

# **Executive Summary of the Targeted Extended School Year Grant Program**

**TO THE GOVERNOR AND  
THE CHAIRMEN OF THE SENATE FINANCE  
AND HOUSE APPROPRIATIONS  
COMMITTEES**

**OFFICE OF TECHNOLOGY AND VIRTUAL LEARNING  
DIVISION OF INSTRUCTION  
OCTOBER 20, 2017**



COMMONWEALTH of VIRGINIA

Steven R. Staples, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

September 29, 2017

The Honorable S. Chris Jones, Chairman  
House Appropriations Committee  
P. O. Box 5059  
Suffolk, Virginia 23435-0059

The Honorable R. Steven Landes, Chairman  
House Education Committee  
P. O. Box 12  
Verona, Virginia 24482

The Honorable Thomas Norment, Jr., Co-Chairman  
Senate Finance Committee  
P. O. Box 6205  
Williamsburg, Virginia 23188

The Honorable Emmett Hanger, Jr., Co-Chairman  
Senate Finance Committee  
P. O. Box 2  
Mount Solon, Virginia 22843-0002

The Honorable Stephen Newman, Chairman  
Senate Education and Health Committee  
P. O. Box 480  
Forest, Virginia 24551

Dear Delegates Jones and Landes and Senators Norment, Hanger, and Newman:

I am pleased to submit the Targeted Extended School Year grant program annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success pursuant to Item 138 of Chapter 836, 2017 Acts of Assembly.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Mark Saunders, 804-786-0307, [mark.saunders@doe.virginia.gov](mailto:mark.saunders@doe.virginia.gov).

Sincerely,

Steven R. Staples

SRS/MS/cc

Enclosure

c: The Honorable Terence R. McAuliffe  
The Honorable Dicitra Trent  
Virginia Board of Education



## Contents

Overview of the Grant Program.....	4
Grant Requirements .....	5
Reporting Requirements .....	6-7
Synopsis of Division Programs .....	8-33
Conclusion .....	34-35
School Division Annual Final Progress Reports .....	36-450
Appendix A - 2017 Appropriation Act Item 138 N.....	451-452
Appendix B - Superintendent’s Memo #099-16....	453-454
Appendix C – Annual Report Template .....	455-460



## **Overview of the Grant Program**

This Executive Summary includes the activity of the Targeted Extended School Year Payments grant program for fiscal year 2017. Since the General Assembly began appropriating and authorizing grants to extend the school year in FY2014, the Virginia Department of Education has administered the voluntary grant application and award process. In the five years of dedicated appropriations for this grant, nineteen different school divisions have received awards to conduct planning and/or start-up activities.

To encourage applications for the FY2017 grant program, the Virginia Department of Education (VDOE) promoted the availability of \$7,150,000 in start-up funds and \$613,312 in planning funds included in the FY2017 Appropriation Act. The FY2017 grant cycle produced the largest number of grant-funded start-up programs, with one charter school within a division and ten other school divisions offering a Year-Round or Extended School Year program.

Using the guidelines established by the 2016 Appropriation Act Item 138 N (Appendix A), the VDOE awarded start-up grants totaling \$7,719,312 to sixty-six schools in eleven school divisions. These schools implemented programs which served 10,975 students. Ten of the divisions awarded start-up funds in FY2017—Bristol, Charlottesville, Henrico County, Loudoun County, Lynchburg, Manassas Park, Newport News, Petersburg, Radford, and Roanoke City—have operated programs for multiple years through funds received in consecutive grant cycles. One division, Rockingham County, was awarded start-up funds for the first time. One school division, Carroll County, applied for and received \$44,000 in planning grant funds.



## Grant Requirements

Grant opportunities were shared with all Virginia school divisions in Superintendent's Memo #099-16 (Appendix B). In addition, a dedicated webpage on the VDOE website offered grant information, applications, and instructions. The VDOE Division of Instruction provided technical support and coordinated the grant application process.

To be eligible to receive a grant, interested divisions or schools had to complete an application package and a detailed budget. Budgets were required to be used directly for program implementation and operation. Applications included narrative responses on the following elements of the proposed program:

1. The purpose, title, and description of the program, including goals and objectives and anticipated outcomes based upon the start-up work completed;
2. The names and roles of any other organizations or school divisions involved in the program and other relevant information;
3. Information on the necessity of opening prior to Labor Day, (if applicable) including opening and closing dates as well as a copy of the school calendar and duration of the waiver that would meet the "good cause" requirements of § [22.1-79.1.B.3](#), *Code of Virginia*, related to year-round schools;
4. Logistics for transportation and other support services affected by a year-round or extended year program;
5. Estimated student enrollment, including projected demographic information and the community served, and grades to be served;
6. A description of proposed community engagement and partnership activities to build support for the program and ensure sustainability;
7. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals; and
8. A timeline and description of the initiatives and tasks involved in the start-up process.



## Reporting Requirements

Year-Round or Extended School Year Programs which operated during FY2017 were required to report their progress on a number of inputs needed to ensure the viability and success of a program, including staffing, transportation, and support services; steps to solicit and secure participation and support from a variety of stakeholders; and efforts to identify challenges to success and implement improvements as programs progressed. In addition, the grantees assessed the impact of their programs based upon their original goals. These inputs and outputs are highlighted in the narrative sections of the division annual reports included within this document.

The Department of Education provided parameters for grant recipients' year-end reports, which included:

1. Executive Summary: goals, objectives, strategies utilized, and results (effect and impact);
2. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served;
3. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere;
4. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development; and
5. Data on the impact of the program (Divisions were required to report on the metric, *Student Achievement*, as well as on *two additional metrics*).

### **a. Student Achievement Metric**

The school divisions provided a description of the instrument(s) used to assess the program's impact on *student achievement* based upon the goals and objectives identified in their applications. (Suggested assessment instruments included: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

**b. Additional Metric #1**

The school divisions provided descriptions of an additional metric and instrument(s) used to assess the program's impact based upon the goals and objectives identified in their applications.

**c. Additional Metric #2**

The school divisions provided descriptions of an additional metric and instrument(s) used to assess the program's impact based upon the goals and objectives identified in their applications.



**Synopsis of Division Programs**

Each grant recipient took a different approach to the design and implementation of programs extending the school year or offering year-round instruction. Many targeted their offerings to students identified as having, or being at risk of, lower academic performance. However, others also made programs open to all interested students.

Most programs offered a balance of enrichment and remediation. Some offered intercessions during typical school vacation times, while others extended time for learning in nontraditional time periods such as evenings or weekends. Despite these differences, grantees reported a common commitment to finding new ways to engage students in their learning with the intent of improving academic achievement.

**School Division: Bristol Public Schools**

- **Number of Participating Schools: 4**
  - Highland View Elementary
  - Stonewall Jackson Elementary
  - Joseph Van Pelt Elementary
  - Washington-Lee Elementary
  
- **Number of Participating Students: 205**

Pre-K through fifth grade students in Bristol Public Schools (BCPS) had the chance to participate in an additional 28 days of school through the BCPS extended school year program. The program, *Beyond 180*, convened for eight days during winter break, four days during spring break, and 16 days during summer break for a total of 28 extra days of instruction. Over 200 students from four different elementary schools attended program activities. The activities, such as project-based learning, robotics, and field experiences, provided additional time and resources for students, promoted collaboration with peers, and offered more engaging activities for students than a traditional classroom.

Assessment Instrument Used/Provider	Description
Standards of Learning test (SOL)/Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.





Assessment Instrument Used/Provider	Description
i-Ready Diagnostic (Reading and Math)/ Curriculum Associates	The i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics and provides a measure of student growth by comparing students' scores to a benchmark score.

Assessment	Pre-test Data	Post-test Data
SOL (Reading)	36% (Pass Rate on Released Test Items)	73 % (Pass Rate)
i-Ready (Math)	52% (Benchmark Score)	57% (Benchmark Score)

To determine the impact of their program, Bristol examined changes in reading and math performance for participating students. Bristol noted a sharp increase in the number of students passing their respective Standards of Learning (SOL) reading assessments, from 36 percent passing in 2016 to 73 percent passing in 2017. Using the *i-Ready* math assessment, Bristol also found a five percentage point increase in the number of students meeting the benchmark score, from 52 in 2016 to 57 percent in 2017.

While data were provided on groups of interest (Economically Disadvantaged, Students with Disabilities, and Minority Students), the number of students assessed in each group is too small to draw conclusions. Students in grades K-2 were also assessed using the Phonological Awareness Literacy Screening (PALS), but scoring data are not available until late October. When available, this additional data will be provided.

**School Division:** Charlottesville Public Schools

- **Number of Participating Schools:** 7
  - Burnley-Moran Elementary
  - Clark Elementary
  - Greenbrier Elementary
  - Jackson-Via Elementary
  - Johnson Elementary
  - Venable Elementary
  - Walker Upper Elementary
  
- **Number of Participating Students:** 254

The program at Charlottesville Public Schools served first through fifth grade students across its seven elementary schools and focused on students needing additional time immersed in language arts skills, specifically in reading and spelling.



Students invited to participate in the *Extending the Bridges of Learning* extended school year program were selected on the basis of their end-of-year assessment results in literacy assessments, such as PALS and AIMSweb. The program operated from September 6 until April 27, 2017 and took place after school on Mondays, Tuesdays, and Wednesdays. By participating in the program, students received the equivalent of an additional twenty-seven instructional days.

Assessment Instrument Used/Provider	Description
Phonological Awareness Literacy Screening (PALS) Plus/ University of Virginia	PALS Plus is an assessment that identifies levels of proficiency by grade. Students' scores on specific tasks are added together to create a Summed Score. The Summed Score is subsequently compared against a benchmark that represents minimum grade level expectations for fall and for spring.
Reading Curriculum-Based Measurement (R-CBM)/Pearson—AIMSweb	The R-CBM is a brief, individually administered, standardized test of oral reading for grades 1-12.
Standards of Learning test (SOL)/Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.

Assessment	Pre-test Data	Post-test Data
Phonological Awareness Literacy Screening (PALS) Plus	31 (Second Grade Entry Level Summed Score – All Students) 35 (Fall Benchmark)	53 (Second Grade Entry Level Summed Score – All Students) 54 (Spring Benchmark)



<b>Assessment</b>	<b>Pre-test Data</b>	<b>Post-test Data</b>
Phonological Awareness Literacy Screening (PALS) Plus	48 (Third Grade Entry Level Summed Score – All Students) 54 (Fall Benchmark)	61 (Third Grade Entry Level Summed Score – All Students) 65 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	78 (Fourth Grade Entry Level Summed Score – All Students) 65 (Fall Benchmark)	88 (Fourth Grade Entry Level Summed Score – All Students) 77 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	80 (Fifth Grade Entry Level Summed Score – All Students) 77 (Fall Benchmark)	88 (Fifth Grade Entry Level Summed Score – All Students) 89 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	31 (Second Grade Entry Level Summed Score – Economically Disadvantaged Students) 35 (Fall Benchmark)	52 (Second Grade Entry Level Summed Score – Economically Disadvantaged Students) 54 (Spring Benchmark)



Assessment	Pre-test Data	Post-test Data
Phonological Awareness Literacy Screening (PALS) Plus	48 (Third Grade Entry Level Summed Score – Economically Disadvantaged Students) 54 (Fall Benchmark)	63 (Third Grade Entry Level Summed Score – Economically Disadvantaged Students) 65 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	75 (Fourth Grade Entry Level Summed Score – Economically Disadvantaged Students) 65 (Fall Benchmark)	86 (Fourth Grade Entry Level Summed Score – Economically Disadvantaged Students) 77 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	78 (Fifth Grade Entry Level Summed Score – Economically Disadvantaged Students) 77 (Fall Benchmark)	81 (Fifth Grade Entry Level Summed Score – Economically Disadvantaged Students) 89 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	31 (Second Grade Entry Level Summed Score – African American Students) 35 (Fall Benchmark)	52 (Second Grade Entry Level Summed Score – African American Students) 54 (Spring Benchmark)

Assessment	Pre-test Data	Post-test Data
Phonological Awareness Literacy Screening (PALS) Plus	47 (Third Grade Entry Level Summed Score – African American Students) 54 (Fall Benchmark)	62 (Third Grade Entry Level Summed Score – African American Students) 65 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	80 (Fourth Grade Entry Level Summed Score – African American Students) 65 (Fall Benchmark)	90 (Fourth Grade Entry Level Summed Score – African American Students) 77 (Spring Benchmark)
Phonological Awareness Literacy Screening (PALS) Plus	83 (Fifth Grade Entry Level Summed Score – African American Students) 77 (Fall Benchmark)	90 (Fifth Grade Entry Level Summed Score – African American Students) 89 (Spring Benchmark)
AIMSweb	8 (First Grade Fluency Score)	46 (First Grade Fluency Score)
AIMSweb	30 (Second Grade Fluency Score)	75 (Second Grade Fluency Score)
AIMSweb	48 (Third Grade Fluency Score)	86 (Third Grade Fluency Score)
AIMSweb	88 (Fourth Grade Fluency Score)	94 (Fourth Grade Fluency Score)
AIMSweb	81 (Fifth Grade Fluency Score)	126 (Fifth Grade Fluency Score)
SOL (Reading Scores)	362 (Fourth Graders 2016 Average Score)	385 (Fourth Graders 2017 Average Score)
SOL (Reading Scores)	358 (Fifth Graders 2016 Average Score)	347 (Fifth Graders 2017 Average Score)

Charlottesville’s extended school year program, *Extending the Bridges of Learning Program*, focused on reading and spelling proficiency levels. As such, students completed measures of phonological awareness, fluency, and comprehension to determine the program’s impact. Participating students in grades 2-5 demonstrated substantial net gains in PALS Entry



Level Summed Scores between pre-and post-test, with students in grade two showing the most gains (22 percentage points), followed by grade three (13 percentage points), grade four (10 percentage points) and grade five (eight percentage points).

Students in each grade who identified as economically disadvantaged or African American showed similar net gains, indicating the program had a similar impact on certain student groups. Participating students' fluency or words read correctly per minute, also substantially increased between the pre- and post-test. Through disaggregating the data, program administrators noted that in some grade levels, African American students read at a slower rate compared to all students and determined that this will be a focus as the program moves forward. Changes in reading SOL scores were mixed for program participants, with students in fourth grade showing gains over their third grade scores where students in fifth grade did not.

### **School Division: Henrico County Public Schools**

- **Number of Participating Schools: 6**
  - L. Douglas Wilder Middle
  - Baker Elementary
  - Rolfe Middle
  - Varina High
  - Brookland Middle
  - Fairfield Middle
  
- **Number of Participating Students: 449**

Henrico County Public Schools operated four programs in six schools. The College Readiness Center at Wilder Middle School had a school year extended to 203 days through summer instruction and enrichment. During the 2016-2017 school year, close to 500 students took part in the program. The Baker Elementary, Rolfe Middle, and Varina High School (BRV) Student Prep Program was offered at three schools within the same enrollment zone, each of which have high populations of students at risk for lower academic achievement. The program was designed to help students successfully transition to each successive school level and beyond through school year remediation combined with an extended summer session.

The summer session afforded Baker students the opportunity to partake in 25 additional instructional days. Students at Rolfe benefitted from six weeks of summer instruction, whereas Varina students gained instruction through online modules and a two-day instructional "Boot Camp" held on campus.

The extended school year programs at Brookland and Fairfield middle schools were introduced during the 2016-2017 school year. As with the pre-existing programs run by the school division, each featured extended learning opportunities during the school year, as well as the addition of six instructional weeks that encompassed project-based learning, real-world issues, and connections between learning and the community during the summer.



Assessment Instrument Used/Provider	Description
Measure of Academic Progress (MAP) Growth—Reading/Northwest Evaluation Association	MAP Growth assessments reveal how much growth has occurred between testing events and, when combined with national norms, show projected proficiency.
Standards of Learning test (SOL)/ Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.

Assessment	Pre-test Data	Post-test Data
Henrico County implemented programs at Brookland Middle and Fairfield Middle for the first time in 2016-17 which is the baseline year. Data will be collected during 2017 – 2018 to assess program impact.		
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	61% (Pass Rate – Wilder Middle) 50% (Program Pass Rate Benchmark)	51% (Pass Rate – Wilder Middle) 50% (Program Pass Rate Benchmark)
SOL (All Subject Areas)	88% (Pass Rate – Wilder Middle) 75% (Program Pass Rate Benchmark)	86% (Pass Rate – Wilder Middle) 75% (Program Pass Rate Benchmark)



Assessment	Pre-test Data	Post-test Data
Students enrolled in at least one advanced level course by eighth grade	100% (All Wilder Middle Students) 80% (Program Pass Rate Benchmark)	100% (All Wilder Middle Students) 80% (Program Pass Rate Benchmark)
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	63% (Pass Rate – Baker Rolfe Varina) 50% (Program Pass Rate Benchmark)	63% (Pass Rate – Baker Rolfe Varina) 50% (Program Pass Rate Benchmark)
SOL (All Subject Areas)	72% (Pass Rate – Baker Rolfe Varina) 75% (Program Pass Rate Benchmark)	89% (Pass Rate – Baker Rolfe Varina) 75% (Program Pass Rate Benchmark)

***Brookland Middle School; Fairfield Middle School***

Henrico implemented programs at Brookland and Fairfield for the first time in 2016-2017. As such, Henrico considers 2016-2017 a baseline year and will continue to collect data in 2017-2018 to assess the impact of the program. Measures will include a nationally normed reading assessment (Measure of Academic Progress (MAP) Growth—Reading, the SOL assessments for all subject areas, and student enrollment in at least one advanced course by eighth grade.

***L. Douglas Wilder Middle School***

At L. Douglas Wilder, the extended year program’s impact was measured by students’ performance on a nationally normed reading assessment (MAP Growth—Reading), pass rates on SOL assessments for all subject areas, and student enrollment in at least one advanced course by eighth grade. Students’ performance on the MAP Growth—Reading assessment was above the national average on both the pre- and post-test with more than 50 percent of students meeting the program’s pass rate benchmark (desired percentage of students with a passing score) each year. The percentage of students passing their respective SOLs was also greater than the program’s 75 percent pass rate benchmark each year.

Although student performance on both assessments remained above the stated goals, the program did experience a decline in performance between the pre- and post-test. Students meeting pass rate benchmark on the MAP reading assessment decreased by nearly 10 percent between 2015-2016 and 2016-2017. In addition, the students’ pass rates on the SOL assessments decreased by 1.5 percent between 2015-2016 and 2016-2017.

The school has noted that a plan of action will be created for students to address this in the future. The program also assessed the number of participating students who enrolled in at





least one advanced level course by eighth grade. For both the baseline and first year of implementation, 100 percent of students met this criterion.

***Baker Elementary School; John Rolfe Middle School; Varina High School***

At Baker, Rolfe, and Varina, the extended year program's impact was measured by students' performance on the MAP Growth—Reading assessment, pass rates on SOL assessments for all subject areas. Students' performance on the MAP Growth—Reading assessment was above the national average on both the pre- and post-test, with more than 50 percent of students meeting the program's pass rate benchmark (desired percentage of students with a passing score) each year; however, the percent of students meeting the pass rate benchmark was relatively stable between pre- and post-tests, with 63.9 percent of students meeting the pass rate benchmark in 2015-2016 to 63.3 percent of students meeting targets in 2016-2017.

The program showed substantial growth among participating students who passed their SOL assessments. In the baseline year of 2015-2016, 72 percent of students passed their assessments. In 2016-2017, the percent of students passing increased to 89 percent of all students.

**School Division: Loudoun County Public Schools**

- **Number of Participating Schools: 1**
  - Middleburg Community Charter
- **Number of Participating Students: 131**

The charter school approved by Loudoun County Public Schools, known as Middleburg Community Charter School, hosted a year-round, 210-day calendar which featured an interdisciplinary curriculum influenced by the works of Leonardo da Vinci. In addition to the year-round calendar, the school also provided an Intersession Program that offered students 25 additional instructional days focused on reading, engineering, math, science, art, technology, music, and history.

All learning experiences were hands-on, engaging, and relevant. Further, 5 three-hour Saturday Academies and 24 one-hour After-School Interventions were made available to students. Content areas addressed included reading, math, science, and Virginia Studies through STREAM (Science, Technology, Recreation, Engineering, Arts, and Mathematics).



Assessment Instrument Used/Provider	Description
Phonological Awareness Literacy Screening (PALS) K/ University of Virginia	PALS K is an assessment that identifies levels of proficiency by grade. Students' scores on specific tasks are added together to create a Summed Score. The Summed Score is subsequently compared against a benchmark that represents minimum grade level expectations for fall and for spring.
Developmental Reading Assessment (DRA)/Pearson	The DRA is a formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in student reading performance.
Standards of Learning test (SOL)/Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.

Assessment	Pre-test Data	Post-test Data
Phonological Awareness Literacy Screening (PALS) K	69 (Kindergarten Average Score) 29 (Fall Benchmark)	85 (Kindergarten Average Score) 83 (Spring Benchmark)
Developmental Reading Assessment	13 (First Grade Average Score)	23 (First Grade Average Score)
Developmental Reading Assessment	20 (Second Grade Average Score)	30 (Second Grade Average Score)
Developmental Reading Assessment	31 (Third Grade Average Score)	42 (Third Grade Average Score)
Developmental Reading Assessment	41 (Fourth Grade Average Score)	50 (Fourth Grade Average Score)
Developmental Reading Assessment	59 (Fifth Grade Average Score)	68 (Fifth Grade Average Score)



Assessment	Pre-test Data	Post-test Data
SOL (Math)	44% (Third – Fifth Grade Pass Rates on Unreleased Test Items)	77% (Third – Fifth Grade Pass Rates on Unreleased Test Items)
SOL (Fourth Grade Virginia Studies)	64% (Pass Rate on Unreleased Test Items)	82% (Pass Rate on Unreleased Test Items)
SOL (Fifth Grade Science)	77% (Pass Rate on Unreleased Test Items)	89% (Pass Rate on Unreleased Test Items)

Middleburg Community Charter School used three measures for student achievement that span multiple grades to determine program impact: PALS for Kindergartners; the Developmental Reading Assessment for grades 1 through 5; and SOL assessments in math (grades 3-5), history (grade 4), and science (grade 5). Participating students demonstrated gains from baseline year to implementation year on all assessments.

For PALS, all reporting groups’ (Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian Students, White students, and 2 or more races) post-test scores were higher than their pre-test scores showing an average net gain of 16 percentage points. For the Developmental Reading Assessment, the average score was “at or above grade level” for each grade by the end of the school year. For SOL assessments, all students showed growth from pre- to post-test.

Although not all reporting groups met state benchmarks for SOL assessments, examining the data by reporting groups allowed staff to identify groups of students that will require support. Middleburg Community Charter School also examined attendance and student behavior. All students and most student reporting groups attended school at rates above the 95 percent benchmark. However, staff noted an increase in behavior incidents between the baseline year and implementation year. To address this, the school intends to increase professional development for teachers in classroom management techniques, teach students conflict resolution skills, and increase the guidance counselor allocation within the school.

**School Division: Lynchburg Public Schools**

- **Number of Participating Schools: 17**
  - Hutcherson Early Learning Center
  - Bedford Hills Elementary
  - Dearington Elementary
  - Heritage Elementary
  - Linkhorne Elementary
  - Paul Munro Elementary
  - Perrymont Elementary



- R.S. Payne Elementary
- Sandusky Elementary
- Sheffield Elementary
- T.C. Miller Elementary
- William Marvin Bass Elementary
- Linkhorne Middle
- P.L. Dunbar Middle
- Sandusky Middle
- E.C. Glass High
- Heritage High

● **Number of Participating Students (by program component):**

- Intercessions: 305
- Credit Recovery: average of 3 to 5
- Senior Intensive: 6
- Summer School: 499

Lynchburg Public Schools implemented extended school year programming division-wide. The Extending Opportunities for Success Program consisted of four components— intercessions, credit recovery, senior intensive, and summer school. The 3-day intercessions occurred in both the fall and winter semesters. The after school credit recovery program called A.C.E (AfterSchool Connections at Empowerment) provided credit recovery (the opportunity to improve grades enough to “recover” the credit needed for graduation by earning a passing grade for a course), SOL remediation, and reteaching of pertinent concepts in the four core content subjects. The Senior Intensive component occurred during the month of June 2017 and offered students the opportunity to come to school during the summer to receive remediation and support as they took an online course. The summer school portion operated four hours a day for 13 days.

Assessment Instrument Used/Provider	Description
Phonological Awareness Literacy Screening (PALS) Pre-K/University of Virginia	The PALS PreK assessment screens students across eight literacy readiness categories: Name Writing (using correct symbols for the letters in their name), Upper Case Alphabet Recognition, Lower Case Alphabet Recognition, Letter Sounds, Beginning Letter Sounds Awareness, Print and Word Awareness, Rhyme Awareness, and Nursery Rhyme Awareness. Students’ scores are compared to an acceptable scoring range.
Graduation & Completion Index (GCI)/ Virginia Department of Education	The GCI is an accreditation factor awarding full credit for students earning Board of Education-approved diplomas and partial credit for other outcomes. The calculation includes “carryover” students from previous cohorts.



Assessment Instrument Used/Provider	Description
On-Time Graduation Rate/Virginia Department of Education	The On-Time Graduation Rate is a cohort graduation rate adjusted for student mobility and flexibility for limited-English proficient students and students with disabilities. It is recognized by the Board of Education.

Assessment	Pre-test Data	Post-test Data
Phonological Awareness Literacy Screening (PALS) Pre-K	32% (Name writing acceptable range performance)	97% (Name writing acceptable range performance)
Phonological Awareness Literacy Screening (PALS) Pre-K	15% (Beginning sound awareness acceptable range performance)	73% (Beginning sound awareness acceptable range performance)
Phonological Awareness Literacy Screening (PALS) Pre-K	18% (Print and word awareness acceptable range performance)	83% (Print and word awareness acceptable range performance)
Graduation Completion Index(GCI)	85% (Average of the high schools) 85% (Benchmark)	88% (Average of the high schools) 85% (Benchmark)
On-Time Graduation Rate	82% (Average of the high schools)	87% (Average of the high schools)

To identify the impact on student achievement, Lynchburg examined SOL performance, reading and math benchmark performance, and for younger students, PALS performance. Among older grades, the division also examined the percent of students enrolled in advanced coursework and high school graduation metrics.

The early learning center in Lynchburg substantially increased the percentage of students meeting acceptable performance levels within all literacy categories on the PALS Pre-K assessments from fall 2016 to spring 2017. Name writing increased from 32 percent of students being within acceptable performance to 97 percent of students being within acceptable performance. Beginning sound awareness increased from 15 percent to 73 percent and print and word awareness increased from 18 percent to 83 percent.

The majority of elementary schools in Lynchburg demonstrated gains on SOL pass rates between baseline and the second year of implementation. The amount of SOL assessment data provided by Lynchburg was too extensive to be included in the table above and is best viewed in



the annual progress report submitted by Lynchburg. Of the eleven elementary schools, ten improved their pass rates in math; nine of eleven improved their pass rates in English and History, and eight of eleven improved pass rates in Science. Two elementary schools, Dearington Elementary and Perrymont Elementary, improved their pass rates from below the state benchmark in the baseline year to well above the state benchmark by the second year of implementation.

Program impact among middle school students was mixed. Pass rates on English, math, science, and history SOL assessments were within five percentage points of each other from baseline year to two years following implementation, with one of three schools demonstrating gains in history and two of three schools demonstrating gains in science. A closer examination of assessment data does show consistent gains in sixth grade math and seventh grade reading cross all three schools.

Among the high schools in Lynchburg, the average Graduation and Completion Index (GCI) and On-Time Graduation Rate (OGR) improved between baseline year and the second year of implementation. However, SOL pass rates were mixed. E. C. Glass High School improved their English, math, and science pass rates while Heritage High School improved their English pass rate, maintained their math pass rate, and saw decreases in their science pass rate.

### **School Division: Manassas Park Public Schools**

- **Number of Participating Schools: 4**
  - Cougar Elementary
  - Manassas Park Elementary
  - Manassas Park Middle
  - Manassas Park High
  
- **Number of Participating Students: 3,500**

Manassas Park implemented the extended year program in all of its schools—two elementary schools, one middle school, and one high school. Students in the division attended school for 179 instructional days during the academic year. Further, ten additional days were built into the calendar as intersession days. The dates of intersessions were October 17-21, 2016 and April 3-7, 2017.

All content areas were addressed during intersessions: reading, history, Career and Technical Education (CTE), and Science, Technology, Engineering, and Mathematics (STEM). The activities were designed for active engagement and to specifically target state standards. While participation in the intersession days was required of all students, students and parents were asked to examine the course offerings and to prioritize individual choices of intersession activities, and building coordinators endeavored to provide each student with one of his/her top two choices.



Assessment Instrument Used/Provider	Description
Standards of Learning test (SOL)/Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.

Assessment	Pre-test Data	Post-test Data
SOL (Reading)	65% (Pass Rate – All Elementary Schools)	73% (Pass Rate – All Elementary Schools)
SOL (Math)	71% (Pass Rate – All Elementary Schools)	65% (Pass Rate – All Elementary Schools)
SOL (Reading)	74% (Pass Rate – All Middle School Students)	74% (Pass Rate – All Middle School Students)
SOL (Reading)	67% (Pass Rate – Middle School Hispanic Students)	69% (Pass Rate – Middle School Hispanic Students)
SOL (Reading)	64% (Pass Rate – Middle School Economically Disadvantaged Students)	69% (Pass Rate – Middle School Economically Disadvantaged Students)
SOL (Reading)	85% (Pass Rate – All High School Students)	81% (Pass Rate – All High School Students)
SOL (Math)	59% (Pass Rate – All High School Students)	71% (Pass Rate – All High School Students)
Program Satisfaction Survey (staff, parents, and students)	45% (Favorable Rating)	66% (Favorable Rating)

To determine program impact, staff examined SOL assessment data for all applicable grades and survey data from students, staff, and parents. Within the two elementary schools, SOL reading pass rates increased for all students between baseline year and the second year of implementation. However, math pass rates declined.



In middle school, reading pass rates showed no improvement between baseline and the second year of implementation for all students, but did show improvement for Hispanic and economically disadvantaged students. In high school, reading pass rates declined although they were still above the state benchmark. Math pass rates in the high school increased substantially, from 59 percent in 2014-2015 to above the state benchmark at 71 percent in 2016-2017.

Satisfaction survey data indicate that most staff, parents, and students surveyed were pleased with the intersessions offered through Manassas Park’s extended year program. Favorability among parents in particular increased from the first year of implementation (approximately 45 percent favorable) to the last year of implementation (approximately 66 percent favorable).

**School Division:** Newport News Public Schools

• **Number of Participating Schools:** 8

- Carver Elementary
- Epes Elementary
- Hidenwood Elementary
- Jenkins Elementary
- Lee Hall Elementary
- Newsome Park Elementary
- Palmer Elementary
- Sedgefield Elementary

• **Number of Participating Students:** 910

Newport News Public Schools continued the “WE LEAP” (Extended Learning, Enrichment & Advancement Program) during the 2016-2017 school year. The program consisted of nine Saturdays of extended learning from October to May. Each took place on the third Saturday of the month supported by learning sessions during two afterschool periods, which took place on Tuesdays and Wednesdays. In addition, a five-week summer intersession occurred focusing on the issues of learning loss, food insecurity, and student safety.

Assessment Instrument Used/Provider	Description
Standards of Learning test (SOL)/Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.





Assessment	Pre-test Data	Post-test Data
SOL (Reading)	387 (Average Score)	403 (Average Score)
SOL (Math)	393 (Average Score)	403 (Average Score)
Student Attendance	96 (percent of days present)	96 (percent of days present)
Student Discipline	515 (number of infractions)	445 (number of infractions)

Newport News Public Schools implemented extended school year programs in seven elementary schools. The division reported increases in scores on SOL assessments from baseline to the first year of implementation for grades 3 through 5 by 16 percentage points in reading and 10 percentage points in math.

In addition, the division also measured student attendance and student discipline at the participating schools. Results indicated that the percentage of days present remained the same from the 2015-2016 school year and the 2016-2017 school year—96 percent. During the same period, in terms of student discipline, the number of infractions decreased by 14 percent from 515 infractions to 445 infractions.

### **School Division: Petersburg Public Schools**

- **Number of Participating Schools: 2**
  - A.P. Hill Elementary
  - Peabody Middle
- **Number of Participating Students: 1,256**

Petersburg Public Schools continued to implement a year-round school model at two schools—Peabody Middle School and AP Hill Elementary School, with the goal of increasing academic achievement outcomes by providing a significant number of additional hours of quality instruction and enrichment. Each school extended its school year by beginning school a month prior to the beginning of the traditional school year.

Further, three weeks of intensive academic support and enrichment occurred during intercessions throughout the school year: October 10-14, 2016; January 9-13, 2017; and March 20-31, 2017. In addition, both schools provided daily tutoring and remediation support for students and ongoing professional development for teachers.



Assessment Instrument Used/Provider	Description
i-Ready Diagnostic (Reading and Math)/ Curriculum Associates	The i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics and provides a measure of student growth by comparing students' scores to a benchmark score.
Standards of Learning test (SOL)/ Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.
Student Growth Assessment (SGA)/ PowerSchool	An SGA provides educators with data highlighting students' progress towards mastery of given standards of learning in terms of student knowledge and comprehension of the content. To determine growth, both an SGA1 and SGA2 may be administered at the beginning and end of a course or school year. To determine a pass rate, students' score are compared to a benchmark score set in the assessment.

Assessment	Pre-test Data	Post-test Data
iReady Reading Diagnostic	15% (On or above grade level – Average for Grades K-5 - A.P. Hill)	56% (On or above grade level – Average for Grades K-5 - A.P. Hill)
iReady Math Diagnostic	6% (On or above grade level – Average for Grades K-5 - A.P. Hill)	52% (On or above grade level – Average for Grades K-5 - A.P. Hill)
SOL (Reading & Math)	End of year SOL data for A. P. Hill is not available for comparison due to problems or irregularities with the administration of exams	
Student Growth Assessment (Reading)	14% (Pass Rate – Sixth Grade – Peabody Middle)	27% (Pass Rate – Sixth Grade – Peabody Middle)
Student Growth Assessment (Reading)	6% (Pass Rate – Seventh Grade – Peabody Middle)	21% (Pass Rate – Seventh Grade – Peabody Middle)



Assessment	Pre-test Data	Post-test Data
Student Growth Assessment (Reading)	11% (Pass Rate – Eighth Grade – Peabody Middle)	21% (Pass Rate – Eighth Grade– Peabody Middle)
Student Growth Assessment (Math)	0% (Pass Rate – Sixth Grade– Peabody Middle )	0% (Pass Rate – Sixth Grade– Peabody Middle)
Student Growth Assessment (Math)	0% (Pass Rate – Seventh Grade – Peabody Middle)	6% (Pass Rate – Seventh Grade– Peabody Middle)
Student Growth Assessment (Math)	0% (Pass Rate – Eighth Grade– Peabody Middle)	14% (Pass Rate – Eighth Grade– Peabody Middle)
Student Growth Assessment (Civics)	0% (Pass Rate – Eighth Grade– Peabody Middle)	20% (Pass Rate – Eighth Grade– Peabody Middle)
Student Growth Assessment (Science)	0% (Pass Rate – Eighth Grade– Peabody Middle)	16% (Pass Rate – Eighth Grade– Peabody Middle)
SOL (English)	57% (Pass Rate – Peabody Middle)	55% (Pass Rate – Peabody Middle)
SOL (Math)	50% (Pass Rate – Peabody Middle)	45% (Pass Rate – Peabody Middle)

***A.P. Hill Elementary School***

At A.P Hill, students completed the iReady assessments in reading and math to determine how many students were performing at grade level. From pre- to post-test, the percent of students on grade level for reading increased for all grades. Similarly, the percent of students on grade level for math also increased from pre- to post-test. End of year SOL data for A. P. Hill is not available for comparison due to problems or irregularities with the administration of the assessments.

***Peabody Middle School***

At Peabody, students completed student growth assessments at the beginning of the year and near the end of the year to identify progress toward mastery of the standards of learning. While students demonstrated double-digit growth for in Reading between pre- and post-test, baseline scores were very low at zero percent for sixth through eighth grade math, eighth grade science, and civics. Pass rates on SOL assessments did not show the same level of progress. English declined by two percentage points from 2015-2016 to 2016-2017 and math declined by five percentage points.

Petersburg has determined that year-round schools did not create the desired outcomes for students at Vernon Johns Middle or A. P. Hill Elementary, and the school division does not plan to implement this model at any schools or for any grades in the immediate future. However,



Petersburg officials believe the Targeted Extended School Year Grant Program can have positive impacts on students’ educational experiences and therefore, applied for and were awarded two planning grants for fiscal year 2018 in order to explore extended school year opportunities.

**School Division:** Radford Public Schools

- **Number of Participating Schools:** 4
  - McHarg Elementary
  - Belle Heth Elementary
  - Dalton Intermediate
  - Radford High
  
- **Number of Participating Students:** 423

Radford Public Schools operated a Year-Round School program at four schools—McHarg Elementary, Belle Heth Elementary, Dalton Intermediate, and Radford High School. The program encompassed approximately 180 days from late September through June, 2017 and included both in school days out of school days with hours of instruction ranging from one to seven hours per day. During FY17, a total of 423 students benefitted from the program, with those most in need of attention receiving explicit instruction in an environment offering individualized attention.

All four content areas were addressed throughout the year with a stronger emphasis on English and math. Learning experiences included expanded learning opportunities, Science Technology, Engineering, Arts, and Math (STEAM) courses, as well as an opportunity to work with a Graduation Coach. In addition, RCPS offered night school.

The night school served RCPS students who qualified for free and reduced lunch and were suspended from school during the school day. Through the program, the students were provided supervision, tutoring, and food service in order to keep pace with academic expectations during their absences from the regular classroom.

Assessment Instrument Used/Provider	Description
Standards of Learning test (SOL)/Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.



Assessment	Pre-test Data	Post-test Data
SOL (English)	78% (Pass Rate – All Schools)	84% (Pass Rate – All Schools)
SOL (Math)	76% (Pass Rate – All Schools)	81% (Pass Rate – All Schools)
SOL (English)	63% (Pass Rate – Economically Disadvantaged Students)	73% (Pass Rate – Economically Disadvantaged Students)
SOL (Math)	59% (Pass Rate – Economically Disadvantaged Students)	70% (Pass Rate – Economically Disadvantaged Students)
SOL (Algebra I)	36% (Pass Rate – Night School Students)	73% (Pass Rate – Night School Students)

Across the division, students participating in Radford’s extended school year program demonstrated gains in both reading and math proficiency. On English SOL assessments, Radford’s division-level pass rate increased from 78 percent in the baseline year to 84 percent in the first year of implementation. Similarly, Radford’s division-level pass rate in math increased from 76 percent to 81 percent.

The division also experienced considerable gains among economically disadvantaged students who increased their reading pass rate by 10 percentage points and their math pass rate by 11 percentage points. For the night school tutoring specifically, pass rates on the Algebra I SOL increased from 36 percent to 73 percent, a 37 percentage point gain.

**School Division: Roanoke City Public Schools**

- **Number of Participating Schools: 9**

- Fairview Elementary
- Fallon Park Elementary
- Fishburn Elementary
- Garden City Elementary
- Hurt Park Elementary
- Lincoln Terrace Elementary
- Monterey Elementary
- Roanoke Academy Elementary
- Westside Elementary

- **Number of Participating Students: 2,466**

Roanoke City Public Schools again expanded its program—*RCPS+* from FY2016. The program was implemented at six sites, which served nine elementary schools. The program occurred on 29 days from June 19– July 28, 2017. The primary goal of the program was to prevent summer learning lags by providing an extra six weeks of instruction while transitioning



students into a new school year. Rising kindergarten through fifth grade students participated in the program which highlighted opportunities to extend their learning in reading, writing, and mathematics. Additionally, the program offered activities in science, robotics, technology, art, and movement.

<b>Assessment Instrument Used/Provider</b>	<b>Description</b>
Benchmark Assessment System (BAS)/ Fountas & Pinnell Literacy	The Fountas & Pinnell BAS identifies the instructional and independent reading levels of students and documents student progress. By administering a series of assessments, the sustaining or improving of a student’s reading level can be determined.

<b>Assessment</b>	<b>FY2016 Data</b>	<b>FY2017 Data</b>
Benchmark Assessment System (BAS)/	70% (Sustained or improved– Program Overall)	73% (Sustained or improved– Program Overall)
Benchmark Assessment System (BAS)/	71% (Sustained or improved– Fallon Park and Garden City Elementary)	89% (Sustained or improved– Fallon Park and Garden City Elementary)
Benchmark Assessment System (BAS)/	72% (Sustained or improved– Monterey Elementary)	94% (Sustained or improved– Monterey Elementary)
Benchmark Assessment System (BAS)/	49% (Sustained or improved– Westside Elementary)	70% (Sustained or improved– Westside Elementary)
Benchmark Assessment System (BAS)/	75% (Sustained or improved– Fairview and Hurt Park Elementary)	67% (Sustained or improved– Fairview and Hurt Park Elementary)
Benchmark Assessment System (BAS)/	88% (Sustained or improved– Fishburn Elementary)	63% (Sustained or improved– Fishburn Elementary)
Benchmark Assessment System (BAS)/	64% (Sustained or improved– Roanoke Academy and Lincoln Terrace Elementary)	53% (Sustained or improved– Roanoke Academy and Lincoln Terrace Elementary)

Roanoke City measured success through the improvement or sustaining of students’ reading levels through the summer months between school years. Subsequent to attending the 2016 extended year program, students’ reading levels were assessed to measure the percent of students who improved/sustained their levels. The measuring process was repeated in 2017 and Roanoke City compared the results.



Overall, the data indicated a three percent increase from 2016 to 2017 for the program as a whole. Three sites witnessed an increase—Fallon Park/Garden City (18 percent), Monterey (22 percent), and Westside (21 percent). Conversely, three sites decreased—Fairview/Hurt Park (8 percent), Fishburn (25 percent), and Roanoke/Lincoln Terrace (11 percent). Division officials are currently investigating potential factors which may assist in explaining the difference in results in order to bolster the program in the sites that witnessed a decline in success.

**School Division: Rockingham County Public Schools**

- **Number of Participating Schools: 2**
  - Fulks Run Elementary
  - Mountain View Elementary
  
- **Number of Participating Students: 566**

Rockingham County Public Schools ran two extended learning program which were implemented at Fulks Run Elementary and Mountain View Elementary. The program at Fulks Run provided a total of 225 extended learning hours. The program ran from October of 2016 through August of 2017 and activities were offered after school, evenings, weekends, and the summer. The summer featured a three-week summer camp with the themes of STEAM (Science, Technology, Engineering, Art, and Math) and Outdoor Adventures. Content areas addressed included reading, math, science, and social studies. Students in Pre-kindergarten through fifth grade participated and every student participated in at least one extended learning opportunity.

The program at Mountain View included a sixteen week “*Book Buddies*” opportunity for first grade students who were paired with a college student for its duration. Second through fifth grade students had several opportunities to extend their learning during three after school programs that ran 10-11 sessions each. In addition, three field experiences were offered to both students and their families.

Assessment Instrument Used/Provider	Description
Phonological Awareness Literacy Screening (PALS) K and PALS Plus/ University of Virginia	PALS K and PALS Plus are assessments that identify levels of proficiency by grade. Students’ scores on specific tasks are added together to create a Summed Score. The Summed Score is subsequently compared against a benchmark that represents minimum grade level expectations for fall and for spring.



Assessment Instrument Used/Provider	Description
Standards of Learning test (SOL)/Virginia Department of Education	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. Student performance is scored on a scale of 0-600. Pass rate is the percentage of student achieving a passing score. A score of 400 or greater is considered a passing score with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency.

Assessment	Pre-test Data	Post-test Data
Phonological Awareness Literacy Screening (PALS) K and PALS Plus	74 (Average Score – Fulks Run Elementary)	83 (Average Score – Fulks Run Elementary)
Attendance	82% (2016 – Fulks Run Elementary)	100% (2017 – Fulks Run Elementary)
SOL (All Subjects)	77% (Pass Rate – Fulks Run Elementary)	69% (Pass Rate – Fulks Run Elementary)
Phonological Awareness Literacy Screening (PALS) K and PALS Plus	1.16 (Years below grade level – Mountain View Elementary)	.40 (Years below grade level – Mountain View Elementary)
SOL (Reading)	0% (Pass Rate for 2016 – Fourth Graders – Mountain View Elementary)	44% (Pass Rate for 2017 – Fourth Graders – Mountain View Elementary)
SOL (Math)	54% (Pass Rate for 2016 – Fourth Graders – Mountain View Elementary)	83% (Pass Rate for 2017 – Fourth Graders – Mountain View Elementary)

***Fulks Run Elementary School***

Fulks Run measured the success of their extended year program through the PALS assessment, SOL assessments, extended learning participation, and overall school attendance. PALS scores increased from the beginning of the year to the end of the year for all students by nine percentage points. School attendance increased by 18 percentage points compared to the previous year and all students participated in at least one activity outside of traditional school hours. However, performance on SOL assessments declined from 77 percent in the baseline year to 69 percent in the first year of implementation.





### ***Mountain View Elementary School***

Mountain View examined PALS and SOL assessment data to determine the impact of their extended year program. Overall, students showed growth on the PALS assessment, beginning the year at an average of 1.16 years below grade level and ending the year at an average of 0.40 years below grade level. Students demonstrated similar growth in certain grades, such as fourth grade. Although no fourth graders passed the 2016 reading SOL, 44 percent passed the 2017 reading SOL demonstrating a strong gain. For math, 83 percent of fourth graders passed the math SOL in 2017 compared to 54 percent the prior year, which demonstrates another strong gain.

## Conclusion

Flexibility is an important component of this grant, both in allowing schools to adapt their extended school year or year-round school programs to local needs and in identifying the appropriate metrics with which to measure program success. VDOE allowed grant recipients to select and report measures of program impact with one requirement: the divisions had to have at least one measure of student achievement, and ideally they collected measures before and after program implementation so changes in participating students are compared over time. The collection of measures before and after program implementation will be required for FY2018 and beyond. Using the flexibility afforded them; the majority of the grant recipients' programs demonstrate a common commitment to finding new ways to engage students, including those in certain reporting groups, in their learning with the intent of improving academic achievement.

Among the eleven programs that reported data, ten saw gains in at least one of their student achievement metrics, with six programs demonstrating improvement across multiple measures of achievement. Students across grade spans in Loudoun County's Middleburg Community Charter School, for example, increased their scores on PALS assessments, Development Reading Assessments, and SOL assessments in math, history and science. Students in Lynchburg Public Schools also showed improvement on PALS assessments, SOL assessments and graduation rates between baseline year and the second year of implementing their extended year program. Radford Public Schools saw significant gains in SOL pass rates for reading and math, and specifically increased Algebra I SOL pass rates for participants in their night school tutoring program.

While Henrico's L. Douglas Wilder Middle School students remained above acceptable benchmarks, overall they experienced a decline in performance between their pre- and post-tests. However, the school is developing a plan of action to address this for future implementation. Petersburg's Vernon Johns Middle School and A.P. Hill Elementary programs did not show anticipated results in SOL assessments. Therefore, the division does not intend to continue the program.

Several schools reported on metrics other than student achievement. Henrico County, for example, indicated that 100 percent of participating students enrolled in an advanced-level course by eighth grade. Loudoun County's participating students met the 95 percent attendance benchmark and Rockingham County noticed a one percentage point increase in attendance among participating students compared to the previous year. Lynchburg saw an increased graduation rate in both of its high schools, while Manassas Park surveyed parents, teachers, and students who reported favorable opinions of their program.

