.	<div><div>88</div><div>12</div></div>	+1
Q59	Teachers at my school strive to continually improve their practice.	<div><div>96</div><div>4</div></div>	+3.9
Q60	Teachers at my school care about the wellbeing of students.	<div><div>97</div><div>3</div></div>	-1.1
Q61	Teachers at my school go above and beyond to support students.	<div><div>94</div><div>6</div></div>	-0.7
22. STUDENT ENGAGEMENT		<div><div>75</div><div>19</div><div>6</div></div>	-1.9
Q62	What percent of your students are regularly engaging in learning activities?	<div><div>75</div><div>19</div><div>6</div></div>	-1.9

23. SATISFACTION & PURPOSE		<div><div>86</div><div>14</div></div>	+0.2
Q3	I find a sense of purpose in the work I do each day.	<div><div>91</div><div>9</div></div>	-0.9
Q4	The work that I do each day has a lasting positive impact on students.	<div><div>96</div><div>4</div></div>	+0.3
Q5	I can see myself teaching at my school for at least the next year.	<div><div>81</div><div>19</div></div>	<div></div> -6.4
Q6	I look forward to teaching every day.	<div><div>79</div><div>21</div></div>	+4.9 <div></div>
Q7	I am satisfied with being a teacher at this school.	<div><div>85</div><div>15</div></div>	+3.3 <div></div>

King and Queen County Public Schools Fall 2022

Compared against Upbeat Global Cluster, Fall 2022

FACULTY + FALL 2022

TOTAL QUESTIONS 77*i*

COMPLETIONS 67

PARTICIPATION 92%

FILTERS CANNOT BE APPLIED TO SUMMARY DATA ON THIS SCREEN.

Schools

All scores highlighted below.

METRICS	VALUES	UPBEAT GLOBAL CLUSTER FALL 2022 <i>i</i>
MINIMUM	<div><div>68</div></div>	+22 <div><div></div></div>
MAXIMUM	<div><div>73</div></div>	-26 <div><div></div></div>
MEAN	<div><div>70</div></div>	+1 <div><div></div></div>

SCHOOLS	AVERAGE TEACHER ENGAGEMENT SCORE <i>i</i>	UPBEAT GLOBAL CLUSTER FALL 2022
1 Central High School	<div><div>75</div></div>	+6 <div><div></div></div>
2 King & Queen Elementary	<div><div>72</div></div>	+3 <div><div></div></div>
3 Lawson Marriott Elementary	<div><div>69</div></div>	0 <div><div></div></div>

King and Queen County Public Schools Fall 2022

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FACULTY + FALL 2022

TOTAL QUESTIONS 77

COMPLETIONS 67

PARTICIPATION 92%

NO FILTERS SELECTED

Heatmap

Subject

N/A

x

0-70%

70%-85%

85%-100%

NUMBER OF RESPONSES TO EACH CATEGORY			67	4	5	4	32
1	Parent/Teacher Communication	87%					
2	Professional Development	78%					
3	Autonomy	93%					
4	Principal/Teacher Trust	92%					
5	Instructional Leadership	91%					
6	School Safety & Order	82%					
7	Appreciation	90%					
8	Collaboration	89%					
9	Work/Life Balance	78%					
10	Resources & Facilities	80%					
11	Self-Efficacy	93%					
12	Evaluation	96%					
13	Teacher Voice & Leadership	84%					

C4	Recruitment, Hiring & Onboarding	79%				
C5	Compensation & Career Path	67%				
C6	Belonging & Wellbeing	89%				
C7	Diversity	69%				
C8	Equity	97%				
C9	Inclusion	95%				
C20	Cultural Competence	81%				
C21	Care & Commitment	93%				
C22	Student Engagement	75%				
C23	Satisfaction & Purpose	86%				