All grant applicants were asked to examine program metrics by student reporting groups (*Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black Students, Hispanic Students, Asian Students, and White Students*), if applicable for their program. An examination of disaggregated performance metrics by Charlottesville and Loudoun County allowed school staff to identify groups of students who may need additional support. Most programs found that reporting groups performed similarly to all students in the program. In the Manassas Park program, middle school Hispanic students and economically disadvantaged

students and high school English learner students and students with disabilities performed better on reading assessments than all students combined.

Bristol City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY 16 Carryover and FY17 Funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Bristol Virginia Public Schools:  
Highland View Elementary, Stonewall Jackson Elementary, Joseph Van Pelt, Washington-Lee Elementary

2. Grant Coordinator contact information

Jennifer Hurt

3. Type of program (Extended School Year or Year Round School)

Extended School Year: Beyond 180 Days (B-180)

#### 4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

There are many positive effects in offering an extended school year in high poverty schools. Schools are the best environments for student learning. In addition, this is an increased investment in our schools for the future of our students. Expanding the academic calendar sends an important expressive message by emphasizing the primacy of education. Most American students spend only about half their year in school. Increasing the amount of time students spend in classrooms demonstrates society's commitment to giving young people the tools they will need in order to successfully face tomorrow's challenges.

##### Goals and Objectives - strategies

1. Close the achievement gap—provide additional time and resources to students, specifically disadvantaged students
2. Idle Youth –conduct engaging activities a safe, structured environment
3. Research on summer slide –allows time and attention to students mental and social development by keeping students involved with other agency professionals
4. Building Relationships (15:1 ratio) reduced number of students staff is responsible for teaching
5. Opportunities for staff to earn additional money – embedded raise
6. Supports working families with reduced childcare- schools are a safe, structured environment

In addition to the opportunities listed above and reflected in the data on student achievement, many students stated they prefer the B-180 environment because teachers were not as stressed. Through this extended year, staff was able to work in groups, work across grade lines and enjoy sharing with the students PBL activities. Being in an environment that is more student and activity focused versus assessment focused, that improves student outcome as well, should afford ideas for policy makers to increase investment in our schools

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served

Beyond 180 Days (B-80) was offered during our 3 intersessions: Winter/Spring/Summer. 8 days in the Winter, 4 days during spring and an additional 16 days in summer for a total of 28 days.

The program operated from 8:30 – 2:00. Students were either car riders by family choice or transported by the BVPS bus. Each day consisted of: Breakfast, group movement and music, grade level activities, (Project real/computer lab/PBL, robotics) lunch, additional collaboration and themed activities followed by transportation to home, Boys and Girl's Club or Girl's Inc. Field trips included: Sugar Hollow (Science and nature), Barter Theater (comparison of stories/theater) swimming (physical activity) Steel Creek Park (Science/nature) and Bays Mountain Planetarium (Habitats of animals).

All Pre-K through 5th grade students were invited to participate in the B-180 intersessions. Over 200 students attended throughout the 2016-17 sessions at some point. 153 students participated over 60% of the time with data collected on 133 students (other 20 relocated and some data unavailable). Students that participated 60% of the time were in grades: PreK --21, K--20, 1<sup>st</sup> – 14, 2<sup>nd</sup>- 27, 3<sup>rd</sup>-19, 4<sup>th</sup>-21, 5<sup>th</sup>-11 = 133  
86% white, 14% Black/Multi/Hispanic  
20% SPED, 90% Disadvantaged, 21% homeless either during or prior at some point within 2 year range.

6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

Teachers at BVPS were instrumental in fulfilling the necessary classroom levels during the Intercessions. Because of the non-traditional program, some teachers were ask to work in grade levels that were different from the level taught during the regular school year. In addition, teachers from VA Middle School developed the PBL activities that were incorporated into the summer program.

Many partnerships have been developed throughout the B-180 program.

Specifically:

- Boys and Girl's Club, Girl's Inc., YMCA
- VA Middle School, VA High School
- Virginia 365, Summer Breakfast and National School Lunch
- Barter Theater (Project Real), Appalachian Sustainable Development, Birth Place of Country Music Museum
- Sheriff's Department, Public Housing Authority, Highlands Community Mental Health, King University and
- Communities In School

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

Scheduling of Professional Development remains the biggest obstacle for an extended school year. Time to develop PBL activities throughout the school year was a barrier for our program. Although funds to support the additional support was allotted, the additional time for staff to create additional classroom activities for the extended year was a challenge. Our staff at VA Middle School was imperative in developing the activities for the program. Another challenge was accountability of student attendance. Although the program was not designed to be punitive in nature, intensive support for students who failed to meet the benchmarks in the spring were included in the summer session. PALS data for grades Prek-2<sup>nd</sup> and SOL data for 3<sup>rd</sup> – 5<sup>th</sup> grades was reviewed and specific skills were taught to those not scoring proficient.



8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Instrument used for SA—SOL from 2016 to 2017 for grades 4-5
---

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Instrument: SOL Reading Grades 4-5**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Disadvantaged</b>	<b>Reporting Group: Students with Disabilities</b>	<b>Reporting Group: Minorities</b>
<b>Number of Students Assessed</b>	33	23	8	4
<b>Pre-test Average Score</b>	36% Pass rate	58%	50%	25%
<b>Post-test Average Score</b>	73% Pass Rate	73%	75%	75%
<b>Net Change</b>	37%	15%	25%	50%

Enter an explanation of the data here:

SOL test from the previous year and the current year were reviewed for the 4<sup>th</sup> and 5<sup>th</sup> grade students. Scores percentages are based on the number of students in the reporting category.

**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

I-ready Math
--------------

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Instrument: i-Ready Math**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Disadvantaged</b>	<b>Reporting Group: Disabilities</b>	<b>Reporting Group: Minorities</b>
<b>Number of Students Assessed</b>	106	92	18	16
<b>Pre-test Average Score</b>	52% Benchmark	86%	50%	69%
<b>Post-test Average Score</b>	57% Benchmark	87%	52%	70%
<b>Net Change</b>	4%	1%	2%	1%

Enter an explanation of the data here.

i-Ready math is administered in the fall each school year. The above data is based on scores that were available for students in the fall 2016 to fall 2017. Kindergarten and 5<sup>th</sup> grade students were removed from the calculation. Kindergarten students take the assessment in October, 6<sup>th</sup> grade do not take the fall assessment.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

PALS—K-2<sup>nd</sup> grade: The scores are unavailable until September 20<sup>th</sup>.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: K-2 Literacy**

**Instrument: PALS**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Disadvantaged</b>	<b>Reporting Group: Disabilities</b>	<b>Reporting Group: Minorities</b>
<b>Number of Students Assessed</b>				
<b>Pre-test Average Score</b>				
<b>Post-test Average Score</b>				
<b>Net Change</b>				

Enter an explanation of the data here.

N/A

9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

BVPS applied for the funding of ESY again and received the additional funds for the 2017-18 school year. The upcoming school year, middle and high school activities were included with a particular focus on Robotics.

Without the additional support of grants and funding, our local budget would not allow students this same opportunity. Through this process, many partnerships have been developed and resources have been offered at a minimal rate. One of our biggest obstacles is salary for staff to provide the robust program for our students.

Expense Report **(See Information Below this table)**

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
<b>Total</b>		\$0	\$0
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Employee Benefits 2000</b>		\$0	\$0
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>



<b>Total Purchased Contractual Services</b>	\$0	\$0
<b>4000 Internal Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>	\$0	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	\$0	\$0
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
<b>Total Materials and Supplies</b>	\$0	\$0
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$0	\$0

**Year Round School**  
**Project #91**  
**2016-2017**  
**Summary Page**

	<b>Total Budget</b>	<b>Total Encumbrances</b>	<b>Total Expenditures</b>	<b>Unencumbered Balance</b>	<b>Unexpended Balance</b>
1000 Personal Serv.	\$ 107,760.00	\$ 96,106.25	\$ 96,106.25	\$ 11,653.75	\$ 11,653.75
2000 Employee Ben.	\$ 17,241.76	\$ 8,207.96	\$ 8,207.96	\$ 9,033.80	\$ 9,033.80
3000 Purch. Services	\$ 3,000.00	\$ 1,576.00	\$ 140.00	\$ 1,424.00	\$ 2,860.00
4000 Internal Charges	\$ 11,340.00	\$ 6,674.04	\$ 6,674.04	\$ 4,665.96	\$ 4,665.96
5000 Other Charges	\$ 1,000.00	\$ 256.49	\$ 256.49	\$ 743.51	\$ 743.51
6000 Mat.&Supplies	\$ 90,000.00	\$ 28,664.33	\$ 28,664.33	\$ 61,335.67	\$ 61,335.67
6001 Local Match	\$ 46,068.35	\$ 20,807.67	\$ 20,807.67	\$ -	\$ -
<b>Total Budget</b>	<b>\$ 276,410.11</b>	<b>\$ 162,292.74</b>	<b>\$ 160,856.74</b>	<b>\$ 88,856.69</b>	<b>\$ 90,292.69</b>

**As of 8/31/17**

# BRISTOL VIRGINIA PUBLIC SCHOOLS

## 091 YEAR ROUND PROGRAMS

### 1000 Personnel Services

Name of Individuals	Project Role	Amount	State	Local
1-091-21-1-61100-1120-5 YEAR ROUND SALARIES				
ADKINS, FREDIA	Secretary	361.20	361.20	0
ADKINS, FREDIA	Secretary	481.60	481.60	0
ALMANY, WHITNEY N.	Aide	260.15	260.15	0
ALMANY, WHITNEY N.	Aide	397.32	397.32	0
ARGENBRIGHT, MARY N.	Teacher	960.00	960.00	0
ARGENBRIGHT, MARY N.	Teacher	30.00	30.00	0
ARGENBRIGHT, MARY N.	Teacher	550.00	550.00	0
ARGENBRIGHT, MARY N.	Teacher	960.00	960.00	0
BABECKA, STACIE	Teacher	50.00	50.00	0
BABECKA, STACIE	Teacher	480.00	480.00	0
BABECKA, STACIE	Teacher	550.00	550.00	0
BABECKA, STACIE	Teacher	960.00	960.00	0
BROWN, TISHA KAY	Teacher	480.00	480.00	0
BROWN, TISHA KAY	Teacher	40.00	40.00	0
BROWN, TISHA KAY	Teacher	550.00	550.00	0
BROWN, TISHA KAY	Teacher	880.00	880.00	0
BROWNING, DEBBIE	Teacher	570.00	570.00	0
BROWNING, DEBBIE	Teacher	420.00	420.00	0
BUCHANAN, JESSICA	Teacher	40.00	40.00	0
BUCHANAN, JESSICA	Teacher	240.00	240.00	0
BUCHANAN, JESSICA	Teacher	520.00	520.00	0
CHAPMAN, APRIL M.	Aide	502.08	502.08	0
CHAPMAN, APRIL M.	Aide	26.15	26.15	0
CHAPMAN, APRIL M.	Aide	251.04	251.04	0
CHAPMAN, APRIL M.	Aide	10.46	10.46	0
CHAPMAN, APRIL M.	Aide	251.04	251.04	0
CHAPMAN, APRIL M.	Aide	376.56	376.56	0
CHASE, SHAUN M.	Aide	9.46	9.46	0
CHASE, SHAUN M.	Aide	227.04	227.04	0
CHILDRESS, PAUL A.	Aide	25.35	25.35	0
CHILDRESS, PAUL A.	Aide	486.72	486.72	0
CHILDRESS, PAUL A.	Aide	15.21	15.21	0
CHILDRESS, PAUL A.	Aide	243.36	243.36	0
COLLINS, CYNTHIA K.	Driver	189.54	189.54	0
COLLINS, CYNTHIA K.	Driver	140.40	140.40	0
COLLINS, CYNTHIA K.	Driver	217.62	217.62	0
COLLINS, CYNTHIA K.	Driver	66.69	66.69	0
COLLINS, CYNTHIA K.	Driver	235.17	235.17	0
COLLINS, CYNTHIA K.	Driver	210.60	210.60	0
COLLINS, KELSEY B.	Driver	398.58	398.58	0
COMPTON, MICHAEL BRENT	Teacher	560.00	560.00	0

# BRISTOL VIRGINIA PUBLIC SCHOOLS

## 091 YEAR ROUND PROGRAMS

### 1000 Personnel Services

Name of Individuals	Project Role	Amount	State	Local
COMPTON, MICHAEL BRENT	Teacher	1,120.00	1,120.00	0
COOPER, HANNAH	Teacher	550.00	550.00	0
COOPER, HANNAH	Teacher	960.00	960.00	0
DALTON, BETHANY A.	Teacher	50.00	50.00	0
DALTON, BETHANY A.	Teacher	960.00	960.00	0
DALTON, BETHANY A.	Teacher	30.00	30.00	0
DALTON, BETHANY A.	Teacher	480.00	480.00	0
DALTON, BETHANY A.	Teacher	60.00	60.00	0
DAVENPORT, CODY	Teacher	720.00	720.00	0
DENNIS, AMANDA R.	Nurse	485.76	485.76	0
DENNIS, AMANDA R.	Nurse	420.97	420.97	0
DENNIS, AMANDA R.	Nurse	822.36	822.36	0
DOSS, MICHELLE	Aide	563.04	563.04	0
DOSS, MICHELLE	Aide	29.33	29.33	0
DOSS, MICHELLE	Aide	281.52	281.52	0
DOSS, MICHELLE	Aide	17.60	17.60	0
DOSS, MICHELLE	Aide	322.58	322.58	0
DOSS, MICHELLE	Aide	492.66	492.66	0
DUFF, MAXINE	Teacher	960.00	960.00	0
DUFF, MAXINE	Teacher	40.00	40.00	0
DUFF, MAXINE	Teacher	480.00	480.00	0
DUFF, MAXINE	Teacher	20.00	20.00	0
DUFF, MAXINE	Teacher	140.00	140.00	0
DUFF, MAXINE	Teacher	550.00	550.00	0
DUFF, MAXINE	Teacher	960.00	960.00	0
EDWARDS, WENDY S.	Teacher	370.00	370.00	0
EDWARDS, WENDY S.	Teacher	570.00	570.00	0
FAYNE, ARIC L.	Driver	227.15	227.15	0
FAYNE, ARIC L.	Driver	129.80	129.80	0
FAYNE, ARIC L.	Driver	123.31	123.31	0
FLEENOR, DANIEL LEE	Aide	20.28	20.28	0
FLEENOR, DANIEL LEE	Aide	486.72	486.72	0
FLEENOR, DANIEL LEE	Aide	15.21	15.21	0
FLEENOR, DANIEL LEE	Aide	243.36	243.36	0
FLEENOR, DANIEL LEE	Aide	278.85	278.85	0
FLEENOR, DANIEL LEE	Aide	486.72	486.72	0
GARLOCK, TAMELA R.	Teacher	50.00	50.00	0
GARLOCK, TAMELA R.	Teacher	960.00	960.00	0
GARLOCK, TAMELA R.	Teacher	480.00	480.00	0
GARLOCK, TAMELA R.	Teacher	60.00	60.00	0
GARLOCK, TAMELA R.	Teacher	560.00	560.00	0
GARLOCK, TAMELA R.	Teacher	960.00	960.00	0
HADERER, CINDY LYNN	Aide	515.52	515.52	0
HADERER, CINDY LYNN	Aide	21.48	21.48	0

# BRISTOL VIRGINIA PUBLIC SCHOOLS

## 091 YEAR ROUND PROGRAMS

### 1000 Personel Services

Name of Individuals	Project Role	Amount	State	Local
HADERER, CINDY LYNN	Aide	249.71	249.71	0
HADERER, CINDY LYNN	Aide	295.35	295.35	0
HADERER, CINDY LYNN	Aide	515.52	515.52	0
HUTCHINSON, PETINA M.	Teacher	480.00	480.00	0
HUTCHINSON, PETINA M.	Teacher	30.00	30.00	0
JAMES, KRISTY	Teacher	960.00	960.00	0
JAMES, KRISTY	Teacher	40.00	40.00	0
KELLY, LAURA	Teacher	480.00	480.00	0
KELLY, LAURA	Teacher	900.00	900.00	0
LALLANDE, ADAM P.	Teacher	40.00	40.00	0
LALLANDE, ADAM P.	Teacher	140.00	140.00	0
LEWIS, LORI S.	Secretary	270.72	270.72	0
LOVE, PAUL LEE	Teacher	560.00	560.00	0
LOVE, PAUL LEE	Teacher	700.00	700.00	0
LOVE, PAUL LEE	Teacher	1,000.00	1,000.00	0
LOVE, PAUL LEE	Teacher	700.00	700.00	0
MALCOLM, KERRI	Secretary	192.60	192.60	0
MARLER, JOSEPH	Teacher	50.00	50.00	0
MARLER, JOSEPH	Teacher	1,020.00	1,020.00	0
MASON, MELISSA N.	Aide	183.06	183.06	0
MASON, MELISSA N.	Aide	427.14	427.14	0
MCCALL, HUNTER T.	Aide	235.20	235.20	0
MURRAY, LISA	Driver	157.95	157.95	0
MURRAY, LISA	Driver	421.20	421.20	0
MURRAY, MOLLIE B.	Driver	273.78	273.78	0
MURRAY, MOLLIE B.	Driver	200.07	200.07	0
MURRAY, MOLLIE B.	Driver	175.50	175.50	0
MURRAY, MOLLIE B.	Driver	449.28	449.28	0
PATRICK, ALICIA	Teacher	440.00	440.00	0
QUESENBERRY, JESSICA ELIZABETH	Teacher	560.00	560.00	0
QUESENBERRY, JESSICA ELIZABETH	Teacher	880.00	880.00	0
RAMEY, PATRICE M.	Nurse	487.44	487.44	0
RAMEY, PATRICE M.	Nurse	487.44	487.44	0
RASNICK, DANA	Teacher	40.00	40.00	0
RASNICK, DANA	Teacher	840.00	840.00	0
RASNICK, DANA	Teacher	30.00	30.00	0
RASNICK, DANA	Teacher	480.00	480.00	0
RASNICK, DANA	Teacher	550.00	550.00	0
RASNICK, DANA	Teacher	960.00	960.00	0
READ, DEBRA	Aide	26.82	26.82	0
READ, DEBRA	Aide	643.68	643.68	0
RICHMOND, GINGER LYNNE	Teacher	960.00	960.00	0
RICHMOND, GINGER LYNNE	Teacher	40.00	40.00	0
ROYSTON, MARY	Driver	554.70	554.70	0

# BRISTOL VIRGINIA PUBLIC SCHOOLS

## 091 YEAR ROUND PROGRAMS

### 1000 Personel Services

Name of Individuals	Project Role	Amount	State	Local
SCYPHERS, AMY JO	Teacher	50.00	50.00	0
SCYPHERS, AMY JO	Teacher	860.00	860.00	0
SCYPHERS, AMY JO	Teacher	530.00	530.00	0
SCYPHERS, AMY JO	Teacher	790.00	790.00	0
SHAFFER, JUSTIN A.	Aide	278.85	278.85	0
SHAFFER, JUSTIN A.	Aide	486.72	486.72	0
SHERFEY, TRAVIS LEE	Driver	421.20	421.20	0
SIZEMORE, DAVID REA	Aide	29.34	29.34	0
SIZEMORE, DAVID REA	Aide	704.16	704.16	0
SIZEMORE, DAVID REA	Aide	425.43	425.43	0
SIZEMORE, DAVID REA	Aide	616.14	616.14	0
SMITH, ANDREA	Teacher	40.00	40.00	0
SMITH, ANDREA	Teacher	960.00	960.00	0
SMITH, ANDREA	Teacher	480.00	480.00	0
SMITH, ANDREA	Teacher	30.00	30.00	0
SMITH, JENNIFER	Teacher	40.00	40.00	0
SMITH, JENNIFER	Teacher	40.00	40.00	0
SMITH, JENNIFER	Teacher	140.00	140.00	0
SMITH, JENNIFER	Teacher	120.00	120.00	0
TRIPLETT, JEANETTE	Teacher	40.00	40.00	0
TRIPLETT, JEANETTE	Teacher	480.00	480.00	0
TRIPLETT, JEANETTE	Teacher	480.00	480.00	0
TRIPLETT, JEANETTE	Teacher	20.00	20.00	0
TRIPLETT, JEANETTE	Teacher	550.00	550.00	0
TRIPLETT, JEANETTE	Teacher	960.00	960.00	0
VANNOSTRAND, JAMES WOODSIDE	Teacher	40.00	40.00	0
VANNOSTRAND, JAMES WOODSIDE	Teacher	400.00	400.00	0
WATTS, JESSICA JACOBS	Teacher	580.00	580.00	0
WATTS, JESSICA JACOBS	Teacher	960.00	960.00	0
WHITAKER, MICHELLE	Teacher	550.00	550.00	0
WHITAKER, MICHELLE	Teacher	960.00	960.00	0
WHITAKER, MICHELLE	Teacher	80.00	80.00	0
WILLIAMS, WINSTON KEITH	Driver	203.58	203.58	0
WISE, JOANNA	Teacher	70.00	70.00	0
YOUNG, MELANIE KAYE	Coordinator	375.00	375.00	0
YOUNG, MELANIE KAYE	Coordinator	250.00	250.00	0
YOUNG, MELANIE KAYE	Coordinator	375.00	375.00	0
YOUNG, MELANIE KAYE	Coordinator	1,500.00	1,500.00	0
YOUNG, MELANIE KAYE	Coordinator	350.00	350.00	0
YOUNG, MELANIE KAYE	Coordinator	400.00	400.00	0
YOUNG, MELANIE KAYE	Coordinator	750.00	750.00	0
YOUNG, MELANIE KAYE	Coordinator	500.00	500.00	0
YOUNG, MELANIE KAYE	Coordinator	325.00	325.00	0
YOUNG, MELANIE KAYE	Coordinator	1,175.00	1,175.00	0

# BRISTOL VIRGINIA PUBLIC SCHOOLS

## 091 YEAR ROUND PROGRAMS

### 1000 Personnel Services

Name of Individuals	Project Role	Amount	State	Local
YOUNG, MELANIE KAYE	Coordinator	1,500.00	1,500.00	0
YOUNG, SHARON	Aide	654.24	654.24	0
YOUNG, SHARON	Aide	27.26	27.26	0
ALMANY, WHITNEY N.	Aide	491.92		491.92
ARGENBRIGHT, MARY N.	Teacher	960.00		960.00
BABECKA, STACIE	Teacher	1,040.00		1,040.00
BUCHANAN, JESSICA	Teacher	560.00		560.00
CHAPMAN, APRIL M.	Aide	543.92		543.92
COLLINS, CYNTHIA K.	Driver	452.79		452.79
COOPER, HANNAH	Teacher	1,040.00		1,040.00
DENNIS, AMANDA R.	Nurse	939.84		939.84
DOSS, MICHELLE	Teacher	609.96		609.96
DUFF, MAXINE	Teacher	960.00		960.00
FAYNE, ARIC L.	Driver	312.55		312.55
FLEENOR, DANIEL LEE	Aide	425.88		425.88
GARLOCK, TAMELA R.	Teacher	1,040.00		1,040.00
HADERER, CINDY LYNN	Aide	257.76		257.76
KELLY, LAURA	Teacher	920.00		920.00
LALLANDE, ADAM P.	Teacher	700.00		700.00
LOVE, PAUL LEE	Coordinator	2,400.00		2,400.00
MASON, MELISSA N.	Aide	457.65		457.65
MURRAY, MOLLIE B.	Driver	161.46		161.46
PATRICK, ALICIA	Teacher	200.00		200.00
QUESENBERRY, JESSICA ELIZABETH	Teacher	1,040.00		1,040.00
RASNICK, DANA	Teacher	1,040.00		1,040.00
SHAFFER, JUSTIN A.	Aide	486.72		486.72
SIZEMORE, DAVID REA	Aide	704.16		704.16
SMITH, JENNIFER	Teacher	680.00		680.00
TRIPLETT, JEANETTE	Teacher	1,040.00		1,040.00
VANNOSTRAND, JAMES WOODSIDE	Teacher	660.00		660.00
WATTS, JESSICA JACOBS	Teacher	1,040.00		1,040.00
WHITAKER, MICHELLE	Teacher	960.00		960.00
WISE, JOANNA	Teacher	960.00		960.00
		<b>96,106.25</b>	<b>73,021.64</b>	<b>23084.61</b>

**Teachers & Aides**

Vendor	Date Enc.	Encumbrance	Description	Date Paid	Expenditure	Balance	Balance
						Unencumbered Funds	Unexpended Funds
Beginning Balance						\$ 130,844.61	\$ 130,844.61
December	12/1/2016	\$ 986.20	Payroll	12/30/16	\$ 986.20	\$ 129,858.41	\$ 129,858.41
January	1/1/2017	\$ 22,258.25	Payroll	01/13/17	\$ 22,258.25	\$ 107,600.16	\$ 107,600.16
March	3/24/2017	\$ 350.00	Payroll	03/24/17	\$ 350.00	\$ 107,250.16	\$ 107,250.16
April	4/21/2017	\$ 8,339.94	Payroll	04/21/17	\$ 8,339.94	\$ 98,910.22	\$ 98,910.22
May	5/19/2017	\$ 560.00	Payroll	05/19/17	\$ 560.00	\$ 98,350.22	\$ 98,350.22
June	6/1/2017	\$ 40,527.25	Payroll	06/30/17	\$ 40,527.25	\$ 57,822.97	\$ 57,822.97
July 17 Local Match	7/1/2017	\$ 23,084.61	Payroll	07/30/17	\$ 23,084.61	\$ 34,738.36	\$ 34,738.36
<b>TOTALS</b>		<b>\$ 96,106.25</b>			<b>\$ 96,106.25</b>	<b>\$ 34,738.36</b>	<b>\$ 34,738.36</b>



**Benefits**

Vendor	Date Enc.	Encumbrance	Description	Date Paid	Expenditure	Balance	Balance
						Unencumbered Funds	Unexpended Funds
Beginning Balance						\$ 19,417.83	\$ 19,417.83
December	12/01/16	\$ 78.21	Payroll	12/30/16	\$ 78.21	\$ 19,339.62	\$ 19,339.62
January	01/01/17	\$ 1,828.83	Payroll	01/13/16	\$ 1,828.83	\$ 17,510.79	\$ 17,510.79
March	03/01/17	\$ 27.76	Payroll	03/24/17	\$ 27.76	\$ 17,483.03	\$ 17,483.03
April	04/21/17	\$ 735.46	Payroll	04/21/17	\$ 735.46	\$ 16,747.57	\$ 16,747.57
May	05/19/17	\$ 44.41	Payroll	05/19/17	\$ 44.41	\$ 16,703.16	\$ 16,703.16
June	06/01/17	\$ 3,317.22	Payroll	06/30/17	\$ 3,317.22	\$ 13,385.94	\$ 13,385.94
July 17 Local Match	07/01/17	\$ 2,176.07	Payroll	07/30/17	\$ 2,176.07		
<b>TOTALS</b>		\$ 8,207.96			\$ 8,207.96	\$ 11,209.87	\$ 11,209.87

Purchased Services

3000

								Balance	Balance
Vendor	Date Enc.	P.O. #	Encumbrance	Description	Date Paid	Check #	Expenditure	Unencumbered Funds	Unexpended Funds
Beginning Balance								\$ 3,000.00	\$ 3,000.00
VHS Pool	03/28/17	21989	\$ 140.00	Use of pool during Spring B-180	05/01/17	82823	\$ 140.00	\$ 2,860.00	\$ 2,860.00
VISA - Steele Creek	06/07/17	22292	\$ 50.00	Entry fee to Steele Creek Park				\$ 2,810.00	\$ 2,860.00
VISA - Barter Theatre	06/07/17	22296	\$ 935.00	Entry fee to Barter Theatre on 6/20/17 for 85 students				\$ 1,875.00	\$ 2,860.00
VISA - Barter Theatre	06/07/17	22295	\$ 451.00	Entry fee to Barter Theatre on 6/21/17 for 41 students				\$ 1,424.00	\$ 2,860.00
<b>TOTALS</b>			<b>\$ 1,576.00</b>				<b>\$ 140.00</b>	<b>\$ 1,424.00</b>	<b>\$ 2,860.00</b>

**Internal Charges**

4000

Vendor	Date Enc	Encumbrance	Description	Date Paid	Check #	Expenditure	Balance	Balance
							Unencumbered Funds	Unexpended Funds
Beginning Balance							\$ 11,340.00	\$ 11,340.00
Bristol Virginia Public Schools	04/21/17	\$ 873.11	Transportation	04/21/17	PR	\$ 873.11	\$ 10,466.89	\$ 10,466.89
Bristol Virginia Public Schools	06/01/17	\$ 2,827.58	Transportation	06/01/17	PR	\$ 2,827.58	\$ 7,639.31	\$ 7,639.31
Bristol Virginia Public Schools	06/01/17	\$ 882.00	Transportation	06/30/17	PR	\$ 882.00	\$ 6,757.31	\$ 6,757.31
Bristol Va Public Schools	07/01/16	\$ 2,091.35	Transportaion July	07/25/16	PR	\$ 2,091.35	\$ 4,665.96	\$ 4,665.96
<b>TOTALS</b>		<b>\$ 6,674.04</b>				<b>\$ 6,674.04</b>	<b>\$ 4,665.96</b>	<b>\$ 4,665.96</b>

Other  
5060

Vendor	Date Enc	P.O. #	Encumbrance	Description	Date Paid	Check #	Expenditure	Balance	Balance
								Unencumbered Funds	Unexpended Funds
Beginning Balance								\$ 1,000.00	\$ 1,000.00
Jersey Mikes	03/08/17	21807	\$ 172.04	Dinner for B-180 staff meeting for 17 staff	04/27/17	81976	\$ 172.04	\$ 827.96	\$ 827.96
Walmart	04/01/17	21798	\$ 64.45	plant bulbs, bubbles and cakes	05/30/17	82825	\$ 64.45	\$ 763.51	\$ 763.51
Dollar Tree	04/01/17	21798	\$ 20.00	Planters, gloves, and wind chimes	05/30/17	82825	\$ 20.00	\$ 743.51	\$ 743.51
<b>TOTALS</b>			\$ 256.49				\$ 256.49	\$ 743.51	\$ 743.51

**Mat.&Supplies**

6000

								Balance	Balance
Vendor	Date Enc	P.O. #	Encumbrance	Description	Date Paid	Check #	Expenditure	Unencumbered Funds	Unexpended Funds
Beginning Balance								\$ 90,000.00	\$ 90,000.00
VISA - Lego.com	10/31/16	21204	\$ 4,111.05	EV3 16-STUDENT CURRICULUM SOLUTION FOR DEBBIE BROWNING	12/15/16	78641	\$ 4,111.05	\$ 85,888.95	\$ 85,888.95
PCG	11/21/16	21322	\$ 10,196.50	Material & Supplies for Christmas B-180	01/05/17	79169	\$ 10,196.50	\$ 75,692.45	\$ 75,692.45
VISA - Chick-fil-A	11/30/16	21347	\$ 204.39	Food for meetings with teachers for Winter B-180	01/19/17	79186	\$ 204.39	\$ 75,488.06	\$ 75,488.06
VISA - Walmart	11/30/16	21347	\$ 199.06	Supplies for Winter B-180	01/19/17	79186	\$ 199.06	\$ 75,289.00	\$ 75,289.00
Scholastic	11/22/16	21322	\$ 3,275.27	Books for students during Christmas B-180program	02/08/17	79895	\$ 3,275.27	\$ 72,013.73	\$ 72,013.73
Walmart	03/08/17	21798	\$ 145.66	Markers, Pencils, crayons, tissue, plates, glue poster board for spirng B-180	04/27/17	81976	\$ 145.66	\$ 71,868.07	\$ 71,868.07
Walmart	03/08/17	21798	\$ 2.77	Glue	04/27/17	81976	\$ 2.77	\$ 71,865.30	\$ 71,865.30
Walmart	03/08/17	21807	\$ 3.98	water for meeting	04/27/17	81976	\$ 3.98	\$ 71,861.32	\$ 71,861.32
VISA - Sam's	05/26/17	22245	\$ 246.10	Refreshments for B-180 staff meeting on 5/31/17 for 25	06/26/17	83562	\$ 246.10	\$ 71,615.22	\$ 71,615.22
VISA - Walmart	05/26/17	22242	\$ 1,570.14	supplies for Summer B-180 during June	06/26/17	83562	\$ 1,570.14	\$ 70,045.08	\$ 70,045.08
Public Consulting Group	07/01/17	22325	\$ 8,709.41	professional development training	8/3/2017	84582	\$ 8,709.41	\$ 61,335.67	\$ 61,335.67
<b>TOTALS</b>			<b>\$ 28,664.33</b>				<b>\$ 28,664.33</b>	<b>\$ 61,335.67</b>	<b>\$ 61,335.67</b>

Mat.&Supplies - 6000  
Local Match

Vendor	Date Enc	P.O. #	Encumbrance	Description	Date Paid	Check #	Expenditure	Balance	Balance
								Unencumbered Funds	Unexpended Funds
Beginning Balance								\$ 20,807.67	\$ 20,807.67
VISA	02/21/17	21690	\$ 4,223.75	Stemfinity kits for students to use during the Spring B-180	11/23/21	3/23/2017	\$ 4,223.75	\$ 16,583.92	\$ 16,583.92
Barter Theatre	07/01/17	22509	\$ 1,034.00	94 tickets to see The Neverending Story on 7/18/17	08/28/17	85218	\$ 1,034.00	\$ 15,549.92	\$ 15,549.92
Bristol Virginia Public Scho	07/01/17	n/a	\$ 1,998.83	B-180 transportation	07/31/17	PR	\$ 1,998.83	\$ 13,551.09	\$ 13,551.09
Steele's Creek	07/01/17		\$ 50.00	Bus entrance to Steele's Creek	07/27/17	84443	\$ 50.00	\$ 13,501.09	\$ 13,501.09
Walmart	06/01/17	22242	\$ 129.81	Balloons, chewy candy, poms, note card straws, candy, frosted rings, skittles, etc	07/27/17	84443	\$ 129.81	\$ 13,371.28	\$ 13,371.28
Barter Theatre	06/01/17	22295	\$ 440.00	40 tickets to see Mike Mulligan and His Steam Shovel on 6/21/17	07/27/17	84443	\$ 440.00	\$ 12,931.28	\$ 12,931.28
Amazon	06/01/17	22242	\$ 138.80	Master Locks for VMS	07/27/17	84443	\$ 138.80	\$ 12,792.48	\$ 12,792.48
Barter Theatre	06/01/17	22296	\$ 924.00	84 tickets to see Mike Mulligan and His Steam Shovel on 6/20/17	07/27/17	84443	\$ 924.00	\$ 11,868.48	\$ 11,868.48
Amazon	06/01/17	22134	\$ 114.00	Fabulously Funny Folktale Plays book	07/27/17	84443	\$ 114.00	\$ 11,754.48	\$ 11,754.48
Lowe's	06/01/17	22242	\$ 365.76	materials to build water tables for VMS students	07/27/17	84443	\$ 365.76	\$ 11,388.72	\$ 11,388.72
Walmart	06/01/17	22242	\$ 140.54	flashlights, dawn, tape, spoons parchment paper, batteries and colored paper	07/27/17	84443	\$ 140.54	\$ 11,248.18	\$ 11,248.18
Amazon	06/01/17	22242	\$ 235.05	10 copies of Beauty & the Beast, flashlights and Kinglake Plastic Transfer Pipettes	07/27/17	84443	\$ 235.05	\$ 11,013.13	\$ 11,013.13
Walmart	06/01/17	22242	\$ 24.50	Waters for program use due to cleaning at VMS	07/27/17	84443	\$ 24.50	\$ 10,988.63	\$ 10,988.63
Amazon	06/01/17	22242	\$ 567.68	Different books for Middle school students to use incentives for participating in the program: How to survive Middle School, Middle School : Escape to Australia, How I survived Bullies, Ultimate Showdown	07/27/17	84443	\$ 567.68	\$ 10,420.95	\$ 10,420.95
Walmart	06/01/17	22242	\$ 373.15	Sharpeners, note packs, erasers, markers, glue, pencils, filler paper, stars, glue sticks candy assortment	07/27/17	84443	\$ 373.15	\$ 10,047.80	\$ 10,047.80

Walmart	06/01/17	22242	\$ 268.35	measuring cups, crayons, beauty and beast dvd, clorox wipes, elmers glue, brass fasteners	07/27/17	84443	\$ 268.35	\$ 9,779.45	\$ 9,779.45
Amazon	06/01/17	22242	\$ 244.10	10 books of Mike Mulligan and His Steam Shovel	07/27/17	84443	\$ 244.10	\$ 9,535.35	\$ 9,535.35
Walmart	06/01/17	22294	\$ 78.07	pony beads, melty beads, sharpie 24 count, rubber bands fuzzy sticks, tshirts, etc	07/27/17	84443	\$ 78.07	\$ 9,457.28	\$ 9,457.28
Lego Education	06/01/17	22299	\$ 3,983.01	30 simple machine sets and 1 build to express core set	07/27/17	84443	\$ 3,983.01	\$ 5,474.27	\$ 5,474.27
Jerry Peters	7/1/2017	22497	\$ 276.00	bags for students at VMS B-180	8/7/2017	84596	\$ 276.00	\$ 5,198.27	\$ 5,198.27
Walmart	7/1/2017	22388	\$ 55.68	paper	8/25/2017	85218	\$ 55.68	\$ 5,142.59	\$ 5,142.59
Amazon	7/1/2017	22494	\$ 352.00	books for VMS B-180			\$ 352.00	\$ 4,790.59	\$ 4,790.59
Public Consulting Group	7/1/2017	22325	\$ 4,790.59	professional development training	8/3/2017	84582	\$ 4,790.59	\$ -	\$ -
<b>TOTALS</b>			\$ 20,807.67				\$ 20,807.67	\$ -	\$ -

Year Round School C/O

Project #98

2015-2016

Summary Page

	Total Budget	Total Encumbrances	Total Expenditures	Unencumbered Balance	Unexpended Balance
1000 Personal Serv.	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Employee Ben.	\$ -	\$ -	\$ -	\$ -	\$ -
3000 Purch. Services	\$ -	\$ -	\$ -	\$ -	\$ -
3000 Local Match	\$ -	\$ -	\$ -	\$ -	\$ -
4000 Interl Charges	\$ -	\$ -	\$ -	\$ -	\$ -
6000 Mat.&Supplies	\$ 18,924.88	\$ 18,924.88	\$ 18,924.88	\$ -	\$ (0.00)
<b>Total Budget</b>	<b>\$ 18,924.88</b>	<b>\$ 18,924.88</b>	<b>\$ 18,924.88</b>	<b>\$ -</b>	<b>\$ (0.00)</b>

As of 6/30/17



15-16  
Mat.&Supplies  
6000

								Balance	Balance
Vendor	Date Enc	P.O. #	Encumbrance	Description	Date Paid	Check #	Expenditure	Unencumbered Funds	Unexpended Funds
Beginning Balance								\$ 18,924.88	\$ 18,924.88
VISA - Barter Theatre	08/01/16	20561	\$ 710.00	Admission for students to attend Barter Theatre on Tuesday July 19, 2016	08/29/16	75172	\$ 710.00	\$ 18,214.88	\$ 18,214.88
VISA - Barter Theatre	08/01/16	20573	\$ 560.00	Admission for students to attend Barter Theatre on Wednesday July 13, 2016	08/29/16	75172	\$ 560.00	\$ 17,654.88	\$ 17,654.88
VISA - Barter Theatre	08/01/16	20573	\$ 660.00	Admission for students to attend Barter Theatre on Monday July 11, 2016	08/29/16	75172	\$ 660.00	\$ 16,994.88	\$ 16,994.88
VISA - Barter Theatre	08/01/16	20573	\$ 530.00	Admission for students to attend Barter Theatre on Wednesday July 20, 2016	08/29/16	75172	\$ 530.00	\$ 16,464.88	\$ 16,464.88
Bristol Virginia Cafeteria	09/02/16	20884	\$ 825.00	SJ Bearcat Bandwagon on 9/23/16	09/30/16	75976	\$ 825.00	\$ 15,639.88	\$ 15,639.88
Bristol Virginia Cafeteria	09/02/16	20882	\$ 1,443.75	HV Bearcat Bandwagon on 9/23/16	09/30/16	75976	\$ 1,443.75	\$ 14,196.13	\$ 14,196.13
Bristol Virginia Cafeteria	09/02/16	20883	\$ 1,248.50	VP Bearcat Bandwagon	09/15/16	75700	\$ 1,248.50	\$ 12,947.63	\$ 12,947.63
Bristol Virginia Cafeteria	09/02/16	20880	\$ 1,000.00	WL Bearcat Bandwagon on 10/7/16	11/09/16	77367	\$ 1,000.00	\$ 11,947.63	\$ 11,947.63
VISA - Books Are Fun	12/01/16	21277	\$ 25.00	Box of books to use during December B-180	12/15/16	78641	\$ 25.00	\$ 11,922.63	\$ 11,922.63
Scholastic	12/01/16	21314	\$ 413.22	Numerous Christmas Books for B-180	01/12/17	79186	\$ 413.22	\$ 11,509.41	\$ 11,509.41
PCG	11/21/16	21322	\$ 11,422.63	Material & Supplies for Christmas B-181	02/08/17	79895	\$ 11,422.63	\$ 86.78	\$ 86.78
Walmart	03/08/17	21798	\$ 56.84	Glue, spinwheels, foam sheets, bands, baking soda, baskets, sandwich bags, food color, starch	04/27/17	81976	\$ 56.84	\$ 29.94	\$ 29.94
Walmart	04/01/17	21798	\$ 29.94	plant bulbs and bubbles	05/30/17	82825	\$ 29.94	\$ 0.00	\$ (0.00)
<b>TOTALS</b>			<b>\$ 18,924.88</b>				<b>\$ 18,924.88</b>	<b>\$ -</b>	<b>\$ (0.00)</b>

Charlottesville City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **September 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

**FY16 carryover and FY17**

The final report must include the following:

**1. The names and addresses of the school division and participating schools.**

**Division:**

2. Charlottesville City Schools, 1562 Dairy Road, Charlottesville, VA 22903

**Participating Schools:**

**First through Fifth Grade Schools:**

1. Burnley-Moran Elementary School, 1300 Long Street, Charlottesville, VA 22901
2. Clark Elementary School, 1000 Belmont Avenue, Charlottesville, VA 22902
3. Greenbrier Elementary School, 2228 Greenbrier Drive, Charlottesville, VA 22901
4. Jackson-Via Elementary School, 508 Harris Street, Charlottesville, VA 22903
5. Johnson Elementary School, 1645 Cherry Avenue, Charlottesville, VA 22903
6. Venable Elementary School, 406 14th Street, Charlottesville, VA 22903
7. Walker Upper Elementary School, 1564 Dairy Road, Charlottesville, VA 22903

### 3. Grant Coordinator contact information

Jenifer Davis, PK-12 Literacy Lead Teacher

[Davisj1@charlottesvilleschools.org](mailto:Davisj1@charlottesvilleschools.org)

434-245-2489

### 4. Type of program (Extended School Year or Year Round School)

Extended School Year (Extended School Day)

**5. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.):** The ultimate goal of the *Extending the Bridges of Learning* extended year program was to increase student reading and spelling proficiency levels for students reading slightly below grade level as defined by Charlottesville City Schools literacy level expectations. This goal was to be achieved by providing a consistent intervention that modeled effective core Tier 1 instruction, scaffolding the lessons to match the current instructional needs of the students, and assisting in the creation of effective, targeted intervention lesson plans to further drive the professional knowledge base of our instructional staff in Charlottesville. EBL highly qualified staff created instructional lesson plans for each of the groups to be implemented in the *Extending the Bridges of Learning* classrooms. These teachers developed lesson plans based on the six core components of effective literacy instruction as defined by the National Panel on Reading (phonological awareness, phonics, fluency, comprehension, vocabulary, and writing). The forty minute lesson plans consisted of a twenty minute vocabulary-infused read aloud (*Making Meaning*). The remaining part of the lesson was designed by the teacher to extend the literacy skills currently occurring in the classroom with an emphasis on student engagement, motivation, and interests. Many of the teachers designed project based learning activities which capitalized on student interests while reading grade level appropriate text supporting the targeted skills in the classroom. Based on the 2017end of year results, many students in most grade levels made significant progress on the PALS, AIMSweb, and SOL tests by the end of the year. In addition, based on student surveys at the end of the year, students began to see themselves as readers and writers in a way that had not before.

**6. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.**

The purpose of Charlottesville City Schools' *Extending the Bridges of Literacy* program or extended learning intervention time, was to serve to first through fifth grade students across the seven Charlottesville City elementary schools that needed additional time immersed in language arts skills, specifically in the area of instructional reading. The *Extending the Bridges of Literacy* program ran from 2:30 until 4:00 pm, Mondays, Tuesdays, and Wednesdays for elementary schools and from 3:15-4:30 pm at Walker Upper Elementary School from September 6 until April 27, 2017. The EBL program operated for a total of thirty weeks and added an additional twenty-seven days to the existing school calendar for the targeted students. The first thirty minutes of EBL incorporated an afterschool snack, a structured ABLR recess time in grades 1-2 and an unstructured recess time in grades 3-4. In grades 1-4, EBL teachers receive a planning time for their EBL instruction from 2:30-3:00 pm.

Students invited to participate in the *Extending the Bridges of Literacy* after school program were selected on the basis of their end of year assessment results in literacy assessments, such as PALS and AIMSweb. They were below grade level expectations and are considered to be a part of our Tier 2 intervention within the regular academic day. By strategically targeting our Tier 2 first through fifth grade students as identified by the Phonological Awareness Literacy Screening (PALS) , PALS Plus, previous SOL scores, and AIMSWeb, students received three days of intensive, differentiated, research-based instruction, which paralleled their Tier 1 classroom instruction. Similar to the regular classroom instructional model, students were placed into flexible, instructional level groups with no more than six in a group. A special emphasis was made to continue the EBL instruction with the current classroom teacher where possible.

These first through fifth grade students came from a variety of backgrounds but encompassed many of our reporting groups for data purposes. Out of the two hundred fifty-four total students enrolled, one hundred eighty-nine students were

economically disadvantaged (74.4%), one hundred and four students were African American(41%), forty-six students were Hispanic(18%), seventeen were Asian(7%), and the remaining eighty-seven students were Caucasian(34%).

**Content Areas addressed:** Literacy (reading, writing, spelling skills), iSTEM content connections in math, science, social studies, art, music, physical education

**Length of program:** academic year, 2016-2017

**Dates of Program:** September 11, 2017 through April 25, 2018

**Time of Day the program will occur:** 2:30-4:00 (elementary) and 3:15-4:30 (upper elementary) on Mondays, Tuesdays, and Wednesdays

**7. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.**

The *Extending the Bridges of Learning* program relied on the feedback from teachers, students, and parents in order to continually refine the practices, logistics, and outcome measures used to define the success of the program. Additionally, Charlottesville City Schools has a long history of partnerships with the community and engaged many of these businesses and organizations. Among some of the notable partners with Charlottesville City Schools are ACAC Fitness and Wellness, the Boys and Girls Club, America Reads, and the University of Virginia's Madison House volunteers. Several other area businesses will be involved in some of the incentive and motivational aspects of attending the *Extending the Bridges of Literacy* program in future years.

**8. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.**

There were a number of barriers and aides to the EBL program last year. Because we live in a city with a six mile radius, transportation was not a significant issue for our students. We provided bus transportation for any student who was not picked up by the parents or walked home. The transportation at the beginning of the year was a new process in terms of getting the routes set up but once rosters were established and the buses began their runs, it worked well. Also, due to the fact our division already has set aside days in the calendar for professional learning, incorporating this into the EBL staff's schedule worked well and we were able to give them strategic professional learning on tier 1 instructional topics throughout the entire year and over the summer. Our school board and superintendent both gave a tremendous amount of support to the program and wanted to be kept up to date with the program and its outcomes. The greatest aide perhaps was the fiscal support from the local and state funds to make this program even possible in the first place. We were able to purchase the materials that we needed to instruct from and to pay our teachers for their time.

Although there were not many barriers, some perhaps did impact the outcome measures of the EBL program. Even though the teachers were given thirty minutes of planning, that time went quickly as they took their students to the buses at 2:30 and got back to their classrooms. Also, we had to rely much on emails and virtual meetings in an effort to share out information because given the three day schedule and the mandatory staff meetings at the buildings each week, it made it tough to schedule another meeting for the staff. We also noticed declines in attendance as the year came to a close or when the flu or other illnesses were running through the buildings. Attendance at the upper elementary school was not as high as the other sites due to competing afterschool activities (i.e. clubs, practices). The final barrier had to do with the energy levels of our teachers and our students. Going an extra half an hour can make for a long day and some of our staff proposed dropping to two days a week instead of three for that reason alone. (See attendance data below).

School	Grade 1	Grade 2	Grade 3	Grade 4	K-4 Avg.	Grade 5
<u>BME</u>	90%	77%	88%	82%	84%	
CES	88%	80%	81%	90%	85%	
GES	94%	90%	95%	89%	92%	
<u>JVES</u>	89%	87%	85%	86%	87%	
JES	89%	87%	92%	75%	86%	
VES	91%	93%	83%	95%	91%	
Walker						67%
<b>Division</b>	<b>90%</b>	<b>86%</b>	<b>87%</b>	<b>86%</b>	<b>88%</b>	<b>67%</b>

**9. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)**

**a. Student Achievement Metric**

**Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.***

The Phonological Literacy Screening Assessment (PALS) was used to measure student reading and spelling



growth in grades first through fifth in Charlottesville City Schools. It looks at the automaticity of words recognition in isolation (WRI) and a student’s spelling knowledge along the developmental continuum and establishes a minimum competency level for specific tasks and grade levels. These numeric benchmarks vary across the grade levels.

**Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.**

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>					
<b>Metric: Student Achievement</b>					
<b>Instrument: PALS (Entry Level Summed Score)</b>					
<b>Grade Level</b>	<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: SES</b>	<b>Reporting Group: African American</b>	<b>Reporting Group: Hispanic</b>
<b>1*</b>	<b>Number of Students Assessed</b>	57	44	30	13
	<b>Pre-test Average Score</b>	41.3	42.4	41.0	42.6

	<b>Post-test Average Score</b>	39.5	40.3	38.8	40.5
	<b>Net Change</b>	<b>-1.8</b>	<b>-2.1</b>	<b>-2.5</b>	<b>-2.1</b>
<b>2</b>	<b>Number of Students Assessed</b>	60	43	35	5
	<b>Pre-test Average Score</b>	31.5	31.3	31	34.4
	<b>Post-test Average Score</b>	53.2	52	51.8	55.4
	<b>Net Change</b>	<b>+21.7</b>	<b>+20.7</b>	<b>+20.8</b>	<b>+21</b>
<b>3</b>	<b>Number of Students Assessed</b>	62	50	30	14
	<b>Pre-test Average Score</b>	48.2	47.9	46.8	50.2
	<b>Post-test Average Score</b>	61	62.8	62.3	64.9
	<b>Net Change</b>	<b>+12.8</b>	<b>+14.9</b>	<b>+15.8</b>	<b>+14.7</b>

4	<b>Number of Students Assessed</b>	59	40	34	12
	<b>Pre-test Average Score</b>	77.8	75.4	80.3	74.3
	<b>Post-test Average Score</b>	87.8	86.1	89.8	81.3
	<b>Net Change</b>	<b>+10</b>	<b>+10.7</b>	<b>+9.5</b>	<b>+7</b>
5	<b>Number of Students Assessed</b>	16	12	9	2
	<b>Pre-test Average Score</b>	80.5	78.0	82.8	70
	<b>Post-test Average Score</b>	88.4	81	90.4	78
	<b>Net Change</b>	<b>+7.9</b>	<b>+3</b>	<b>+7.9</b>	<b>+8</b>

**Enter an explanation of the data here.**

Students in grades 2-5 all made gains in their overall achievement levels from the pre to the post test data. The greatest gains were in grades two and three and then there was a decrease in the net change as the students progressed into higher grade levels. Grade one had a negative net change in the data. Although there were some differences in the net change with particular groups in various grade levels, the difference was minimal.

There are several explanations for these data points. First of all, the PALS Entry Level Summed Score (ELSS) includes the letter sound component in the fall and not in the spring in first grade. Therefore, the ELSS has a higher cut score in the fall than in the spring. This resulted in what seems to be a decrease in proficiency levels but this is due to the differences in the ELSS numbers. For next year's data matrix, we will compare only the ELSS for the fall and the spring using only the WRI list and the spelling score as our measures and will take out the letter sound component in the overall score. The comparison will be equal then.

On the PALS, there is a small overall increase in the overall ELSS benchmarks on PALS from fall to spring as the students take PALS in grades 4 and above. Therefore, the net gains do not appear as substantial even though students are making good progress.

Finally, the impact of attendance in EBL, the attendance during the regular school day, and the quality of the Tier 1 instruction can also impact the size of the change in achievement.

#### **b. Additional Metric #1**

**Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.**

As research supports, the automaticity of word recognition has a direct correlation with comprehension for most students. Therefore, we selected the AIMSweb R-CBM fluency measure as another metric to measure growth. Students would be given a passage to read for one minute in both the fall and the spring and we would compare the words read correctly per minute (wcpm) on an end of grade level expected passage to see if fluency growth occurred.

**Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if**

applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>					
<b>Metric: Student Achievement</b>					
<b>Instrument: AIMSweb (Fluency measure-wcpm- on end of grade level passage)</b>					
<b>Grade Level</b>	<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: SES</b>	<b>Reporting Group: African American</b>	<b>Reporting Group: Hispanic</b>
<b>1</b>	<b>Number of Students Assessed</b>	57	44	30	13
	<b>Pre-test Average Score</b>	8.4	7.9	9.7	11
	<b>Post-test Average Score</b>	46.3	44.6	43.4	52.5
	<b>Net Change</b>	<b>+37.9</b>	<b>+36.7</b>	<b>+33.7</b>	<b>+41.5</b>
	<b>Number of Students Assessed</b>	60	43	35	5

2	<b>Pre-test Average Score</b>	30.4	30.1	32.2	34
	<b>Post-test Average Score</b>	75.4	72.7	74.4	76.5
	<b>Net Change</b>	<b>+45</b>	<b>+42.6</b>	<b>+42.2</b>	<b>+42.5</b>
3	<b>Number of Students Assessed</b>	62	50	30	14
	<b>Pre-test Average Score</b>	48	46.1	48.1	53.1
	<b>Post-test Average Score</b>	85.8	85.9	86.5	90.8
	<b>Net Change</b>	<b>+37.8</b>	<b>+39.8</b>	<b>+38.4</b>	<b>+37.1</b>
4	<b>Number of Students Assessed</b>	59	40	34	12
	<b>Pre-test Average Score</b>	87.9	82.8	88.6	81.3
	<b>Post-test Average Score</b>	93.9	86.8	92.6	81.5

	Net Change	+6	4	+4	+0.2
5	Number of Students Assessed	16	12	9	2
	Pre-test Average Score	80.8	77.1	82.4	52.5
	Post-test Average Score	126	128	115.6	124.5
	Net Change	+45.2	+50.9	+33.2	+72

**Enter an explanation of the data here.**

The AIMSweb net changes for most grade levels show a significant increase in the number of words read correctly on the end of grade level passage at the beginning of the year versus at the end of the year in all subgroups. The one exception is in fourth grade where there seems to be a limited amount of growth in the wcpm for these students. One rationale is that occasionally, as students are beginning to focus more on their comprehension and understanding what they read rather than just reading words, the fluency rate can begin to drop. Therefore, we had some students that read disfluently on the R-CBM passage but yet, did well on other indicators of growth. One thing noted is that in some grade levels, our African American cohort read at a slower rate than the other subgroups. This will be a focus for our school division this year as we immerse our students daily in more independent reading and applications to writing.

**c. Additional Metric #2**

**Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.**

The final measure was the Standards of Learning computer adaptive test results in grades three through five in the spring of this year. We were looking at the comprehension aspect of reading and if our students met and exceeded the minimum scaled score for pass proficiency.

**Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students**

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>
<b>Metric: Student Achievement</b>
<b>Instrument: SOL Reading CAT</b>



<b>Grade Level</b>	<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: SES</b>	<b>Reporting Group: African American</b>	<b>Reporting Group: Hispanic</b>
<b>3</b>	<b>Number of Students Assessed</b>	62	50	30	14
	<b>Pre-test Average Score</b>	Not applicable-first time taking CAT			
	<b>Post-test Average Score</b>	376	368	374.6	397
	<b>Net Change</b>	Not applicable-first time taking CAT			
<b>4</b>	<b>Number of Students Assessed</b>	59	40	34	12
	<b>Pre-test Average Score (2016)</b>	362.4	362.2	358	374.9
	<b>Post-test Average Score (2017)</b>	385.1	377.7	382.5	389.3
	<b>Net Change</b>	+22.7	+15.5	+24.5	+14.4
	<b>Number of Students Assessed</b>	16	12	9	2

<b>5</b>	<b>Pre-test Average Score (2016)</b>	357.6	350.6	348.1	351
	<b>Post-test Average Score (2017)</b>	348.6	343.7	327.3	349.5
	<b>Net Change</b>	<b>-9</b>	<b>-6.9</b>	<b>-20.8</b>	<b>-1.5</b>

**Enter an explanation of the data here.**

Due to the fact that grade three tested for the first time, they do not have a comparative number from the previous year. However, our posttest average came fairly close to meeting pass proficient for these students who were identified as reading below grade level at the beginning of the year. In third grade, we had 48% of the students in EBL receive a 400 or above and eight students receive a score of 375-399 which is fairly close.

Fourth grade had good overall net change gains from the third grade SOL to the fourth grade test this year. Out of the fourth grade EBL students, 52% of the students met pass proficient and six were in the 375-399 range. Fifteen students who had not met the 400 criteria the previous year achieved the pass proficient status this year. Our African American population exceeded the other subgroups in terms of the overall net gain.

Our fifth grade results were not as high as we had hoped. Students actually decreased in terms of their scaled score in fifth grade. Five students were in the 375-399 range and one student passed the SOL test that had not done so the previous year. In contrast to the fourth grade results, our African American population had a greater net loss in terms of the subgroup results. The format and the rigor of the questions could have been a factor in this lower number along with the impact of not attending EBL regularly. We are putting several items into place this upcoming year in an effort to encourage students to attend regularly.

**9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.**

We are already in the process of planning and implementing the EBL program for this upcoming year. Our division is deeply committed to continuing this afterschool program based on some of the qualitative and quantitative results we received about it. This year, we will perhaps be piloting a kindergarten group at the second semester and will be giving the students the opportunity to use their reading and writing skills across the curriculum in other content areas. We are already developing three weeks when other instructors will come in and work with our students to connect reading and writing with their contents. Some of the ideas currently are cartography, iStem projects, coding, and reading and writing about artistic representations in both music and art. Additionally, we will be creating more incentives for our students and parents throughout the year to attend EBL regularly.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
See report below			
<b>Total</b>		\$88,609.94	\$41,382.31
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Employee Benefits 2000</b>		\$45,178.28	\$0
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>
Not applicable		<b>State</b>	<b>Local</b>
<b>Total Purchased Contractual Services</b>		\$0	\$0
<b>4000 Internal Services</b>			<b>Source of Funds</b>
Not applicable		<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>		\$0	\$0
<b>5000 Other Services</b>			<b>Source of Funds</b>
Not applicable		<b>State</b>	<b>State</b>
<b>Total Other Services</b>		\$0	\$0

<b>6000 Materials and Supplies</b> - List all supplies, materials, and services charged to the project..	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
See images below		
<b>Total Materials and Supplies</b>	\$28,345.36	\$0
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$162,133.58	\$41,382.31

<b>EBL Personnel Wages- 1000</b>		
<b><u>Position</u></b>	<b><u>Name</u></b>	<b><u>Amount</u></b>
Substitutes	AMY BUNDY	57.53
Teacher	AMY HODGSON	1,798.56
Teacher	AMY JONES	2,296.57
Teacher	BARBARA D. BRANNOCK	2,204.96
Substitutes	BONNIE J YODER	289.95
Teacher	BRIANA BARTLETT	1,781.80
Teacher	CAITLIN NATALE	1,857.06
Teacher	CAROL G. BUSCHING	2,200.74
Substitutes	CHRISTINE T. ESPOSITO	306.91
Teacher	CIANNA WASHBURG	1,759.73
Teacher	COLLEEN MARTIN	1,829.80

Teacher	CYNTHIA DRAGICH	2,478.88
Instructional Assistant	DAMONIA LEE	509.19
Teacher	DIANA V. SMITH	16,934.61
Instructional Assistant	DIANE E. GRAVES	1,140.93
Substitutes	E. DENISE PILGRIM	414.66
Substitutes	ELYSE FISHER	1,100.00
Teacher	EMILY E. BRANSON	2,053.17
Teacher	EMILY S. HAMILTON	1,802.61
Substitutes	ERNEST S. CHAMBERS, SR.	1,100.00
Teacher	FELICIA L. FURST	2,143.68
Teacher	JAMIE BABCOCK	1,817.01
Substitutes	JASZMINE PAIGE	360.77
Teacher	JENIFER STOUT	1,092.18
Substitutes	JENNA MASSIE	822.36
Teacher	JENNIFER L GAYLORD	2,500.34
Teacher	JESSICA B. PEDERSEN	2,078.58
Teacher	JOHN WHEELER	1,891.17
Substitutes	JOY M. SCHLOEMER	365.79
Substitutes	JUDITH-ELLEN E. SADLER	696.67
Teacher	KAREN S. MINOR	

		2,015.44
Teacher	KATHRYN J. ROGERS	2,749.67
Teacher	KATHRYN WAYT	1,052.83
Teacher	KAVITA KUMAR	2,024.55
Teacher	KELLY L. BULLOCK	2,628.54
Teacher	KELSIE R. DAVIS	1,986.87
Teacher	KRISTI S. O'BRIEN	1,993.05
Teacher	LAUREL H. BRADLEY	2,501.64
Teacher	LESLIE S. HUNTER	2,496.77
Substitutes	LINSEY SNEAD	793.20
Substitutes	LISA J. BEARMAN	129.20
Teacher	LISA MARRA SHOOK	1,463.81
Teacher	LORENA A. BOWER	416.46
Teacher	LORENA A. CABALLERO	1,478.09
Substitutes	M. AMBER WEST	26.46
Nurse	MARICA D. BELL	1,756.35
Substitutes	MARSHA KAYE MULL	732.84
Teacher	MARY E. JOHNSTON	2,006.46
Teacher	MEAGHAN MORRISON	1,783.42
Teacher	MELANIE-ANN JOHNSON	2,057.67

Teacher	MELISSA POWELL	1,904.94
Teacher	MICHAUX M. EARLY	1,777.57
Teacher	MICHEL ANN SIZEMORE	2,319.90
Teacher	NANCY M MIMMS	2,754.14
Substitutes	NANCY MCDANIEL	21.45
Teacher	NANCY RICKABAUGH	2,084.85
Teacher	NICOLE LAPIN	1,878.19
Teacher	NIKKI Y. FRANKLIN	2,078.91
Instructional Assistant	OLUTOLA JOYCE ADELUGBA	897.24
Teacher	PATRICIA KOHSTALL	1,874.07
Teacher	PORTLAND J. SMITH	2,661.02
Teacher	RACHEL CALDWELL	1,876.24
Teacher	RACHEL LIEB	1,798.41
Teacher	RACHEL RASNAKE	1,856.09
Instructional Assistant	REBECCA A. MCCLOUD	828.45
Teacher	REBECCA COVINGTON	1,039.05
Substitutes	REBECCA L. CRUSSE	219.70
Nurse	RENA J. MOON	1,758.33
Substitutes	ROBERT PUIE	



		1,100.00
Teacher	ROBIN ELLIS	2,262.15
Substitutes	RONALD L. GREEN	1,100.00
Substitutes	STACY REEDAL	301.90
Substitutes	STEPHANIE TATEL	124.76
Instructional Assistant	SUSAN BERGER	832.05
Teacher	SUSAN NORTHINGTON	833.62
Substitutes	TERESA SETO	291.60
Substitutes	TRACI M. MARTIN	1,100.00
Teacher	TRACY A. SCHWANDT-HARDLEY	2,108.42
Substitutes	VELVET D. COLEMAN	529.67
	Grand Total	129,992.25

**6000 Expenses:**

Print Key Output Page 1  
5722SS1 V5R4M0 060210 AS400 08/30/17 13:32:34

Page 1

Display Device . . . . . : WA  
User . . . . . : DUMMY

08/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:32:18 WA  
FMS ACCOUNT DETAILS Ref: GL.5130 03

GENERAL LEDGER		25.2180.1000.1100.6000.EL72	
DATE	JRN REFERENCE	DESCRIPTION	AMOUNT
8/18/16	A/P 101074 004494@	IDR2-FNF1-S12 GR 1 FIC/NON 80625	1,211.60
8/18/16	A/P 101074 004494@	IDR2-FNF2-S12 GR 2 FIC/NON 80625	1,232.40
8/18/16	A/P 101074 004494@	IDR2-FNF3-S12 GR 3 FIC/NON 80625	1,305.20
8/18/16	A/P 101074 004494@	IDR2-FNF4-S12 GR 4 FIC/NON 80625	1,398.80
8/25/16	A/P 101073 004494@	IDR2-FNF1-S12 GR 1 FIC/NON 80625	1,165.00
8/25/16	A/P 101073 004494@	IDR2-FNF2-S12 GR 2 FIC/NON 80625	1,185.00
8/25/16	A/P 101073 004494@	IDR2-FNF3-S12 GR 3 FIC/NON 80625	1,255.00
8/25/16	A/P 101073 004494@	IDR2-FNF4-S12 GR 4 FIC/NON 80625	1,345.00
8/25/16	A/P 101073 004494@	SHIPPING 80625	198.00
8/25/16	A/P 101075 004494@	IDR2-FNF1-S12 GR 1 FIC/NON 80625	1,165.00
8/25/16	A/P 101075 004494@	IDR2-FNF2-S12 GR 2 FIC/NON 80625	1,185.00
8/25/16	A/P 101075 004494@	IDR2-FNF3-S12 GR 3 FIC/NON 80625	1,255.00
8/25/16	A/P 101075 004494@	IDR2-FNF4-S12 GR 4 FIC/NON 80625	1,345.00
8/25/16	A/P 101075 004494@	SHIPPING 80625	198.00
8/25/16	A/P 101076 004494@	IDR2-FNF1-S12 GR 1 FIC/NON 80625	1,165.00
8/25/16	A/P 101076 004494@	IDR2-FNF2-S12 GR 2 FIC/NON 80625	1,185.00

Print Key Output Page 1  
5722SS1 V5R4M0 060210 AS400 08/30/17 13:21:57

Display Device . . . . . : WA  
User . . . . . : DUMMY

08/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:21:03 WA  
FMS ACCOUNT DETAILS Ref: GL.5130 03

GENERAL LEDGER		25.2180.1000.1100.6000.EL72	
DATE	JRN REFERENCE	DESCRIPTION	AMOUNT
8/25/16	A/P 101076 004494@	IDR2-FNF3-S12 GR 3 FIC/NON 80625	1,255.00
8/25/16	A/P 101076 004494@	IDR2-FNF4-S12 GR 4 FIC/NON 80625	1,345.00
8/25/16	A/P 101076 004494@	SHIPPING 80625	198.00
9/01/16	A/P 101072 004494@	IDR2-FNF1-S12 GR 1 FIC/NON 80625	1,211.60
9/01/16	A/P 101072 004494@	IDR2-FNF2-S12 GR 2 FIC/NON 80625	1,232.40
9/01/16	A/P 101072 004494@	IDR2-FNF3-S12 GR 3 FIC/NON 80625	1,305.20
9/01/16	A/P 101072 004494@	IDR2-FNF4-S12 GR 4 FIC/NON 80625	1,398.80
9/15/16	A/P 81367 002225@	SUPPLIES 81367	673.20
9/15/16	A/P 102537 004494@	VOCABULARY TEACHING GUIDE 81368	405.00
9/15/16	A/P 102537 004494@	VOCABULARY TEACHING GUIDE 81368	405.00
9/15/16	A/P 102537 004494@	TRADE BOOK SET FOR READ AL 81368	342.00
9/15/16	A/P 102537 004494@	SHIPPING 81368	92.16
10/06/16	A/P 103309 004494@	SUPPLIES 81759	648.00
10/13/16	A/P 81612 007041@	STEM BUNDLES 81612	40.00

Page 2

Print Key Output Page 1  
 5722SS1 V5R4M0 060210 AS400 08/30/17 13:23:19

Display Device : WA  
 User : DUMMY

8/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:23.13 WA  
 FMS PURCHASE ORDER Ref: PO.5050 02  
 VENDOR 4494 SHIP TO  
 CENTER FOR THE COLLABORATIVE CHARLOTTEVILLE CITY SCHOOLS  
 CLASSROOM  
 1001 MARINA VILLAGE PKWY 1562 DAIRY ROAD  
 SUITE 110  
 ALAMEDA CA 94501 1042 CHARLOTTEVILLE VA 22903 1304  
 ( 510 ) 533 - 0213 ( 434 ) 245 - 2400

PURCHASE ORDER NO..... 80625 ORDER DATE ..... 7/22/16  
 REQUISITION NO..... REQUIRED DATE ..... 0/00/00  
 BLANKET ORDER AMOUNT . . . . .00 TAX RATE ..... 0.000 %  
 APPROXIMATE FREIGHT . . . . .00 CASH DISCOUNT RATE ..... 0.000 %

Add Freight, etc. to cost of items? . Y Approved by ..... LISA  
 Goods to be received? ..... Y HOLD FROM PAYMENT? ..... N  
 P/O printed already? ..... Y  
 Can the A/P Dept. clear this P/O? .. Y P/O revised after printing? .... Y  
 Print the usual footing message? ... Y

Account number ..... 25.2180.1000.1100.6000.EL72  
 Memo ..... RETURN TO JENNY FOR FAXING

80625  
 page 2

Print Key Output Page 1  
 5722SS1 V5R4M0 060210 AS400 08/30/17 13:24:00

Display Device : WA  
 User : DUMMY

8/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:23.26 WA  
 FMS PURCHASE ORDER Ref: PO.5050 03

"x" Line	QTY	Description	Unit Price	Total
1	5EA	IDR2-FNF1-S12 GR 1 FIC/NON-FIC	1165.00	5825.00
2	5EA	IDR2-FNF2-S12 GR 2 FIC/NON-FIC	1185.00	5925.00
3	5EA	IDR2-FNF3-S12 GR 3 FIC/NON-FIC	1255.00	6275.00
4	5EA	IDR2-FNF4-S12 GR 4 FIC/NON-FIC	1345.00	6725.00
5	1EA	SHIPPING	990.00	990.00
6		**SEE SHIPPING INSTRUCTIONS TO		
7		INDIVIDUAL SCHOOLS PER ISABEL SAWYER		
8		REGIONAL DIRECTOR		

Print Key Output Page 1  
5722SS1 V5R4M0 060210 AS400 08/30/17 13:25:07

Display Device . . . . . : WA  
User . . . . . : DUMMY

8/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:25.03 WA  
FMS PURCHASE ORDER Ref: PO.5050 02

VENDOR 2225 SHIP TO  
SUNTRUST BANKCARD CHARLOTTEVILLE CITY SCHOOLS  
9128  
P O BOX 791250 1562 DAIRY ROAD

BALTIMORE MD 21279 0000 CHARLOTTEVILLE VA 22903 1304  
( 000 ) 000 - 0000 ( 434 ) 245 - 2400

PURCHASE ORDER NO..... 81367 ORDER DATE ..... 8/31/16  
REQUISITION NO..... REQUIRED DATE ..... 0/00/00  
BLANKET ORDER AMOUNT . 673.20 TAX RATE ..... 0.000 %  
APPROXIMATE FREIGHT .. .00 CASH DISCOUNT RATE ..... 0.000 %

Add Freight, etc. to cost of items? . Y Approved by ..... STREETH1  
Goods to be received? ..... Y HOLD FROM PAYMENT? ..... N  
P/O printed already? ..... Y  
Can the A/P Dept. clear this P/O? .. Y P/O revised after printing? .... N  
Print the usual footing message? ... Y

Account number ..... 25.2180.1000.1100.6000.EL72  
Memo ..... RETURN TO JENNY

81367 page 2

Print Key Output  
5722SS1 V5R4M0 060210 AS400

Page 1  
08/30/17 13:25:13

Display Device . . . . . : WA  
User . . . . . : DUMMY

"x" Line	QTY	Description	Unit Price	Total
1		THE POWER OF OUR WORDS FOR I/A		
2		TRAINING - JENIFER DAVIS		
3		INVOICE 81367	673.20-	

8/30/17 CHARLOTTESVILLE CITY SCHOOLS 13:25.11 WA  
FMS PURCHASE ORDER Ref: PO.5050 03

Print Key Output  
5722SS1 V5R4M0 060210 AS400

Page 1  
08/30/17 13:26:16

Display Device . . . . . : WA  
User . . . . . : DUMMY

8/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:26.14 WA  
FMS PURCHASE ORDER Ref: PO.5050 02  
VENDOR 4494 SHIP TO  
CENTER FOR THE COLLABORATIVE CHARLOTTEVILLE CITY SCHOOLS  
CLASSROOM ATTN: JENIFER DAVIS  
1001 MARINA VILLAGE PKWY 1400 MELBOURNE ROAD  
SUITE 110  
ALAMEDA CA 94501 1042 CHARLOTTEVILLE VA 22901 0000  
( 510 ) 533 - 0213 ( 434 ) 245 - 2400

PURCHASE ORDER NO..... 81368 ORDER DATE ..... 8/31/16  
REQUISITION NO..... REQUIRED DATE ..... 0/00/00  
BLANKET ORDER AMOUNT . . .00 TAX RATE ..... 0.000 %  
APPROXIMATE FREIGHT .. .00 CASH DISCOUNT RATE ..... 0.000 %

Add Freight, etc. to cost of items? . Y Approved by ..... STREETH1  
Goods to be received? ..... Y HOLD FROM PAYMENT? ..... N  
Can the A/P Dept. clear this P/O? .. Y P/O printed already? ..... Y  
Print the usual footing message? ... Y P/O revised after printing? .... N

Account number ..... 25.2180.1000.1100.6000.BL72  
Memo ..... RETURN TO JENNY FOR FAXING

Print Key Output  
5722SS1 V5R4M0 060210 AS400

Page 1  
08/30/17 13:26:23

Display Device . . . . . : WA  
User . . . . . : DUMMY

8/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:26.19 WA  
FMS PURCHASE ORDER Ref: PO.5050 03  
"x" Line QTY Description Unit Price Total

1	3EA	VOCABULARY TEACHING GUIDE VOL.1	135.00	405.00
2		GR 5 - MM3-VTGS-V1		
3	3EA	VOCABULARY TEACHING GUIDE VOL.2	135.00	405.00
4		GR 5 - MM3-VTGS-V2		
5	3EA	TRADE BOOK SET FOR READ ALOUDS-GR 5	114.00	342.00
6		MM3-TBSS		
7	1EA	SHIPPING	92.16	92.16
8		QUOTE #40987		

813 68  
page 2

Print Key Output Page 1  
5722SS1 V5R4M0 060210 AS400 08/30/17 13:27:53

Display Device . . . . . : WA  
User . . . . . : DUMMY

8/30/17 CHARLOTTESVILLE CITY SCHOOLS 13:26.37 WA  
FMS PURCHASE ORDER Ref: PO.5050 02  
VENDOR 4494 SHIP TO  
CENTER FOR THE COLLABORATIVE CHARLOTTESVILLE CITY SCHOOLS  
CLASSROOM ATTN: JENIFER DAVIS  
1001 MARINA VILLAGE PKWY 1400 MELBOURNE ROAD  
SUITE 110  
ALAMEDA CA 94501 1042 CHARLOTTESVILLE VA 22901 0000  
( 510 ) 533 - 0213 ( 434 ) 245 - 2400

PURCHASE ORDER NO..... 81759 ORDER DATE ..... 9/23/16  
REQUISITION NO..... REQUIRED DATE ..... 0/00/00  
BLANKET ORDER AMOUNT . 648.00 TAX RATE ..... 0.000 %  
APPROXIMATE FREIGHT .. .00 CASH DISCOUNT RATE ..... 0.000 %

Add Freight, etc. to cost of items? Y Approved by ..... LISA  
Goods to be received? ..... Y HOLD FROM PAYMENT? ..... N  
Can the A/P Dept. clear this P/O? .. Y P/O printed already? ..... Y  
Print the usual footing message? ... Y P/O revised after printing? .... N

Account number ..... 25.2180.1000.1100.6000.EL72  
Memo ..... RETURN TO JENNY FOR FAXING



81759  
page 2

Print Key Output Page 1  
5722SS1 V5R4M0 060210 AS400 08/30/17 13:27:57

Display Device . . . . . : WA  
User . . . . . : DUMMY

8/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:27.55 WA  
FMS PURCHASE ORDER Ref: PO.5050 03  
"x" Line QTY Description Unit Price Total

1		(1)#MM3-CP1-MAKING MEANING KIT FOR		
2		GRADE 1-CLASS PKG		
3		(QUOTE #41301)		
4		INVOICE 103309	648.00-	

Print Key Output  
5722SS1 V5R4M0 060210

AS400

Page 1  
08/30/17 13:29:21

Display Device . . . . . : WA  
User . . . . . : DUMMY

8/30/17 CHARLOTTEVILLE CITY SCHOOLS 13:28.49 WA  
FMS PURCHASE ORDER Ref: PO.5050 02

VENDOR 7041 SHIP TO  
SUNTRUST BANK CARD CLARK ELEMENTARY  
5914 5190 ATTN: KATIE ROGERS  
P O BOX 791250 1000 BELMONT AVE

BALTIMORE MD 21279 0000 CHARLOTTEVILLE VA 22903 0000  
( 000 ) 000 - 0000 ( 434 ) 245 - 2400

PURCHASE ORDER NO..... 81612 ORDER DATE ..... 9/15/16  
REQUISITION NO..... REQUIRED DATE ..... 0/00/00  
BLANKET ORDER AMOUNT . 40.00 TAX RATE ..... 0.000 %  
APPROXIMATE FREIGHT .. .00 CASH DISCOUNT RATE ..... 0.000 %

Add Freight, etc. to cost of items?. Y Approved by ..... STREETH1  
Goods to be received? ..... Y HOLD FROM PAYMENT? ..... N  
P/O printed already? ..... Y  
Can the A/P Dept. clear this P/O? .. Y P/O revised after printing? .... N  
Print the usual footing message? ... Y

Account number ..... 25.2180.1000.1100.6000.EL72  
Memo ..... RETURN TO JENNY

Print Key Output  
5722SS1 V5R4M0 060210 AS400

Page 1  
08/30/17 13:29:25

Display Device . . . . . : WA  
User . . . . . : DUMMY

8/30/17

CHARLOTTESVILLE CITY SCHOOLS  
PURCHASE ORDER

13:29.24 WA  
Ref: PO.5050 03

"x" Line	QTY	Description	Unit Price	Total
1		(1) STEM BUNDLE - SET 1		
2		(1) STEM BUNDLE - SET 2		
3		(1) STEM BUNDLE - SET 3		
4		(1) STEM FAIRY TALE & POLK TALE		
5		BUNDLE		
6		EBL MATERIALS FOR CLARK ELEM		
7		INVOICE 81612	40.00-	

81612  
Page 2

Henrico County Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY17 funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Henrico County Public Schools  
**Brookland Middle School**  
9200 Lydell Drive  
Henrico, VA 23228

2. Grant Coordinator contact information

Cheryl Gray Ball, Educational Specialist-Grants  
[cgrayball@henrico.k12.va.us](mailto:cgrayball@henrico.k12.va.us)  
(804) 652-3370

3. Type of program (Extended School Year or Year Round School)

Extended School Year

4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

The goal of the Brookland Cub Institute is to improve sixth and seventh grade students' academic achievement in the core content areas of math and English. To achieve this goal, several objectives and activities were implemented: targeted instruction during the school day in areas of weakness followed by afterschool tutoring in math and English; reading and writing boot camps; regularly scheduled homework assistance; and a six week academic enrichment summer session.

More students participated during the school year (74) than did in the summer session (17) due to family obligations and required summer school attendance.

2016-17 was year one for the Cub Institute extended school year program. Data for the students enrolled in the program's first year reflects the need for continued and regular academic assistance and support in Reading and math in order to improve student achievement.

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

During the 2016-17 academic year, Cub Institute had seventy-four students enrolled. Thirty five were sixth graders and thirty nine of the students were seventh graders. Fifty-two (70.3%) of the students were African American and seventeen (23%) are Caucasian. Over 66% of Brookland Middle School students are eligible for free or reduced price meals.

Cub Institute students received a total of 203 days of instruction between October 2016 and August 2017 (180 days during the school year and 23 days during the summer session). School hours were from 8:35 a.m. to 3:15 p.m. The students met after school for remediation in math and reading from 3:30 to 4:45 (1.25 hours per day) for thirty-nine days between October and April. Sixth graders met weekly on Wednesdays and seventh graders on Thursdays. The content area focus (Reading and math) alternated weekly between the grade levels.

Cub Institute also met for twenty-three days for the 2017 summer program. Seventeen students attended the summer program from Monday – Thursday from 7:30 – 1:00 for a six week period. The rising seventh and eighth graders attended the program four days a week from June 22nd through August 3rd. During the summer session day, students focused on reading, writing, math, and study skills for an hour each day.

Cub Institute teachers addressed student weaknesses in reading and math and complemented instruction with extension and enrichment activities to expose students to careers, higher education options, and cultural venues. While on these trips, students explored rock formations, the rock cycle, and the erosion of caverns; completed math problems on stalactites and stalagmites; learned more about African American life, history, and culture; learned about and toured the Battleship Wisconsin; learned about early immigrants and their American descendants; learned the history of federal bank notes, bills and coins, coin collections, the open market, the value of gold and silver, and the role of the Federal Reserve Bank in the nation's financial system.

## 6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

The school leadership team and teachers helped develop and implement the program by providing ongoing feedback on how and what services were provided to the students. These innovative educators shared the program's vision of improving student academic achievement. The school's teachers were involved in informational meetings and chaperoned field trips. Parents played an intricate role by ensuring their son/daughter fully participated. Parental involvement increased when parents chaperoned field trips and participated in afterschool remediation sessions and scholar Saturday camps. A community partner, Cover 3 Foundation, provided drinks and snacks for Cub Institute students.

7. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

In the first year of implementation, Cub Institute learned several lessons that will improve the program’s operation in the 2017-18 school year. Enrolling and retaining the anticipated number of students was more difficult than expected. Getting parental support for students to remain at school for the afterschool remediation sessions will be given high priority at the beginning of the school year. The student-teacher ratio in the afterschool remediation groups will be smaller to allow for more individualized assistance, including homework help. To address parental concerns regarding transportation needs (pickup and drop off at neighborhood stops rather than the designated summer pickup and drop off location) in the summer program, program staff will work with Pupil Transportation to develop a new summer route. Adjusting the hours of the summer session program is also under consideration as many of the Cub Institute parents cannot pickup their students during work hours. Cub Institute participated in the professional development scheduled by the division and the school.

8. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***, as well as on ***two additional metrics*** (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on ***student achievement*** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target.



Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Student Achievement Metric: 50% of ESY students will meet their individual NWEA growth targets</b>				
<b>Instrument: NWEA MAP Reading</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	72	51	54	--
<b>Pre-test Average Score 16-17 Cohort</b>	40.3%	37.3%	44.4%	--
<b>Post-test Average Score 17-18 Cohort</b>	--	--	--	--
<b>Net Change</b>	--	--	--	--

Enter an explanation of the data here.

Students in the Brookland ESY program were administered the NWEA reading exam in the fall and spring of the 2016-17 school year. To be included in this analysis, students must have participated in both administrations of the assessment. The “Number of Students Assessed” includes all Brookland ESY students across grades 6 and 7. “Pre-test Average Score” reflects the percentage of 6th and 7th grade students (40.3%) who met their growth target during the 2016-17 school year. Since this is the first year of the Brookland ESY program, there are no “Post-test Average Scores” or “Net Changes.” At the end of the 17-18 school year, a comparison between the 16-17 and 17-18 school years will be completed.

**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The metric used to assess the program’s impact will determine if ESY students have a combined pass rate of 75% or greater for all subject areas using accreditation rules.

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above. Secondary students take the applicable SOL end-of-course tests in the content areas of Writing, Reading, mathematics, Social Studies, and Science.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically

Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules</b>				
<b>Instrument: SOL tests</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	72	50	54	--
<b>Pre-test Average Score 16-17 Cohort</b>	36.1%	33%	33.6%	--
<b>Post-test Average Score 17-18 Cohort</b>	--	--	--	--
<b>Net Change</b>	--	--	--	--

Enter an explanation of the data here.

The “Number of Students Assessed” includes Brookland Cub Institute students who were in sixth or seventh grade during the 2016-17 school year. “Pre-test Average Score” reflects the pass rate (36.1%) on SOL exams taken by students at these two grade levels. Since this is the first year of the Brookland ESY program, there are no “Post-test Average Scores” or “Net Change.” At the end of the 17-18 school year, a comparison between the 16-17 and 17-18 school years will be completed.

During the 2016-17 school year, Brookland Cub Institute students as a whole (36.1%), black students (33%), and economically disadvantaged students (33.6%) did not meet or exceed the 75% benchmark. Vocabulary was an area of weakness for the Cub Institute students. Reading teachers in the after school program will implement more intensive vocabulary activities. There will also be additional instructional supports put into the regular school day with pull out tutors.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The metric used to assess the program’s impact is that 80% of ESY secondary students will enroll in at least one advanced level course by 8th grade.

The instrument used to assess the program’s impact is the student transcript or verified credit awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course Standards of Learning test or a substitute assessment approved by the Board of Education. Student transcripts indicate advanced courses completed for each academic year.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>					
<b>Metric: 80% of ESY secondary students will enroll in at least one advanced course by 8<sup>th</sup> grade</b>					
<b>Instrument: Student transcript</b>					
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:	

<b>Number of Students Assessed</b>	72	50	54	--
<b>Pre-test Average Score 16-17 Cohort</b>	8.3%	10%	5.6%	--
<b>Post-test Average Score 17-18 Cohort</b>	--	--	--	--
<b>Net Change</b>	--	--	--	--

Enter an explanation of the data here.

The "Number of Students Assessed" reflect 6th and 7th grade students involved in the Brookland Cub Institute program during the 2016-17 school year. "The Pre-test Average Score" includes the percentage of 6th and 7th grade students who enrolled in at least one advanced or accelerated course during the 2016-17 school year (8.3%). Since this is the first year of the Brookland Cub Institute program, there are no "Post-test Average Scores" or "Net Change." At the end of the 17-18 school year, a comparison between the 16-17 and 17-18 school years will be completed.

During the 2016-17 school year, 8.3% of all students, 10% of Black students, and 5.6% of economically disadvantaged students enrolled in at least one advanced or accelerated course. All groups were below the metric benchmark of 80%. To work towards increasing the number of students able to enroll in advanced or accelerated courses, Brookland Cub Institute staff will continue to work with program students in the targeted areas of Reading, math, and study skills so that students will be successful in those courses when they do enroll.

9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

The CUB Institute program will expand in the 2017-18 academic year with eighth grade students so that all three grade levels are included and will receive needed academic support. Outreach to local community organizations and businesses will continue as the program expands.

Henrico County Public Schools is committed to improving educational opportunities for Brookland Middle School's student population. As the program's impact on students and teachers, and budget implications are evaluated, a determination will be made as to how the division can support the project.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
Michelle Abrams-Terry	Teacher	\$ 539.47	
Mary Ellen Doss	Teacher	\$672.81	
Tamiko E Duckenfield	Teacher	\$303.10	
Ashton B Goodwillie	Teacher	\$333.41	
Julie J Harrison	Teacher	\$830.40	
Alexis Dawn Lewis	Teacher	\$394.03	
Lisa V Sales	Coordinator, Teacher	\$374.76	
Silvanus N Thrower	Coordinator, Teacher	\$1,988.40	
Sharmeka S. Williams	Teacher	\$454.58	
<b>Total</b>		<b>\$5,890.96</b>	<b>\$0</b>
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
Michelle Abrams-Terry		\$41.28	
Mary Ellen Doss		\$51.46	
Tamiko E Duckenfield		\$23.19	
Ashton B Goodwillie		\$25.50	
Julie J Harrison		\$63.52	
Alexis Dawn Lewis		\$30.16	
Lisa V Sales		\$28.68	
Silvanus N Thrower		\$152.12	
Sharmeka S. Williams		\$34.77	

<b>Total Employee Benefits 2000</b>	<b>\$450.68</b>	\$0
<b>3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
Charter bus (Victory Travel – Frontier Culture Museum, Nauticus, Luray Caverns)	\$4,860.14	
The Etiquette and Protocol School	\$2,000.00	
Admission Fees (Luray Caverns, Frontier Culture Museum, Nauticus)	\$1,800.00	
<b>Total Purchased Contractual Services</b>	<b>\$8,660.14</b>	\$0
<b>4000 Internal Services</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
School Nutrition Services	\$135.00	
School bus	\$96.27	
<b>Total Internal Services</b>	<b>\$231.27</b>	\$0
<b>5000 Other Services</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	\$0	\$0
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>		
	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Educational materials and Supplies (Walmart, L.Sales, SumDog)	\$1,705.58	
Fingerprints Apparel (T-shirts)	\$858.00	
Food/Refreshments (L. Sales, Apple Spice Junction)	\$83.00	
<b>Total Materials and Supplies</b>	<b>\$2,646.58</b>	\$0
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	<b>\$17,879.63</b>	\$0

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY16 carryover funds plus FY17 new funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Henrico County Public Schools

**Baker Elementary School 6511 Willson Rd. Henrico, VA 23231**

John Rolfe Middle School 6901 Messer Road Henrico, Virginia 23231

Varina High School 7053 Messer Rd. Henrico, VA 23231

2. Grant Coordinator contact information

Cheryl Gray Ball – Educational Specialist - Grants

cgrayball@henrico.k12.va.us

804-652-3370



### 3. Type of program (Extended School Year or Year Round School)

Extended School Year

### 4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

The goal of the Baker-Rolfe-Varina Extended School Year Program is to provide the necessary support systems to help these elementary, middle, and high school students reach their academic and career potential.

The BRV Student Prep Program objectives are:

1. Students will demonstrate an increase in their grade level performance as demonstrated by promotion to the next grade and enrollment in advanced level coursework.
2. Students will show academic growth and achievement as measured by NWEA and SOL assessment results.
3. Students will be exposed to a variety of career and educational options and opportunities through visits to colleges, universities, and businesses.

To achieve these goals and objectives, the BRV student prep program utilized a variety of strategies during academic year programs (2016-17) and summer sessions (2017). During the academic year, Baker held after school sessions each Wednesday from October through May in addition to six Saturday meetings. This academic year program provided targeted reading help through three novel studies, instruction in the STEM (science, technology, engineering, and mathematics) fields, as well as college and career planning. Rolfe's academic year program took place during a 30 minute academic advisory block. During this advisory block, teachers worked with students on STEM content, college and career readiness, goal setting, organizational skills, testing strategies, and literacy instruction. Students involved in Varina's academic year program enrolled in one of two elective courses. College Success Seminar (freshmen) and Principles of Leadership (sophomores) focused on college and career exploration, note taking and organizational skills, asking targeted questions of tutors, reading and decoding a variety of texts, and understanding personal learning styles and behaviors that promote academic and personal success.

Baker Elementary's summer program took place over 25 instructional days and provided instruction in the areas of reading, mathematics, science, and writing. Rolfe Middle School's summer session occurred over six weeks and included instruction in the core content areas as well as one elective (Art, P.E., or Culinary/Etiquette). Cross-curricular lessons employed project based learning strategies centered on the theme "Be the change you wish to see in the world." Varina High School's summer program helped students strengthen reading and writing skills through a series of online modules and a two day instructional boot camp held on campus.

Results data indicates generally positive impacts of the BRV student prep program. Students at Baker Elementary and Varina High School both exceeded the target (50%) for the percentage who met their NWEA growth targets in reading. Students at Rolfe Middle School missed the target by a slim margin, but have made large strides over the course of two years in reaching this benchmark. Rolfe faculty plan to modify the afterschool tutoring program to promote further growth. Students at Baker and Varina also exceeded the target (75%) for the percentage of passing scores on SOL tests. Rolfe students also missed this benchmark but, like NWEA growth targets, have made strides over the course of two years to achieve this goal. To help students reach this benchmark in the coming academic year, staff at Rolfe will provide additional targeted support in all content areas and instruction focused on test taking strategies in advisory blocks. Baker students achieved their goal of a 100% promotion rate to the sixth grade and students at Varina exceeded the target (80%) of enrolling in an advanced course. Rolfe students did not meet the same 80% benchmark for enrollment in an advanced or accelerated course but, again, have made progress. Program adjustments in the next academic year will require each rising sixth grader to enroll in such a course as a participant in the program.

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

The Baker BRV extended school year program began October 12, 2016 and operated until May 10, 2017. The school year afterschool program operated for 26 Wednesday afternoons from 2:45 to 4:45 PM. In addition, the program also operated six Saturday sessions for three to nine hours depending on the activity during the 2016-2017 school year: November 12, December 10, January 21, February 18, March 18, and April 22. Fifty fifth-grade students were enrolled during the school year. The breakdown of the student demographics were 96% African American, 2% Caucasian, 2% two or more races, 4% Hispanic, and 6% receiving exceptional education services. Approximately 65% of students were eligible for free or reduced price meals.

The summer portion of Baker BRV began operation on June 26, 2017 and concluded on July 27, 2017. The program operated every Monday through Thursday, except July 4, from 8:00 AM to 12:30 PM. There were 19 total operational days and one administrative day for staff to set up classrooms and prepare lesson materials. Twenty-five rising fifth-grade students were enrolled in the summer.

The breakdown of the student demographics during the summer were 92% African American, 4% Caucasian, 4% two or more races, and 20% receiving exceptional education services. The program consisted of three rotational classes: reading, mathematics, and science and writing. Approximately 65% of students were eligible for free or reduced price meals.

The Baker BRV program provided 205 instructional days to 75 fifth grade students between the academic year (50) and summer program (25). In addition to the academic year curriculum, the program provided targeted reading instruction through three novel studies (*Lions of Little Rock*, *How to Eat Fried Worms*, and *Escaping the Giant Wave*), STEM (science, technology, engineering, and mathematics) activities, and college and career planning.

## 6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

The program was well received and supported by teachers, parents, and community members. The Baker Elementary fifth-grade faculty conducted Fountas and Pinnell pre- and post-assessments on student reading levels. This information informed both the school year and afterschool instructional focus. The fifth-grade teachers also assisted with planning the March 2017 SOL Camp and facilitated the four math and science stations: Starburst Rock Cycle, Soil Erosion and Deposition, Metric Measurement, and Fraction Equivalencies.

Parents were especially active in BRV this year, attending three family engagement events (two parent information nights and one summer presentation event). Parents donated household supplies for several of our STEM activities (cloth, eggs, cartons, shoe boxes, plastic, yarn, cotton, etc.). Parents attended field trips as chaperones and stayed informed and communicated via the Bloomz app where pictures were uploaded to share events with parents who could not attend events.

Baker BRV partnered with Virginia Commonwealth University to provide a college preparation lecture for students during the summer, as well as a campus tour and lunch. Lowe's Home Improvement store donated sand and soil to Baker BRV for soil erosion labs. Local businesses (Chick-Fil-A, Tropical Smoothie Company, Five Below, Cookout, and McDonald's) provided gift cards as incentives for BRV students who maintained positive behavior and work ethics.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

Baker BRV conducted the weekly after-school program in addition to the monthly weekend field trips for the first time in the program's second year. The additional instruction, remediation, and extension activities combined to provide students a wealth of support and engagement opportunities. The fifth-grade faculty supported the program throughout the year in a multitude of ways (grade-level planning meetings, sharing resources, volunteering, and disseminating information to parents). Professional development and STEM training was provided to new (and veteran) BRV staff throughout the year. The Pupil Transportation Department provided support throughout the school year and summer session with efficient and well-organized bus routes. School Nutrition (breakfast and lunch meals) and School Health Services (nursing staff) were available to students during the summer program.

In March 2017, Baker Elementary School experienced a two-alarm fire that required the relocation of students and staff to three separate facilities for the remainder of the school year. The BRV program was relocated to Varina Elementary School and supplies that could not be salvaged from Baker Elementary School were donated by Varina Elementary and many other schools in Henrico County and the surrounding counties. Furthermore, nearby businesses such as Office Max, Fareva, Wells Fargo, and Wal-Mart made monetary and supply donations to Baker and to the BRV extended year program. The quick response of neighboring schools allowed the program to continue to operate with minimal disruption and a relatively smooth transition.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: 50% of ESY students will meet their individual NWEA MAP growth target**

**Instrument: NWEA MAP Reading Test**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	49	47	31	--
<b>Pre-test Average Score 15-16 Cohort</b>	63.9%	67.6%	66.7%	--
<b>Post-test Average Score 16-17 Cohort</b>	63.3%	63.8%	64.5%	--
<b>Net Change</b>	-0.6%	-3.8%	-2.2%	--

Enter an explanation of the data here.

Nationally, 50% of students meet their MAP growth targets in any given year. During the 2016—17 year, 63.3% of Baker BRV students met or exceeded their established goal. Moreover, the two main subgroups that were targeted during the year, African-American students and economically disadvantaged (ECD) students, also met or exceeded the goal with scores of 63.8% and 64.5%, respectively. Many factors played into the success the program has shown. The students took part in three novel studies that relate to science and social studies topics to enhance cross-curricular themes. Students were provided

supplemental instruction in reading and writing to build these skills as well. This instruction included writing essays to colleges or potential employers, making connections between fiction and non-fiction texts, and writing observation logs during science experiments.

While the data shows the program is meeting its academic goal, there was a slight drop in scores from 2015-16 to 2016-17 due to a variety of factors. Each year Baker BRV has a new cohort of students and is only a one-year program at the elementary level. As a result, these comparisons do not represent historical data for the same group of students. In addition, MAP scores are individualized based on specific student strengths and areas of concern. In 2017-18, Baker BRV teachers will analyze individualized data and take steps to enhance differentiation so that more students can achieve their target scores. Moreover, while reading and writing are a focus, more time was spent this last year on STEM and enhancing critical thinking, problem-solving, and qualitative analysis skills. For 2017-18, teachers will continue incorporating reading and writing to enhance those skills while maintaining the focus on STEM.

### **b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

The metric used to assess the program's impact will determine if ESY students have a combined pass rate of 75% or greater for all subject areas using accreditation rules.

Virginia Standards of Learning (SOL) tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above. Baker BRV students took SOL tests in reading, mathematics, and science.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules**

**Instrument: SOL tests**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed	49	47	31	--
Pre-test Average Score 15-16 Cohort	72.2%	64.7%	61.1%	--
Post-test Average Score 16-17 Cohort	89.1%	88.7%	89.4%	--
Net Change	+16.9%	+24.0%	+28.3%	--

Enter an explanation of the data here.

The "Number of Students Assessed" includes the 49 Baker BRV students who were in 5th grade during the 2016-17 school year. "Pre-test Average Score" reflects the pass rate (72.2%) on the combined SOL tests taken by Baker BRV students who were in the 5th grade during the 2015-16 school year. "Post-test Average Score" reflects the pass rate (89.1%) on the combined SOL exams taken by 5th grade Baker BRV students during 2016-17 school year. The "Net Change" indicates the growth, expressed in percentage points, of passing scores from the pre to post-test years.



Baker is a K-5 school and the BRV program serves fifth grade students in the academic year and rising fifth grade students in the summer session. During the 2015-16 school year, Baker BRV students as a whole (72.2%), Black students (64.7%), and economically disadvantaged students (61.1%) did not meet the 75% benchmark. During the 2016-17 school year, Baker BRV students as a whole (89.1%), Black students (88.7%), and economically disadvantaged students (89.4%) exceeded the 75% benchmark. Over the course of these two years, the number of passing tests for the “All Students” group grew by 16.9 percentage points, passing exams for the “Black Students” group grew by 24 percentage points, and passing exams for the “Economically Disadvantaged” group grew by 28.3 percentage points.

Many factors played into the program’s success. Summer instruction focused on reading and math, providing remediation and extension activities to close achievement gaps as well as to introduce new concepts prior to the start of the next academic year. The field trips or events planned throughout the academic year and summer were tailored to expand understanding and provide hands-on, experiential learning opportunities. The academic year reviewed science material taught in fourth grade as well as supplemented regular classroom instruction during the fifth grade school year. Two SOL camps provided hands-on learning in science and math. Three novel studies implemented to expand reading knowledge and comprehension.

For 2017-18, Baker BRV will continue the once a week after-school program and add a new field trip experience. Teachers will focus on SOL strands that data indicates need additional instructional emphasis. Teachers will also attend a STEM conference to continue to enhance activities. The program will continue to target activities to further close achievement gaps and push achievement even higher.

### **c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The metric used to assess the program’s impact will determine if 100 % of ESY students were promoted.

The instrument used to assess the program’s impact is student enrollment history that indicates promotion from elementary school to middle school.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: 100% of ESY students will be promoted</b>				
<b>Instrument: Report cards</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	49	47	31	--
<b>Pre-test Average Score 15-16 Cohort</b>	100%	100%	100%	--
<b>Post-test Average Score 16-17 Cohort</b>	100%	100%	100%	--
<b>Net Change</b>	--	--	--	--

Enter an explanation of the data here.

Baker BRV established the goal that all students in the program would be promoted to sixth grade. During the 2016—17 year, 100% of Baker BRV were promoted to sixth grade. Moreover, the two main subgroups that were targeted during the year, African-American students and economically disadvantaged (ECD) students, also met the goal. Many factors played into the success the program has shown this year. Students received additional instruction to meet their educational needs. Two instructional assistants were hired to work with students with exceptional needs as well as low-achieving students during the summer session. Student-teacher ratios were adjusted to maximize opportunities for targeted instruction. Remediation and homework help were also provided to help boost student self-confidence and close achievement gaps. The program will continue to provide these services to maintain this high expectation for promotion.

9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

During the 2016-2017 year, steps were taken to enhance the sustainability of the extended school year project model. Virginia Commonwealth University continues to be an important partner for college and career planning exposure. Partnerships were initiated with Dominion Energy and the Virginia Department of Forestry. Dominion Energy was supportive of the program and provided instructional resources that teachers will continue to utilize next year. The Virginia Department of Forestry and Baker BRV are determining the most beneficial alliance between both organizations. Many local businesses provided gift cards to the program for student incentives. McDonalds, Five Below, and Chick-Fil-A each provided generous donations to motivate students academically and behaviorally. The program will continue to expand and enhance its STEM program and will explore options related to project-based learning (PBL) for the upcoming school year. Henrico County Public Schools is committed to improving educational opportunities for Baker Elementary School's student population. As the program's impact on students and teachers, and budget implications are evaluated, a determination will be made as to how the division can support the project.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.</b>			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
Elvira Cheryl Whitaker	Summer Nurse	\$36.84	0
Anne Wesley Barry	Teacher	\$2,810.00	0
Charlie Monroe Goad	Grant Coordinator, Teacher	\$6,183.42	0
Charlotte Adeline Harmon	Teacher	\$ 290.93	0
Rebecca Tribble Rife	Teacher	\$745.00	0
LaTisha Reese Robertson	Teacher	\$1,175.00	0
Jennifer Marie Chevalier	Teacher	\$109.10	0
Amanda Abigail Davis	Teacher	\$1,643.75	0
Riley Brianna Kuff	Teacher	\$1,356.83	0
Ashley Renee Pride	Teacher	\$1,767.82	0
Ta'Keah Otey	Instructional Assistant	\$607.39	0
Renarda Andrea Shelton	Instructional Assistant	\$384.41	0
Ashley Nicole Wilhite	Teacher	\$109.10	0
<b>Total</b>		<b>\$ 17,219.59</b>	<b>\$0</b>
<b>2000 Employee Benefits - Please list the amount of employee benefits charged to the project.</b>			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
Elvira Cheryl Whitaker		0	0
Anne Wesley Barry		\$214.95	0
Charlie Monroe Goad		\$472.99	0
Charlotte Adeline Harmon		\$22.25	0
Rebecca Tribble Rife		\$56.99	0
LaTisha Reese Robertson		\$89.89	0

Jennifer Marie Chevalier	\$8.35	0
Amanda Abigail Davis	\$125.75	0
Riley Brianna Kuff	\$103.80	0
Ashley Renee Pride	\$135.22	0
Ta'Keah Otey	\$46.47	0
Renarda Andrea Shelton	\$29.40	0
Ashley Nicole Wilhite	\$8.34	0
<b>Total Employee Benefits 2000</b>	<b>\$ 1,314.40</b>	<b>\$0</b>
<b>3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
Mad Science (Hands on Science workshops)	\$711.41	
Admission Fees ( <i>Mt. Vernon, Science Museum, Virginia Repertory Theatre, Luray Caverns, Virginia Aquarium &amp; Marine Science Ctr., Metro Richmond Zoo</i> )	\$2,418.00	
Sylvia Tabb-Lee (Storyteller)	\$200.00	
Charter Bus Services	\$2,320.00	
<b>Total Purchased Contractual Services</b>	<b>\$5649.41</b>	<b>\$0</b>
<b>4000 Internal Services</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
School bus field trips	\$243.85	0
<b>Total Internal Services</b>	<b>\$243.85</b>	<b>\$0</b>
<b>5000 Other Services</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	<b>\$0</b>	<b>\$0</b>
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>		
	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Food/Refreshments (Parent meetings, field trips)	1325.02	
Educational Materials and Supplies ( <i>CDW Government, Barnes &amp; Noble, Guernsey Office Products, Flinn Scientific, Lakeshore Learning Materials, Keva Planks Education, Frey Scientific, NASCO,</i>	10,909.17	

<i>Sargent-Welch, K2 Trophies &amp; Awards</i>		
Educational Supplies (Apple Computer)	\$11,760.00	
<b>Total Materials and Supplies</b>	<b>\$23,994.19</b>	<b>\$0</b>
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$48,421.44	\$0

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY16 carryover funds plus FY17 new funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Henrico County Public Schools  
**John Rolfe Middle School 6901 Messer Road Henrico, Virginia 23231**  
  
Baker Elementary School 6651 Wilson Road Henrico VA 23231  
Varina High School 7053 Messer Rd. Henrico, VA 23231

2. Grant Coordinator contact information

Cheryl Gray Ball, Educational Specialist – Grants  
[cgrayball@henrico.k12.va.us](mailto:cgrayball@henrico.k12.va.us)  
(804) 653-3370

3. Type of program (Extended School Year or Year Round School)

Extended School Year

4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

See Executive Summary on pages 1-2

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

The 2016-17 Rolfe BRV school year program operated from October 2016 through June 2017 with 70 students, 35 sixth graders, and 35 seventh graders. Of this group, 96% of the students were African American and 4% were Other. Over 61% of the Rolfe Middle School student population is eligible for free or reduced price meals. Classes at Rolfe began at 8:35 a.m. and ended at 3:15 p.m. each day. There were 180 days during the school year and 23 during the summer program totaling 203 instructional days. During the daily advisory block from 9:59-10:29 a.m., the Rolfe BRV students were grouped together to focus on curriculum weaknesses, STEM, college/career readiness, goal setting, organization skills, quarterly grade checks, testing strategies and targeted literacy instruction. Students also participated in 12 hours of STEM instruction and hands-on learning at the Math and Science Center.

The six-week summer portion of Rolfe BRV began on June 26, 2017 and ended on August 3, 2017. The program operated every Monday through Thursday, from 7:30 a.m. to 1:00 p.m. Sixty students (30 rising sixth, 30 rising seventh, and 30 rising eighth graders) participated during the summer session. Of this group, 97% of the students were African American and 3% were Other. "Be the change you wish to see in the world" was the summer's theme. To support the theme, the staff developed thematic lessons focused on five countries: India, Kenya, Haiti, China and Mexico. Cross-curriculum lesson plans were connected to project-based learning methods and activities. Students rotated through five classes during the summer program: mathematics, Science, English, History and an elective (Art, P.E. and Culinary/Etiquette).

To expose Rolfe BRV students to a variety of educational opportunities at the secondary and post-secondary levels, students visited several of the high school Specialty Centers in the school division. While at the centers, students completed an entry level engineering activity and participated in a mock taping of a student led live news broadcast. In addition, students visited two state institutions of higher education, Virginia Tech and Virginia Union University.



6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

Rolfe Middle School faculty and staff supported the program in numerous ways. BRV teachers spent on average 2.5 hours per week facilitating lessons on mindfulness, realistic academic goal setting, practical organizational skills, conflict resolution and tutoring BRV students in math and English. Rolfe BRV teachers created QR codes and interactive lessons on iPad's to enable students explored the academic content interactively.

Parental involvement increased in the second year of the program. Parents attended three family engagement events, chaperoned field trips and donated supplies for SOL goodie bags supplies to encourage students prior to SOL testing. In addition, parents maintained consistent contact with coordinators and teachers which helped the program to function effectively.

Rolfe BRV partnered with Virginia Union University and Virginia Tech for a lecture and campus tours. Local businesses, Chick-fil-A and McDonalds, provided gift cards as incentives for students who passed at least one SOL test. The Rolfe PTA also partnered with the program by providing tutors for students struggling in content areas.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

School and division staff provided support to ensure seamless program implementation in year two of the program. Transportation, food and health services were available for students during the summer session. BRV faculty participated in professional development offered by the division including Kagan training and content area summits. Staff also had adequate planning time to modify daily lessons for struggling students and for developing interactive lessons for the summer program. The grant funding enabled the program to expose students to a variety of educational and cultural venues that expanded the curriculum for the students and to provide the necessary tutoring that addressed students' academic weaknesses.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Student Achievement Metric: 50% of ESY students will meet their individual NWEA growth targets**

**Instrument: NWEA MAP Reading**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	65	62	39	--
<b>Pre-test Average Score 15-16 Cohort</b>	27.3%	30%	26.1%	--
<b>Post-test Average Score 16-17 Cohort</b>	46.2%	46.8%	41%	--
<b>Net Change</b>	+18.9%	+16.8%	+14.9	--

Enter an explanation of the data here.

Students in Rolfe BRV were administered the NWEA MAPs reading exam in the fall and spring of the 2015-16 and 2016-17 school years. To be included in this analysis, students must have participated in both the fall and spring administrations of the assessment in a given school year. The “Number of Students Assessed” includes all Rolfe BRV students across grades 6 and 7 who took the NWEA MAPs reading exam during the 2016-17 school year.

“Pre-test Average Score” reflects the percentage of students who met their growth target (27.3%) and were in sixth grade during the 2015-16 school year. “Post-test Average Score” reflects the percentage of students who met their growth target (46.2%) and were in sixth or seventh grade during the 2016-17 school year. Since this is the second year of the Rolfe BRV program we only have two cohorts of students; those that started sixth grade in 2015-16 and those that started sixth grade in 2016-17. The “Net Change” indicates the growth, expressed in percentage points, of students who met their growth targets from the pre- to post-test average score between the cohorts.

Nationally, 50% of students meet their growth targets in any given year. During the 2015-16 school year, Rolfe BRV students as a whole (27.3%), Black students (30%), and economically disadvantaged students (26.1%) did not meet this target. During the 2016-17 school year, Rolfe BRV students as a whole (46.2%), Black students (46.8%) and economically disadvantaged students (41%) also did not meet this target. Yet, all three groups did experience growth from the pre to post-test years. The number of All Students who met their growth targets grew by 18.9 percentage points, the number of Black Students grew by 16.8 percentage points, and the number of economically disadvantaged students grew by 14.9 percentage points.

Growth can be attributed to both program implementation and school wide initiatives in reading. To promote growth in student performance, all reading classes were double blocked, teachers implemented project based learning approaches to the curriculum, incorporated STEM lessons, provided tutoring supports during and after school, implemented different teaching strategies to promote motivation, implemented a “Rolfe Reads” program in which every student had open access to books of direct interest no matter the reading level, incorporated cross curricular reading lessons, and implemented the ACT (access, choice, time) model using reading table mats adapted to each content area. Although student data indicates positive trends, it did not meet the 50% mark by 3.8 percentage points. To address this deficit, changes will be made to the afterschool tutoring component during 2017-18. Additionally, a BRV reading program will be implemented as well as designated reading time during the advisory block period.

### **b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

Virginia Standards of Learning (SOL) tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above. Rolfe BRV students took SOL end-of-course tests in the content areas of Reading, mathematics, Social Studies, and Science.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules</b>				
<b>Instrument: SOL tests</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	66	63	40	--
<b>Pre-test Average Score 15-16 Cohort</b>	55.9%	58.1%	54.2%	--
<b>Post-test Average Score 16-17 Cohort</b>	62.0%	62.1%	61.4%	--
<b>Net Change</b>	+6.1%	+4.0%	+7.2%	--

Enter an explanation of the data here.

The "Number of Students Assessed" includes the 66 Rolfe BRV students who were in sixth and seventh grade during the 2016-17 school year. "Pre-test Average Score" reflects the pass rate (55.9%) on the total number of SOL exams taken by students who were in the sixth grade during the 2015-16 school year. "Post-test Average Score" reflects the pass rate (62%) on the total number of SOL exams taken by sixth and seventh grade BRV students during 2016-17 school year. Since this is the second year of the Rolfe BRV program there are only two cohorts of students: those that started sixth grade in the 2015-16 school year and those that started sixth grade in the 2016-17 school year. The "Net Change" indicates the growth, expressed in percentage points, of passing scores from the pre to post-test years.

During the 2015-16 school year, Rolfe BRV students as a whole (55.9%), Black students (58.1%), and economically disadvantaged students (54.2%) did not meet or exceed the 75% benchmark. During the 2016-17 school year, Rolfe BRV students as a whole (62%), Black students (62.1%), and economically disadvantaged students (61.4%) did not meet or exceed the 75% benchmark. Yet, all three groups did experience growth from the pre- to post-test years. The number of passing exams for the “All Students” group grew by 6.1 percentage points, passing exams for the “Black Students” group grew by 4 percentage points, and passing exams for the “Economically Disadvantaged” group grew by 7.2 percentage points. In the future to meet the standard, testing strategies and targeted support in all content areas will be provided during advisory lessons. Students will also learn effective mindfulness practices to reduce stressors throughout the year and on testing days.

### **c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The metric used to assess the program’s impact is that 80% of ESY secondary students will enroll in at least one advanced level course by 12th grade.

The instrument used to assess the program’s impact is the student transcript or verified credit awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course Standards of Learning test or a substitute assessment approved by the Board of Education. Student transcripts indicate advanced courses completed for each academic year.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students,

Hispanic students, Asian students, and White students

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: 80% of ESY secondary students will enroll in at least one advanced course by 8th grade</b>				
<b>Instrument: Student transcripts</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	66	63	40	--
<b>Pre-test Average Score 15-16 Cohort</b>	29.4%	25.8%	25.0%	--
<b>Post-test Average Score 16-17 Cohort</b>	31.8%	31.7%	27.5%	--
<b>Net Change</b>	+2.4%	+5.9%	+2.5%	--

Enter an explanation of the data here.

The "Number of Students Assessed" indicates the number of sixth and seventh grade students involved in the Rolfe BRV program during the 2016-17 school year. "Pre-test Average Score" reflects the percentage of students who were enrolled in an advanced or accelerated course and were in the sixth grade during 2015-16 school year (29.4%). "Post-test Average Score" includes the percentage of sixth and seventh grade students who enrolled in at least one advanced or accelerated course during the 2016-17 school year (31.8%). Since this is the second year of the Rolfe BRV program, we only have two cohorts of students; those that started sixth grade in 2015-16 and those that started sixth grade in 2016-17. The "Net Change" indicates the growth, expressed in percentage points, in the number of students enrolling in an advanced or accelerated course from 2015-16 to 2016-17.

During the 2015-16 school year, 29.4% of all students, 25.8% of Black students, and 25% of economically disadvantaged students enrolled in an advanced or accelerated course, which was below the target of 80%. During the 2016-17 school year, 31.8% of all students, 31.7% of Black students, and 27.5% of economically disadvantaged students enrolled in at least one advanced or accelerated course, which was below the target of 80%. Yet, all three groups did experience growth from the pre to the post-test years. The number of all students enrolled in an advanced or accelerated course grew by 2.4 percentage points; for Black students the growth was 5.9 percentage points; and for economically disadvantaged students, the growth was 2.5 percentage points. In the 2017-18 school year, the Guidance Department has added an advanced level course component to the program. All students who participate in the Rolfe BRV program will have to enroll in an advanced level course starting in the sixth grade.



10. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

There are numerous efforts underway to sustain the Rolfe BRV program. Advisory blocks will continue to be used to provide BRV students with academic, organization, and social skills support and to assist students with specialty center and technical center applications. Existing partnerships developed within the community will be nurtured to help maintain the program. Rolfe BRV will continue to utilize the Henrico Credit Union partnership to hold informational sessions to promote financial literacy and college financial preparation. The Rolfe PTSA provides volunteers/parents to support our reading program and encourage our students.

Henrico County Public Schools is committed to improving educational opportunities for Rolfe Middle School's student population. As the program's impact on students and teachers, and budget implications are evaluated, a determination will be made as to how the division can support the project.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>				
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>				
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>				
<b>1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.</b>			<b>Source of Funds</b>	
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>	
Rayna Dudley	Coordinator	\$6,504.20		
Sharne' Francis	Coordinator	\$4,597.93		
Sara Badgett	Teacher	\$1,957.23		
Philip Markowski	Teacher	\$1,296.00		
Christine Guise	Teacher	\$2,125.48		
Anna Hastings	Teacher	\$1,733.73		
Gordon Reardon	Teacher	\$2,196.24		
Kathryn Williams	Teacher	\$2,042.11		
Sarah Massey	Teacher	\$2,041.59		
Kirsten Morvan	Teacher	\$2,191.33		
Tiffany Freeman	Teacher	\$2,317.07		
Phylicia Young	Teacher	\$157.59		
Dwuane Whirley	Teacher	\$2,153.23		
Andrew Badgett	Teacher	\$2,040.62		
Jacqueline Barnes	Teacher	\$1,912.50		
Alethea Gibbs	Teacher	\$1,944.05		
Christopher Hathaway	Teacher	\$150.00		
Virginia Koontz	Teacher	\$432.00		
Scott Rizzi	Teacher	\$862.50		
Maleka Brown	Teacher	\$1,945.23		
Stephanie Nelson	Teacher	\$1,535.23		
<b>Total</b>		<b>\$42,135.86</b>	<b>\$0</b>	

2000 Employee Benefits - Please list the amount of employee benefits charged to the project.	Source of Funds	
	State	Local
Rayna Dudley	\$497.59	
Sharne' Francis	\$351.73	
Sara Badgett	\$149.74	
Philip Markowski	\$99.14	
Christine Guise	\$162.60	
Anna Hastings	\$132.61	
Gordon Reardon	\$168.00	
Kathryn Williams	\$156.20	
Sarah Massey	\$156.18	
Kirsten Morvan	\$167.63	
Tiffany Freeman	\$177.25	
Phylicia Young	\$12.06	
Dwuane Whirley	\$164.72	
Andrew Badgett	\$156.12	
Jacqueline Barnes	\$146.30	
Alethea Gibbs	\$148.73	
Christopher Hathaway	\$11.48	
Virginia Koontz	\$33.05	
Scott Rizzi	\$65.98	
Maleka Brown	\$148.80	
Stephanie Nelson	\$117.44	
<b>Total Employee Benefits 2000</b>	<b>\$3,223.35</b>	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
	State	Local
Math and Science Center	420.00	
Kings Dominion STEAM Education Day	2586.34	
<b>Total Purchased Contractual Services</b>	<b>\$3,006.34</b>	\$0

<b>4000 Internal Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
School Bus	470.29	
<b>Total Internal Services</b>	<b>\$470.29</b>	<b>\$0</b>
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	<b>\$0</b>	<b>\$0</b>
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project.</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Educational Materials & Supplies ( Ball Office, School Specialty, School Outfitters, Apple Computer)	24,895.88	
<b>Total Materials and Supplies</b>	<b>\$24,895.88</b>	<b>\$0</b>
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	<b>\$73,731.72</b>	<b>\$0</b>

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY16 carryover funds plus FY17 new funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Henrico County Public Schools

**Varina High School 7053 Messer Rd. Henrico VA 23231**

Baker Elementary School 6651 Wilson Road Henrico VA 23231

John Rolfe Middle School 6901 Messer Road Henrico, Virginia 23231

2. Grant Coordinator contact information

Cheryl Gray Ball, Educational Specialist – Grants

[cgrayball@henrico.k12.va.us](mailto:cgrayball@henrico.k12.va.us)

(804) 653-3370

3. Type of program (Extended School Year or Year Round School)

Extended School Year

4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

See Executive Summary on pages 1-2

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

The Varina BRV program enrolled 30 students during the 2016-17 academic year (15 freshmen and 15 sophomores). Of that number, 24 students (80%) were African American and six (20%) were Caucasian. The summer 2017 program enrolled 40 students, 10 rising ninth, 15 rising sophomores, and 15 rising juniors. Of that number, 32 students (80%) were African American and eight (20%) were Caucasian. Approximately 51 percent of the student population at Varina High School is eligible for free or reduced price meals.

Varina BRV students participated in 225 instructional days (1,246 instructional hours) from September 2016 to August 2017. During the school year, classes began at 9:00 a.m. and ended at 3:55 p.m. In addition to the 180 instructional days, students participated in an additional three hours of directed study tutoring weekly. Freshmen enrolled in the College Success Seminar and sophomores in the Principles of Leadership course, both one-credit elective courses. The curricula for these courses focused on college and career exploration, note taking and organizational skills, asking targeted questions of the tutors, reading and decoding a variety of texts, understanding personal learning styles, and behaviors that promote academic and personal success.

In the 2017 summer session, 10 rising freshmen and 15 sophomore students completed online modules that focused on strengthening their reading and writing skills for a total of eight hours each week from June 26 - August 10, 2017. In addition, these students participated in an instructional boot camp from August 14-15, 2017 from 8:00 a.m. to 4:00 p.m. each day. Fifteen rising juniors participated in online summer modules to prepare them for a future SAT exam and completed a summer reading project.

6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as

partnerships established in the business community and elsewhere.

At the beginning of the 16-17 school year, all of the teachers who instructed the College Success Seminar students met to discuss the reading strategies to be implemented and each student's learning style and future goals. On a quarterly basis, teachers completed surveys to evaluate the students' strengths and weaknesses. Students were more engaged in their academic progress because they were a part of the team dedicated to supporting them.

Parents and families of program students met quarterly and completed satisfaction surveys to determine workshops or additional support they felt were needed. Four family nights were held at the end of each nine weeks to discuss the program's goals and expectations for the year. One event was in conjunction with the school's "College Night." Current parents and guardians of students in the program participated in the recruitment of the 2017 incoming freshman class by sharing their experiences. A program website was developed both to recruit future students and to solicit feedback. The website also documents the students' varied learning experiences in the program. Based on feedback from parent satisfaction surveys, an ACT/SAT and College Readiness workshop held during the fall of 2017 and an ACT/SAT prep workshop will be held for juniors prior to the spring 2018 SAT test.

Guest speakers from the Junior Achievement organization participated at the school through a community partnership. During the 2017-2018 school year, this partnership will include mentorship partners to help develop students' leadership qualities. Several local business utilized student interns during the summer of 2017.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

For the 2016-2017 school year, the Varina BRV program was able to incorporate Junior Achievement (JA) as a partner and to utilize the JA connections to create internships in the community for the students. This support was invaluable to implementing the program's career component. Local businesses have supported the parent/guardian meetings and some summer activities with materials and supplies.

The division supported the program with the necessary logistics for transportation and other support services during the academic year.

The program faculty had sufficient planning time to interact with the Varina faculty in order to meet the students' instructional needs. The English faculty participated in a four-day professional development activity, "Laying the Foundation," provided by the National Math & Science Initiative organization. This program is a pre-Advanced Placement (AP) program that targets specific teaching techniques to encourage critical reading, writing, and analysis across fiction, poetry, and non-fiction text.

Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

#### **a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program's impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Northwest Evaluation Association "Measures of Academic Progress" (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target.



Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Student Achievement Metric: 50% of ESY students will meet their individual NWEA growth targets</b>				
<b>Instrument: NWEA MAP Reading</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	27	19	13	N/A
<b>Pre-test Average Score 15-16 Cohort</b>	46.2%	50.0%	60%	N/A
<b>Post-test Average Score 16-17 Cohort</b>	85.7%	88.9%	75.0%	N/A
<b>Net Change</b>	+39.5%	+38.9%	+15.0%	N/A

Enter an explanation of the data here.

Students in the Varina BRV program were administered the NWEA reading exam in the fall and spring of their freshman year. To be included in this analysis, students must have participated in both administrations of the assessment. The "Number of Students Assessed" includes two different cohorts of students: those who were freshman during the 2015-16 school year and those who were freshman during the 2016-17 school year. "Pre-test Average Score" reflects the percentage of 9th grade students (46.2%) who met their growth target during the 2015-16 school year. "Post-test Average Score" reflects the percentage of 9th grade students (85.7%) who met their growth target during the 2016-17 school year.

Nationally, 50% of students meet their growth targets in any given year. This percentage serves as the benchmark to measure the success of our program. During the 2015-16 school year, Varina BRV students as a whole (46.2%) did not meet or exceed the 50% benchmark although students in the black (50%) and economically disadvantaged (60%) reporting categories did achieve the goal. During the 2016-17 school year, students across all three reporting areas exceeded the 50% benchmark. This success is the result of working with students to set individual reading goals and choosing scaffolded texts to increase student vocabulary, reading comprehension, and question-attack strategies. In addition, Varina BRV teachers practiced team teaching, implemented assessment driven instruction, and employed instructional strategies from the Laying the Foundation training.

## **b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

The metric used to assess the program's impact will determine if ESY students have a combined pass rate of 75% or greater for all subject areas using accreditation rules.

The instrument used to assess the program's impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Secondary students take the applicable SOL end-of-course tests in the content areas of Writing, Reading, mathematics, Social Studies, and Science.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules**

**Instrument: SOL tests**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	30	21	16	--
<b>Pre-test Average Score 15-16 Cohort</b>	88.1%	88.2%	84.2%	--
<b>Post-test Average Score 16-17 Cohort</b>	82.4%	82%	80%	--
<b>Net Change</b>	-5.7%	-6.2%	-4.2%	--

Enter an explanation of the data here.

Both freshman and sophomore students in the Varina BRV program participated in SOL tests. The “Number of Students Assessed” includes two cohorts of students: those who recently completed their 10th grade year and those who recently completed their 9th grade year. “Pre-test Average Score” reflects the pass rate on tests taken by freshman Varina BRV students during the 2015-16 school year. “Post-test Average Score” reflects the pass rate on tests taken by freshman and sophomore Varina BRV students during the 2016-17 school year. The “Net Change” will indicate either an increase or decrease, expressed in percentage points, in the Pre- or Post- test Average score between the cohorts.

Pass rates from both the 2015-16 and 2016-17 school year exceeded the 75% benchmark for all students and for all reporting groups. To address the slight decline in pass rates from the 2015-16 school year to the 2016-17 school year, a new monitoring system will be implemented so that students whose grades falls below a C in any course will receive weekly tutoring. Sophomores who failed the EOC Writing SOL will also receive additional tutoring and tailored writing instruction to support weaknesses indicated in each student’s SOL score report. Finally, students will receive individualized instruction as part of additional study halls that will be offered during direct study time.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The metric used to assess the program’s impact is that 80% of ESY secondary students will enroll in at least one advanced level course by 12th grade.

The instrument used to assess the program’s impact is the student transcript or verified credit awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course Standards of Learning test or a substitute assessment approved by the Board of Education. Student transcripts indicate advanced courses completed for each academic year.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: 80% of ESY secondary school students will enroll in at least one advanced course by 12<sup>th</sup> grade**

**Instrument: Verified Credits**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed	30	21	16	--
Pre-test Average Score 15-16 Cohort	40.0%	36.4%	28.6%	--
Post-test Average Score 16-17 Cohort	90%	85.7%	87.5%	--
Net Change	+50%	+49.3%	+58.9%	--

Enter an explanation of the data here.

The “Number of Students Assessed” reflects those students who have recently completed their freshman and sophomore years in Varina BRV. “The Pre-test Average Score” includes the percentage of freshman students who enrolled in at least one advanced, honors level, or advanced placement course during the 2015-16 school year. The “Post-test Average Score” includes all students who were freshman or sophomores during the 2016-17 school year who enrolled in at least one advanced, honors level, or advanced placement course during the past two school years. The “Net Change” will indicate either an increase or decrease, expressed in percentage points, in the Pre- or Post- test Average Score between the cohorts.

During the 2015-16 school year, 40% of all students, 36.4% of black students, and 28.6% of economically disadvantaged students enrolled in at least one advanced, honors level, or advanced placement course. All groups were below the metric benchmark of 80%. These percentages rose to 90% of all students, 85.7% of black students, and 87.5% of economically disadvantaged students during the 2016-17 school year and are all above the metric benchmark of 80%. This reflects a net increase of 50 percentage points for all students, 49.3 percentage points for black students, and 58.9 percentage points for economically disadvantaged students. Staff associated with Varina BRV monitor students to ensure they will have enrolled in one or more advanced, honors, or AP course by their senior year. The Varina BRV program assists students to build college readiness skills such as reading, writing, communication, and research to succeed in the advanced courses.

11. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

Varina High School program staff and faculty continue to explore partnerships within the community to support the program and students, including additional funding sources, student internships, and mentorships. Henrico County Public Schools (HCPS) is committed to improving educational opportunities for Varina High School's student population. As the program's impact on students and teachers, and budget implications are evaluated, a determination will be made as to how the division can support the project.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
Emily Lynne Stains		\$14,294.06	
Jason Bowes Ward		\$8,387.98	
<b>Total</b>		<b>\$22,682.04</b>	
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
Emily Lynne Stains		\$4,058.19	
Jason Bowes Ward		\$3,123.51	
<b>Total Employee Benefits 2000</b>		<b>\$7,181.70</b>	\$0
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
National Math And Science Initiative Inc		\$23,199.40	
Admission Fees (Science Museum of Va, Lewis Ginter Botanical Gardens, Poe Museum)		\$493.00	
<b>Total Purchased Contractual Services</b>		<b>\$23,692.40</b>	\$0
<b>4000 Internal Services</b>			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
School bus transportation		\$775.98	

<b>Total Internal Services</b>	<b>\$775.98</b>	<b>\$0</b>
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	<b>\$0</b>	<b>\$0</b>
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Educational Materials and Supplies (Office Depot, Follett School Solutions, E. Stains)	\$983.09	
<b>Total Materials and Supplies</b>	<b>\$983.09</b>	<b>\$0</b>
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	<b>\$55,315.21</b>	<b>\$0</b>



## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY17 funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Henrico County Public Schools

Fairfield Middle School  
5121 Nine Mile Rd.  
Henrico, VA 23223

2. Grant Coordinator contact information

Cheryl Gray Ball – Educational Specialist - Grants  
cgrayball@henrico.k12.va.us  
804-652-3370

3. Type of program (Extended School Year or Year Round School)

#### 4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

The goal of the Fairfield Middle School Building Mindful Learners Project (BMLP) is to increase overall math and English achievement and grow a culture of caring and mindfulness within the student community.

The Fairfield BMLP objectives are:

1. Increase math achievement as measured by SOL and NWEA exams by 2%
2. Increase English achievement as measured by SOL and NWEA exams by 2%
3. Increase the number of high school specialty center applications among 8th grade students by 15%

To achieve these goals and objectives, Fairfield BMLP students participate in a six week summer session (120 instructional hours) focused on the content areas of math and English. Instruction utilized project-based learning, emphasized real-world issues, and was supplemented with field trips that drew connections between what students were learning in the classroom with their surrounding community. Through participation in the summer session, students received support in identified content areas and were encouraged to start thinking about their future roles as contributing citizens.

Results data from the 2016-17 academic year demonstrates the need for an extended school year program. Fairfield students as a whole just achieved the benchmark (50%) for the percentage of students who met their NWEA growth targets in reading. Black students were slightly higher at 51.5%, but economically disadvantaged students were below the target at 46.0%. While it is encouraging that some student groups did meet the NWEA reading growth target benchmark, there is certainly room for growth. On SOL tests, Fairfield students as a whole and each reporting group (Black and economically disadvantaged students) did not meet the benchmark of passing at least 75% of their SOL tests.

Fairfield BML's emphasis on math and English content is designed to help students perform better on both NWEA and SOL assessments in the 2017-18 academic year. Fairfield students as a whole and each reporting group missed the target (80%) for the percentage of students enrolled in an advanced or accelerated course. Fairfield BMLP's coordinator will work with the school's counseling staff to identify students who may be prepared to move into advanced or accelerated coursework as way to help meet this benchmark in the future. Afterschool sessions to reinforce core content, small group sessions focused on test taking strategies, and individual student remediation will be provided to improve student performance.

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

The Building Mindful Learners (BML) Project operated for six weeks from July 10 - August 17, 2017. Students received 24 days of instruction from Monday -Thursday, 8:00 a.m. - 2:00 p.m. The five hours of instruction amounted to 120 total hours over six weeks. Seventy students (48 rising seventh graders and 22 rising eighth graders) made up the first year cohort of the program. Ninety-eight percent of the students were Black (68 students) and two percent were Other. Over 58% of Fairfield Middle Schools student population is eligible for free or reduced price meals.

The content areas addressed were Math (through Critical Thinking & Problem Solving) and English (through Literacy & Leadership). The approach taken by the Fairfield Middle School staff was innovative and designed to keep the students engaged during the summer months. Throughout the Building Mindful Learners (BML) summer program at Fairfield Middle School, students focused on weekly project-based lessons in Math, English, Community Connections (real-world connections to the curriculum), LOTUS (Learning Opportunities to Understand Self), and Technology. Each weekly field trips was directly related to that week's career focus with an emphasis on identified Math and English Standards of Learning (SOL) areas needing improvement. This holistic connection provided students a comprehensive, real-world view of what they were learning and how/why this content and knowledge could be applied immediately and in the future in an effort to promote enhanced meaning-making, 21st century skill development, and career exploration.

For example, the career focus in week one was Government. Students participated in workshops led by Richmond Peace Education Center centered on justice, tolerance, positive conflict resolution, and equity. They also participated in a workshop hosted by Writing Our Way Out, demonstrating the power of personal narrative while providing students with the know-how to and practice in writing memoirs. For that week's "real-world" connection field trip, students visited the Richmond Police Headquarters, The Central Virginia Legal Aid Society, and the Executive Mansion. In English class, students were introduced to the week by analyzing primary source material related to the United Nations Rights of the Child and used these primary documents to collaboratively create a Student Bill of Rights to be used as guiding principles for how each member of the BML program should conduct themselves and the rights they have as a member of the group. This activity allowed students a broader understanding of how civil rights and the role various branches of government work in protecting those rights. Similar activities were implemented in the five other weeks of the program.

## 6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

A team of 14 teachers collaborated both as a group and within content area subgroups to prepare project-based learning opportunities that directly correlated to each of the six career paths and weekly real-world community connections outlined in the program – Government, Arts, Non-Profits and Socially Responsible Corporations, Medical & Veterinary Sciences, Engineering & Environmental Sciences, and Communication Literacy. To determine the effectiveness of activities and lessons and to guide instruction, the teachers also created a pre- and post- assessment that focused on student efficacy related to overall academic achievement as well as content specific SOL strands.

Parents participated in a program orientation that provided a brief overview of the program and round-robin sessions highlighting each of the content areas and additional elective courses. Parents also stay informed with weekly communications via email that outlined weekly program objectives, community engagement activities (speakers and field trip locations), and upcoming events. A website for parents, stakeholders, and the broader community documented and shared pictures, student work, weekly academic highlights, and highlighted community partners.

Over 20 partnerships were forged with local community organizations and businesses. These partners provided workshops and interactive activities for our students with the purpose of reinforcing our program's mission. One example is the partnership with the Virginia Commonwealth University's School of Nursing and Department of Health Sciences Diversity. During the student field trip, this partner students participated in hands-on CPR training using medical equipment provided by the School of Nursing, ensuring all program participants were knowledgeable in life-saving CPR techniques. Lastly, students were able to participate in an interactive "patient evaluation" exercise using School of Nursing's interactive hospital simulation training rooms in which they were given a variety of scenarios and had to assess a "real" patient using modern hospital equipment such as stethoscope, blood pressure monitor, O2 sensor, thermometer, etc.

Partners also provided student "rewards" including notebooks, tumblers, sunglasses, t-shirts, water bottles, etc. Many of our partners also provided students with additional opportunities to attend camps, school-year programs, and internships.

The sustainable partnerships formed through our Building Mindful Learners Program include: Richmond Police Department, Richmond Peace Education Center, Central Virginia Legal Aid Society, Virginia's Governor's Office, Writing Our Way Out, Art 180, Virginia Museum of Fine Arts, Junior Achievement of Richmond, The Daily Planet, Richmond Metro Habitat for Humanity, VCU ASPIRE, VCU INNOVATE, VCU Da Vinci Center, Woofy Wellness Ranch, VCU Department of Health Sciences Diversity, VCU School of Nursing, Community Food Collaborative, VCU School of Engineering, Dominion's Chester Power Station, and The Richmond Flying Squirrels Baseball Organization. Each of these partner organizations are eager to continue the partnership in future years.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

One of the major aides to program implementation was the services provided by the Henrico School's Pupil Transportation and School Nutrition Services Departments. Parents expressed concerns regarding transportation and this concern was easily addressed. By providing accessible transportation, students who wanted to participate were able to do so. Also, providing both breakfast and lunch ensured attentive and engaged students were in the classroom. Students also received a bag lunch on field trip days. Both the transportation and food services staff were essential to program implementation as that support increased attendance and participation.

Fairfield's administrative staff provided planning time for curriculum development and time for professional development to ensure that the program staff were prepared for the summer session.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement: 50% of ESY students will meet their individual NWEA growth targets**

**Instrument: NWEA Reading**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	70	68	50	--
<b>Pre-test Average Score 16-17 Cohort</b>	50%	51.5%	46.0%	--
<b>Post-test Average Score 17-18 Cohort</b>	--	--	--	--
<b>Net Change</b>	--	--	--	--

Enter an explanation of the data here.

The data -shows that 35 of the 70 participating students met their growth target on the NWEA Reading Assessment during the 2016-2017 school year. This data also shows that of the 68 Black students participating, 35 met their NWEA Reading growth target and of the 50 Economically Disadvantaged students participating, 23 met their NWEA Reading growth target for the 2016-2017 school year. As the 2016-2017 school year is the first year of implementation for the program, this data is considered the pre-data for our program and NWEA Reading Assessment data collected for the 2017-2018 school year will be used to show net change in scores among participants. To increase positive net change for the 2017-2018 school year, the curriculum for the program has been specifically designed to address and reinforce Reading NWEA/SOL strands needing improvement based on teacher data analysis of score reports for the 2016-2017 school year. Participating students will receive 18 hours of Reading/Language Arts focused instruction and Reading/Language Arts reinforcement in all other courses taught throughout the six week summer program, additional reading/language arts focused weekly workshops hosted by guest professionals, as well as hands-on application and reinforcement of the content during weekly field trips. During the school year, students will receive bi-monthly academic lessons and activities focused on Reading comprehension and improvement.

**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The metric used to assess the program’s impact will determine if ESY students have a combined pass rate of 75% or greater for all subject areas using accreditation rules.

The instrument used to assess the program’s impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above. Secondary students take the applicable SOL end-of-course tests in the content areas of Writing, Reading, mathematics, Social Studies, and Science.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.



**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.**

**Instrument: SOL Tests**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	70	68	50	--
<b>Pre-test Average Score 16-17 Cohort</b>	52.1%	51.1%	50.5%	--
<b>Post-test Average Score 17-18 Cohort</b>	--	--	--	--
<b>Net Change</b>	--	--	--	--

Enter an explanation of the data here.

Seventy participating students took a combined 190 SOL tests during the 2016-2017 testing cycle. Of those, 52.1% (or 99 tests) were passed with a proficiency score of 400 or greater. For Black participants, a total of 141 SOL tests were taken and 51.1% (or 72 tests) were passed with a proficiency score of 400 or greater. Of the 107 SOL tests taken by economically disadvantaged student participants, 50.5% (or 54 tests) were passed with a proficiency score of 400 or greater. As the 2016-2017 school year is the first year of implementation for the program, this data is considered the pre-data for program and SOL test data collected for the 2017-2018 school year will be used to show net change in pass rates among participants. To increase positive net change for the 2017-2018 school year, the curriculum for the ESY program has been specifically designed to be cross-curricular in nature, reinforcing specific SOL strands needing improvement in all SOL content areas including math, reading, science, and history. The curriculum was developed through teacher data analysis of specific SOL score reports for the 2016-2017 school year.

Participating students will receive 24 hours of cross-curricular, project-based instruction weekly for the six weeks of the summer program, additional multi-content focused workshops hosted by guest professionals, as well as hands-on application and reinforcement of the content during weekly field trips for enhanced meaning-making, 21<sup>st</sup> century skills development, and career exploration. During the 2017-2018 school year, these students will also receive bi-monthly academic lessons and activities focused on reinforcement of core SOL content as well as bi-monthly small group sessions focused on test taking strategies and individual student remediation.

### **c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

The metric used to assess the program's impact is that 80% of ESY secondary students will enroll in at least one advanced level course by 8th grade.

The instrument used to assess the program's impact is the student transcript or verified credit awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course Standards of Learning test or a substitute assessment approved by the Board of Education. Student transcripts indicate advanced courses completed for each academic year.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.**

**Instrument: Student Transcripts**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed	70	68	50	--
Pre-test Average Score 16-17 Cohort	18.6%	17.6%	22%	--
Post-test Average Score 17-18 Cohort	--	--	--	--
Net Change	--	--	--	--

Enter an explanation of the data here.

Of the 70 students participating in the program, 13 were enrolled in at least one advanced level course during the 2016-2017 school year. Additionally, 12 of the 68 Black students and 11 of the 50 Economically Disadvantaged students were enrolled in at least one advanced level course for the 2016-2017 school year. As the 2016-2017 school year is the first year of implementation for our program, this data is considered the pre-data for our program and official student transcripts for the 2017-2018 school year will be used to show net change in advanced level course enrollment among participants. To increase the number of students enrolled in advanced level courses, the ESY program at FMS has been designed to improve self-efficacy and overall academic achievement – both indicators of success in advanced level courses. Students have participated in project-based learning activities that bring the content to life in a meaningful way, allowing for increased engagement and a “desire to learn”. Also, the program coordinator will work closely with the school counseling department to identify students eligible to be placed in additional advanced level courses and/or be moved from regular level to advanced level courses based on 2016-2017 SOL score data and student transcripts.

9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

The program will be sustained in the 2017-18 school year by adding an after school component with interactive programs and lessons every two weeks, weekly small-group academic tutoring sessions, and monthly real-world career exploration field trips. Community partnerships will be sustained through continued efforts to recruit and retain solid partnerships that provide our students with hands-on, real-world connections to academic content while promoting the overall mission and purpose of this program.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.</b>			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
David A Belton	Counselor	\$1420.00	
Jill Spencer Blom	Coordinator	\$4526.80	
Vanessa Yvonne Bigdeli	Teacher	\$600.00	
Kelly Day	Teacher	\$20.00	
Brittany Renae Gifford	Teacher	\$850.00	
Benjamin Ezekiel Goode	Teacher	\$850.00	
Nichole Lashelle Gross	Teacher	\$990.00	
Amanda Faith Hall	Coordinator, Teacher	\$4,360.00	
Michael A Hill	Teacher	\$975.00	
Karyn Elizabeth Hill	Teacher	\$870.00	
Shawn David Horst	Teacher	\$1,260.00	
Marta Sue Kruger	Teacher	\$353.82	
Chelsea Emma Lee	Teacher	\$1,490.00	
Jade Rita Miller	Teacher	\$1,990.00	
Leah K Powell	Teacher	\$950.00	
Leah Annette Segar	Teacher	\$460.00	
Leah Wiedenhoft		\$850.00	
<b>Total</b>		<b>\$22,815.62</b>	<b>\$0</b>
<b>2000 Employee Benefits - Please list the amount of employee benefits charged to the project.</b>			<b>Source of Funds</b>

	<b>State</b>	<b>Local</b>
David A Belton	\$108.63	
Jill Spencer Blom	\$346.28	
Vanessa Yvonne Bigdeli	\$45.90	
Kelly Day	\$1.53	
Brittany Renae Gifford	\$65.03	
Benjamin Ezekiel Goode	\$65.03	
Nichole Lashelle Gross	\$75.74	
Amanda Faith Hall	\$345.78	
Michael A Hill	\$74.59	
Karyn Elizabeth Hill	\$66.56	
Shawn David Horst	\$96.39	
Marta Sue Kruger	\$27.07	
Chelsea Emma Lee	\$113.98	
Jade Rita Miller	\$152.24	
Leah K Powell	\$72.68	
Leah Annette Segar	\$35.19	
Leah Wiedenhoft	\$65.02	
<b>Total Employee Benefits 2000</b>	<b>\$1,757.64</b>	\$0
<b>3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
<b>Total Purchased Contractual Services</b>	\$0	\$0
<b>4000 Internal Services</b>		
	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>	\$0	\$0

<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	\$0	\$0
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>		
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
<b>Total Materials and Supplies</b>	\$0	\$0
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	<b>\$24,573.26</b>	<b>\$0</b>

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY16 carryover funds plus FY17 new funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Henrico County Public Schools

**L. Douglas Wilder Middle School**

6900 Wilkinson Rd.

Henrico, VA 23227

2. Grant Coordinator contact information

Cheryl Gray Ball – Educational Specialist – Grants

[cgrayball@henrico.k12.va.us](mailto:cgrayball@henrico.k12.va.us)

(804) 652-3370



3. Type of program (Extended School Year or Year Round School)

Extended School Year

4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

The goal of the College Readiness Center (CRC) is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum at Wilder Middle School.

The College Readiness Center is designed to improve student achievement and, with fidelity of implementation, will achieve the following objectives:

1. Students in the CRC will undertake and pass college preparatory gateway courses (Algebra 1, World History 1, Advanced English 8, and Earth Science) by 8th grade.
2. Students in the CRC will show academic growth and achievement.
3. Students in the CRC will attend school regularly and demonstrate appropriate conduct.
4. Students will be immersed in college experiences through exposure to college students, campuses, and faculty.

To achieve these goals and objective, the CRC program utilized intensive teacher training, the AVID methodologies in the classroom, enrolled students in advanced courses and exposed students to college and university requirements, campuses and faculty over the course of the 2016-17 academic year and the 2017 six-week summer session.

Wilder CRC students consistently met the 50% NWEA benchmark over the past two years, exceeded the combined pass rate on the Standards of Learning tests of 75% over the past two years. All CRC students have enrolled in an advanced course in the past two year. CRC staff and teachers will continue to provide intervention and remediation to students to raise the student achievement performance for all CRC students in the next extended school year session.

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of

program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

The College Readiness Center (CRC) at Wilder Middle School enrolled 155 students in three grade levels (57 sixth graders, 42 seventh graders, and 56 eighth graders) starting in September 2016 and continued through the end of the school year in mid-June. Classes began at 8:35 a.m. and ended at 3:15 p.m. for 180 days of instruction. The summer program operated from June 26, 2017 to August 3, 2017. Students participated in 23 days of additional classes (5.5 hours each day). For the 2016-17 extended school year, CRC students received 203 instructional days. The numbers of students participating in the summer program remained relatively consistent with the school year program enrollment (61 sixth graders, 58 seventh graders, and 46 eighth graders).

The students in the CRC program were 94% African American with 6% representing several other ethnic categories. Over 78% of the student population at Wilder Middle School is eligible for free or reduced price meals.

To meet student achievement benchmarks, CRC students are enrolled in the core content classes: English, mathematics, Science and Social Studies. In addition, they also enroll in advanced classes such as World History, Geometry, Algebra I and II, Spanish I and Earth Science in seventh and eighth grade. Students also have intensive instruction in study skills, organization, writing and critical thinking.

6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

The success of the CRC program was dependent on parents, teachers and the community as well as the partnerships established to implement the program. Parents attended informational nights about the program and the division's Specialty Centers. They also supported their students who tackled challenging advanced courses. Community partners included the AVID Center that provided teacher training; colleges and universities in the state (Virginia Commonwealth

University, Longwood, and Christopher Newport University) who welcomed CRC students for tours and workshops on college requirements; cultural venues that provided experiential learning for students (Agecroft Hall, Black History Museum and Cultural Center, and the James River Foundation). The Community Food Collaborative provided internship opportunities for students in the Garden Market. Teachers and counselors worked as a team to provide the targeted instruction and assistance needed by CRC students throughout the extended school year program.

7. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

Several programs at Wilder Middle School serve the pool of students that are candidates for the CRC extended school year program. This competition forces the CRC staff to maintain a high quality program for students. Enrollment has been consistent but staff would prefer that more students participate. The Community Learning Center at Wilder has been a resource for the program by securing community partners and resources for afterschool activities.

The summer program benefits from the efficient services provided by the Transportation and School Nutrition Services Departments within the division. CRC faculty were able to participate in the professional development offered by the division, school and as part of the training for the extended school year program. CRC teachers were provided an ample amount of planning time to meet the program needs as well as the needs of the students.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological

Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Northwest Evaluation Association “Measures of Academic Progress” (MAP) is a nationally normed reading test for elementary and secondary students. The test is administered in the fall and again in the spring. MAP growth reveals how much growth has occurred between testing events. The score from the fall administration establishes a reading improvement, or growth, target for each individual student. The spring score determines whether the student has reached that growth target

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Student Achievement Metric: 50% of ESY students will meet their individual NWEA growth targets**

**Instrument: NWEA MAP Reading**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed	150	138	102	--
Pre-test Average Score 15-16 Cohort	60.9%	64.0%	59.3%	--
Post-test Average Score 16-17 Cohort	51.3%	51.4%	54.9%	--
Net Change	-9.6%	-12.6%	-4.4%	--

Enter an explanation of the data here.

Students in Wilder CRC were administered the NWEA MAPs reading exam in the fall and spring of the 2015-16 and 2016-17 school years. To be included in this analysis, students must have participated in both the fall and spring administrations of the assessment in a given school year. The “Number of Students Assessed” includes all Wilder CRC students across grades 6, 7, and 8 who took the NWEA MAPs reading exam during the 2016-17 school year. “Pre-test Average Score” reflects the percentage of students who met their growth target (60.9%) and were in sixth or seventh grade during the 2015-16 school year. “Post-test Average Score” reflects the percentage of students who met their growth target (51.3%) and were in sixth, seventh, or 8<sup>th</sup> grade during the 2016-17 school year. The “Net Change” indicates the difference, expressed in percentage points, in the number of students who met their growth targets from the pre to post-test years.

Nationally, 50% of students meet their growth targets in any given year. During the 2015-16 school year, Wilder CRC students as a whole (60.9%), Black students (64%), and economically disadvantaged students (59.3%) met this target. During the 2016-17 school year, Wilder CRC students as a whole (51.3%), Black students (51.4%), and economically disadvantaged students (54.9%) also met this target. While there was a decline across all three groups from the pre to post-test years, it is encouraging that Wilder CRC students consistently met the benchmark.

To address the decrease in performance on reading, a plan of action will be set for each student to help them meet their NWEA targets. CRC staff will increase the number of student and family conferences and emphasize intentional goal setting, test taking strategies, and self-efficacy with students. Intervention and remediation sessions will be strengthened to meet the needs of CRC students. Training for CRC staff will emphasize conferencing, goal setting and grouping practices.

### **b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

The metric used to assess the program's impact will determine if ESY students have a combined pass rate of 75% or greater for all subject areas using accreditation rules.

The instrument used to assess the program's impact is the Virginia Standards of Learning (SOL) test(s). These tests are administered after completion of certain courses as a way to measure content knowledge and skills learned during a given year, as well as the retention of content from previous years. A passing score is one in which a student earns a scaled score of 400 or above.

Secondary students take the applicable SOL end-of-course tests in the content areas of Writing, Reading, mathematics, Social Studies, and Science.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules**

**Instrument: SOL tests**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	152	139	103	--
<b>Pre-test Average Score 15-16 Cohort</b>	87.8%	87.6%	89.2%	--
<b>Post-test Average Score 16-17 Cohort</b>	86.3%	86.2%	86.0%	--
<b>Net Change</b>	-1.5%	-1.4%	-3.2%	--

Enter an explanation of the data here.

The "Number of Students Assessed" includes Wilder CRC students who were in sixth, seventh, and 8<sup>th</sup> grade during the 2016-17 school year. "Pre-test Average Score" reflects the pass rate (87.8%) on the total number of SOL exams taken by students who were in the sixth and seventh grade during the 2015-16 school year.

“Post-test Average Score” reflects the pass rate (86.3%) on the total number of SOL exams taken by sixth, seventh, and 8<sup>th</sup> grade Wilder CRC students during the 2016-17 school year. The “Net Change” indicates the difference, expressed in percentage points, in passing scores from the pre to post-test years.

During the 2015-16 school year, Wilder CRC students as a whole (87.8%), Black students (87.6%), and economically disadvantaged students (89.2%) exceeded the 75% benchmark. During the 2016-17 school year, Wilder CRC students as a whole (86.3%), Black students (86.2%), and economically disadvantaged students (86.0%) exceeded the 75% benchmark. While there was a decline across all three groups from the pre to post-test years, it is still encouraging that Wilder CRC students consistently exceeded the benchmark.

To address the decrease in performance on reading, a plan of action will be set for each student to help them meet their NWEA targets. CRC staff will increase the number of student and family conferences and emphasize intentional goal setting, test taking strategies, and self-efficacy with students. Intervention and remediation sessions will be strengthened to meet the needs of CRC students. Training for CRC staff will emphasize conferencing, goal setting and grouping practices.

### **c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The metric used to assess the program’s impact is that 80% of ESY secondary students will enroll in at least one advanced level course by 8th grade.

The instrument used to assess the program’s impact is the student transcript or verified credit awarded for a course in which the student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course Standards of Learning test or a substitute assessment approved by the Board of Education. Student transcripts indicate advanced courses completed for each academic year.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students



**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade**

**Instrument: Student Transcripts**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: ECD</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	152	139	103	--
<b>Pre-test Average Score 15-16 Cohort</b>	100%	100%	100%	--
<b>Post-test Average Score 16-17 Cohort</b>	100%	100%	100%	--
<b>Net Change</b>	--	--	--	--

Enter an explanation of the data here.

The “Number of Students Assessed” indicates the number of sixth, seventh, and eighth grade students involved in the Wilder CRC program during the 2016-17 school year. “Pre-test Average Score” reflects the percentage of students who were enrolled in an advanced or accelerated course and were in the sixth or seventh grade during the 2015-16 school year (100%). “Post-test Average Score” includes the percentage of sixth, seventh, and eighth grade students who enrolled in at least one advanced or accelerated course during the 2016-17 school year (100%).

During the 2015-16 school year, 100% of all students, 100% of Black students, and 100% of economically disadvantaged students enrolled in an advanced or accelerated course, which exceeded the target of 80%. During the 2016-17 school year, 100% of all students, 100% of Black students, and 100% of economically disadvantaged students enrolled in at least one advanced or accelerated course, which exceeded the target of 80%. There was no year to year growth as all Wilder CRC students were enrolled in at least one advanced or accelerated course such as World History, Geometry, Algebra I/Geometry/Algebra II, Spanish I, and Earth Science.

CRC staff will continue to work with students, families, and counselors to ensure that, upon graduation, these students are prepared for advanced courses in high school and post-secondary endeavors.

## 9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

The CRC program at Wilder has made consistent strides in embedding the AVID methodologies and other innovative teaching strategies in school-wide teaching and learning. The train-the-trainer model is in place at the school and the faculty has adopted the methodologies throughout the core content classes for all students. Henrico County Public Schools is committed to improving educational opportunities for Wilder Middle School’s student population. As the program’s impact on students and teachers, and budget implications are evaluated, a determination will be made as to how the division can support the project.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
Lauren C Aldrich	Teacher	\$5,895.69	
Chantel Z Baker	AVID Tutor	\$1,957.85	
Rachel A Boykin	AVID Tutor	\$5,315.86	
Samantha Compton-Newman	Teacher	\$5,590.54	
Kenneth A Davis	Teacher, Coordinator	\$7,621.01	
Meighan C Dober	Teacher	\$5,163.96	
Kassandra P Epps	Substitute	\$96.00	
Kimberly R Fricke	Nurse	\$2,109.56	
Thomas M Golden	Teacher	\$5,367.53	
Nicholas E Ingraham	Teacher	\$5,461.01	
Rhonda D Kass	Teacher	\$6,367.72	
Taleesa J Meeks	Teacher	\$5,119.29	
Rebecca S Morrish	Teacher	\$5,858.89	
Daniel L Nicholas	Teacher	\$5,495.29	
Simone R Robinson	Teacher	\$5,334.47	
William P Sharp	Teacher	\$6,043.80	
Jennifer J Hubler	Counselor	\$6,178.70	
<b>Total</b>		<b>\$84,977.17</b>	<b>\$0</b>

<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
Lauren C Aldrich	\$1,453.60	
Chantel Z Baker	\$149.78	
Rachel A Boykin	\$346.39	
Samantha Compton-Newman	\$1,378.30	
Kenneth A Davis	\$1,512.59	
Meighan C Dober	\$1,346.40	
Kassandra P Epps	\$7.35	
Kimberly R Fricke	\$161.37	
Thomas M Golden	\$1,378.30	
Nicholas E Ingraham	\$1,346.40	
Rhonda D Kass4	\$1,586.50	
Taleesa J Meeks	\$1,318.62	
Rebecca S Morrish	\$1,444.50	
Daniel L Nicholas	\$1,354.80	
Simone R Robinson	\$1,315.20	
William P Sharp	\$1,513.80	
Jennifer J Hubler	\$1,523.30	
<b>Total Employee Benefits 2000</b>	<b>\$19,137.20</b>	\$0
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
Community Food Collaborative	\$13,100.00	
Winn Bus Lines	\$1,658.00	
<b>Total Purchased Contractual Services</b>	<b>\$14,758.00</b>	\$0
<b>4000 Internal Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>

School Bus	\$229.70	
<b>Total Internal Services</b>	<b>\$229.70</b>	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
Travel reimbursement (Conference Attendance)	\$3,591.23	
Conference Registration (AVID)	\$13,478.97	
American Express Travel Service (Airfare)	\$8,809.58	
Conference Lodging (Hilton Garden Inn, Homewood Suites Memphis, Tampa Marriott Hotel, Hilton Hotel)	\$10,355.61	
<b>Total Other Services</b>	<b>\$36,235.39</b>	\$0
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project.</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Educational Materials & Supplies (Kleen Slate Concepts Lp, Knoxlabs Inc, State Street Products, Superior Distributing, Buttonmakers, Ball Office Products, Amazon, Attronica, Clinton Learning Solutions, Communication Supply Corp., NDEC Corp., ACC)	\$21,061.36	
<b>Total Materials and Supplies</b>	<b>\$21,061.36</b>	\$0
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	<b>\$176,398.82</b>	\$0

Loudoun County Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **September 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY 17 funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Loudoun County Public Schools, 21000 Education Court, Ashburn, Va. 20148 Dr. Michael Martin, 571-252-1000

Middleburg Community Charter School, 101 N. Madison St., Middleburg, Va. 20117, 540-687-5048

2. Grant Coordinator contact information

Miriam Hughey-Guy, [miriamhugheyguy@gmail.com](mailto:miriamhugheyguy@gmail.com), 703-408-8737

3. Type of program (Extended School Year or Year Round School)

Year Round School with extended learning opportunities

4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.

Continuing to implement an interdisciplinary curriculum influenced by the works of Leonardo da Vinci, Middleburg Community Charter School (MCCS) operates under a year-round single track school calendar designed to increase student achievement and reduce summer learning loss for all students. The Intersession Program is part of our plan for year round learning. The Intersession Program offers classes to strengthen and extend learning at MCCS. The subject areas offered during intersessions were reading, engineering, math, science, art, technology, music and history. All learning experiences are hands-on, engaging, and relevant. The classes are scheduled throughout the year and are held for two weeks in the fall, spring and summer and are available to all students. Participation is optional, but classroom teachers identify students who they think will benefit from attending intersession and a special invitation is extended to

these students. Extended learning opportunities during three intersessions reinforce student learning and jump start learning for the upcoming quarters. The primary goal of Middleburg Community Charter School is to meet and exceed the benchmarks in core subject areas (reading, math, Va. Studies, and science as measured by the state standards of learning. This goal specifically includes providing additional instructional support to the reporting groups: English language learners, students with disabilities, and economically disadvantaged and students struggling in the core areas.

In the school year 2016-17, MCCA K-5 students continued to participate in school-wide assessments in math and reading three times a year. The fourth graders were assessed in Virginia Studies and the fifth graders were assessed in science twice a year. Teachers used the assessment results to plan instruction for daily lessons, quarterly units, intersessions, Saturday Academies, and after-school intervention classes. Students demonstrating weaknesses in reading and/or math received special invitations to attend the intersessions to participate in daily targeted instruction in one or two 3-hour hands-on STREAM lessons. Students showing mastery in reading and/or math skills in the previous quarter participated in accelerated learning activities to enhance their skills and to extend their knowledge base. All lessons were designed to continue the structure of the school's instructional program—interdisciplinary project-based units and multi-aged/flexible grouping. After the first semester, students in MRTI Tiers 2 and 3 reading and/or math participated in after school intervention classes 3-4 days a week. (See Attachment A-Lesson Sample). Additionally, all students were invited to participate in Saturday Academy classes offering extended learning opportunities through STREAM using Lego Education/EV3 robotics and Tynker materials.

The impact on student achievement in reading revealed an increase in all grades as measured by the Development Reading Assessment and PALS. While students made academic progress in math, the results of the third grade SOL math assessment showed a decline in the pass rate from the previous year. However, the results remained above the state's benchmark. Science and Virginia Studies' results continue to exceed the state pass rate for accreditation. MCCA continues to be fully accredited based on the 2017 preliminary results of the SOLs.

5. Logistical description of the project: the total days of instruction, hours of



instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

*Total days of instruction:* Intersessions (25 days)  
Saturday Academies (5 days)  
After-School Intervention (8 weeks/3 days/week)

*Hours of instruction per day:* Intersessions (6.5 hrs.)  
Saturday Academies (3 hrs.)  
After-School Intervention (1 hr)

*Time of program operation in relation to the school year for the school division:* Year-Round School Calendar – August 1, 2017 through June 30, 2017

*Length of the program:* Year Round School Calendar – 210 Days

*Dates of operation:* Intersessions:  
(Fall-10/3-15/16) (Spr.-3/20-24/17) (Sum.-6/14-23/17)  
Saturday Academies: (Fall- Nov. & Dec., 2016) (Winter- Feb., 2017)  
After School Classes- (M-Th., 02/17-04/17)

*Content areas addressed:* Reading, Math, Science, and Virginia Studies through STREAM

*Student enrollment total by Demographics:* Total- 131 Students

Asian –9  
Black -8  
Hispanic-11  
White-96  
Two or More-7  
ELL-7  
SWD-16  
Economically Disadvantaged-14  
Gifted-7

*Grades :* K(24 ), 1<sup>st</sup>(22 ), 2<sup>nd</sup>( 22), 3<sup>rd</sup>(26), 4<sup>th</sup>(21), 5<sup>th</sup> (16)

*Intersession Enrollment:*

Fall: 112 of the 132 student body resulting in 85% of students  
Spring: 111 of the 132 student body attended resulting in 84% of students being served.

Summer: 68 of the 131 student body registered resulting in 52%.

*Programs:*

Intersession (3 two-week sessions-Full Day)  
Saturday Academy (5 Saturdays)  
After-School Intervention (8 weeks/1 hour sessions/3 times/week)

6. Description of teachers', parents', and the community's involvement in the

implementation of the program as well as partnerships established in the business community and elsewhere.

- a) Teachers along with the STREAM Coordinator and principal met quarterly to plan for extended learning opportunities and Intersessions.
- b) Follow-up staff meetings were held after each session of extended learning opportunities to evaluate the effectiveness of the sessions' activities.
- c) The School Mission Team comprising of school staff, parents, Board of Directors, and community members met monthly to discuss the progress of the current programs.
- d) The Board of Directors and parents worked closely with the school staff to provide supplemental resources to support the current program.
- e) The local library staff members met with classroom teachers to plan and provide weekly services to the students via walking trips to the library or on-site special visits.
- f) The school staff, parents, and Board made requests to local businesses and the community center staff to partner with the school for instructional initiatives and school wide events.
- g) Teachers planned walking and bus field trips to sites focused on the curriculum and the arts.
- h) The Loudoun County Public Schools System School Board has a subcommittee focused on the progress of the charter schools. This subcommittee and the Director of LCPS Elementary Schools met monthly with M CCS Board of Directors and the principal to review and discuss updates on the academic progress of students, the Leonardo da Vinci STREAM program, and the needs of the school.
- i) We have a relationship with the local sporting museum, The National Sporting Library and Museum. During intersession, the students and staff visited the museum to explore-da Vinci's horse sketches, proportion of horses (relating back to his Vitruvian Man and a self-measurement exercise at school), and ecosystem study through art pieces. The STREAM coordinator was invited to participate in an afterschool concert event where she set up a STEAM table and conducted experiments/activities for the community. Some of the 3/4/5 graders displayed their incredible talents by teaching other kids the how/why about the 2 activities. Many M CCS families attended extending our reach into the community.
- j) In September, the 2<sup>nd</sup> and 3<sup>rd</sup> 3 graders will participate in a walking field trip to visit the museum traveling exhibit, "The Horse in Ancient Greek Art." Timing could not be more perfect as we will be beginning our Ancient Greece/Rome studies in August.
- k) M CCS created a "pop up" Saturday Academy where 25 students volunteered to come to school and create a piece of art out of a wooden fox for the Middleburg Garden Club's project "Foxes on the Fence". The school staff created a makerspace where students learned how to

create a mosaic out of glass tiles. We connected the activity to habitat and ecosystem studies of small animals like foxes. This wooden fox was displayed for a month on the main street in Middleburg and was then auctioned to the highest bidder to help the garden club with the beautification of our area.

l) After coordinating a school team's participation in professional development at the Virginia Engineering Council conference, the MCCS STREAM coordinator was published in the convention journal of The Virginia Children's Engineering Council. Her article focused on the professional development that was conducted last July and how the PD impacted the teaching/learning process in the classrooms.

m) A neighboring school, Banneker Elementary School in Middleburg, was invited to attend and participate in our MCCS Family Science Night in October. Several Banneker teachers collaborated with our MCCS volunteer teachers before the event. Teachers were briefed on their stations and successfully demonstrated their experiments/activities during the evening event brought to us by The Children's Science Center for MCCS and Banneker families. The event was well attended and teachers received PD credit for their training and participation.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

MCCS is most appreciative to VDOE for being considered and awarded grant funding after submitting the application after the deadline due to unavoidable circumstances as communicated in an email to the Director at VDOE. Due to the reduction in the grant funds requested, MCCS made adjustments in the application activities based upon the reduced funding. However, this did not deter the STREAM coordinator, principal, parents, and Board of Directors to adjust their commitment to the project. Local fundraising activities occurred to cover the costs of some of the activities in proposed in the application. With the assistance of our grant coordinator and PTO, we found other funding sources.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and

tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

The following primary assessment instruments were used to measure the progress of student achievement throughout the year in k-5 reading, 3-5 math, 4<sup>th</sup> grade Virginia Studies., and 5<sup>th</sup> grade science. The students were assessed in the beginning of the school year, mid-year, and at the end of the school year.

Phonological Awareness Literacy Screening (PALS)-K

Developmental Reading Assessment-1<sup>st</sup>--5<sup>th</sup> grades

SOL released items- Math (3-5), Va. Studies (4<sup>th</sup>), Science (5<sup>th</sup>)

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

*Please see attached metrics with the inclusion of all reporting groups.*

**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The additional metric used to assess the program’s impact was the Student Behavior Report.

Information was reported using the school system's Powerschool.

Please see attached metric with the inclusion of all reporting groups.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

The additional metric used to assess the program's impact was Attendance and Tardiness Report. This information was reported using the school system's Powerschool.

Please see attached metric with the inclusion of all reporting groups.

9. Description of efforts to sustain the extended year or year-round school project model and whether the model will be offered in additional grades, programs, or schools.

The M CCS Board is committed to the success and continuation of year-round education through a modified school year calendar with extended learning opportunities for all K-5 students by offering engaging STREAM lessons during the regular school hours, Intersessions, Saturday Academies, and after-school interventions. The Board of Directors, parents, and the community will continue to raise funds and apply for grants to support the school's learning activities. In the future, if and when funds aren't available through VDOE to support year-round education, the school will consider a registration fee with a sliding scale fee to assist with intersession and Saturday Academy expenses. It is our hope that M CCS will continue to be eligible for VDOE funds to supplement the expenses of a year-round education for the Middleburg Community Charter School students.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>				
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>				
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>				
<b>1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.</b>			<b>Source of Funds</b>	
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>	
Susan McGroddy	Intersession Coordinator/Saturday Academy	16,848.0	4,212.00	
Amy Lutter	STREAM Coordinator/Saturday Academy	46,553.60	11,638.4	
Joshua Damico	Intersession Teacher	1,886.31	471.57	
Ashley Bingaman	Intersession Teacher	1,610.80	402.70	
Mandy McGroddy	Intersession Assistant	1,051.20	262.80	
Jessica Drawdy	Intersession Teacher	4,537.76	1,134.44	
Kelley Collins	Intersession Teacher	1,689.32	422.33	
Denise Fumagali	Intersession Teacher	3,752.00	938.01	
Barbara Schultz	Intersession Teacher	1,048.09	262.02	
Patricia Saverino	Intersession Teacher/Saturday Academy	2,908.19	727.08	
Kimberly DaSilva	Intersession Special Education Teacher	1,041.13	260.29	
MacKenzie Escobar	Intersession Teacher	4,567.36	1,141.84	
Audrey Bowling	Intersession	929.81	232.45	
Katie Brennen	Intersession & After School Intervention Instructor	3,720.69	930.17	
Karah Morgan	Intersession Teacher	2,378.35	594.58	
Laura Longley	Intersession Assistant	404.22	101.05	
<b>Total</b>		94,926.83	23,731.73	
<b>2000 Employee Benefits - Please list the amount of employee benefits charged to the project.</b>			<b>Source of Funds</b>	
N/A			<b>State</b>	<b>Local</b>
<b>Total Employee Benefits 2000</b>			\$0	\$0

<b>3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
Miriam Hughey-Guy, Consultant	\$4,864	\$1,216
Virginia Children’s Engineering Conference	\$3,200	\$800
Project Zero Institute Professional Development	\$4,800	\$1,200
Discovery Museum Instructors including PD Serv (\$825)	\$660	\$165
University of Virginia State Arboretum Services (\$60)	\$48	\$12
<b>Total Purchased/Contractual Services 3000</b>	<b>\$13,572.0</b>	<b>\$3,393</b>
<b>4000 Internal Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
Custodial Services (\$5,285.49)	\$4,228.39	\$1,057.09
Food Services	0	0
Utilities Electric (\$3,180.11)	\$2,544.08	\$636.02
<b>Total Internal Services 4000</b>	<b>\$6,772.47</b>	<b>1,693.11</b>
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
Transportation for August and Intersessions	\$12,798.40	3,199.60
Field Trips during Intersessions (\$1,843)	\$1,474.40	368.60
<b>Total Other Services 5000</b>	<b>\$14,272.8</b>	<b>\$2,831.0</b>
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project.</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Word Study Books (\$1,331)	\$1,064.80	\$266..20
Powerschool Interactive Achievement (\$1500)	\$1,200.00	300.00
STREAM Materials (\$3,002.75)	\$2,402.20	600.54
Books and Supplies to support classroom activities (\$1,854.60)	\$1,483.68	370.92
Copier Paper/Toner/Laminating	\$450.00	50.00
Shipping and Handling	\$154.43	41.54
Safari Montage (\$1250)	\$1,000.00	\$250
Envision Math (\$590)	\$472.00	\$118

<b>Total Materials and Supplies 6000</b>	\$8,227.11	\$1997.20
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	137,771.21	33,630.04

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>									
<b>Metric: Student Achievement</b>									
<b>Instrument: Phonological Awareness Literacy Screening - PALS-K</b>									
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: English Language Learners</b>	<b>Reporting Group: Students with Disabilities</b>	<b>Reporting Group: Economically Disadvantaged Students</b>	<b>Reporting Group: Asian Students</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: Hispanic Students</b>	<b>Reporting Group: White Students</b>	<b>Reporting Group: Two or More Races</b>
<b>Number of Students Assessed</b>	24	4	5	5	1	2	3	17	1
<b>Pre-test Average Score</b>	68.8	81.75	69	78.6	91	82	81	63.5	73
<b>Post-test Average Score</b>	85	94	95	96.2	101	95	99	81	83
<b>Net Change</b>	+16.2	+12.25	+26	+17.6	+10	+13	+18	+17.5	+10



Enter an explanation of the data here.

Using the PALS summed scores benchmark for both fall (29) and spring (83), the kindergartens showed a net change of 16.2 from fall to spring. The post average score (85) for the entire kindergarten class was met. All reporting groups' post average scores were higher than the PALS spring summed score benchmark demonstrating a net change of 10 to 18 points. However, there were 3 students scoring below the spring benchmark. These students attended the summer intersession and will receive early interventions as first graders in the next school year.

<b>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</b>									
<b>Metric: Student Achievement</b>									
<b>Instrument: Developmental Reading Assessment 1-5</b>									
Reporting Area	All Students	Reporting Group: English Language Learners	Reporting Group: Students with Disabilities	Reporting Group: Economically Disadvantaged Students	Reporting Group: Asian Students	Reporting Group: Black/African American Students	Reporting Group: Hispanic Students	Reporting Group: White Students	Reporting Group: Two or More
# of (Students Assessed)	104	4	12	8	8	6	7	78	5
Pre-test Avg. Score -1 <sup>st</sup>	12.6(19)	NA	4(1)	NA	NA	18(1)	NA	9.6(13)	19.4(5)
Post-test Avg. Score	23.05	NA	24	NA	NA	24	NA	19.84	31.2
Net Change	+10.45	NA	+20	NA	NA	+6	NA	+10.24	+11.8
Pre-test Avg. Score -2 <sup>nd</sup>	20.4(22)	7.5 (2)	6 (3)	5.6(3)	16(1)	2(1)	7.5(2)	23.1(18)	NA
Post-test Avg. Score	30	16	11	12	28	4	16	33.1	NA
Net Change	+10.4	+8.5	+5	+6.4	+12	+2	+8.5	+10	NA
Pre-test Avg. Score -3 <sup>rd</sup>	30.9(26)	24 (2)	37.3 (3)	18 (2)	31.5 (4)	33 (2)	25.5(3)	33.37(17)	NA
Post-test Avg. Score	41.76	38	45.3	38	41	49	38	43.12	NA
Net Change	+9.76	+14	+8.03	+20	+9.5	+16	+12.5	+9.75	NA
Pre-test Avg. Score -4 <sup>th</sup>	41.04(21)	NA	33.5(4)	30(1)	45(2)	40(2)	NA	40.7(17)	NA
Post-test Avg. Score	49.80	NA	39	38	50	49	NA	49.88	NA
Net Change	+8.76	NA	+5.5	+8	+5	+9	NA	+9.18	NA
Pre-test Avg. Score -5 <sup>th</sup>	58.75(16)	NA	40(1)	45(2)	70(1)	NA	45(2)	60(13)	NA <sup>193</sup>
Post-test Ave	68.12	NA	50	55	80	NA	55	69	NA

<b>Scorg.</b>									
<b>Net Change</b>	+9.37	NA	+10	+10	+10	NA	+10	+9	NA

Enter an explanation of the data for DRA results.

104 students in grades first through fifth were administered the Developmental Reading Assessment in the fall, winter, and spring. All grades made progress in reading with the average score in each grade at or above grade level at the end of the school year. There were no English language learners (ELLs) receiving services in grades 1, 4, and 5. Though ELLs in second grade will begin third grade one grade below grade level, their average score on the pre-test was at first grade level, completing the year with one grade level growth. Third grade ELLs began the school year with an average score 6 months below grade level, completing the year on grade level for fourth grade. All but 2 of the 12 students with disabilities made at least one grade level in reading. Ten of the 12 will be entering the next school year on grade level. Of the 8 economically disadvantaged first through fifth graders, 6 will be entering the next school year on grade level in reading. All fifth graders will be entering middle school at 50 and above DRA levels.

## CURRENT YEAR PRE-POST DATA for REQUIRED Metric

**Metric: Student Achievement**

**Instrument: 3-5 SOL Math Released Items and 2017 SOL Math Assessment**

Reporting Area	All Students	Reporting Group: English Language Learners	Reporting Group: Students with Disabilities	Reporting Group: Economically Disadvantaged Students	Reporting Group: Asian Students	Reporting Group: Black/African American Students	Reporting Group: Hispanic Students	Reporting Group: White Students	Reporting Group: Two or More Races
<b>Number of Students Assessed</b>	62	2	8	6	7	4	5	45	1
<b>Pre-test Average Score</b>	44.5%	16.5%	37.1%	27%	45.6%	37.75%	25.5%	60.9%	45%
<b>Post-test Average Score</b>	77.32%	68.5%	60.19%	62%	81.2%	67.5%	68.25%	88.5%	86%
<b>Net Change</b>	+32.82%	+52%	+23.09%	+35%	+35.6%	+29.75%	+36.75	+27.61%	+41%

Enter an explanation of the data here.

The above results reflect the average scores of each reporting group. When compared to the SOL passing score (66.66%), all reporting groups with the exception of students with disabilities and economically disadvantaged students reached the benchmark. However, when looking at the individual results, 21% of the sixty-two 3-5 graders will need early interventions in targeted math instruction. Only 2 of the 16 fifth graders did not pass the fifth grade SOL Math assessment.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Instrument: SOL Virginia Studies Released Items and 2017 SOL Assessment**

Reporting Area	All Students	Reporting Group: English Language Learners	Reporting Group: Students with Disabilities	Reporting Group: Economically Disadvantaged Students	Reporting Group: Asian Students	Reporting Group: Black Students	Reporting Group: Hispanic Students	Reporting Group: White Students	Reporting Group: Two or More Races
<b>Number of Students Assessed</b>	21	0	4	1	2	2	0	17	0
<b>Pre-test Average Score</b>	63.57	NA	37.5	35	78.75	60	NA	62.17	NA
<b>Post-test Average Score</b>	82.04	NA	62.25	45	83.5	71	NA	83.17	NA
<b>Net Change</b>	+18.82	NA	+24.75	+10	+4.75	+11	NA	+20.99	NA

Enter an explanation of the data here.

The pre-test average score in the Virginia Studies assessment for the 21 fourth graders was 63.57%. The post-test average score was 82.4% resulting in a +18.82% net change at the end of the year. All reporting groups made academic gains. The fourth graders' performance on the Virginia Studies assessment surpassed VDOE Benchmark 70% pass rate by 25 percentage points with a pass rate of 95%. The staff will continue to explore effective instructional strategies for students with disabilities.

## CURRENT YEAR PRE-POST DATA for REQUIRED Metric

**Metric: Student Achievement**

**Instrument: 5<sup>th</sup> Grade SOL Science Released Items and 2017 SOL Science Assessment**

Reporting Area	All Students	Reporting Group: English Language Learners	Reporting Group: Students with Disabilities	Reporting Group: Economically Disadvantaged Students	Reporting Group: Asian Students	Reporting Group: Black Students	Reporting Group: Hispanic Students	Reporting Group: White Students	Reporting Group: Two or More Races
<b>Number of Students Assessed</b>	16	0	1	2	1	0	2	13	0
<b>Pre-test Average Score</b>	76.56	NA	40	75	80	NA	75	76.5	NA
<b>Post-test Average Score</b>	88.90	NA	90	67.5	100	NA	67.5	91.5	NA
<b>Net Change</b>	+12.34	NA	+50	-7.5	+20	NA	-7.5	+15	NA

Enter an explanation of the data here.

Sixteen students were pre-tested in the fall using the SOL Science Released Items resulting in an average score of 76.56%. The average score on the 2017 State SOL Science Assessment fifth graders was 88.9% resulting in a 12.34% net change. The fifth graders' performance surpassed VDOE Benchmark 70% by 24% points with a pass rate of 94%. This data revealed a need to continue to provide targeted language acquisition instruction to our Hispanic students who are no longer eligible to receive the services for English language learners by certified English language teachers because their overall ACCESS results are higher than 3.5.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Attendance and Tardiness**

**Instrument: LCPS PowerSchool Attendance Report**

	All Students	Reporting Group: Asian Students	Reporting Group: Black/African American Students	Reporting Group: Hispanic Students	Reporting Group: White Students	Reporting Group: Two or More Races	Reporting Group: English Language Learners	Reporting Group: Students with Disabilities	Reporting Group: Economically Disadvantaged
<b>Number of Students</b>	131	9	8	11	96	7	7	16	14
<b>Percent of Students Present</b>	95.37%	90.72%	95.95%	97.83%	95.45%	95.78%	98.15	94.80%	97.56%

	All Students	Reporting Group: Kindergarten	Reporting Group: First Grade	Reporting Group: Second Grade	Reporting Group: Third Grade	Reporting Group: Fourth Grade	Reporting Group: Fifth Grade
<b>Number of Tardiness</b>	480	108	100	46	88	70	68
<b>Number of Excused</b>	373	89	78	29	73	61	43
<b>Number of Unexcused</b>	107	19	22	17	15	9	25

### Enter an explanation of the Attendance and Tardiness data.

#### Attendance:

The school met the 95% attendance rate required to meet accreditation. All reporting groups with the exception of the Asian students met the 95% benchmark. Three students in the Asian student group were from the same family with one of the children experiencing medical issues. The parents chose not to send any of the children to school when one of the siblings was ill. This family has recently moved.

#### Tardiness:

In the 207-18 school year, we will develop and implement a structured program to address tardiness and attendance in the school. The tardiness data above will be addressed during the 2017-18 school year with the chronic absences goals and strategies mentioned in the 2017-18 grant application. Parents will be notified of the above report and encouraged to improve their arrival time practices. Our counselor, teachers, and principal will work closely with all families especially those with excessive tardiness and chronic absences.

**c. Additional Metric #2**

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Behavior**

**Instrument Tool: School System Discipline Report**

Reporting Area	All Students	Reporting Group: English Language Learners	Reporting Group: Students with Disabilities	Reporting Group: Economically Disadvantaged Students	Reporting Group: Asian Students	Reporting Group: Black Students	Reporting Group: Hispanic Students	Reporting Group: White Students	Reporting Group: Two or More Races
Number of Students	134	5	16	14	9	8	11	96	7
Number of Students Referred	9	0	2	1	0	1	0	8	0
Number of Detentions	23	0	12	5	0	5	0	18	0
Number of Students Suspended from School	1	0	1	0	0	0	0	1	0

Enter an explanation of the data here.

Of the 134 students, 9 students were referred for disciplinary actions. The school’s effective Positive Behavior System resulted in only 1 student suspension from school and numerous interventions to reduce inappropriate behaviors. Strategies were implemented to support students with disabilities especially in non-instructional school settings, i.e., bus transportation, before school, lunch time and recess.



## ATTACHMENT – LESSON PLAN SAMPLE

### Monday, October 3 - Leonardo da Vinci: A Polymath

Objective: Read and discuss literature that connects to Leonardo da Vinci’s life and many talents as a Polymath. Relate his works to our modern day. Discuss observation and journaling while demonstrating how they can make us more aware of our world.

**Reading:** Monday With A Mad Genius by Mary Pope Osbourne

**Walking field trip:** The National Sporting Museum and Library

**Art Secrets Declassified: Proportion** This activity solves problems of proportions and ratios based on a three-dimensional horse sculpture, and the human figure, using custom measuring tools. The goal is for students to work in pairs to identify anatomical parts of equal proportion both on the human body and on the equine figure. Students use reading comprehension and writing skills to fill out an activity sheet. This lesson is hands-on and takes place in the Sea Hero sculpture courtyard. Students are encouraged to use the comparative measurements they found to draw a proportional horse.

**Mathematics:** Number and Number sense, Fractions, Proportion, Ratio 1.3, 1.9, 1.10, 2.3, 3.3,

**4.2 Fine Art:** Art History, Cultural Context, Analysis, Evaluation, and Critique 1.15-17, 1.20-21, 2.15-17, 3.11-12, 4.16-17

**Art Secrets Declassified: Ecosystems** This activity uses artwork throughout the galleries to identify living system. Students work together and independently to discover ecosystems, populations, and communities in paintings and sculpture. The goal is for students to investigate the artwork and create scientific connections between different works of art, using inference to create food webs and food chains. Students use reading comprehension and writing skills to fill out an activity sheet. During this activity they are also taught the value of art and the role of museums in the community. Students are also encouraged to use their imagination to create their own masterpiece based on pieces they see in the Museum galleries. Science:

**Ecosystems, Life Processes, Earth Resources, Living Systems, Earth Resources** 1.5, 1.8, 2.5, 3.5-6, 3.10,

**4.5 Fine Art:** Visual Communication and Production, Art History, Cultural Context, Analysis, Evaluation, and Critique 1.1-11, 1.15-17, 1.20-21, 2.1-9, 2.15-17, 3.1-9, 3.11-12, 4.1-4.10. 4.16-17

## **LESSON PLAN SAMPLE (CONT'D)**

### **Classes:**

**Journal Making:** Create a journal out of given materials (paper, hole punch, string). Begin journaling and sketching as da Vinci did while listening to book.

VA SOLs : K.1, 1.1, 2.1, 3.1, 4.1, 5.1

**Plant Life Cycle:** 4 station class setup for students to:

1. Plant Pinto Bean seed into CD case with soil and pipette for watering. (This will be revisited on Friday when students will label plant parts)
2. Specimen table: Students will observe real plant specimens in acrylic cubes. They will sketch and label parts.
3. Literacy Center: Students will read various books pertaining to the plant life cycle in small groups.
4. Music: Students will learn, "Going on a Nature Walk" song and dance which corresponds to lesson (parts of plant, essential things for plants to grow, habitats).

VA SOLs: K.6, K.6.a, K.6.b, K.7, K.7.b, 1.4, 1.4.a, 1.4.b, 1.4.c, 1.4.d, 2.4, 2.4.b, 3.7.a, 3.8.b, 4.4

Lynchburg City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

# Virginia Department of Education

## Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY16 carryover funds plus FY17 new funds

The final report must include the following:

1. The names and addresses of the school division and participating schools.

School Division: Lynchburg City Schools, 915 Court St. Lynchburg, VA 24504

Participating Schools: Hutcherson Early Learning Center, 2401 High St; Bedford Hills Elementary, 4330 Morningside Dr; Dearington Elementary, 210 Smyth St.; Heritage Elementary, 501 Leesville Rd; Linkhorne Elementary, 2501 Linkhorne Dr; Paul Munro Elementary, 4641 Locksview Rd; Perrymont Elementary, 409 Perrymont Ave; R.S. Payne Elementary, 1201 Floyd St; Sandusky Elementary, 5828 Apache Ln; Sheffield Elementary, 115 Kenwood Pl; T.C. Miller Elementary, 600 Mansfield Ave; William Marvin Bass Elementary, 1730 Seabury Ave; Linkhorne Middle, 2525 Linkhorne Dr; P.L. Dunbar Middle, 1200-1208 Polk St; Sandusky Middle, 805 Chinook Pl; E.C. Glass High, 2111 Memorial Ave; Heritage High, 3020 Wards Ferry Rd, Empowerment Academy, 601 12<sup>th</sup> St. All schools are in Lynchburg, VA.

2. Grant Coordinator contact information

Sarah Campbell, Coordinator of Extended Learning Time  
Tel: (434) 515-5037  
Email: [campbellsg@lcsedu.net](mailto:campbellsg@lcsedu.net)

Michael Rudder, Director of School Improvement and Grants  
Tel: (434) 515-5036  
Email: [ruddermk@lcsedu.net](mailto:ruddermk@lcsedu.net)

3. Type of program (Extended School Year or Year Round School)

Extended School Year

#### **4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)**

Lynchburg City Schools (LCS) received two implementation grants for the Extended Opportunities for Success Program, following a grant for a Year Round Planning Grant Study. The grant for the initial implementation year, in SY2016, was received on September 1, 2015. The second implementation grant, for SY2017, was received on July 10, 2016. The initial implementation grant, which was intended to be complete on June 30, 2016, was extended by VDOE for an additional year through June 30, 2017. VDOE also agreed that LCS could submit a single Annual Report (this document), covering both implementation grants, being submitted by September 1, 2017. The initial implementation plan was developed from the earlier grant from VDOE for a Year Round Planning Grant Study. Programming for extending opportunities for success were carried out division-wide, which includes 11 elementary schools, 3 middle schools, 2 high schools and 1 pre-K early learning center.

The initial implementation grant, received on September 1, 2015, and the second implementation, received on July 10, 2016, for Extending Opportunities for Success, were designed and implemented based on the four components described below:

- A) Intersession
- B) Credit Recovery Program
- C) Senior Intensive Remediation Program
- D) Summer Program

##### **A) Intersession**

The intersession component was created by adjusting the school year so that a 3-day intersession could be added in both the Fall and Spring semesters with a goal to provide additional remediation and enrichment opportunities for students each semester. Student participation has increased across the two years of grant implementation. There was a 48% increase in participation between October 2015 and October 2016 and a 13% increase in participation between February 2016 and February 2017. LCS is confident that students who participated in opportunities provided during the Intersession days were meaningful and helped increase student achievement.

##### **B) Credit Recovery Program (With Boys/Girls Club of Central Virginia)**

LCS, with the approval of the LCS School Board, partnered with the Boys/Girls Club of Central Virginia to implement the Empowerment Academy in SY2017. The Empowerment Academy provides an alternative education setting designed to meet the needs of high school students who are not reaching their full potential or need a specialized learning environment to obtain academic success by focusing on overage/under-credited students as well as dropout retrieval. The EOS program provides funding for an after-school program and summer credit recovery program for secondary students who require additional supports tailored to student needs. The credit recovery program, initially proposed to begin in the 2015-16 school year, was delayed until SY2017.

##### **C) Senior Intensive Remediation Program**

The Senior Intensive Remediation Program is available to high school seniors, who are short on credits, to attain sufficient credits or verified credits to be eligible for on-time graduation. The E2020 program will be used for credit recovery so students can work at a quicker pace to finish.

##### **D) Summer Program**

The Summer Program bridges learning opportunities from one year to the next for elementary students who need additional support in grade level standards in Reading and Mathematics, and to provide remediation in Reading and Mathematics for secondary students. Some tuition scholarships were provided to high school students who needed course credit but were unable to pay for the summer course.

### **Summary of Performance**

#### Goals and Objectives

Our performance in meeting the goals and objectives that were established in our grant proposal for the Extending Opportunities for Success Program at LCS are summarized below:

#### **Goal 1- Provide extended learning time for students who need more time to master standards in core content areas.**

**Objective:** Show improvement in Division benchmark tests year to year, starting with the baseline year of 2014-15.

**Results:** Comparison of benchmark test from March 2015 through March 2017 is shown below:

Subject/Grade	2014-15	2015-16	2016-17
Grade 3 Math	15	76	80
Grade 4 Math	47	60	68
Grade 5 Math	55	70	72
Grade 6 Math	25	76, 60 (6A Math)	60, 69 (6A Math)
Grade 7 Math	43	13, 76 (7A Math)	22, 83 (7A Math)
Grade 8 Math	61	34	33
Algebra I	8	92 (MS), 31 (HS)	88 (MS), 21 (HS)
Algebra II	49	57	100, 64 (HS)
Geometry	44	44	13

Subject/Grade	2014-15	2015-16	2016-17
Grade 3 Reading	70	58	60
Grade 4 Reading	84	66	73
Grade 5 Reading	61	70	76
Grade 6 Reading	75	67	67
Grade 7 Reading	46	64	66
Grade 8 Reading	71	53	61
Grade 11 Reading	57	65	62

#### **Goal 2- Provide support for students who have been challenged to take advanced courses in Reading and Math.**

**Objective:** Show increase in % of students enrolled in advanced classes (who have a C or higher) year to year, starting with the baseline year of 2014-15.

**Results:** Comparison of 2015-16 and 2016-17 to the 2014-15 baseline year is as shown below:

Subgroup	2014-15	2015-16	2016-17
All Students	93%	94%	94%
Black Students	90%	89%	90%
White Students	96%	98%	97%
Hispanic Students	94%	95%	89%

Economically Disadvantaged Students	88%	89%	88%
Students With Disabilities	95%	91%	89%
Other	90%	96%	96%

**Goal 3- Provide extended opportunities after school and during Summer break for secondary students to get or keep on schedule for graduation. The SY 2016 was spent with organizing the rollout of the Empowerment Academy, finalizing agreements with the Boys/Girls Club of Central Virginia, School Board approvals, and hiring of administration and staff. The plan began operation with the first day of school on August 15, 2016.**

Objective: Show increase in % of 9<sup>th</sup> grade students on track to graduation (at least 5 H.S. credits with at least 2 verified).

Result: The percentage dropped from 90% in 2014-15 to 85% in 2015-16 and remained at 85% in 2016-17. Objective not met.

Objective: Show increase in % of high school students on track to graduation.

Result: The only measurement that is maintained is the % on 9th grade students on track to graduation (at least 5 H.S. credits with at least 2 verified). Therefore the %'s above also apply in this result.

**Goal 4- Provide extended opportunities for seniors to gain credits or verified credits enabling them to graduate on-time.**

Objective: Show increased % of students graduating on time in 2015-16 vs. the 2014-15 baseline year.

Result: The 2015-16 graduation data shows improvement in the baseline data from the 2014-15 baseline, as follows: The 2016-17 data will not be available until the end of September, 2017)

Subgroup	2014-15	2015-16	2016-17
All Students	82%	86%	N/A
Black Students	74%	80%	N/A
White Students	90%	93%	N/A
Economically Disadvantaged Students	76%	88%	N/A
Students with Disabilities	74%	79%	N/A

**Goal 5- Provide extended learning opportunities in Reading and Math for elementary students to improve proficiency in grade level standards.**

Objective: Increase the % of students on grade level in Reading and Math.

Result: As a Division, the Federal Reading scores increased by 2% overall from 2014-15 to 2015-16 and by another 1% in 2016-17. Also, the Federal Math scores increased by 4% overall from 2014-15 to 2015-16 and by another 1% in 2016-17

### Performance Results

The federal accreditation SOL results for the 2016-17 school year show that LCS continues to improve. While the average scores across Virginia for reading and math show a 1 point increase this year, LCS reading scores rose 1 point (and 3 points over the last two years) and our math scores rose 1 point (5 points over the last two years). Additionally, science scores were 4 points higher as compared to statewide which was only up 1 point.

Scores for every identified group of students (black, white, economically-disadvantaged and students with disabilities) stayed the same or increased in both reading and math, except for students with disabilities which declined 1% in math. The achievement gap between white and black students has remained nearly the same in both subjects over the last two years.

In addition, LCS has increased the number of fully accredited schools within the division. In 2014-2015, LCS had 2 schools fully accredited across all content areas. The number of schools increased to three fully accredited schools in 2015-2016, and 5 fully accredited schools in 2016-2017. Currently, in 2017-2018, LCS has 7 fully accredited schools in all content areas. There are 8 schools fully accredited in English for the 2017-2018 school year, with 6 school accredited in 2016-17, 5 schools in both 2015-2016 and 2014-2015. LCS has seen an increase in fully accredited schools in the area of Mathematics. In 2014-2015, LCS had 4 fully accredited school, 7 schools in 2015-2016, and 12 schools in 2016-2017, to 13 schools in 2017-2018. In addition, LCS had 10 schools fully accredited in Science in 2014-2015, 11 schools in 2015-2016, 12 schools accredited in Science in both 2016-2017 and 2017-2018. Furthermore, since 2014-2015 LCS has continued to have all 16 schools across the division fully accredited in History and Social Studies.

The continued improvement in reading and math across all groups in Lynchburg City Schools shows the hard work of our students and the commitment of our teachers and staff to accomplish the LCS mission of Every Child, By Name and By Need, to Graduation.

**5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.**

Lynchburg City School's Extending Opportunities for Success Grant outlines four components that support extended learning opportunities for students.

I. Intersession –

- a. In October, three days of Intersession occurred on October 17-19, 2016. Program hours across the division included 7 schools operating at 4 hours, 2 schools operating at 4.5 hours, 2 schools operating at 5 hours, 1 school operating at 5.5 hours, and 3 schools operating at 6 hours. At the elementary level (grades K-5), 527 students participated. The primary focus centered around reading, math, and science. At the middle school level (grades 6-8) 142 students participated and 169 students participated at the high school level (grades 9-12). The primary focus at the secondary level centered around reading, math, and varying courses at the high school. High school students also had opportunities to attend SAT and/or ACT prep classes, complete FASFA and/or college applications, as well as earn internship hours for students enrolled in CNA courses during program hours.
- b. In February, three days of Intersession occurred on February 27, 28, & March 1, 2017. Program hours across the division included 6 schools operating at 4 hours, 3 schools operating at 4.5 hours, 2 schools operating at 5 hours, and 4 schools operating at 6 hours.



Participation across all grade levels increased during February. There was a 22% increase in students participating in at least one day of Intersession. At the elementary level (grades K-5), 550 students participated as well as 37 Pre-K students. The primary focus at the elementary schools centered around reading, math, science, and social studies. At the middle school level (grades 6-8) 144 students participated and 295 students participated at the high school level (grades 9-12). The primary focus at the secondary level centered around reading, math, and varying courses at the high school. High school students also had an opportunity to attend SAT and/or ACT prep classes during program hours.

II. After School Credit Recovery -- The Empowerment Academy opened in August 2016 for the 2016-2017 school year. An after school credit recovery program called A.C.E (AfterSchool Connections at Empowerment) provides credit recovery, SOL remediation, and reteaching of pertinent concepts in the four core content subjects. Instruction is provided to students in a smaller environment that allows for direct instruction and support. The course content offered is student specific based on their needs in the areas of SOLs, classroom assessments aligned to the standards, and/or graduation requirements. Attendance varied each week based on student need with an average of three to five students on Tuesdays and Thursdays for two hours starting January 20, 2017 to April 20, 2017. Staffing included a rotation of three teachers and a guidance counselor. One of the participating students earned their high school diploma in July 2017.

III. Senior Intensive -- This program occurred during the month of June 2017. Six students took the opportunity to come to school during the summer to receive remediation and support as they took a course on the E2020 program. Upon successful completion of the course, students obtained verified credits for graduation requirements. Out of the six students who participated, three students (50%) earned credits needed to graduate.

IV. Summer School – Through the extended year grant, LCS was able to extend program hours to support additional time for student learning at both the elementary and middle school levels. These summer programs operated 4 hours a day for 13 days as compared to 3.75 hours a day for 12 days during the 2014-2015 school year. In addition, the grant supported academic course scholarships for high schools students who needed to take a course for credit and were unable to pay for the remedial course.

- a. Elementary Summer Bridge Program and PETAL Summer Program occurred July 5-July 21, 2017. At the Elementary Summer Bridge Program, 180 students (Prek-5) participated. This summer remedial program focuses primarily on reading and math skills to bridge learning from one grade level to the next.  
At the PETAL Summer Program, 110 students (rising 2-6 grades) participated. This summer program promotes accelerated learning in reading and math by furthering academic achievement and narrowing the achievement gap for recommended students.
- b. Middle School Summer School occurred during July 5-July 21, 2017. The first session was for students who needed to pass a class in either math or science. All 91 students (100%) who attended the first session passed the course. The second session was for students who needed to pass a class in either reading and/or history. Out of the 107 students who participated in the second session, 104 students (96%) passed the course.

At the PETAL Secondary Summer Program, 11 students participated. This summer program promotes accelerated learning in reading and math by furthering academic achievement and narrowing the achievement gap for recommended students.

At the time of this report, there were 20 course scholarships (\$150 each) awarded to 20 students during the summer high school remedial for credit summer school. 20 out of the 20 students (100%) who were awarded a course scholarship passed the summer course and earned credit towards graduation.

## **6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.**

During the 2016-2017 school year, Lynchburg City Schools partnered with the Lynchburg Beacon of Hope. LCS is grateful for this partnership as they provided support to both our middle and high school students. Local college tutors and team building activities were provided at the middle school level. Team building activities included students working together in small groups to complete an assigned task during an allotted amount of time. Students learned to communicate and use problem solving strategies to build structures with given materials, design movable objects that met specific criteria, and put puzzle together with varying directions. It was encouraging to watch these students work together to solve a common task. In addition, the Lynchburg Beacon of Hope lead daily sessions at both high schools that including completing college applications & FASFA (Free Application for Federal Student Aid), ACT (American College Test) Prep, and SAT (Scholastic Aptitude Test) Prep. During the course of both October and February/March Intersession, there were approximately 100 students who took advantage of the daily sessions. In addition, 17 CNA (Certified Nursing Assistant) students from both high schools were able to go to Liberty Ridge Nursing home during October's intersession for hands on practical work. These practical hours helped students in preparation for the state licensure exam as required for graduation.

## **7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.**

As Lynchburg City Schools implemented a second school year using the Extended Opportunities for Success grant, LCS continued to experience similar barriers as during the first year of implementation. One of the major difficulties was the lack of teachers to teach within the individual school programs. In addition, the Lynchburg City Schools Transportation Department also experienced difficulty with recruiting and retaining bus drivers to drive on days of Intersession. Furthermore, the partnership with the Lynchburg Boys and Girls Club to develop the Empowerment Academy was finalized during the 2015-2016 school year. The Empowerment Academy opened for the 2016-2017 school year. Therefore, the implementation for the credit recovery program for high school students did not begin until January 2017. The teachers and director of the program had to get students interested and motivated to stay after school on the designated students. Many of these students held jobs and work hours were typically during the afternoon/evening.

**8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)**

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Bedford Hills Elementary School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 23	<u>4<sup>th</sup>Grade</u> 35	<u>5<sup>th</sup>Grade</u> 22	<u>3<sup>rd</sup> Grade</u> 5	<u>4<sup>th</sup>Grade</u> 10	<u>5<sup>th</sup>Grade</u> 5	<u>3<sup>rd</sup> Grade</u> 15	<u>4<sup>th</sup>Grade</u> 21	<u>5<sup>th</sup>Grade</u> 13	<u>3<sup>rd</sup> Grade</u> 19	<u>4<sup>th</sup>Grade</u> 22	<u>5<sup>th</sup>Grade</u> 19
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 360	<u>5<sup>th</sup>Grade</u> 411	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 374	<u>5<sup>th</sup>Grade</u> 423	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 349	<u>5<sup>th</sup>Grade</u> 414	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 349	<u>5<sup>th</sup>Grade</u> 410
<b>Post-test Average Score</b> <b>Spring 2017 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> 357	<u>4<sup>th</sup>Grade</u> 408	<u>5<sup>th</sup>Grade</u> 377	<u>3<sup>rd</sup> Grade</u> 397	<u>4<sup>th</sup>Grade</u> 442	<u>5<sup>th</sup>Grade</u> 404	<u>3<sup>rd</sup> Grade</u> 347	<u>4<sup>th</sup>Grade</u> 384	<u>5<sup>th</sup>Grade</u> 367	<u>3<sup>rd</sup> Grade</u> 359	<u>4<sup>th</sup>Grade</u> 387	<u>5<sup>th</sup>Grade</u> 376
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 48	<u>5<sup>th</sup>Grade</u> -34	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 68	<u>5<sup>th</sup>Grade</u> -19	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 35	<u>5<sup>th</sup>Grade</u> -47	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 38	<u>5<sup>th</sup>Grade</u> -34
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 23	<u>4<sup>th</sup>Grade</u> 34	<u>5<sup>th</sup>Grade</u> 22	<u>3<sup>rd</sup> Grade</u> 5	<u>4<sup>th</sup>Grade</u> 10	<u>5<sup>th</sup>Grade</u> 5	<u>3<sup>rd</sup> Grade</u> 15	<u>4<sup>th</sup>Grade</u> 20	<u>5<sup>th</sup>Grade</u> 13	<u>3<sup>rd</sup> Grade</u> 19	<u>4<sup>th</sup>Grade</u> 22	<u>5<sup>th</sup>Grade</u> 19
<b>Pre-test Average Score</b> <b>Spring 2016 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 391	<u>5<sup>th</sup>Grade</u> 387	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 418	<u>5<sup>th</sup>Grade</u> 410	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 376	<u>5<sup>th</sup>Grade</u> 386	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 381	<u>5<sup>th</sup>Grade</u> 388
<b>Post-test Average Score</b> <b>Spring 2017 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> 375	<u>4<sup>th</sup>Grade</u> 401	<u>5<sup>th</sup>Grade</u> 395	<u>3<sup>rd</sup> Grade</u> 451	<u>4<sup>th</sup>Grade</u> 412	<u>5<sup>th</sup>Grade</u> 422	<u>3<sup>rd</sup> Grade</u> 350	<u>4<sup>th</sup>Grade</u> 390	<u>5<sup>th</sup>Grade</u> 385	<u>3<sup>rd</sup> Grade</u> 362	<u>4<sup>th</sup>Grade</u> 393	<u>5<sup>th</sup>Grade</u> 395
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 10	<u>5<sup>th</sup>Grade</u> + 8	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -6	<u>5<sup>th</sup>Grade</u> + 12	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 14	<u>5<sup>th</sup>Grade</u> -1	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 12	<u>5<sup>th</sup>Grade</u> + 7
Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students					
<b>Number of Students Assessed</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 23	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 23	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 6	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 6	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 13	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 13	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 19	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 19				
<b>Pre-test Average Score</b> <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				
<b>Post-test Average Score</b> <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 408	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 433	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 448	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 462	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 391	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 427	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 400	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 426				
<b>Net Change</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Bedford Hills Elementary School**

**Instrument: 2016-2017 Math Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Number of Students Assessed	21	33	23	4	8	6	15	21	14	19	21	19
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	57	76	49	70	84	53	55	73	49	57	73	50
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	60	70	59	68	76	58	57	68	60	57	67	59
Net Change	+3	-6	+10	-2	-8	+5	+2	-5	+11	0	-6	+9

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Bedford Hills Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Number of Students Assessed	20	21	3	4	8	6	14	21	14	18	21	19
Pre-test Average Score <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	55	54	55	64	57	58	53	53	54	54	52	54
Post-test Average Score <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	56	61	64	76	67	70	49	57	62	54	61	63
Net Change	+1	+7	+9	+12	+10	+12	-4	+4	+8	0	+9	+9

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

Metric: Student Achievement – Bedford Hills Elementary School												
Instrument: PALS												
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
Pre-test Average Score Fall 2016 PALS Met Benchmark Score: Kindergarten= 29, 1 <sup>st</sup> grade = 41, 2 <sup>nd</sup> grade = 34	7 students	8 students	11 students	3 students	3 students	1 student	3 students	5 students	7 students	3 students	4 students	9 students
Post-test Average Score Spring 2017 PALS Met Benchmark Score: Kindergarten= 83, 1 <sup>st</sup> grade = 35, 2 <sup>nd</sup> grade = 54	4 students	7 students	5 students	3 students	2 students	1 student	3 students	5 students	4 students	3 students	4 students	4 students
Net Change	Kindergarten +2	1 <sup>st</sup> Grade -3	2 <sup>nd</sup> Grade + 2	Kindergarten 0	1 <sup>st</sup> Grade 0	2 <sup>nd</sup> Grade 0	Kindergarten -1	1 <sup>st</sup> Grade -3	2 <sup>nd</sup> Grade -1	Kindergarten -1	1 <sup>st</sup> Grade -1	2 <sup>nd</sup> Grade + 1

**Explanation of Data for Bedford Hills Elementary School:**

Intersession programming is one intervention strategy Bedford Hills Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring
- PALS Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Bedford Hills Elementary School:

Bedford Hills Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2
English	77%	82%	73%
History and Social Sciences	86%	95%	87%
Mathematics	71%	77%	76%
Science	72%	90%	82%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Dearington Elementary School**

<b>Instrument: Standards of Learning (SOL)</b>												
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 23	<u>4<sup>th</sup>Grade</u> 16	<u>5<sup>th</sup>Grade</u> 23	<u>3<sup>rd</sup> Grade</u> 1	<u>4<sup>th</sup>Grade</u> 2	<u>5<sup>th</sup>Grade</u> 1	<u>3<sup>rd</sup> Grade</u> 21	<u>4<sup>th</sup>Grade</u> 13	<u>5<sup>th</sup>Grade</u> 20	<u>3<sup>rd</sup> Grade</u> 19	<u>4<sup>th</sup>Grade</u> 12	<u>5<sup>th</sup>Grade</u> 18
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 393	<u>5<sup>th</sup>Grade</u> 442	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 371	<u>5<sup>th</sup>Grade</u> 473	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 403	<u>5<sup>th</sup>Grade</u> 438	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 395	<u>5<sup>th</sup>Grade</u> 441
<b>Post-test Average Score</b> <b>Spring 2017 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> 398	<u>4<sup>th</sup>Grade</u> 449	<u>5<sup>th</sup>Grade</u> 413	<u>3<sup>rd</sup> Grade</u> 431	<u>4<sup>th</sup>Grade</u> 428	<u>5<sup>th</sup>Grade</u> 423	<u>3<sup>rd</sup> Grade</u> 394	<u>4<sup>th</sup>Grade</u> 452	<u>5<sup>th</sup>Grade</u> 410	<u>3<sup>rd</sup> Grade</u> 400	<u>4<sup>th</sup>Grade</u> 453	<u>5<sup>th</sup>Grade</u> 411
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 56	<u>5<sup>th</sup>Grade</u> -29	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 57	<u>5<sup>th</sup>Grade</u> -50	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 49	<u>5<sup>th</sup>Grade</u> -28	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 58	<u>5<sup>th</sup>Grade</u> -30
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 20	<u>4<sup>th</sup>Grade</u> 16	<u>5<sup>th</sup>Grade</u> 20	<u>3<sup>rd</sup> Grade</u> 1	<u>4<sup>th</sup>Grade</u> 2	<u>5<sup>th</sup>Grade</u> 1	<u>3<sup>rd</sup> Grade</u> 18	<u>4<sup>th</sup>Grade</u> 13	<u>5<sup>th</sup>Grade</u> 18	<u>3<sup>rd</sup> Grade</u> 16	<u>4<sup>th</sup>Grade</u> 12	<u>5<sup>th</sup>Grade</u> 14
<b>Pre-test Average Score</b> <b>Spring 2016 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 401	<u>5<sup>th</sup>Grade</u> 390	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 392	<u>5<sup>th</sup>Grade</u> 430	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 406	<u>5<sup>th</sup>Grade</u> 386	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 394	<u>5<sup>th</sup>Grade</u> 382
<b>Post-test Average Score</b> <b>Spring 2017 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> 400	<u>4<sup>th</sup>Grade</u> 405	<u>5<sup>th</sup>Grade</u> 391	<u>3<sup>rd</sup> Grade</u> 471	<u>4<sup>th</sup>Grade</u> 442	<u>5<sup>th</sup>Grade</u> 445	<u>3<sup>rd</sup> Grade</u> 389	<u>4<sup>th</sup>Grade</u> 399	<u>5<sup>th</sup>Grade</u> 380	<u>3<sup>rd</sup> Grade</u> 401	<u>4<sup>th</sup>Grade</u> 405	<u>5<sup>th</sup>Grade</u> 385
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 4	<u>5<sup>th</sup>Grade</u> + 1	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 50	<u>5<sup>th</sup>Grade</u> + 15	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -7	<u>5<sup>th</sup>Grade</u> -6	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 11	<u>5<sup>th</sup>Grade</u> + 3
<b>Reporting Area</b>	<b>All Students</b>		<b>Reporting Group: White Students</b>		<b>Reporting Group: Black Students</b>		<b>Reporting Group: Economically Disadvantage Students</b>					
<b>Number of Students Assessed</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 19	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 19	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 1	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 1	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 17	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 17	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 15	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 15				
<b>Pre-test Average Score</b> <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				
<b>Post-test Average Score</b> <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 414	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 493	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 415	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 567	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 408	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 485	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 405	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 488				
<b>Net Change</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				
<b>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</b>												
<b>Metric: Student Achievement – Dearington Elementary School</b>												

**Instrument: 2016-2017 Math Benchmark Assessment**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 22	4 <sup>th</sup> Grade 15	5 <sup>th</sup> Grade 23	3 <sup>rd</sup> Grade 1	4 <sup>th</sup> Grade 2	5 <sup>th</sup> Grade 1	3 <sup>rd</sup> Grade 20	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 20	3 <sup>rd</sup> Grade 18	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 18
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 66	4 <sup>th</sup> Grade 83	5 <sup>th</sup> Grade 74	3 <sup>rd</sup> Grade 73	4 <sup>th</sup> Grade 80	5 <sup>th</sup> Grade 80	3 <sup>rd</sup> Grade 65	4 <sup>th</sup> Grade 83	5 <sup>th</sup> Grade 73	3 <sup>rd</sup> Grade 69	4 <sup>th</sup> Grade 83	5 <sup>th</sup> Grade 75
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 73	4 <sup>th</sup> Grade 77	5 <sup>th</sup> Grade 84	3 <sup>rd</sup> Grade 73	4 <sup>th</sup> Grade 82	5 <sup>th</sup> Grade 75	3 <sup>rd</sup> Grade 65	4 <sup>th</sup> Grade 76	5 <sup>th</sup> Grade 84	3 <sup>rd</sup> Grade 69	4 <sup>th</sup> Grade 77	5 <sup>th</sup> Grade 84
Net Change	3 <sup>rd</sup> Grade +7	4 <sup>th</sup> Grade -6	5 <sup>th</sup> Grade +10	3 <sup>rd</sup> Grade 0	4 <sup>th</sup> Grade +2	5 <sup>th</sup> Grade +5	3 <sup>rd</sup> Grade 0	4 <sup>th</sup> Grade -7	5 <sup>th</sup> Grade +11	3 <sup>rd</sup> Grade 0	4 <sup>th</sup> Grade -6	5 <sup>th</sup> Grade +9

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Dearington Elementary School**

**Instrument: 2016-2017 English Benchmark Assessment**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 23	4 <sup>th</sup> Grade 15	5 <sup>th</sup> Grade 22	3 <sup>rd</sup> Grade 1	4 <sup>th</sup> Grade 2	5 <sup>th</sup> Grade 1	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 19	3 <sup>rd</sup> Grade 19	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 18
Pre-test Average Score <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 56	4 <sup>th</sup> Grade 63	5 <sup>th</sup> Grade 76	3 <sup>rd</sup> Grade 50	4 <sup>th</sup> Grade 58	5 <sup>th</sup> Grade 70	3 <sup>rd</sup> Grade 55	4 <sup>th</sup> Grade 64	5 <sup>th</sup> Grade 76	3 <sup>rd</sup> Grade 58	4 <sup>th</sup> Grade 62	5 <sup>th</sup> Grade 75
Post-test Average Score <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 57	4 <sup>th</sup> Grade 77	5 <sup>th</sup> Grade 84	3 <sup>rd</sup> Grade 50	4 <sup>th</sup> Grade 75	5 <sup>th</sup> Grade 85	3 <sup>rd</sup> Grade 56	4 <sup>th</sup> Grade 78	5 <sup>th</sup> Grade 83	3 <sup>rd</sup> Grade 57	4 <sup>th</sup> Grade 76	5 <sup>th</sup> Grade 83
Net Change	3 <sup>rd</sup> Grade -1	4 <sup>th</sup> Grade +14	5 <sup>th</sup> Grade +8	3 <sup>rd</sup> Grade 0	4 <sup>th</sup> Grade +17	5 <sup>th</sup> Grade +15	3 <sup>rd</sup> Grade +1	4 <sup>th</sup> Grade +14	5 <sup>th</sup> Grade +7	3 <sup>rd</sup> Grade -1	4 <sup>th</sup> Grade +14	5 <sup>th</sup> Grade +7

**Explanation of Data for Dearington Elementary School:**

Intersession programming is one intervention strategy Dearington Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history



- LCS Benchmark (reading and math) data between Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. . Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Dearington Elementary School:

<b>Dearington Elementary</b>	<b>2014-2015 Baseline Year</b>	<b>2015-2016 EOS Year 1</b>	<b>2016-2017 EOS Year 2</b>
English	43%	64%	64%
History and Social Sciences	64%	88%	97%
Mathematics	32%	74%	71%
Science	51%	65%	77%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Heritage Elementary School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 38	4 <sup>th</sup> Grade 42	5 <sup>th</sup> Grade 24	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 9	5 <sup>th</sup> Grade 9	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 23	5 <sup>th</sup> Grade 10	3 <sup>rd</sup> Grade 28	4 <sup>th</sup> Grade 24	5 <sup>th</sup> Grade 19
Pre-test Average Score <b>Spring 2016 MATH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 391	5 <sup>th</sup> Grade 380	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 416	5 <sup>th</sup> Grade 414	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 378	5 <sup>th</sup> Grade 340	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 383	5 <sup>th</sup> Grade 370
Post-test Average Score <b>Spring 2017 MATH SOL</b>	3 <sup>rd</sup> Grade 401	4 <sup>th</sup> Grade 407	5 <sup>th</sup> Grade 340	3 <sup>rd</sup> Grade 407	4 <sup>th</sup> Grade 435	5 <sup>th</sup> Grade 350	3 <sup>rd</sup> Grade 381	4 <sup>th</sup> Grade 391	5 <sup>th</sup> Grade 316	3 <sup>rd</sup> Grade 393	4 <sup>th</sup> Grade 396	5 <sup>th</sup> Grade 322
Net Change	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 16	5 <sup>th</sup> Grade -40	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 19	5 <sup>th</sup> Grade -64	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 13	5 <sup>th</sup> Grade -24	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 13	5 <sup>th</sup> Grade -48
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 42	5 <sup>th</sup> Grade 24	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 9	5 <sup>th</sup> Grade 9	3 <sup>rd</sup> Grade 20	4 <sup>th</sup> Grade 23	5 <sup>th</sup> Grade 10	3 <sup>rd</sup> Grade 26	4 <sup>th</sup> Grade 24	5 <sup>th</sup> Grade 19
Pre-test Average Score <b>Spring 2016 ENGLISH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 386	5 <sup>th</sup> Grade 370	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 396	5 <sup>th</sup> Grade 401	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 389	5 <sup>th</sup> Grade 336	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 389	5 <sup>th</sup> Grade 353
Post-test Average Score <b>Spring 2017 ENGLISH SOL</b>	3 <sup>rd</sup> Grade 393	4 <sup>th</sup> Grade 401	5 <sup>th</sup> Grade 353	3 <sup>rd</sup> Grade 423	4 <sup>th</sup> Grade 418	5 <sup>th</sup> Grade 411	3 <sup>rd</sup> Grade 377	4 <sup>th</sup> Grade 386	5 <sup>th</sup> Grade 365	3 <sup>rd</sup> Grade 387	4 <sup>th</sup> Grade 391	5 <sup>th</sup> Grade 353
Net Change	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 15	5 <sup>th</sup> Grade -17	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 22	5 <sup>th</sup> Grade + 10	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade -3	5 <sup>th</sup> Grade + 29	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 2	5 <sup>th</sup> Grade 0
Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students					
Number of Students Assessed	5 <sup>th</sup> grade <u>SCIENCE</u> 25	5 <sup>th</sup> grade <u>HISTORY</u> 25	5 <sup>th</sup> grade <u>SCIENCE</u> 9	5 <sup>th</sup> grade <u>HISTORY</u> 9	5 <sup>th</sup> grade <u>SCIENCE</u> 10	5 <sup>th</sup> grade <u>HISTORY</u> 10	5 <sup>th</sup> grade <u>SCIENCE</u> 20	5 <sup>th</sup> grade <u>HISTORY</u> 20				
Pre-test Average Score <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				
Post-test Average Score <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> 393	5 <sup>th</sup> grade <u>HISTORY</u> 420	5 <sup>th</sup> grade <u>SCIENCE</u> 434	5 <sup>th</sup> grade <u>HISTORY</u> 443	5 <sup>th</sup> grade <u>SCIENCE</u> 356	5 <sup>th</sup> grade <u>HISTORY</u> 407	5 <sup>th</sup> grade <u>SCIENCE</u> 381	5 <sup>th</sup> grade <u>HISTORY</u> 415				
Net Change	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Heritage Elementary School**

**Instrument: 2016-2017 Math Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 34	4 <sup>th</sup> Grade 44	5 <sup>th</sup> Grade 24	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 9	5 <sup>th</sup> Grade 9	3 <sup>rd</sup> Grade 19	4 <sup>th</sup> Grade 23	5 <sup>th</sup> Grade 10	3 <sup>rd</sup> Grade 25	4 <sup>th</sup> Grade 26	5 <sup>th</sup> Grade 19
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 58	4 <sup>th</sup> Grade 71	5 <sup>th</sup> Grade 45	3 <sup>rd</sup> Grade 61	4 <sup>th</sup> Grade 81	5 <sup>th</sup> Grade 53	3 <sup>rd</sup> Grade 55	4 <sup>th</sup> Grade 66	5 <sup>th</sup> Grade 37	3 <sup>rd</sup> Grade 58	4 <sup>th</sup> Grade 68	5 <sup>th</sup> Grade 42
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 73	4 <sup>th</sup> Grade 59	5 <sup>th</sup> Grade 60	3 <sup>rd</sup> Grade 86	4 <sup>th</sup> Grade 66	5 <sup>th</sup> Grade 73	3 <sup>rd</sup> Grade 67	4 <sup>th</sup> Grade 54	5 <sup>th</sup> Grade 47	3 <sup>rd</sup> Grade 73	4 <sup>th</sup> Grade 55	5 <sup>th</sup> Grade 58
Net Change	3 <sup>rd</sup> Grade +15	4 <sup>th</sup> Grade -12	5 <sup>th</sup> Grade +15	3 <sup>rd</sup> Grade +15	4 <sup>th</sup> Grade -15	5 <sup>th</sup> Grade +20	3 <sup>rd</sup> Grade +12	4 <sup>th</sup> Grade -12	5 <sup>th</sup> Grade +10	3 <sup>rd</sup> Grade +15	4 <sup>th</sup> Grade -13	5 <sup>th</sup> Grade +16

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Heritage Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 34	4 <sup>th</sup> Grade 44	5 <sup>th</sup> Grade 24	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 9	5 <sup>th</sup> Grade 9	3 <sup>rd</sup> Grade 19	4 <sup>th</sup> Grade 23	5 <sup>th</sup> Grade 10	3 <sup>rd</sup> Grade 25	4 <sup>th</sup> Grade 26	5 <sup>th</sup> Grade 19
Pre-test Average Score <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 51	4 <sup>th</sup> Grade 59	5 <sup>th</sup> Grade 59	3 <sup>rd</sup> Grade 45	4 <sup>th</sup> Grade 54	5 <sup>th</sup> Grade 75	3 <sup>rd</sup> Grade 45	4 <sup>th</sup> Grade 59	5 <sup>th</sup> Grade 57	3 <sup>rd</sup> Grade 49	4 <sup>th</sup> Grade 60	5 <sup>th</sup> Grade 56
Post-test Average Score <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 58	4 <sup>th</sup> Grade 62	5 <sup>th</sup> Grade 66	3 <sup>rd</sup> Grade 65	4 <sup>th</sup> Grade 67	5 <sup>th</sup> Grade 67	3 <sup>rd</sup> Grade 51	4 <sup>th</sup> Grade 57	5 <sup>th</sup> Grade 69	3 <sup>rd</sup> Grade 55	4 <sup>th</sup> Grade 60	5 <sup>th</sup> Grade 58
Net Change	3 <sup>rd</sup> Grade +7	4 <sup>th</sup> Grade +4	5 <sup>th</sup> Grade +7	3 <sup>rd</sup> Grade +20	4 <sup>th</sup> Grade +13	5 <sup>th</sup> Grade -8	3 <sup>rd</sup> Grade +6	4 <sup>th</sup> Grade -2	5 <sup>th</sup> Grade +12	3 <sup>rd</sup> Grade +6	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade +12

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Heritage Elementary School**

**Instrument: PALS**

Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students	
	<u>1<sup>st</sup> grade</u> 14 students	<u>2<sup>nd</sup> grade</u> 11 students	<u>1<sup>st</sup> grade</u> 5 students	<u>2<sup>nd</sup> grade</u> 4 students	<u>1<sup>st</sup> grade</u> 8 students	<u>2<sup>nd</sup> grade</u> 3 students	<u>1<sup>st</sup> grade</u> 9 students	<u>2<sup>nd</sup> grade</u> 7 students
<b>Pre-test Average Score</b> <b>Fall 2016 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 41, 2<sup>nd</sup> grade = 34</b>	<u>1<sup>st</sup> grade</u> 8 students	<u>2<sup>nd</sup> grade</u> 0 students	<u>1<sup>st</sup> grade</u> 2 students	<u>2<sup>nd</sup> grade</u> 0 students	<u>1<sup>st</sup> grade</u> 6 students	<u>2<sup>nd</sup> grade</u> 0 students	<u>1<sup>st</sup> grade</u> 4 students	<u>2<sup>nd</sup> grade</u> 0 students
<b>Post-test Average Score</b> <b>Spring 2017 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 35, 2<sup>nd</sup> grade = 54</b>	<u>1<sup>st</sup> grade</u> 2 students	<u>2<sup>nd</sup> grade</u> 5 students	<u>1<sup>st</sup> grade</u> 1 student	<u>2<sup>nd</sup> grade</u> 2 students	<u>1<sup>st</sup> grade</u> 1 student	<u>2<sup>nd</sup> grade</u> 1 student	<u>1<sup>st</sup> grade</u> 1 student	<u>2<sup>nd</sup> grade</u> 2 students
<b>Net Change</b>	<u>1<sup>st</sup> grade</u> -6	<u>2<sup>nd</sup> grade</u> + 5	<u>1<sup>st</sup> grade</u> -1	<u>2<sup>nd</sup> grade</u> + 2	<u>1<sup>st</sup> grade</u> -5	<u>2<sup>nd</sup> grade</u> + 1	<u>1<sup>st</sup> grade</u> -3	<u>2<sup>nd</sup> grade</u> + 2

**Explanation of Data for Heritage Elementary School:**

Intersession programming is one intervention strategy Heritage Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring
- PALS Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Heritage Elementary School:

<b>Heritage Elementary</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	59%	67%	65%
History and Social Sciences	80%	83%	81%
Mathematics	54%	67%	69%
Science	63%	70%	71%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Hutcherson Early Learning Center**

**Instrument: PALS**

Students that attended Hutcherson Early Learning Center in 2016-2017 were four-year old students, enrolled in classes funded by the Virginia Preschool Initiative and Title IA. These students were not enrolled in Lynchburg City Schools during the 2015-2016 academic year as Lynchburg City Schools does not serve three-year old students. Students in the 2016-2017 four-year old program were administered PALS (Phonological Awareness Literacy Screening) PreK in both fall and spring as required by the Virginia Preschool Initiative. The PALS PreK assessment screens students across eight literacy readiness categories: Name Writing, Upper Case Alphabet Recognition, Lower Case Alphabet Recognition, Letter Sounds, Beginning Letter Sounds Awareness, Print and Word Awareness, Rhyme Awareness, and Nursery Rhyme Awareness. The chart below represents the performance of PreK students that participated in the February 2017 Intersession for which pre and post assessment data exists:

Literacy Readiness Category	Fall 2016 % of students that fell within performance range			Spring 2017 % of students that fell within performance range		
	ALL *	Black	White	ALL *	Black	White
Name Writing	32%	32%	33%	97%	94%	100%
Upper Case ABC Recognition	12%	9%	17%	73%	72%	67%
Lower Case ABC Recognition	3%	0%	0%	67%	67%	50%
Letter Sounds	6%	5%	0%	67%	67%	50%
Beginning Sounds Awareness	15%	18%	17%	73%	67%	83%
Print and Word Awareness	18%	23%	0%	83%	83%	83%
Rhyme Awareness	9%	14%	0%	77%	78%	50%
Nursery Rhyme Awareness	29%	32%	33%	87%	83%	83%

\*Note: All students participating are economically disadvantaged

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Linkhorne Elementary School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 26	4 <sup>th</sup> Grade 25	5 <sup>th</sup> Grade 24	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 7	5 <sup>th</sup> Grade 3	3 <sup>rd</sup> Grade 17	4 <sup>th</sup> Grade 15	5 <sup>th</sup> Grade 18	3 <sup>rd</sup> Grade 17	4 <sup>th</sup> Grade 16	5 <sup>th</sup> Grade 13
Pre-test Average Score <b>Spring 2016 MATH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 376	5 <sup>th</sup> Grade 410	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 380	5 <sup>th</sup> Grade 477	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 369	5 <sup>th</sup> Grade 409	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 376	5 <sup>th</sup> Grade 385
Post-test Average Score <b>Spring 2017 MATH SOL</b>	3 <sup>rd</sup> Grade 378	4 <sup>th</sup> Grade 387	5 <sup>th</sup> Grade 385	3 <sup>rd</sup> Grade 394	4 <sup>th</sup> Grade 402	5 <sup>th</sup> Grade 415	3 <sup>rd</sup> Grade 374	4 <sup>th</sup> Grade 377	5 <sup>th</sup> Grade 385	3 <sup>rd</sup> Grade 364	4 <sup>th</sup> Grade 389	5 <sup>th</sup> Grade 372
Net Change	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 11	5 <sup>th</sup> Grade -25	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 22	5 <sup>th</sup> Grade -62	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 8	5 <sup>th</sup> Grade -24	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 13	5 <sup>th</sup> Grade -13
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 26	4 <sup>th</sup> Grade 25	5 <sup>th</sup> Grade 24	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 7	5 <sup>th</sup> Grade 3	3 <sup>rd</sup> Grade 17	4 <sup>th</sup> Grade 15	5 <sup>th</sup> Grade 18	3 <sup>rd</sup> Grade 17	4 <sup>th</sup> Grade 16	5 <sup>th</sup> Grade 13
Pre-test Average Score <b>Spring 2016 ENGLISH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 372	5 <sup>th</sup> Grade 397	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 393	5 <sup>th</sup> Grade 423	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 358	5 <sup>th</sup> Grade 400	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 378	5 <sup>th</sup> Grade 387
Post-test Average Score <b>Spring 2017 ENGLISH SOL</b>	3 <sup>rd</sup> Grade 371	4 <sup>th</sup> Grade 378	5 <sup>th</sup> Grade 393	3 <sup>rd</sup> Grade 384	4 <sup>th</sup> Grade 421	5 <sup>th</sup> Grade 411	3 <sup>rd</sup> Grade 369	4 <sup>th</sup> Grade 359	5 <sup>th</sup> Grade 400	3 <sup>rd</sup> Grade 372	4 <sup>th</sup> Grade 375	5 <sup>th</sup> Grade 396
Net Change	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 6	5 <sup>th</sup> Grade -4	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 28	5 <sup>th</sup> Grade -12	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 1	5 <sup>th</sup> Grade 0	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade -3	5 <sup>th</sup> Grade + 9
Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students					
Number of Students Assessed	5 <sup>th</sup> grade <u>SCIENCE</u> 25	5 <sup>th</sup> grade <u>HISTORY</u> 25	5 <sup>th</sup> grade <u>SCIENCE</u> 3	5 <sup>th</sup> grade <u>HISTORY</u> 3	5 <sup>th</sup> grade <u>SCIENCE</u> 19	5 <sup>th</sup> grade <u>HISTORY</u> 19	5 <sup>th</sup> grade <u>SCIENCE</u> 14	5 <sup>th</sup> grade <u>HISTORY</u> 14				
Pre-test Average Score <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				
Post-test Average Score <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> 384	5 <sup>th</sup> grade <u>HISTORY</u> 432	5 <sup>th</sup> grade <u>SCIENCE</u> 443	5 <sup>th</sup> grade <u>HISTORY</u> 447	5 <sup>th</sup> grade <u>SCIENCE</u> 380	5 <sup>th</sup> grade <u>HISTORY</u> 436	5 <sup>th</sup> grade <u>SCIENCE</u> 369	5 <sup>th</sup> grade <u>HISTORY</u> 409				
Net Change	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Linkhorne Elementary School**

**Instrument: 2016-2017 Math Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Number of Students Assessed	25	26	23	6	8	2	16	15	19	17	17	13
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	54	61	41	57	63	50	55	58	41	51	61	41
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	67	54	64	65	59	78	68	50	62	65	54	59
Net Change	+13	-7	+23	+8	-4	+28	+13	-8	+21	+14	-7	+18

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Linkhorne Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Number of Students Assessed	25	26	21	6	8	2	16	15	18	17	17	11
Pre-test Average Score <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	52	51	63	61	59	63	48	46	63	53	50	59
Post-test Average Score <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	62	62	65	61	76	55	68	57	66	62	59	60
Net Change	+10	+11	+2	0	+17	-8	+20	+9	+3	+9	+9	+1

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Linkhorne Elementary School**

Instrument: PALS												
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	<u>Kindergarten</u> 12 students	<u>1<sup>st</sup> Grade</u> 11 students	<u>2<sup>nd</sup> Grade</u> 15 students	<u>Kindergarten</u> 4 students	<u>1<sup>st</sup> Grade</u> 2 students	<u>2<sup>nd</sup> Grade</u> 4 students	<u>Kindergarten</u> 4 students	<u>1<sup>st</sup> Grade</u> 5 students	<u>2<sup>nd</sup> Grade</u> 6 students	<u>Kindergarten</u> 6 students	<u>1<sup>st</sup> Grade</u> 9 students	<u>2<sup>nd</sup> Grade</u> 14 students
Pre-test Average Score <b>Fall 2016 PALS</b> <b>Met Benchmark Score:</b> <small>Kindergarten= 29, 1<sup>st</sup> grade = 41, 2<sup>nd</sup> grade = 34</small>	<u>Kindergarten</u> 11 students	<u>1<sup>st</sup> Grade</u> 7 students	<u>2<sup>nd</sup> Grade</u> 5 students	<u>Kindergarten</u> 3 students	<u>1<sup>st</sup> Grade</u> 2 students	<u>2<sup>nd</sup> Grade</u> 0 students	<u>Kindergarten</u> 3 students	<u>1<sup>st</sup> Grade</u> 3 students	<u>2<sup>nd</sup> Grade</u> 3 students	<u>Kindergarten</u> 6 students	<u>1<sup>st</sup> Grade</u> 6 students	<u>2<sup>nd</sup> Grade</u> 4 students
Post-test Average Score <b>Spring 2017 PALS</b> <b>Met Benchmark Score:</b> <small>Kindergarten= 83, 1<sup>st</sup> grade = 35, 2<sup>nd</sup> grade = 54</small>	<u>Kindergarten</u> 12 students	<u>1<sup>st</sup> Grade</u> 7 students	<u>2<sup>nd</sup> Grade</u> 14 students	<u>Kindergarten</u> 4 students	<u>1<sup>st</sup> Grade</u> 1 student	<u>2<sup>nd</sup> Grade</u> 3 students	<u>Kindergarten</u> 2 students	<u>1<sup>st</sup> Grade</u> 2 students	<u>2<sup>nd</sup> Grade</u> 6 students	<u>Kindergarten</u> 5 students	<u>1<sup>st</sup> Grade</u> 7 students	<u>2<sup>nd</sup> Grade</u> 13 students
Net Change	<u>Kindergarten</u> 0	<u>1<sup>st</sup> Grade</u> 0	<u>2<sup>nd</sup> Grade</u> +9	<u>Kindergarten</u> + 1	<u>1<sup>st</sup> Grade</u> -1	<u>2<sup>nd</sup> Grade</u> +3	<u>Kindergarten</u> -1	<u>1<sup>st</sup> Grade</u> -1	<u>2<sup>nd</sup> Grade</u> +3	<u>Kindergarten</u> -1	<u>1<sup>st</sup> Grade</u> +1	<u>2<sup>nd</sup> Grade</u> +9

**Explanation of Data for Linkhorne Elementary School:**

Intersession programming is one intervention strategy Linkhorne Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring
- PALS Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Linkhorne Elementary School:

Linkhorne Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2
English	66%	68%	63%
History and Social Sciences	80%	67%	81%
Mathematics	65%	66%	70%
Science	58%	66%	62%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Paul Munro Elementary School**



<b>Instrument: Standards of Learning (SOL)</b>												
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 18	<u>4<sup>th</sup>Grade</u> 12	<u>5<sup>th</sup>Grade</u> 13	<u>3<sup>rd</sup> Grade</u> 8	<u>4<sup>th</sup>Grade</u> 5	<u>5<sup>th</sup>Grade</u> 4	<u>3<sup>rd</sup> Grade</u> 9	<u>4<sup>th</sup>Grade</u> 5	<u>5<sup>th</sup>Grade</u> 8	<u>3<sup>rd</sup> Grade</u> 14	<u>4<sup>th</sup>Grade</u> 8	<u>5<sup>th</sup>Grade</u> 10
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 449	<u>5<sup>th</sup>Grade</u> 382	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 462	<u>5<sup>th</sup>Grade</u> 413	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 436	<u>5<sup>th</sup>Grade</u> 415	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 445	<u>5<sup>th</sup>Grade</u> 369
<b>Post-test Average Score</b> <b>Spring 2017 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> 417	<u>4<sup>th</sup>Grade</u> 471	<u>5<sup>th</sup>Grade</u> 390	<u>3<sup>rd</sup> Grade</u> 440	<u>4<sup>th</sup>Grade</u> 464	<u>5<sup>th</sup>Grade</u> 398	<u>3<sup>rd</sup> Grade</u> 394	<u>4<sup>th</sup>Grade</u> 447	<u>5<sup>th</sup>Grade</u> 380	<u>3<sup>rd</sup> Grade</u> 409	<u>4<sup>th</sup>Grade</u> 477	<u>5<sup>th</sup>Grade</u> 395
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 22	<u>5<sup>th</sup>Grade</u> + 8	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 2	<u>5<sup>th</sup>Grade</u> -15	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 11	<u>5<sup>th</sup>Grade</u> -35	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 32	<u>5<sup>th</sup>Grade</u> + 26
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 19	<u>4<sup>th</sup>Grade</u> 12	<u>5<sup>th</sup>Grade</u> 13	<u>3<sup>rd</sup> Grade</u> 8	<u>4<sup>th</sup>Grade</u> 5	<u>5<sup>th</sup>Grade</u> 4	<u>3<sup>rd</sup> Grade</u> 10	<u>4<sup>th</sup>Grade</u> 5	<u>5<sup>th</sup>Grade</u> 8	<u>3<sup>rd</sup> Grade</u> 15	<u>4<sup>th</sup>Grade</u> 8	<u>5<sup>th</sup>Grade</u> 10
<b>Pre-test Average Score</b> <b>Spring 2016 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 439	<u>5<sup>th</sup>Grade</u> 397	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 428	<u>5<sup>th</sup>Grade</u> 396	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 441	<u>5<sup>th</sup>Grade</u> 395	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 438	<u>5<sup>th</sup>Grade</u> 403
<b>Post-test Average Score</b> <b>Spring 2017 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> 424	<u>4<sup>th</sup>Grade</u> 448	<u>5<sup>th</sup>Grade</u> 402	<u>3<sup>rd</sup> Grade</u> 447	<u>4<sup>th</sup>Grade</u> 458	<u>5<sup>th</sup>Grade</u> 399	<u>3<sup>rd</sup> Grade</u> 406	<u>4<sup>th</sup>Grade</u> 443	<u>5<sup>th</sup>Grade</u> 394	<u>3<sup>rd</sup> Grade</u> 415	<u>4<sup>th</sup>Grade</u> 445	<u>5<sup>th</sup>Grade</u> 414
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 9	<u>5<sup>th</sup>Grade</u> + 5	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 30	<u>5<sup>th</sup>Grade</u> + 3	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 2	<u>5<sup>th</sup>Grade</u> -1	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 7	<u>5<sup>th</sup>Grade</u> + 11
<b>Reporting Area</b>	<b>All Students</b>		<b>Reporting Group: White Students</b>		<b>Reporting Group: Black Students</b>		<b>Reporting Group: Economically Disadvantage Students</b>					
<b>Number of Students Assessed</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 13	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 13	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 4	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 4	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 8	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 8	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 10	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 10				
<b>Pre-test Average Score</b> <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				
<b>Post-test Average Score</b> <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 391	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 424	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 402	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 439	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 376	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 410	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 393	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 420				
<b>Net Change</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Paul Munro Elementary School**

<b>Instrument: 2016-2017 Math Benchmark</b>												
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 16	4 <sup>th</sup> Grade 13	5 <sup>th</sup> Grade 13	3 <sup>rd</sup> Grade 8	4 <sup>th</sup> Grade 5	5 <sup>th</sup> Grade 4	3 <sup>rd</sup> Grade 7	4 <sup>th</sup> Grade 6	5 <sup>th</sup> Grade 8	3 <sup>rd</sup> Grade 12	4 <sup>th</sup> Grade 8	5 <sup>th</sup> Grade 10
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 69	4 <sup>th</sup> Grade 84	5 <sup>th</sup> Grade 45	3 <sup>rd</sup> Grade 67	4 <sup>th</sup> Grade 81	5 <sup>th</sup> Grade 47	3 <sup>rd</sup> Grade 71	4 <sup>th</sup> Grade 80	5 <sup>th</sup> Grade 44	3 <sup>rd</sup> Grade 66	4 <sup>th</sup> Grade 85	5 <sup>th</sup> Grade 47
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 78	4 <sup>th</sup> Grade 73	5 <sup>th</sup> Grade 63	3 <sup>rd</sup> Grade 81	4 <sup>th</sup> Grade 68	5 <sup>th</sup> Grade 71	3 <sup>rd</sup> Grade 74	4 <sup>th</sup> Grade 78	5 <sup>th</sup> Grade 57	3 <sup>rd</sup> Grade 78	4 <sup>th</sup> Grade 74	5 <sup>th</sup> Grade 61
Net Change	3 <sup>rd</sup> Grade +9	4 <sup>th</sup> Grade -11	5 <sup>th</sup> Grade +18	3 <sup>rd</sup> Grade +14	4 <sup>th</sup> Grade -13	5 <sup>th</sup> Grade +24	3 <sup>rd</sup> Grade +3	4 <sup>th</sup> Grade +2	5 <sup>th</sup> Grade +13	3 <sup>rd</sup> Grade +12	4 <sup>th</sup> Grade -11	5 <sup>th</sup> Grade +14

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Paul Munro Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 16	4 <sup>th</sup> Grade 13	5 <sup>th</sup> Grade 13	3 <sup>rd</sup> Grade 8	4 <sup>th</sup> Grade 5	5 <sup>th</sup> Grade 4	3 <sup>rd</sup> Grade 7	4 <sup>th</sup> Grade 6	5 <sup>th</sup> Grade 8	3 <sup>rd</sup> Grade 12	4 <sup>th</sup> Grade 8	5 <sup>th</sup> Grade 10
Pre-test Average Score <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 66	4 <sup>th</sup> Grade 70	5 <sup>th</sup> Grade 60	3 <sup>rd</sup> Grade 72	4 <sup>th</sup> Grade 73	5 <sup>th</sup> Grade 49	3 <sup>rd</sup> Grade 61	4 <sup>th</sup> Grade 69	5 <sup>th</sup> Grade 64	3 <sup>rd</sup> Grade 64	4 <sup>th</sup> Grade 65	5 <sup>th</sup> Grade 63
Post-test Average Score <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 66	4 <sup>th</sup> Grade 73	5 <sup>th</sup> Grade 62	3 <sup>rd</sup> Grade 72	4 <sup>th</sup> Grade 73	5 <sup>th</sup> Grade 58	3 <sup>rd</sup> Grade 63	4 <sup>th</sup> Grade 73	5 <sup>th</sup> Grade 65	3 <sup>rd</sup> Grade 63	4 <sup>th</sup> Grade 73	5 <sup>th</sup> Grade 63
Net Change	3 <sup>rd</sup> Grade 0	4 <sup>th</sup> Grade +3	5 <sup>th</sup> Grade +2	3 <sup>rd</sup> Grade 0	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade +9	3 <sup>rd</sup> Grade +2	4 <sup>th</sup> Grade +4	5 <sup>th</sup> Grade +1	3 <sup>rd</sup> Grade +1	4 <sup>th</sup> Grade +8	5 <sup>th</sup> Grade 0

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Paul Munro Elementary School**

**Instrument: PALS**

Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students	
	<u>1<sup>st</sup> grade</u> 12 students	<u>2<sup>nd</sup> grade</u> 11 students	<u>1<sup>st</sup> grade</u> 2 students	<u>2<sup>nd</sup> grade</u> 5 students	<u>1<sup>st</sup> grade</u> 7 students	<u>2<sup>nd</sup> grade</u> 5 students	<u>1<sup>st</sup> grade</u> 11 students	<u>2<sup>nd</sup> grade</u> 6 students
<b>Pre-test Average Score</b> <b>Fall 2016 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 41, 2<sup>nd</sup> grade = 34</b>	<u>1<sup>st</sup> grade</u> 10 students	<u>2<sup>nd</sup> grade</u> 7 students	<u>1<sup>st</sup> grade</u> 1 students	<u>2<sup>nd</sup> grade</u> 3 students	<u>1<sup>st</sup> grade</u> 6 students	<u>2<sup>nd</sup> grade</u> 3 students	<u>1<sup>st</sup> grade</u> 9 students	<u>2<sup>nd</sup> grade</u> 3 students
<b>Post-test Average Score</b> <b>Spring 2017 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 35, 2<sup>nd</sup> grade = 54</b>	<u>1<sup>st</sup> grade</u> 10 students	<u>2<sup>nd</sup> grade</u> 10 students	<u>1<sup>st</sup> grade</u> 1 students	<u>2<sup>nd</sup> grade</u> 5 students	<u>1<sup>st</sup> grade</u> 7 students	<u>2<sup>nd</sup> grade</u> 5 students	<u>1<sup>st</sup> grade</u> 9 students	<u>2<sup>nd</sup> grade</u> 6 students
<b>Net Change</b>	<u>1<sup>st</sup> grade</u> 0	<u>2<sup>nd</sup> grade</u> + 3	<u>1<sup>st</sup> grade</u> 0	<u>2<sup>nd</sup> grade</u> + 2	<u>1<sup>st</sup> grade</u> 0	<u>2<sup>nd</sup> grade</u> + 2	<u>1<sup>st</sup> grade</u> 0	<u>2<sup>nd</sup> grade</u> + 3

**Explanation of Data for Paul Munro Elementary School:**

Intersession programming is one intervention strategy Paul Munro Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring
- PALS Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Paul Munro Elementary School:

<b>Paul Munro Elementary</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	84%	88%	89%
History and Social Sciences	94%	93%	91%
Mathematics	79%	85%	90%
Science	86%	90%	80%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Perrymont Elementary School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	<u>3<sup>rd</sup> Grade</u> 43	<u>4<sup>th</sup>Grade</u> 48	<u>5<sup>th</sup>Grade</u> 31	<u>3<sup>rd</sup> Grade</u> 15	<u>4<sup>th</sup>Grade</u> 4	<u>5<sup>th</sup>Grade</u> 6	<u>3<sup>rd</sup> Grade</u> 22	<u>4<sup>th</sup>Grade</u> 37	<u>5<sup>th</sup>Grade</u> 19	<u>3<sup>rd</sup> Grade</u> 34	<u>4<sup>th</sup>Grade</u> 40	<u>5<sup>th</sup>Grade</u> 26
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 390	<u>5<sup>th</sup>Grade</u> 408	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 439	<u>5<sup>th</sup>Grade</u> 424	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 384	<u>5<sup>th</sup>Grade</u> 410	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 382	<u>5<sup>th</sup>Grade</u> 405
<b>Post-test Average Score</b> <b>Spring 2017 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> 415	<u>4<sup>th</sup>Grade</u> 405	<u>5<sup>th</sup>Grade</u> 410	<u>3<sup>rd</sup> Grade</u> 417	<u>4<sup>th</sup>Grade</u> 468	<u>5<sup>th</sup>Grade</u> 442	<u>3<sup>rd</sup> Grade</u> 407	<u>4<sup>th</sup>Grade</u> 396	<u>5<sup>th</sup>Grade</u> 405	<u>3<sup>rd</sup> Grade</u> 416	<u>4<sup>th</sup>Grade</u> 402	<u>5<sup>th</sup>Grade</u> 408
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 15	<u>5<sup>th</sup>Grade</u> + 2	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 29	<u>5<sup>th</sup>Grade</u> + 18	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 12	<u>5<sup>th</sup>Grade</u> -5	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 32	<u>5<sup>th</sup>Grade</u> + 3
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	<u>3<sup>rd</sup> Grade</u> 42	<u>4<sup>th</sup>Grade</u> 47	<u>5<sup>th</sup>Grade</u> 31	<u>3<sup>rd</sup> Grade</u> 14	<u>4<sup>th</sup>Grade</u> 4	<u>5<sup>th</sup>Grade</u> 6	<u>3<sup>rd</sup> Grade</u> 22	<u>4<sup>th</sup>Grade</u> 36	<u>5<sup>th</sup>Grade</u> 19	<u>3<sup>rd</sup> Grade</u> 33	<u>4<sup>th</sup>Grade</u> 39	<u>5<sup>th</sup>Grade</u> 26
<b>Pre-test Average Score</b> <b>Spring 2016 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 379	<u>5<sup>th</sup>Grade</u> 380	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 393	<u>5<sup>th</sup>Grade</u> 408	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 377	<u>5<sup>th</sup>Grade</u> 365	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 371	<u>5<sup>th</sup>Grade</u> 378
<b>Post-test Average Score</b> <b>Spring 2017 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> 411	<u>4<sup>th</sup>Grade</u> 380	<u>5<sup>th</sup>Grade</u> 415	<u>3<sup>rd</sup> Grade</u> 428	<u>4<sup>th</sup>Grade</u> 438	<u>5<sup>th</sup>Grade</u> 452	<u>3<sup>rd</sup> Grade</u> 394	<u>4<sup>th</sup>Grade</u> 371	<u>5<sup>th</sup>Grade</u> 387	<u>3<sup>rd</sup> Grade</u> 407	<u>4<sup>th</sup>Grade</u> 378	<u>5<sup>th</sup>Grade</u> 408
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 1	<u>5<sup>th</sup>Grade</u> + 35	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 45	<u>5<sup>th</sup>Grade</u> + 44	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -6	<u>5<sup>th</sup>Grade</u> + 22	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 7	<u>5<sup>th</sup>Grade</u> + 30
Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students					
Number of Students Assessed	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 31	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 31	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 6	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 6	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 19	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 19	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 26	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 26				
<b>Pre-test Average Score</b> <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				
<b>Post-test Average Score</b> <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 415	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 438	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 454	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 457	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 397	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 421	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 409	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 437				
<b>Net Change</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Perrymont Elementary School**

**Instrument: 2016-2017 Math Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Number of Students Assessed	42	48	31	14	4	6	22	37	19	33	40	26
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	76	66	49	81	75	56	73	63	47	75	65	48
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	83	58	72	81	86	73	83	54	74	83	55	73
Net Change	+7	-8	+23	0	+11	+17	+10	-9	+27	+8	-10	+24

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Perrymont Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Number of Students Assessed	41	48	30	14	4	6	21	37	18	32	40	25
Pre-test Average Score <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	56	53	63	64	60	71	49	51	55	54	52	62
Post-test Average Score <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	69	65	68	66	78	70	66	63	64	68	65	69
Net Change	+13	+12	+5	+2	+18	+1	+17	+12	+9	+14	+13	+7

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Perrymont Elementary School**

**Instrument: PALS**

Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students	
	1 <sup>st</sup> Grade 9 students	2 <sup>nd</sup> Grade 7 students	1 <sup>st</sup> Grade 2 students	2 <sup>nd</sup> Grade 1 student	1 <sup>st</sup> Grade 3 students	2 <sup>nd</sup> Grade 7 students	1 <sup>st</sup> Grade 6 students	2 <sup>nd</sup> Grade 5 students
<b>Pre-test Average Score</b> <b>Fall 2016 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 41, 2<sup>nd</sup> grade = 34</b>	1 <sup>st</sup> Grade 4 students	2 <sup>nd</sup> Grade 2 students	1 <sup>st</sup> Grade 2 students	2 <sup>nd</sup> Grade 0 students	1 <sup>st</sup> Grade 1 student	2 <sup>nd</sup> Grade 2 students	1 <sup>st</sup> Grade 1 student	2 <sup>nd</sup> Grade 2 students
<b>Post-test Average Score</b> <b>Spring 2017 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 35, 2<sup>nd</sup> grade = 54</b>	1 <sup>st</sup> Grade 3 students	2 <sup>nd</sup> Grade 7 students	1 <sup>st</sup> Grade 0 students	2 <sup>nd</sup> Grade 1 student	1 <sup>st</sup> Grade 1 student	2 <sup>nd</sup> Grade 6 students	1 <sup>st</sup> Grade 2 students	2 <sup>nd</sup> Grade 5 students
<b>Net Change</b>	1 <sup>st</sup> Grade -1	2 <sup>nd</sup> Grade +5	1 <sup>st</sup> Grade -2	2 <sup>nd</sup> Grade +1	1 <sup>st</sup> Grade 0	2 <sup>nd</sup> Grade +4	1 <sup>st</sup> Grade +1	2 <sup>nd</sup> Grade +3

**Explanation of Data for Perrymont Elementary School:**

Intersession programming is one intervention strategy Perrymont Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring
- PALS Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Perrymont Elementary School:

<b>Perrymont Elementary</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	60%	69%	75%
History and Social Sciences	79%	80%	91%
Mathematics	57%	72%	78%
Science	41%	71%	78%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Robert S. Payne Elementary School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 25	4 <sup>th</sup> Grade 22	5 <sup>th</sup> Grade 15	3 <sup>rd</sup> Grade 3	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 1	3 <sup>rd</sup> Grade 22	4 <sup>th</sup> Grade 18	5 <sup>th</sup> Grade 14	3 <sup>rd</sup> Grade 23	4 <sup>th</sup> Grade 19	5 <sup>th</sup> Grade 13
Pre-test Average Score <b>Spring 2016 MATH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 366	5 <sup>th</sup> Grade 400	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade 505	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 377	5 <sup>th</sup> Grade 392	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 367	5 <sup>th</sup> Grade 394
Post-test Average Score <b>Spring 2017 MATH SOL</b>	3 <sup>rd</sup> Grade 377	4 <sup>th</sup> Grade 411	5 <sup>th</sup> Grade 387	3 <sup>rd</sup> Grade 367	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade 475	3 <sup>rd</sup> Grade 378	4 <sup>th</sup> Grade 423	5 <sup>th</sup> Grade 377	3 <sup>rd</sup> Grade 377	4 <sup>th</sup> Grade 412	5 <sup>th</sup> Grade 377
Net Change	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 45	5 <sup>th</sup> Grade -13	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade -30	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 46	5 <sup>th</sup> Grade -15	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 45	5 <sup>th</sup> Grade -17
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 23	4 <sup>th</sup> Grade 21	5 <sup>th</sup> Grade 17	3 <sup>rd</sup> Grade 2	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 1	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 17	5 <sup>th</sup> Grade 16	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 18	5 <sup>th</sup> Grade 15
Pre-test Average Score <b>Spring 2016 ENGLISH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 390	5 <sup>th</sup> Grade 360	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade 422	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 396	5 <sup>th</sup> Grade 357	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 392	5 <sup>th</sup> Grade 358
Post-test Average Score <b>Spring 2017 ENGLISH SOL</b>	3 <sup>rd</sup> Grade 379	4 <sup>th</sup> Grade 386	5 <sup>th</sup> Grade 378	3 <sup>rd</sup> Grade 407	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade 480	3 <sup>rd</sup> Grade 376	4 <sup>th</sup> Grade 386	5 <sup>th</sup> Grade 366	3 <sup>rd</sup> Grade 384	4 <sup>th</sup> Grade 389	5 <sup>th</sup> Grade 367
Net Change	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade -4	5 <sup>th</sup> Grade + 18	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade + 58	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade -10	5 <sup>th</sup> Grade +9	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade -3	5 <sup>th</sup> Grade + 9
Reporting Area	All Students		Reporting Group: White Students		Reporting Group: Black Students		Reporting Group: Economically Disadvantage Students					
Number of Students Assessed	5 <sup>th</sup> grade <u>SCIENCE</u> 16	5 <sup>th</sup> grade <u>HISTORY</u> 16	5 <sup>th</sup> grade <u>SCIENCE</u> 1	5 <sup>th</sup> grade <u>HISTORY</u> 1	5 <sup>th</sup> grade <u>SCIENCE</u> 14	5 <sup>th</sup> grade <u>HISTORY</u> 14	5 <sup>th</sup> grade <u>SCIENCE</u> 13	5 <sup>th</sup> grade <u>HISTORY</u> 13				
Pre-test Average Score <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				
Post-test Average Score <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> 371	5 <sup>th</sup> grade <u>HISTORY</u> 425	5 <sup>th</sup> grade <u>SCIENCE</u> 444	5 <sup>th</sup> grade <u>HISTORY</u> 501	5 <sup>th</sup> grade <u>SCIENCE</u> 367	5 <sup>th</sup> grade <u>HISTORY</u> 423	5 <sup>th</sup> grade <u>SCIENCE</u> 365	5 <sup>th</sup> grade <u>HISTORY</u> 428				
Net Change	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – R.S. Payne Elementary School**

**Instrument: 2016-2017 Math Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 25	4 <sup>th</sup> Grade 21	5 <sup>th</sup> Grade 16	3 <sup>rd</sup> Grade 3	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 1	3 <sup>rd</sup> Grade 22	4 <sup>th</sup> Grade 17	5 <sup>th</sup> Grade 14	3 <sup>rd</sup> Grade 23	4 <sup>th</sup> Grade 18	5 <sup>th</sup> Grade 13
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 50	4 <sup>th</sup> Grade 59	5 <sup>th</sup> Grade 47	3 <sup>rd</sup> Grade 62	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 60	3 <sup>rd</sup> Grade 49	4 <sup>th</sup> Grade 59	5 <sup>th</sup> Grade 47	3 <sup>rd</sup> Grade 51	4 <sup>th</sup> Grade 60	5 <sup>th</sup> Grade 46
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 64	4 <sup>th</sup> Grade 66	5 <sup>th</sup> Grade 59	3 <sup>rd</sup> Grade 61	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 85	3 <sup>rd</sup> Grade 64	4 <sup>th</sup> Grade 67	5 <sup>th</sup> Grade 60	3 <sup>rd</sup> Grade 63	4 <sup>th</sup> Grade 65	5 <sup>th</sup> Grade 61
Net Change	3 <sup>rd</sup> Grade +14	4 <sup>th</sup> Grade +7	5 <sup>th</sup> Grade +12	3 <sup>rd</sup> Grade -1	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade +25	3 <sup>rd</sup> Grade +15	4 <sup>th</sup> Grade +8	5 <sup>th</sup> Grade +13	3 <sup>rd</sup> Grade +12	4 <sup>th</sup> Grade +5	5 <sup>th</sup> Grade +15

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – R.S. Payne Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 25	4 <sup>th</sup> Grade 21	5 <sup>th</sup> Grade 16	3 <sup>rd</sup> Grade 3	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 1	3 <sup>rd</sup> Grade 22	4 <sup>th</sup> Grade 17	5 <sup>th</sup> Grade 14	3 <sup>rd</sup> Grade 23	4 <sup>th</sup> Grade 18	5 <sup>th</sup> Grade 13
Pre-test Average Score <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 42	4 <sup>th</sup> Grade 55	5 <sup>th</sup> Grade 50	3 <sup>rd</sup> Grade 54	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade 70	3 <sup>rd</sup> Grade 40	4 <sup>th</sup> Grade 55	5 <sup>th</sup> Grade 49	3 <sup>rd</sup> Grade 41	4 <sup>th</sup> Grade 53	5 <sup>th</sup> Grade 49
Post-test Average Score <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 52	4 <sup>th</sup> Grade 62	5 <sup>th</sup> Grade 58	3 <sup>rd</sup> Grade 52	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade 75	3 <sup>rd</sup> Grade 50	4 <sup>th</sup> Grade 64	5 <sup>th</sup> Grade 57	3 <sup>rd</sup> Grade 51	4 <sup>th</sup> Grade 60	5 <sup>th</sup> Grade 57
Net Change	3 <sup>rd</sup> Grade +10	4 <sup>th</sup> Grade +7	5 <sup>th</sup> Grade +8	3 <sup>rd</sup> Grade -2	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade +5	3 <sup>rd</sup> Grade +10	4 <sup>th</sup> Grade +9	5 <sup>th</sup> Grade 8	3 <sup>rd</sup> Grade +10	4 <sup>th</sup> Grade +7	5 <sup>th</sup> Grade +8

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Robert S. Payne Elementary School**

**Instrument: PALS**

Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Economically Disadvantage Students
----------------	--------------	------------------------------------	------------------------------------	--



<b>Number of Students Assessed</b>	<u>1<sup>st</sup> Grade</u> 14 students	<u>2<sup>nd</sup> Grade</u> 10 students	<u>1<sup>st</sup> Grade</u> 1 students	<u>2<sup>nd</sup> Grade</u> 0 students	<u>1<sup>st</sup> Grade</u> 13 students	<u>2<sup>nd</sup> Grade</u> 9 students	<u>1<sup>st</sup> Grade</u> 13 students	<u>2<sup>nd</sup> Grade</u> 10 students
<b>Pre-test Average Score</b> <b>Fall 2016 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 41, 2<sup>nd</sup> grade = 34</b>	<u>1<sup>st</sup> Grade</u> 9 students	<u>2<sup>nd</sup> Grade</u> 2 students	<u>1<sup>st</sup> Grade</u> 0 students	<u>2<sup>nd</sup> Grade</u> 0 students	<u>1<sup>st</sup> Grade</u> 9 students	<u>2<sup>nd</sup> Grade</u> 2 students	<u>1<sup>st</sup> Grade</u> 9 students	<u>2<sup>nd</sup> Grade</u> 2 students
<b>Post-test Average Score</b> <b>Spring 2017 PALS</b> <b>Met Benchmark Score:</b> <b>1<sup>st</sup> grade = 35, 2<sup>nd</sup> grade = 54</b>	<u>1<sup>st</sup> Grade</u> 9 students	<u>2<sup>nd</sup> Grade</u> 4 students	<u>1<sup>st</sup> Grade</u> 0 students	<u>2<sup>nd</sup> Grade</u> 0 students	<u>1<sup>st</sup> Grade</u> 9 students	<u>2<sup>nd</sup> Grade</u> 4 students	<u>1<sup>st</sup> Grade</u> 9 students	<u>2<sup>nd</sup> Grade</u> 4 students
<b>Net Change</b>	<u>1<sup>st</sup> Grade</u> 0	<u>2<sup>nd</sup> Grade</u> +2	<u>1<sup>st</sup> Grade</u> 0	<u>2<sup>nd</sup> Grade</u> 0	<u>1<sup>st</sup> Grade</u> 0	<u>2<sup>nd</sup> Grade</u> +2	<u>1<sup>st</sup> Grade</u> 0	<u>2<sup>nd</sup> Grade</u> +2

**Explanation of Data for Robert S. Payne Elementary School:**

Intersession programming is one intervention strategy Robert S. Payne Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring
- PALS Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Robert S. Payne Elementary School:

<b>Robert S. Payne Elementary</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	75%	76%	79%
History and Social Sciences	87%	83%	89%
Mathematics	81%	79%	83%
Science	73%	76%	73%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Sandusky Elementary School**

**Instrument: Standards of Learning (SOL)**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: White Students</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: Economically Disadvantage Students</b>
-----------------------	---------------------	--	--	--

<b>Number of Students Assessed</b>	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 22	5 <sup>th</sup> Grade 22	3 <sup>rd</sup> Grade 5	4 <sup>th</sup> Grade 3	5 <sup>th</sup> Grade 5	3 <sup>rd</sup> Grade 11	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 13	3 <sup>rd</sup> Grade 16	4 <sup>th</sup> Grade 16	5 <sup>th</sup> Grade 17
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 403	5 <sup>th</sup> Grade 410	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 412	5 <sup>th</sup> Grade 459	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 393	5 <sup>th</sup> Grade 380	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 395	5 <sup>th</sup> Grade 404
<b>Post-test Average Score</b> <b>Spring 2017 MATH SOL</b>	3 <sup>rd</sup> Grade 412	4 <sup>th</sup> Grade 414	5 <sup>th</sup> Grade 383	3 <sup>rd</sup> Grade 441	4 <sup>th</sup> Grade 396	5 <sup>th</sup> Grade 396	3 <sup>rd</sup> Grade 402	4 <sup>th</sup> Grade 400	5 <sup>th</sup> Grade 368	3 <sup>rd</sup> Grade 411	4 <sup>th</sup> Grade 406	5 <sup>th</sup> Grade 375
<b>Net Change</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 11	5 <sup>th</sup> Grade -27	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade -16	5 <sup>th</sup> Grade -63	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 7	5 <sup>th</sup> Grade + 12	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 11	5 <sup>th</sup> Grade -29
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	3 <sup>rd</sup> Grade 20	4 <sup>th</sup> Grade 21	5 <sup>th</sup> Grade 22	3 <sup>rd</sup> Grade 5	4 <sup>th</sup> Grade 3	5 <sup>th</sup> Grade 5	3 <sup>rd</sup> Grade 10	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 13	3 <sup>rd</sup> Grade 15	4 <sup>th</sup> Grade 15	5 <sup>th</sup> Grade 17
<b>Pre-test Average Score</b> <b>Spring 2016 ENGLISH SOL</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 368	5 <sup>th</sup> Grade 364	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 394	5 <sup>th</sup> Grade 362	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 351	5 <sup>th</sup> Grade 351	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade 358	5 <sup>th</sup> Grade 357
<b>Post-test Average Score</b> <b>Spring 2017 ENGLISH SOL</b>	3 <sup>rd</sup> Grade 409	4 <sup>th</sup> Grade 381	5 <sup>th</sup> Grade 392	3 <sup>rd</sup> Grade 440	4 <sup>th</sup> Grade 433	5 <sup>th</sup> Grade 397	3 <sup>rd</sup> Grade 394	4 <sup>th</sup> Grade 353	5 <sup>th</sup> Grade 385	3 <sup>rd</sup> Grade 405	4 <sup>th</sup> Grade 369	5 <sup>th</sup> Grade 391
<b>Net Change</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 13	5 <sup>th</sup> Grade + 28	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 39	5 <sup>th</sup> Grade + 35	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade + 2	5 <sup>th</sup> Grade + 34	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade +11	5 <sup>th</sup> Grade + 34
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	5 <sup>th</sup> grade <u>SCIENCE</u> 23	5 <sup>th</sup> grade <u>HISTORY</u> 23	5 <sup>th</sup> grade <u>SCIENCE</u> 6	5 <sup>th</sup> grade <u>HISTORY</u> 6	5 <sup>th</sup> grade <u>SCIENCE</u> 13	5 <sup>th</sup> grade <u>HISTORY</u> 13	5 <sup>th</sup> grade <u>SCIENCE</u> 17	5 <sup>th</sup> grade <u>HISTORY</u> 17				
<b>Pre-test Average Score</b> <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				
<b>Post-test Average Score</b> <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	5 <sup>th</sup> grade <u>SCIENCE</u> 396	5 <sup>th</sup> grade <u>HISTORY</u> 431	5 <sup>th</sup> grade <u>SCIENCE</u> 408	5 <sup>th</sup> grade <u>HISTORY</u> 431	5 <sup>th</sup> grade <u>SCIENCE</u> 383	5 <sup>th</sup> grade <u>HISTORY</u> 424	5 <sup>th</sup> grade <u>SCIENCE</u> 388	5 <sup>th</sup> grade <u>HISTORY</u> 426				
<b>Net Change</b>	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A	5 <sup>th</sup> grade <u>SCIENCE</u> N/A	5 <sup>th</sup> grade <u>HISTORY</u> N/A				

### **CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Sandusky Elementary School**

**Instrument: 2016-2017 Math Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 22	5 <sup>th</sup> Grade 23	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 3	5 <sup>th</sup> Grade 13	3 <sup>rd</sup> Grade 10	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 6	3 <sup>rd</sup> Grade 16	4 <sup>th</sup> Grade 16	5 <sup>th</sup> Grade 17
Pre-test Average Score <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 66	4 <sup>th</sup> Grade 70	5 <sup>th</sup> Grade 54	3 <sup>rd</sup> Grade 73	4 <sup>th</sup> Grade 65	5 <sup>th</sup> Grade 52	3 <sup>rd</sup> Grade 64	4 <sup>th</sup> Grade 67	5 <sup>th</sup> Grade 48	3 <sup>rd</sup> Grade 63	4 <sup>th</sup> Grade 70	5 <sup>th</sup> Grade 54
Post-test Average Score <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 78	4 <sup>th</sup> Grade 54	5 <sup>th</sup> Grade 65	3 <sup>rd</sup> Grade 75	4 <sup>th</sup> Grade 49	5 <sup>th</sup> Grade 60	3 <sup>rd</sup> Grade 78	4 <sup>th</sup> Grade 53	5 <sup>th</sup> Grade 66	3 <sup>rd</sup> Grade 78	4 <sup>th</sup> Grade 54	5 <sup>th</sup> Grade 65
Net Change	3 <sup>rd</sup> Grade +12	4 <sup>th</sup> Grade -16	5 <sup>th</sup> Grade +11	3 <sup>rd</sup> Grade +2	4 <sup>th</sup> Grade -16	5 <sup>th</sup> Grade +8	3 <sup>rd</sup> Grade +14	4 <sup>th</sup> Grade -14	5 <sup>th</sup> Grade +18	3 <sup>rd</sup> Grade +15	4 <sup>th</sup> Grade -16	5 <sup>th</sup> Grade +11

### CURRENT YEAR PRE-POST DATA for REQUIRED Metric

**Metric: Student Achievement – Sandusky Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 22	5 <sup>th</sup> Grade 23	3 <sup>rd</sup> Grade 6	4 <sup>th</sup> Grade 3	5 <sup>th</sup> Grade 6	3 <sup>rd</sup> Grade 10	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 13	3 <sup>rd</sup> Grade 16	4 <sup>th</sup> Grade 16	5 <sup>th</sup> Grade 17
Pre-test Average Score <b>(Fall Benchmark)</b>	3 <sup>rd</sup> Grade 52	4 <sup>th</sup> Grade 50	5 <sup>th</sup> Grade 56	3 <sup>rd</sup> Grade 59	4 <sup>th</sup> Grade 54	5 <sup>th</sup> Grade 59	3 <sup>rd</sup> Grade 52	4 <sup>th</sup> Grade 44	5 <sup>th</sup> Grade 50	3 <sup>rd</sup> Grade 52	4 <sup>th</sup> Grade 45	5 <sup>th</sup> Grade 56
Post-test Average Score <b>(Spring Benchmark)</b>	3 <sup>rd</sup> Grade 60	4 <sup>th</sup> Grade 59	5 <sup>th</sup> Grade 62	3 <sup>rd</sup> Grade 69	4 <sup>th</sup> Grade 65	5 <sup>th</sup> Grade 64	3 <sup>rd</sup> Grade 56	4 <sup>th</sup> Grade 55	5 <sup>th</sup> Grade 57	3 <sup>rd</sup> Grade 61	4 <sup>th</sup> Grade 59	5 <sup>th</sup> Grade 61
Net Change	3 <sup>rd</sup> Grade +8	4 <sup>th</sup> Grade +9	5 <sup>th</sup> Grade +6	3 <sup>rd</sup> Grade +10	4 <sup>th</sup> Grade +11	5 <sup>th</sup> Grade +5	3 <sup>rd</sup> Grade +4	4 <sup>th</sup> Grade +10	5 <sup>th</sup> Grade +7	3 <sup>rd</sup> Grade +9	4 <sup>th</sup> Grade +14	5 <sup>th</sup> Grade +5

### CURRENT YEAR PRE-POST DATA for REQUIRED Metric

**Metric: Student Achievement – Sandusky Elementary School**

**Instrument: PALS**

Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Economically Disadvantage Students
----------------	--------------	------------------------------------	------------------------------------	--

<b>Number of Students Assessed</b>	<u>Kindergarten</u> 12 students	<u>1<sup>st</sup> Grade</u> 7 students	<u>2<sup>nd</sup> Grade</u> 8 students	<u>Kindergarten</u> 4 students	<u>1<sup>st</sup> Grade</u> 1 student	<u>2<sup>nd</sup> Grade</u> 2 students	<u>Kindergarten</u> 7 students	<u>1<sup>st</sup> Grade</u> 5 students	<u>2<sup>nd</sup> Grade</u> 5 students	<u>Kindergarten</u> 8 students	<u>1<sup>st</sup> Grade</u> 7 students	<u>2<sup>nd</sup> Grade</u> 5 students
<b>Pre-test Average Score</b> <b>Fall 2016 PALS</b> <b>Met Benchmark Score:</b> <small>Kindergarten= 29, 1<sup>st</sup> grade = 41, 2<sup>nd</sup> grade = 34</small>	<u>Kindergarten</u> 5 students	<u>1<sup>st</sup> Grade</u> 4 students	<u>2<sup>nd</sup> Grade</u> 1 student	<u>Kindergarten</u> 1 student	<u>1<sup>st</sup> Grade</u> 1 student	<u>2<sup>nd</sup> Grade</u> 0 students	<u>Kindergarten</u> 3 students	<u>1<sup>st</sup> Grade</u> 2 students	<u>2<sup>nd</sup> Grade</u> 0 student	<u>Kindergarten</u> 3 students	<u>1<sup>st</sup> Grade</u> 5 students	<u>2<sup>nd</sup> Grade</u> 1 student
<b>Post-test Average Score</b> <b>Spring 2017 PALS</b> <b>Met Benchmark Score:</b> <small>Kindergarten= 83, 1<sup>st</sup> grade = 35, 2<sup>nd</sup> grade = 54</small>	<u>Kindergarten</u> 10 students	<u>1<sup>st</sup> Grade</u> 7 students	<u>2<sup>nd</sup> Grade</u> 6 students	<u>Kindergarten</u> 1 student	<u>1<sup>st</sup> Grade</u> 1 student	<u>2<sup>nd</sup> Grade</u> 1 student	<u>Kindergarten</u> 6 students	<u>1<sup>st</sup> Grade</u> 5 students	<u>2<sup>nd</sup> Grade</u> 1 student	<u>Kindergarten</u> 6 students	<u>1<sup>st</sup> Grade</u> 7 students	<u>2<sup>nd</sup> Grade</u> 4 students
<b>Net Change</b>	<u>Kindergarten</u> +5	<u>1<sup>st</sup> Grade</u> +3	<u>2<sup>nd</sup> Grade</u> +5	<u>Kindergarten</u> 0	<u>1<sup>st</sup> Grade</u> 0	<u>2<sup>nd</sup> Grade</u> -1	<u>Kindergarten</u> +3	<u>1<sup>st</sup> Grade</u> +3	<u>2<sup>nd</sup> Grade</u> +1	<u>Kindergarten</u> +3	<u>1<sup>st</sup> Grade</u> +2	<u>2<sup>nd</sup> Grade</u> +3

**Explanation of Data for Sandusky Elementary School:**

Intersession programming is one intervention strategy Sandusky Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring
- PALS Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Sandusky Elementary School:

<b>Sandusky Elementary</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	74%	74%	76%
History and Social Sciences	83%	96%	88%
Mathematics	81%	85%	83%
Science	76%	92%	82%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Sheffield Elementary School**

**Instrument: Standards of Learning (SOL)**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: White Students</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: Economically Disadvantage Students</b>
-----------------------	---------------------	--	--	--

<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 40	<u>4<sup>th</sup>Grade</u> 40	<u>5<sup>th</sup>Grade</u> 36	<u>3<sup>rd</sup> Grade</u> 5	<u>4<sup>th</sup>Grade</u> 12	<u>5<sup>th</sup>Grade</u> 11	<u>3<sup>rd</sup> Grade</u> 31	<u>4<sup>th</sup>Grade</u> 14	<u>5<sup>th</sup>Grade</u> 18	<u>3<sup>rd</sup> Grade</u> 28	<u>4<sup>th</sup>Grade</u> 28	<u>5<sup>th</sup>Grade</u> 26
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 407	<u>5<sup>th</sup>Grade</u> 395	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 420	<u>5<sup>th</sup>Grade</u> 404	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 389	<u>5<sup>th</sup>Grade</u> 389	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 396	<u>5<sup>th</sup>Grade</u> 399
<b>Post-test Average Score</b> <b>Spring 2017 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> 387	<u>4<sup>th</sup>Grade</u> 417	<u>5<sup>th</sup>Grade</u> 384	<u>3<sup>rd</sup> Grade</u> 392	<u>4<sup>th</sup>Grade</u> 449	<u>5<sup>th</sup>Grade</u> 396	<u>3<sup>rd</sup> Grade</u> 379	<u>4<sup>th</sup>Grade</u> 405	<u>5<sup>th</sup>Grade</u> 370	<u>3<sup>rd</sup> Grade</u> 385	<u>4<sup>th</sup>Grade</u> 422	<u>5<sup>th</sup>Grade</u> 390
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 10	<u>5<sup>th</sup>Grade</u> -11	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 29	<u>5<sup>th</sup>Grade</u> -8	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 16	<u>5<sup>th</sup>Grade</u> -19	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 26	<u>5<sup>th</sup>Grade</u> -9
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 39	<u>4<sup>th</sup>Grade</u> 39	<u>5<sup>th</sup>Grade</u> 36	<u>3<sup>rd</sup> Grade</u> 5	<u>4<sup>th</sup>Grade</u> 11	<u>5<sup>th</sup>Grade</u> 11	<u>3<sup>rd</sup> Grade</u> 30	<u>4<sup>th</sup>Grade</u> 14	<u>5<sup>th</sup>Grade</u> 18	<u>3<sup>rd</sup> Grade</u> 27	<u>4<sup>th</sup>Grade</u> 27	<u>5<sup>th</sup>Grade</u> 26
<b>Pre-test Average Score</b> <b>Spring 2016 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 400	<u>5<sup>th</sup>Grade</u> 380	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 419	<u>5<sup>th</sup>Grade</u> 380	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 396	<u>5<sup>th</sup>Grade</u> 382	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 394	<u>5<sup>th</sup>Grade</u> 390
<b>Post-test Average Score</b> <b>Spring 2017 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> 387	<u>4<sup>th</sup>Grade</u> 421	<u>5<sup>th</sup>Grade</u> 405	<u>3<sup>rd</sup> Grade</u> 408	<u>4<sup>th</sup>Grade</u> 468	<u>5<sup>th</sup>Grade</u> 402	<u>3<sup>rd</sup> Grade</u> 378	<u>4<sup>th</sup>Grade</u> 401	<u>5<sup>th</sup>Grade</u> 408	<u>3<sup>rd</sup> Grade</u> 381	<u>4<sup>th</sup>Grade</u> 434	<u>5<sup>th</sup>Grade</u> 406
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 21	<u>5<sup>th</sup>Grade</u> + 25	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 49	<u>5<sup>th</sup>Grade</u> + 22	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 5	<u>5<sup>th</sup>Grade</u> + 26	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 40	<u>5<sup>th</sup>Grade</u> + 16
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 36	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 37	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 11	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 11	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 18	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 18	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 26	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 25				
<b>Pre-test Average Score</b> <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				
<b>Post-test Average Score</b> <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 407	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 458	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 401	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 452	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 406	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 456	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 412	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 460				
<b>Net Change</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Sheffield Elementary School**

**Instrument: 2016-2017 Math Benchmark**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: White Students</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: Economically Disadvantage Students</b>
-----------------------	---------------------	--	--	--

<b>Number of Students Assessed</b>	<u>3<sup>rd</sup>Grade</u> 40	<u>4<sup>th</sup>Grade</u> 36	<u>5<sup>th</sup>Grade</u> 35	<u>3<sup>rd</sup>Grade</u> 5	<u>4<sup>th</sup>Grade</u> 10	<u>5<sup>th</sup>Grade</u> 11	<u>3<sup>rd</sup>Grade</u> 31	<u>4<sup>th</sup>Grade</u> 16	<u>5<sup>th</sup>Grade</u> 17	<u>3<sup>rd</sup>Grade</u> 28	<u>4<sup>th</sup>Grade</u> 25	<u>5<sup>th</sup>Grade</u> 26
<b>Pre-test Average Score</b> <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	<u>3<sup>rd</sup>Grade</u> 65	<u>4<sup>th</sup>Grade</u> 70	<u>5<sup>th</sup>Grade</u> 55	<u>3<sup>rd</sup>Grade</u> 67	<u>4<sup>th</sup>Grade</u> 78	<u>5<sup>th</sup>Grade</u> 52	<u>3<sup>rd</sup>Grade</u> 64	<u>4<sup>th</sup>Grade</u> 66	<u>5<sup>th</sup>Grade</u> 55	<u>3<sup>rd</sup>Grade</u> 65	<u>4<sup>th</sup>Grade</u> 67	<u>5<sup>th</sup>Grade</u> 59
<b>Post-test Average Score</b> <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	<u>3<sup>rd</sup>Grade</u> 65	<u>4<sup>th</sup>Grade</u> 62	<u>5<sup>th</sup>Grade</u> 66	<u>3<sup>rd</sup>Grade</u> 69	<u>4<sup>th</sup>Grade</u> 68	<u>5<sup>th</sup>Grade</u> 68	<u>3<sup>rd</sup>Grade</u> 63	<u>4<sup>th</sup>Grade</u> 56	<u>5<sup>th</sup>Grade</u> 67	<u>3<sup>rd</sup>Grade</u> 66	<u>4<sup>th</sup>Grade</u> 59	<u>5<sup>th</sup>Grade</u> 65
<b>Net Change</b>	<u>3<sup>rd</sup>Grade</u> 0	<u>4<sup>th</sup>Grade</u> -8	<u>5<sup>th</sup>Grade</u> +11	<u>3<sup>rd</sup>Grade</u> +2	<u>4<sup>th</sup>Grade</u> -10	<u>5<sup>th</sup>Grade</u> +16	<u>3<sup>rd</sup>Grade</u> -3	<u>4<sup>th</sup>Grade</u> -10	<u>5<sup>th</sup>Grade</u> +12	<u>3<sup>rd</sup>Grade</u> -1	<u>4<sup>th</sup>Grade</u> -8	<u>5<sup>th</sup>Grade</u> +6

### CURRENT YEAR PRE-POST DATA for REQUIRED Metric

**Metric: Student Achievement – Sheffield Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup>Grade</u> 37	<u>4<sup>th</sup>Grade</u> 36	<u>5<sup>th</sup>Grade</u> 35	<u>3<sup>rd</sup>Grade</u> 4	<u>4<sup>th</sup>Grade</u> 10	<u>5<sup>th</sup>Grade</u> 10	<u>3<sup>rd</sup>Grade</u> 28	<u>4<sup>th</sup>Grade</u> 14	<u>5<sup>th</sup>Grade</u> 18	<u>3<sup>rd</sup>Grade</u> 26	<u>4<sup>th</sup>Grade</u> 25	<u>5<sup>th</sup>Grade</u> 25
<b>Pre-test Average Score</b> <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	<u>3<sup>rd</sup>Grade</u> 43	<u>4<sup>th</sup>Grade</u> 62	<u>5<sup>th</sup>Grade</u> 60	<u>3<sup>rd</sup>Grade</u> 45	<u>4<sup>th</sup>Grade</u> 70	<u>5<sup>th</sup>Grade</u> 60	<u>3<sup>rd</sup>Grade</u> 40	<u>4<sup>th</sup>Grade</u> 58	<u>5<sup>th</sup>Grade</u> 59	<u>3<sup>rd</sup>Grade</u> 43	<u>4<sup>th</sup>Grade</u> 62	<u>5<sup>th</sup>Grade</u> 63
<b>Post-test Average Score</b> <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	<u>3<sup>rd</sup>Grade</u> 50	<u>4<sup>th</sup>Grade</u> 67	<u>5<sup>th</sup>Grade</u> 68	<u>3<sup>rd</sup>Grade</u> 58	<u>4<sup>th</sup>Grade</u> 77	<u>5<sup>th</sup>Grade</u> 68	<u>3<sup>rd</sup>Grade</u> 47	<u>4<sup>th</sup>Grade</u> 63	<u>5<sup>th</sup>Grade</u> 68	<u>3<sup>rd</sup>Grade</u> 48	<u>4<sup>th</sup>Grade</u> 64	<u>5<sup>th</sup>Grade</u> 67
<b>Net Change</b>	<u>3<sup>rd</sup>Grade</u> +7	<u>4<sup>th</sup>Grade</u> +5	<u>5<sup>th</sup>Grade</u> +8	<u>3<sup>rd</sup>Grade</u> +13	<u>4<sup>th</sup>Grade</u> +7	<u>5<sup>th</sup>Grade</u> +8	<u>3<sup>rd</sup>Grade</u> +7	<u>4<sup>th</sup>Grade</u> +5	<u>5<sup>th</sup>Grade</u> +9	<u>3<sup>rd</sup>Grade</u> +5	<u>4<sup>th</sup>Grade</u> +2	<u>5<sup>th</sup>Grade</u> +4

**Explanation of Data for Sheffield Elementary School:**

Intersession programming is one intervention strategy Sheffield Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Sheffield\_Elementary School:

<b>Sheffield Elementary</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	68%	73%	74%
History and Social Sciences	80%	90%	94%
Mathematics	60%	73%	71%
Science	58%	84%	85%

### CURRENT YEAR PRE-POST DATA for REQUIRED Metric

**Metric: Student Achievement – Thomas C. Miller Elementary School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>	<u>3<sup>rd</sup> Grade</u>	<u>4<sup>th</sup> Grade</u>	<u>5<sup>th</sup> Grade</u>
<b>Number of Students Assessed</b>	21	13	12	7	3	1	7	7	10	13	9	9
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	N/A	439	399	N/A	446	418	N/A	418	394	N/A	435	384

<b>Post-test Average Score Spring 2017 MATH SOL</b>	<u>3<sup>rd</sup> Grade</u> 409	<u>4<sup>th</sup>Grade</u> 439	<u>5<sup>th</sup>Grade</u> 399	<u>3<sup>rd</sup> Grade</u> 373	<u>4<sup>th</sup>Grade</u> 452	<u>5<sup>th</sup>Grade</u> 401	<u>3<sup>rd</sup> Grade</u> 436	<u>4<sup>th</sup>Grade</u> 396	<u>5<sup>th</sup>Grade</u> 396	<u>3<sup>rd</sup> Grade</u> 382	<u>4<sup>th</sup>Grade</u> 425	<u>5<sup>th</sup>Grade</u> 386
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 0	<u>5<sup>th</sup>Grade</u> 0	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 6	<u>5<sup>th</sup>Grade</u> -17	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -22	<u>5<sup>th</sup>Grade</u> +2	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 10	<u>5<sup>th</sup>Grade</u> + 2
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 20	<u>4<sup>th</sup>Grade</u> 14	<u>5<sup>th</sup>Grade</u> 13	<u>3<sup>rd</sup> Grade</u> 6	<u>4<sup>th</sup>Grade</u> 3	<u>5<sup>th</sup>Grade</u> 2	<u>3<sup>rd</sup> Grade</u> 7	<u>4<sup>th</sup>Grade</u> 8	<u>5<sup>th</sup>Grade</u> 11	<u>3<sup>rd</sup> Grade</u> 12	<u>4<sup>th</sup>Grade</u> 10	<u>5<sup>th</sup>Grade</u> 10
<b>Pre-test Average Score Spring 2016 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 454	<u>5<sup>th</sup>Grade</u> 393	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 466	<u>5<sup>th</sup>Grade</u> 416	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 441	<u>5<sup>th</sup>Grade</u> 389	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 445	<u>5<sup>th</sup>Grade</u> 383
<b>Post-test Average Score Spring 2017 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> 446	<u>4<sup>th</sup>Grade</u> 443	<u>5<sup>th</sup>Grade</u> 399	<u>3<sup>rd</sup> Grade</u> 478	<u>4<sup>th</sup>Grade</u> 486	<u>5<sup>th</sup>Grade</u> 416	<u>3<sup>rd</sup> Grade</u> 450	<u>4<sup>th</sup>Grade</u> 418	<u>5<sup>th</sup>Grade</u> 394	<u>3<sup>rd</sup> Grade</u> 457	<u>4<sup>th</sup>Grade</u> 418	<u>5<sup>th</sup>Grade</u> 389
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -11	<u>5<sup>th</sup>Grade</u> + 6	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> +20	<u>5<sup>th</sup>Grade</u> 0	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -23	<u>5<sup>th</sup>Grade</u> +5	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> --24	<u>5<sup>th</sup>Grade</u> +6
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>5<sup>th</sup> grade SCIENCE</u> 13	<u>5<sup>th</sup> grade HISTORY</u> 13	<u>5<sup>th</sup> grade SCIENCE</u> 1	<u>5<sup>th</sup> grade HISTORY</u> 1	<u>5<sup>th</sup> grade SCIENCE</u> 11	<u>5<sup>th</sup> grade HISTORY</u> 11	<u>5<sup>th</sup> grade SCIENCE</u> 10	<u>5<sup>th</sup> grade HISTORY</u> 10				
<b>Pre-test Average Score Spring 2016 SCIENCE SOL Spring 2016 HISTORY SOL</b>	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A				
<b>Post-test Average Score Spring 2017 SCIENCE SOL Spring 2017 HISTORY SOL</b>	<u>5<sup>th</sup> grade SCIENCE</u> 395	<u>5<sup>th</sup> grade HISTORY</u> 419	<u>5<sup>th</sup> grade SCIENCE</u> 331	<u>5<sup>th</sup> grade HISTORY</u> 378	<u>5<sup>th</sup> grade SCIENCE</u> 401	<u>5<sup>th</sup> grade HISTORY</u> 418	<u>5<sup>th</sup> grade SCIENCE</u> 374	<u>5<sup>th</sup> grade HISTORY</u> 408				
<b>Net Change</b>	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A	<u>5<sup>th</sup> grade SCIENCE</u> N/A	<u>5<sup>th</sup> grade HISTORY</u> N/A				

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – T.C. Miller Elementary School**

**Instrument: 2016-2017 Math Benchmark**

<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup>Grade</u> 21	<u>4<sup>th</sup>Grade</u> 12	<u>5<sup>th</sup>Grade</u> 12	<u>3<sup>rd</sup>Grade</u> 7	<u>4<sup>th</sup>Grade</u> 3	<u>5<sup>th</sup>Grade</u> 1	<u>3<sup>rd</sup>Grade</u> 7	<u>4<sup>th</sup>Grade</u> 6	<u>5<sup>th</sup>Grade</u> 10	<u>3<sup>rd</sup>Grade</u> 13	<u>4<sup>th</sup>Grade</u> 8	<u>5<sup>th</sup>Grade</u> 9
<b>Pre-test Average Score Fall 2016 Math Benchmark Cut Scores: 3<sup>rd</sup> grade = 65, 4<sup>th</sup> Grade = 62, 5<sup>th</sup> Grade = 62</b>	<u>3<sup>rd</sup>Grade</u> 75	<u>4<sup>th</sup>Grade</u> 79	<u>5<sup>th</sup>Grade</u> 50	<u>3<sup>rd</sup>Grade</u> 69	<u>4<sup>th</sup>Grade</u> 80	<u>5<sup>th</sup>Grade</u> 60	<u>3<sup>rd</sup>Grade</u> 80	<u>4<sup>th</sup>Grade</u> 76	<u>5<sup>th</sup>Grade</u> 48	<u>3<sup>rd</sup>Grade</u> 70	<u>4<sup>th</sup>Grade</u> 80	<u>5<sup>th</sup>Grade</u> 48



<b>Post-test Average Score Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 76	4 <sup>th</sup> Grade 90	5 <sup>th</sup> Grade 75	3 <sup>rd</sup> Grade 75	4 <sup>th</sup> Grade 88	5 <sup>th</sup> Grade 80	3 <sup>rd</sup> Grade 79	4 <sup>th</sup> Grade 90	5 <sup>th</sup> Grade 73	3 <sup>rd</sup> Grade 71	4 <sup>th</sup> Grade 91	5 <sup>th</sup> Grade 68
<b>Net Change</b>	3 <sup>rd</sup> Grade +1	4 <sup>th</sup> Grade +11	5 <sup>th</sup> Grade +25	3 <sup>rd</sup> Grade +6	4 <sup>th</sup> Grade +8	5 <sup>th</sup> Grade +20	3 <sup>rd</sup> Grade -1	4 <sup>th</sup> Grade +14	5 <sup>th</sup> Grade +19	3 <sup>rd</sup> Grade +1	4 <sup>th</sup> Grade +11	5 <sup>th</sup> Grade +20

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – T.C. Miller Elementary School**

**Instrument: 2016-2017 English Benchmark**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
<b>Number of Students Assessed</b>	3 <sup>rd</sup> Grade 21	4 <sup>th</sup> Grade 13	5 <sup>th</sup> Grade 12	3 <sup>rd</sup> Grade 7	4 <sup>th</sup> Grade 7	5 <sup>th</sup> Grade 1	3 <sup>rd</sup> Grade 8	4 <sup>th</sup> Grade 7	5 <sup>th</sup> Grade 10	3 <sup>rd</sup> Grade 13	4 <sup>th</sup> Grade 9	5 <sup>th</sup> Grade 9
<b>Pre-test Average Score Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 56	4 <sup>th</sup> Grade 78	5 <sup>th</sup> Grade 55	3 <sup>rd</sup> Grade 55	4 <sup>th</sup> Grade 55	5 <sup>th</sup> Grade 55	3 <sup>rd</sup> Grade 57	4 <sup>th</sup> Grade 77	5 <sup>th</sup> Grade 54	3 <sup>rd</sup> Grade 55	4 <sup>th</sup> Grade 75	5 <sup>th</sup> Grade 53
<b>Post-test Average Score Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 72	4 <sup>th</sup> Grade 82	5 <sup>th</sup> Grade 67	3 <sup>rd</sup> Grade 68	4 <sup>th</sup> Grade 68	5 <sup>th</sup> Grade 75	3 <sup>rd</sup> Grade 79	4 <sup>th</sup> Grade 80	5 <sup>th</sup> Grade 64	3 <sup>rd</sup> Grade 70	4 <sup>th</sup> Grade 82	5 <sup>th</sup> Grade 63
<b>Net Change</b>	3 <sup>rd</sup> Grade +16	4 <sup>th</sup> Grade +14	5 <sup>th</sup> Grade +12	3 <sup>rd</sup> Grade +13	4 <sup>th</sup> Grade +13	5 <sup>th</sup> Grade +20	3 <sup>rd</sup> Grade +12	4 <sup>th</sup> Grade +3	5 <sup>th</sup> Grade +10	3 <sup>rd</sup> Grade +15	4 <sup>th</sup> Grade +7	5 <sup>th</sup> Grade +10

**Explanation of Data for Thomas C. Miller Elementary School:**

Intersession programming is one intervention strategy Thomas C. Miller Elementary School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Thomas C. Miller Elementary School:

<b>Thomas C. Miller</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
-------------------------	------------------	------------------	------------------

Elementary	Baseline Year	EOS Year 1	EOS Year 2
English	64%	65%	82%
History and Social Sciences	95%	71%	88%
Mathematics	63%	70%	81%
Science	81%	66%	80%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – William Marvin Bass Elementary School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Number of Students Assessed</b>	14	16	13	3	1	3	8	13	7	12	10	11
<b>Pre-test Average Score</b> <b>Spring 2016 MATH SOL</b>	N/A	356	415	N/A	372	406	N/A	345	433	N/A	364	425
<b>Post-test Average Score</b> <b>Spring 2017 MATH SOL</b>	341	382	356	371	322	366	339	387	352	344	389	359

<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 26	<u>5<sup>th</sup>Grade</u> -59	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -50	<u>5<sup>th</sup>Grade</u> -40	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 42	<u>5<sup>th</sup>Grade</u> -81	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 25	<u>5<sup>th</sup>Grade</u> -66
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup> Grade</u> 14	<u>4<sup>th</sup>Grade</u> 16	<u>5<sup>th</sup>Grade</u> 13	<u>3<sup>rd</sup> Grade</u> 3	<u>4<sup>th</sup>Grade</u> 1	<u>5<sup>th</sup>Grade</u> 3	<u>3<sup>rd</sup> Grade</u> 8	<u>4<sup>th</sup>Grade</u> 13	<u>5<sup>th</sup>Grade</u> 7	<u>3<sup>rd</sup> Grade</u> 12	<u>4<sup>th</sup>Grade</u> 10	<u>5<sup>th</sup>Grade</u> 11
<b>Pre-test Average Score</b> <b>Spring 2016 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 341	<u>5<sup>th</sup>Grade</u> 371	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 343	<u>5<sup>th</sup>Grade</u> 379	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 338	<u>5<sup>th</sup>Grade</u> 371	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> 344	<u>5<sup>th</sup>Grade</u> 374
<b>Post-test Average Score</b> <b>Spring 2017 ENGLISH SOL</b>	<u>3<sup>rd</sup> Grade</u> 359	<u>4<sup>th</sup>Grade</u> 371	<u>5<sup>th</sup>Grade</u> 360	<u>3<sup>rd</sup> Grade</u> 413	<u>4<sup>th</sup>Grade</u> 339	<u>5<sup>th</sup>Grade</u> 361	<u>3<sup>rd</sup> Grade</u> 359	<u>4<sup>th</sup>Grade</u> 369	<u>5<sup>th</sup>Grade</u> 370	<u>3<sup>rd</sup> Grade</u> 351	<u>4<sup>th</sup>Grade</u> 371	<u>5<sup>th</sup>Grade</u> 356
<b>Net Change</b>	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 30	<u>5<sup>th</sup>Grade</u> -11	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> -4	<u>5<sup>th</sup>Grade</u> -18	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 31-	<u>5<sup>th</sup>Grade</u> -1	<u>3<sup>rd</sup> Grade</u> N/A	<u>4<sup>th</sup>Grade</u> + 27	<u>5<sup>th</sup>Grade</u> -18
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 14	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 14	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 3	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 3	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 8	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 8	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 11	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 11				
<b>Pre-test Average Score</b> <b>Spring 2016 SCIENCE SOL</b> <b>Spring 2016 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				
<b>Post-test Average Score</b> <b>Spring 2017 SCIENCE SOL</b> <b>Spring 2017 HISTORY SOL</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 362	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 396	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 390	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 420	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 356	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 395	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> 364	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> 394				
<b>Net Change</b>	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A	<u>5<sup>th</sup> grade</u> <u>SCIENCE</u> N/A	<u>5<sup>th</sup> grade</u> <u>HISTORY</u> N/A				

### **CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – William M. Bass Elementary School**

**Instrument: 2016-2017 Math Benchmark**

<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>3<sup>rd</sup>Grade</u> 8	<u>4<sup>th</sup>Grade</u> 15	<u>5<sup>th</sup>Grade</u> 13	<u>3<sup>rd</sup>Grade</u> 2	<u>4<sup>th</sup>Grade</u> 1	<u>5<sup>th</sup>Grade</u> 3	<u>3<sup>rd</sup>Grade</u> 4	<u>4<sup>th</sup>Grade</u> 12	<u>5<sup>th</sup>Grade</u> 8	<u>3<sup>rd</sup>Grade</u> 7	<u>4<sup>th</sup>Grade</u> 9	<u>5<sup>th</sup>Grade</u> 10
<b>Pre-test Average Score</b> <b>Fall 2016 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	<u>3<sup>rd</sup>Grade</u> 58	<u>4<sup>th</sup>Grade</u> 64	<u>5<sup>th</sup>Grade</u> 48	<u>3<sup>rd</sup>Grade</u> 60	<u>4<sup>th</sup>Grade</u> 63	<u>5<sup>th</sup>Grade</u> 20	<u>3<sup>rd</sup>Grade</u> 52	<u>4<sup>th</sup>Grade</u> 65	<u>5<sup>th</sup>Grade</u> 75	<u>3<sup>rd</sup>Grade</u> 60	<u>4<sup>th</sup>Grade</u> 64	<u>5<sup>th</sup>Grade</u> 48

<b>Post-test Average Score</b> <b>Spring 2017 Math Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 65, 4 <sup>th</sup> Grade = 62, 5 <sup>th</sup> Grade = 62	3 <sup>rd</sup> Grade 76	4 <sup>th</sup> Grade 64	5 <sup>th</sup> Grade 80	3 <sup>rd</sup> Grade 80	4 <sup>th</sup> Grade 65	5 <sup>th</sup> Grade 80	3 <sup>rd</sup> Grade 72	4 <sup>th</sup> Grade 62	5 <sup>th</sup> Grade 79	3 <sup>rd</sup> Grade 77	4 <sup>th</sup> Grade 67	5 <sup>th</sup> Grade 79
<b>Net Change</b>	3 <sup>rd</sup> Grade +12	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade +32	3 <sup>rd</sup> Grade +20	4 <sup>th</sup> Grade +2	5 <sup>th</sup> Grade +60	3 <sup>rd</sup> Grade +20	4 <sup>th</sup> Grade -3	5 <sup>th</sup> Grade +4	3 <sup>rd</sup> Grade +17	4 <sup>th</sup> Grade +3	5 <sup>th</sup> Grade +31

<b>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</b>												
<b>Metric: Student Achievement – Bass Elementary School</b>												
<b>Instrument: 2016-2017 English Benchmark</b>												
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	3 <sup>rd</sup> Grade 12	4 <sup>th</sup> Grade 14	5 <sup>th</sup> Grade 13	3 <sup>rd</sup> Grade 2	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 3	3 <sup>rd</sup> Grade 7	4 <sup>th</sup> Grade 12	5 <sup>th</sup> Grade 8	3 <sup>rd</sup> Grade 10	4 <sup>th</sup> Grade 8	5 <sup>th</sup> Grade 10
<b>Pre-test Average Score</b> <b>Fall 2016 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade No data	4 <sup>th</sup> Grade No data	5 <sup>th</sup> Grade No data	3 <sup>rd</sup> Grade No data	4 <sup>th</sup> Grade No data	5 <sup>th</sup> Grade No data	3 <sup>rd</sup> Grade No data	4 <sup>th</sup> Grade No data	5 <sup>th</sup> Grade No data	3 <sup>rd</sup> Grade No data	4 <sup>th</sup> Grade No data	5 <sup>th</sup> Grade No data
<b>Post-test Average Score</b> <b>Spring 2017 English Benchmark</b> Cut Scores: 3 <sup>rd</sup> grade = 63, 4 <sup>th</sup> Grade = 63, 5 <sup>th</sup> Grade = 63	3 <sup>rd</sup> Grade 44	4 <sup>th</sup> Grade 68	5 <sup>th</sup> Grade 66	3 <sup>rd</sup> Grade 64	4 <sup>th</sup> Grade 0	5 <sup>th</sup> Grade 63	3 <sup>rd</sup> Grade 42	4 <sup>th</sup> Grade 67	5 <sup>th</sup> Grade 68	3 <sup>rd</sup> Grade 46	4 <sup>th</sup> Grade 71	5 <sup>th</sup> Grade 67
<b>Net Change</b>	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade N/A	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade N/A	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/	5 <sup>th</sup> Grade N/A	3 <sup>rd</sup> Grade N/A	4 <sup>th</sup> Grade N/A	5 <sup>th</sup> Grade N/A

Expla  
nation  
of  
Data  
for  
Willia  
m M.  
Bass  
Elemen  
tary  
School  
:  
nterse  
ssion  
progra

imming is one intervention strategy William M. Bass Elementary School uses to provide remediation and/or acceleration to identified students. During these

extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for William M. Bass Elementary School:

<b>William M. Bass Elementary</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	53%	56%	54%
History and Social Sciences	56%	74%	79%
Mathematics	59%	56%	56%
Science	46%	65%	55%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Dunbar Middle School**

**Instrument: Standards of Learning (SOL)**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
<b>Number of Students Assessed</b>	31	36	15	4	4	1	23	27	12	26	33	12
<b>Pre-test Average Score Spring 2016 MATH SOL</b>	378	396	400	387	399	426	366	392	397	373	396	392
<b>Post-test Average Score Spring 2017 MATH SOL</b>	381	395	398	395	390	411	368	393	396	380	392	393
<b>Net Change</b>	+ 3	-1	-2	+ 8	-9	-15	+ 2	+ 1	-1	+ 7	-4	+ 1
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
Number of Students Assessed	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
<b>Number of Students Assessed</b>	30	35	15	4	4	1	23	25	12	25	32	12
<b>Pre-test Average Score Spring 2016 ENGLISH SOL</b>	404	394	401	423	441	441	397	381	396	401	392	391
<b>Post-test Average Score Spring 2017 ENGLISH SOL</b>	382	397	379	397	441	437	376	378	376	377	393	369
<b>Net Change</b>	-22	+ 3	-22	-26	0	-4	-21	+ 6	-20	-24	+ 1	-22

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Dunbar Middle School**

**Instrument: Benchmark Assessments**

Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
<b>Number of Students Assessed</b>	31	34	15	4	4	1	23	24	12	26	31	11
<b>Pre-test Average Score Fall 2016 Math Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 56, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	48	58	68	44	62	57	46	56	72	47	57	65
<b>Post-test Average Score Spring 2017 Math Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 56, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	49	51	49	59	51	42	45	49	49	48	49	49
<b>Net Change</b>	+ 1	-7	-19	+ 15	-15	-8	-1	-7	-23	+ 1	-8	-16
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
<b>Number of Students Assessed</b>	31	34	15	4	4	1	23	24	12	26	30	12
<b>Pre-test Average Score Fall 2016 Reading Benchmark</b>	56	41	53	57	54	42	56	38	52	53	40	52
<b>Post-test Average Score Spring 2017 Reading Benchmark</b>	56	61	58	54	75	45	57	57	56	55	59	59
<b>Net Change</b>	0	+ 20	+ 5	-3	+ 21	+3	+1	+19	+4	-2	+19	+7

**Explanation of Data for Dunbar Middle School :**

Intersession programming is one intervention strategy Dunbar Middle School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history

- LCS Benchmark (reading and math) data between Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Dunbar Middle School:

<b>Dunbar Middle School</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	70%	71%	70%
History and Social Sciences	90%	88%	85%
Mathematics	72%	69%	71%
Science	76%	79%	80%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Linkhorne Middle School**

**Instrument: Standards of Learning (SOL)**



Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
<b>Number of Students Assessed</b>	32	20	35	7	1	12	24	15	21	27	17	22
<b>Pre-test Average Score Spring 2016 MATH SOL</b>	384	394	376	397	364	419	382	387	356	381	392	355
<b>Post-test Average Score Spring 2017 MATH SOL</b>	378	344	404	395	323	446	376	334	384	377	341	390
<b>Net Change</b>	-6	-50	+ 18	-2	-41	+ 35	-6	-53	+28	-4	-51	+35
Reporting Area	All Students			Reporting Group: White Students			Reporting Group: Black Students			Reporting Group: Economically Disadvantage Students		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
<b>Number of Students Assessed</b>	32	20	36	7	1	11	24	16	23	27	17	22
<b>Pre-test Average Score Spring 2016 ENGLISH SOL</b>	392	366	410	425	358	461	382	360	386	385	360	381
<b>Post-test Average Score Spring 2017 ENGLISH SOL</b>	371	354	396	383	400	450	366	350	368	365	350	372
<b>Net Change</b>	-21	-12	-14	-42	+42	-11	-16	-10	-18	-20	-10	-9

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Linkhorne Middle School**

**Instrument: Benchmark Assessment**

Reporting Area	All Students	Reporting Group:		
		White Students	Black Students	Economically Disadvantage Students

<b>Number of Students Assessed</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	32	21	39	7	1	12	25	14	24	28	17	25
<b>Pre-test Average Score Fall 2016 Math Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 56, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	38	45	59	34	43	77	39	43	50	39	44	51
<b>Post-test Average Score Spring 2017 Math Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 56, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	49	50	53	46	46	70	50	41	44	49	43	48
<b>Net Change</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	+11	+ 5	-6	+12	+ 3	-7	+11	-2	-6	+10	-1	-3
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	34	21	40	7	3	12	26	13	24	29	16	26
<b>Pre-test Average Score Fall 2016 Reading Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 62, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	43	39	57	53	30	73	40	38	48	42	39	50
<b>Post-test Average Score Spring 2017 Reading Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 62, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	57	58	63	66	48	78	56	56	55	54	58	55
<b>Net Change</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	+ 14	+ 19	+ 6	+ 13	+ 18	+ 5	+ 16	+ 18	+ 7	+ 12	+ 19	+ 5

### **Explanation of Data for Linkhorne Middle School:**

Intersession programming is one intervention strategy Linkhorne Middle School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal

accountability pass rates from 2014-2015 to 2016-2017 for Linkhorne Middle School:

<b>Linkhorne Middle School</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	66%	64%	64%
History and Social Sciences	80%	83%	81%
Mathematics	69%	62%	64%
Science	70%	72%	75%

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Sandusky Middle School**

**Instrument: Standards of Learning (SOL)**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: White Students</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: Economically Disadvantage Students</b>
-----------------------	---------------------	--	--	--

<b>Number of Students Assessed</b>	<u>6th Grade</u> 44	<u>7th Grade</u> 19	<u>8th Grade</u> 21	<u>6th Grade</u> 12	<u>7th Grade</u> 3	<u>8th Grade</u> 5	<u>6th Grade</u> 28	<u>7th Grade</u> 13	<u>8th Grade</u> 13	<u>6th Grade</u> 38	<u>7th Grade</u> 16	<u>8th Grade</u> 19
<b>Pre-test Average Score Spring 2016 MATH SOL</b>	<u>6th Grade</u> 367	<u>7th Grade</u> 408	<u>8th Grade</u> 349	<u>6th Grade</u> 365	<u>7th Grade</u> 413	<u>8th Grade</u> 343	<u>6th Grade</u> 369	<u>7th Grade</u> 413	<u>8th Grade</u> 349	<u>6th Grade</u> 366	<u>7th Grade</u> 404	<u>8th Grade</u> 349
<b>Post-test Average Score Spring 2017 MATH SOL</b>	<u>6th Grade</u> 385	<u>7th Grade</u> 352	<u>8th Grade</u> 372	<u>6th Grade</u> 387	<u>7th Grade</u> 344	<u>8th Grade</u> 369	<u>6th Grade</u> 382	<u>7th Grade</u> 356	<u>8th Grade</u> 377	<u>6th Grade</u> 386	<u>7th Grade</u> 344	<u>8th Grade</u> 372
<b>Net Change</b>	<u>6th Grade</u> +18	<u>7th Grade</u> -56	<u>8th Grade</u> +23	<u>6th Grade</u> +12	<u>7th Grade</u> -69	<u>8th Grade</u> +26	<u>6th Grade</u> +13	<u>7th Grade</u> -57	<u>8th Grade</u> +28	<u>6th Grade</u> +20	<u>7th Grade</u> -60	<u>8th Grade</u> +23
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>6th Grade</u> 43	<u>7th Grade</u> 22	<u>8th Grade</u> 21	<u>6th Grade</u> 12	<u>7th Grade</u> 13	<u>8th Grade</u> 5	<u>6th Grade</u> 27	<u>7th Grade</u> 14	<u>8th Grade</u> 14	<u>6th Grade</u> 37	<u>7th Grade</u> 18	<u>8th Grade</u> 19
<b>Pre-test Average Score Spring 2016 ENGLISH SOL</b>	<u>6th Grade</u> 374	<u>7th Grade</u> 378	<u>8th Grade</u> 383	<u>6th Grade</u> 378	<u>7th Grade</u> 357	<u>8th Grade</u> 367	<u>6th Grade</u> 375	<u>7th Grade</u> 371	<u>8th Grade</u> 380	<u>6th Grade</u> 375	<u>7th Grade</u> 376	<u>8th Grade</u> 388
<b>Post-test Average Score Spring 2017 ENGLISH SOL</b>	<u>6th Grade</u> 370	<u>7th Grade</u> 392	<u>8th Grade</u> 395	<u>6th Grade</u> 388	<u>7th Grade</u> 362	<u>8th Grade</u> 400	<u>6th Grade</u> 363	<u>7th Grade</u> 395	<u>8th Grade</u> 384	<u>6th Grade</u> 372	<u>7th Grade</u> 389	<u>8th Grade</u> 396
<b>Net Change</b>	<u>6th Grade</u> -4	<u>7th Grade</u> +14	<u>8th Grade</u> +12	<u>6th Grade</u> +10	<u>7th Grade</u> +5	<u>8th Grade</u> +33	<u>6th Grade</u> -12	<u>7th Grade</u> +24	<u>8th Grade</u> +4	<u>6th Grade</u> -3	<u>7th Grade</u> +13	<u>8th Grade</u> +8

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement – Sandusky Middle School**

**Instrument: Benchmark Assessment**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: White Students</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: Economically Disadvantage Students</b>
-----------------------	---------------------	--	--	--

<b>Number of Students Assessed</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	44	20	18	11	2	4	27	14	9	38	17	16
<b>Pre-test Average Score</b> <b>Fall 2016 Math Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 56, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	52	51	55	53	48	37	50	51	62	53	53	57
<b>Post-test Average Score</b> <b>Spring 2017 Math Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 56, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	60	39	42	65	29	38	56	43	46	60	39	44
<b>Net Change</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	+8	-11	-13	+8	-19	+1	+6	-8	+16	-7	-14	-13
<b>Reporting Area</b>	<b>All Students</b>			<b>Reporting Group: White Students</b>			<b>Reporting Group: Black Students</b>			<b>Reporting Group: Economically Disadvantage Students</b>		
<b>Number of Students Assessed</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	44	20	19	12	3	5	28	12	12	38	15	17
<b>Pre-test Average Score</b> <b>Fall 2016 Reading Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 62, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	59	43	55	63	44	45	57	42	57	59	42	56
<b>Post-test Average Score</b> <b>Spring 2017 Reading Benchmark</b> Cut Scores: 6 <sup>th</sup> grade = 62, 7 <sup>th</sup> grade=62, 8 <sup>th</sup> grade = 62	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	63	58	58	68	62	59	60	56	55	61	56	59
<b>Net Change</b>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
	+4	+15	+3	+5	+18	+14	+3	+14	-2	+2	+14	+3

### **Explanation of Data for Sandusky Middle School :**

Intersession programming is one intervention strategy Sandusky Middle School uses to provide remediation and/or acceleration to identified students. During these extended learning opportunities, students are able to obtain additional help from teachers to meet grade level standards and/or course requirements. Data outlined above includes the following assessments:

- Standards of Learning (SOLs) scores across reading, math, science, and history
- LCS Benchmark (reading and math) data between Fall and Spring

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and economically disadvantaged students. Data shows that students are making gains to increase student achievement in reading and math. Furthermore, the following chart shows federal

accountability pass rates from 2014-2015 to 2016-2017 for Sandusky Middle School:

<b>Sandusky Middle School</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	66%	66%	65%
History and Social Sciences	83%	77%	73%
Mathematics	67%	71%	64%
Science	73%	75%	73%

**E. C. Glass High School**

**Heritage High School**

**Empowerment Academy \***  
(\*Data included within ECG and HHS)

**Preliminary Data Shows:**

**STATE GRADUATION & COMPLETION INDEX (GCI)**

**Virginia GCI & Accreditation**

High schools must meet graduation objectives – as well as achieve the required pass rates in all four core subjects for full accreditation.

**85 points is the benchmark** (diploma 100, GED 75, still enrolled 70, Certificate of Program Completion 25)

School	2014-2015	2015-2016	2016-2017
E. C. Glass High School	86	85	87
Heritage High School	84	86	89

### **ON-TIME GRADUATION RATE (OGR)**

Virginia On-Time Graduation Rate

This calculation done by the state takes into consideration student mobility, changes in student enrollment, policy and instructional practices such as 9<sup>th</sup> grade retention.

The formula looks at the following categories:

- The number of students beginning a 9<sup>th</sup> grade cohort
- The number who graduated in 4 years (OGR)
- GED or Certificate earners in 4 years
- Still Enrolled, Dropouts, Long-term Absence, Unconfirmed Status

School	2014-2015	2015-2016	2016-2017
E. C. Glass High School	84%	86%	85%
Heritage High School	80%	85%	89%

### **FEDERAL GRADUATION INDICATOR (FGI)**

A high school meets the federal graduation benchmark if one of the following is met:

- At least 80 percent of students graduate with Standard or Advanced Studies diplomas; or
- The percentage of students not graduating within four years of entering the ninth grade is reduced by at least 10%.
- The Federal Graduation Indicator includes the percentage of students who graduate with a Standard or Advanced Studies Diploma.
- Students earning a GED, Certificate of Completion, or other diplomas recognized by the state do not count in the FGI calculation.

School	2014-2015	2015-2016	2016-2017
E. C. Glass High School	79%	77%	81%
Heritage High School	77%	76%	81%

The following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for E. C. Glass High School:

<b>E. C. Glass High School</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	71%	75%	80%
History and Social Sciences	81%	77%	81%
Mathematics	55%	66%	73%
Science	67%	72%	74%

The following chart shows federal accountability pass rates from 2014-2015 to 2016-2017 for Heritage High School:

<b>Heritage High School</b>	<b>2014-2015</b> Baseline Year	<b>2015-2016</b> EOS Year 1	<b>2016-2017</b> EOS Year 2
English	76%	83%	78%
History and Social Sciences	77%	75%	71%
Mathematics	63%	69%	63%
Science	71%	70%	63%

## **9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.**

Lynchburg City Schools will continue to implement the extended year grant, entitled *Extending Opportunities for Success*, as it is in support of Lynchburg City Schools academic calendar and comprehensive plan for 2017-2018. There are four major components of the grant which provide services to all students PreK – 12 in all schools and programs within Lynchburg City Schools.

1. Funding for intersession days for identified students on October 9-11, 2017. During the intersession days, LCS will partner with Lynchburg Beacon of Hope to provide mentoring, peer tutoring services, SOL remediation, ACT/SAT preparation to high school students, and team building to middle school students.
2. Funding for intervention services for students attending the Empowerment Academy.



3. Funding for a Senior Intensive Remediation Program for high school seniors at both high schools to assist with obtaining sufficient credits to meet graduation requirements.
4. Funding to support additional time and resources for Summer School Programs.

During the 2017-2018 school year, LCS will explore options to offer additional extended learning time opportunities beyond for the programs listed above. Any program changes will be sent for approval prior to implementation.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2016-2017 with 2015-16 Carryover Funds</b>				
	<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>	<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>		
<b>1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project.</b>				
		Include wages and contract or consultant staff costs in this section.		
			<b>Source of Funds</b>	
	<b>Name of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
<b>BASS</b>	Christen Ramsey	Oct 2016 Intersession Teacher	\$ 429.00	
	Hope Cash	Oct 2016 Intersession Teacher	\$ 455.00	
	May Jo Jimenez	Oct 2016 Intersession Teacher	\$ 455.00	
	Shana West	Oct 2016 & Feb 2017 Intersession Teacher	\$ 526.50	
	Samantha Grimwood	Oct 2016 Intersession Teacher	\$ 455.00	
	Caitlin Bowyer	Oct 2016 Intersession Teacher	\$ 455.00	
	Nina Davis	Oct 2016 Intersession IA	\$ 225.00	
	Lisa Swisher	Oct 2016 Intersession IA	\$ 45.00	
	Tami Simone	Feb 2017 Intersession Teacher	\$ 273.00	
	Kristin Williams	Feb 2017 Intersession Teacher	\$ 273.00	

<b>BHES</b>	Marvina Brown	Oct 2016 Intersession Secretary	\$ 127.50	
	Beverly Nyden	Oct 2016 Intersession IA	\$ 75.00	
	Kevin Conway	Oct 2016 Intersession Teacher	\$ 598.00	
	Latoya Harris	Oct 2016 Intersession Teacher	\$ 598.00	
	Chad Honeycutt	Oct 2016 Intersession Teacher	\$ 598.00	
	Jennifer Mitchell	Oct 2016 Intersession Teacher	\$ 598.00	
	Tracie Tkacik	Oct 2016 Intersession Teacher	\$ 598.00	
	Chesley Dews	Feb 17 Intersession Teacher	\$ 234.00	
	Jackie Fanning	Feb 17 Intersession Teacher	\$ 26.00	
<b>BHES After School Tutoring</b>				
	Janet Bates	After School Tutoring Teacher	\$ 97.50	
	Kevin Conway	After School Tutoring Teacher	\$ 195.00	
	Michelle Dixon	After School Tutoring Teacher	\$ 162.50	
	Anna Fairchild	After School Tutoring Teacher	\$ 195.00	
	Michelle Gornick	After School Tutoring Teacher	\$ 162.50	
	Jennifer Mitchell	After School Tutoring Teacher	\$ 162.50	
	Alyssa Rachael	After School Tutoring Teacher	\$ 162.50	
	Patricia Reynolds	After School Tutoring Teacher	\$ 97.50	
	Tracie Tkacik	After School Tutoring Teacher	\$ 195.00	
<b>DESI</b>	Michael Christmas	Oct 2016 Intersession Teacher	\$ 539.50	
	Sarah Coleman	Oct 2016 Intersession Teacher	\$ 188.50	
	Marisa Freeman	Oct 2016 Intersession Teacher	\$ 130.00	
	Brittany Willis	Oct 2016 Intersession Teacher	\$ 130.00	
	Terri Elazazy	Oct 2016 Intersession Secretary	\$ 240.00	
	Tari Wainwright	Oct 2016 Intersession IA	\$ 146.25	
<b>HELC</b>	Courtney Braxton	Feb 17 Intersession Secretary	\$ 270.00	

	Laurie Squier	Feb 17 Intersession Teacher	\$ 130.00	
	Kristin Porterfield	Feb 17 Intersession Teacher	\$ 130.00	
	Brittany Fields	Feb 17 Intersession Teacher	\$ 130.00	
	Deborah Wilson	Feb 17 Intersession Teacher	\$ 130.00	
	Jane Ruehle	Feb 17 Intersession Teacher	\$ 35.25	
<b>HES</b>	Vernessa Harvey	Oct 2016 Intersession Teacher	\$ 260.00	
	Gail Young	Oct 2016 Intersession Teacher	\$ 520.00	
	Stacy Irvin	Oct 2016 Intersession Teacher	\$ 520.00	
	Sandra Schaack	Oct 2016 Intersession Teacher	\$ 117.00	
	Brianne White	Oct 2016 Intersession Teacher	\$ 130.00	
	Wendy Ozmar	Oct 2016 Intersession Teacher	\$ 130.00	
	Kenneth Burrows	Oct 2016 Intersession Teacher	\$ 130.00	
	Emily Gatzke	Oct 2016 Intersession Teacher	\$ 130.00	
	Colby Dixon	Oct 2016 Intersession Secretary	\$ 157.50	
	Lisa Bowyer	Oct 2016 Intersession IA	\$ 236.25	
	Timothy Burnett	Oct 2016 Intersession IA	\$ 180.00	
	Paulette Ford	Oct 2016 Intersession Nurse	\$ 247.50	
<b>LES</b>	Hattie Dean	Oct 2016 Intersession Nurse	\$ 202.50	
<b>PES</b>	Kirsten Filiberto	Oct 2016 Intersession Teacher	\$ 598.00	
	Page Miller	Oct 2016 Intersession Teacher	\$ 338.00	
	Kimberly Phelps	Oct 2016 Intersession IA	\$ 15.00	
	Melissa Johnson	Oct 2016 Intersession Secretary	\$ 97.50	
<b>PMES</b>	Letitia Lowery	Oct 2016 Intersession Teacher	\$ 507.00	
	William Swann	Oct 2016 Intersession Teacher	\$ 39.00	
	Mary Smith	Oct 2016 Intersession Secretary	\$ 75.00	
<b>RSP</b>	Nancy Hill	Oct 2016 Intersession Secretary	\$ 112.50	

	Megan Becker	Oct 2016 Intersession Teacher	\$ 130.00	
	Elizabeth Fair	Oct 2016 Intersession Teacher	\$ 130.00	
	Courtney Mayberry	Oct 2016 Intersession Teacher	\$ 130.00	
	Meghan Becker	Oct 2016 Intersession Teacher	\$ 130.00	
	Katharine Westhazlewood	Oct 2016 Intersession Teacher	\$ 130.00	
	Robbiea Manzoor	Oct 2016 Intersession Teacher	\$ 52.00	
	Latoya Jones	Oct 2016 Intersession IA	\$ 225.00	
	Brandi Singleton	Oct 2016 Intersession IA	\$ 90.00	
<b>SES</b>	Verna Lamb	Oct 2016 Intersession Teacher	\$ 130.00	
	Anne Fanning	Oct 2016 Intersession Teacher	\$ 130.00	
	Carolyn McCarron	Oct 2016 Intersession Teacher	\$ 130.00	
	Catherin Tucker	Oct 2016 Intersession Teacher	\$ 130.00	
	Sarah Stram	Oct 2016 Intersession Teacher	\$ 130.00	
	Jeryl Callahan	Oct 2016 Intersession Teacher	\$ 52.00	
	Heather Godsie	Oct 2016 Intersession IA	\$ 202.50	
	Karin Baker	Oct 2016 Intersession IA	\$ 180.00	
<b>SHF</b>	Mary Finke	Oct 2016 Intersession Teacher	\$ 130.00	
	Teresa Avery	Oct 2016 Intersession Teacher	\$ 520.00	
	Janel Babcock	Oct 2016 Intersession Teacher	\$ 520.00	
	Tamera Perkins	Oct 2016 Intersession Teacher	\$ 130.00	
	Kristina Satterfield	Oct 2016 Intersession Teacher	\$ 130.00	
	Jacob Heidorn	Oct 2016 Intersession Teacher	\$ 253.50	
	Joan Barylski	Oct 2016 Intersession IA	\$ 225.00	
	Jamie Battistini	Oct 2016 Intersession IA	\$ 180.00	
	Linda Chicette	Oct 2016 Intersession Secretary	\$ 180.00	
<b>TCM</b>	Kristin Roy	Oct 2016 Intersession Teacher	\$ 481.00	
	Heather Hill	Oct 2016 Intersession Teacher	\$ 481.00	
	Joan Sudec	Oct 2016 Intersession Teacher	\$ 325.00	

	Tamara Johnson	Oct 2016 Intersession Teacher	\$ 169.00	
	Michele Wisskirchen	Oct 2016 Intersession Teacher	\$ 175.50	
	Jeanette Davis	Oct 2016 Intersession Teacher	\$ 169.00	
	Wanda Mays	Oct & Feb Intersession IA	\$ 424.22	
	Darlene McDaniel	Oct 2016 Intersession Secretary	\$ 198.75	
	Ashley Bright	Feb 2017 Intersession Teacher	\$ 208.00	
<b>DMS</b>	Karen J. Bell	Oct 2016 Intersession Secretary	\$ 202.50	
	Catherine Bragg	Oct&Feb Intersession Teacher	\$ 1,027.00	
	Jason Fleshman	Oct 2016 Intersession Teacher	\$ 507.00	
	Bryan Herward	Oct&Feb Intersession Teacher	\$ 1,027.00	
	Jason Hite	Oct&Feb Intersession Teacher	\$ 1,027.00	
	Janice Megginson	Oct 2016 Intersession Teacher	\$ 507.00	
	Romero Morgan	Oct 2016 Intersession Teacher	\$ 507.00	
	Rodney Allen	Oct&Feb Intersession IA	\$ 420.00	
	Shaunta Jefferson	Oct 2016 Intersession IA	\$ 270.00	
	Katrina Johnson	Oct&Feb Intersession IA	\$ 420.00	
	Sabrina Marth	Oct&Feb Intersession IA	\$ 420.00	
	Rachel Shaw	Oct&Feb Intersession IA	\$ 420.00	
	Lauri Sites	Feb 17 Intersession IA	\$ 67.50	
	Stephanie Charte	Feb 17 Intersession Teacher	\$ 520.00	
	Carrie Dodge	Feb 17 Intersession Teacher	\$ 520.00	
	George Highsmith	Feb 17 Intersession Teacher	\$ 520.00	
	David Pierce	Feb 17 Intersession Teacher	\$ 520.00	
	Paul Shaskan	Feb 17 Intersession Teacher	\$ 520.00	
	Annette Shortes	Feb 17 Intersession Teacher	\$ 520.00	
	Erica Singley	Feb 17 Intersession Teacher	\$ 520.00	
	P. Gail Waller	Feb 17 Intersession Teacher	\$ 520.00	
<b>DMS - Saturday School</b>				

	Michael Chambers	Saturday School Teacher	\$ 351.00	
	Tanya Clay	Saturday School Teacher	\$ 351.00	
	Julia Dudley-Haley	Saturday School Teacher	\$ 234.00	
	Jason Fleshman	Saturday School Teacher	\$ 78.00	
	George Highsmith	Saturday School Teacher	\$ 273.00	
	Janice Megginson	Saturday School Teacher	\$ 117.00	
	Romero Morgan	Saturday School Teacher	\$ 117.00	
	Rebecca Planiczka	Saturday School Teacher	\$ 117.00	
	Olivia Thompson	Saturday School Teacher	\$ 117.00	
	Robin Edson	Saturday School Teacher	\$117.00	
<b>LMS</b>	Wyndie Mayfield	Oct 2016 Intersession Teacher	\$ 481.00	
	Audrey Gray	Oct 2016 Intersession Teacher	\$ 481.00	
	Bette Jean Moody	Oct 2016 Intersession Teacher	\$ 481.00	
	Sneha Wable	Oct 2016 Intersession Teacher	\$ 481.00	
	Larvail Jones	Oct 2016 Intersession Teacher	\$ 481.00	
	Karl Westerhoff	Oct 2016 Intersession Teacher	\$ 481.00	
	Elizabeth Short	Oct 2016 Intersession Teacher	\$ 351.00	
	Zachary Guca	Oct 2016 Intersession Teacher	\$ 481.00	
	Tiffany Logan	Oct 2016 Intersession IA	\$ 191.25	
	Kristen Leclerc	Oct 2016 Intersession IA	\$ 191.25	
	Jessnia Bustamante	Oct 2016 Intersession IA	\$ 191.25	
	Britten King-Marshall	Oct&Feb Intersession IA	\$ 281.25	
<b>LMS - After School</b>	Dana Beall	After School Tutoring	\$ 162.50	
	Katherine Bower	After School Tutoring	\$ 292.50	
	Brandon Burgett	After School Tutoring	\$ 130.00	
	Shannon Robinson	After School Tutoring	\$ 195.00	
	Catherine Selzler	After School Tutoring	\$ 227.50	
	Elizabeth Short	After School Tutoring	\$ 32.50	

	Kimberley Stauffer	After School Tutoring	\$ 130.00	
	Sneha Wable	After School Tutoring	\$ 97.50	
	Wyndie Mayfield	After School Tutoring	\$ 97.50	
	Patty Webb	After School Tutoring	\$ 32.50	
	Karl Westerhoff	After School Tutoring	\$ 292.50	
	Lucille Jones	After School Tutoring	\$ 97.50	
	Kimberly Martin	After School Tutoring	\$ 6.50	
<b>SMS</b>	Kathryn Arnold	Oct&Feb Intersession Teacher	\$ 1,014.00	
	Dana Cole	Oct&Feb Intersession Teacher	\$ 903.50	
	Miranda Heath	Oct&Feb Intersession Teacher	\$ 1,027.00	
	Shamra Mays	Oct 2016 Intersession Teacher	\$ 520.00	
	April Purvis	Oct 2016 Intersession Teacher	\$ 520.00	
	Stacy Sterne	Oct 2016 Intersession Teacher	\$ 520.00	
	Janel Brimm	Oct 2016 Intersession Teacher	\$ 390.00	
	Collette Giambrone	Oct 2016 Intersession IA	\$ 225.00	
	Sheridan Jamerson	Oct&Feb Intersession IA	\$ 480.00	
	Richard Smitherman	Oct 2016 Intersession IA	\$ 225.00	
	Nancy Martin	Oct 2016 Intersession Interpreter	\$ 362.88	
	Shauntell McDaniel	Oct 2016 Intersession Secretary	\$ 97.50	
	Abigail Holman	Feb 17 Intersession Teacher	\$ 559.00	
	Korrey Davis	Feb 17 Intersession Teacher	\$ 422.50	
	Tamara Mason	Feb 17 Intersession Teacher	\$ 559.00	
	Ashley Bullock	Feb 17 Intersession Teacher	\$ 130.00	
<b>ECG</b>	Demetra Payne	Oct 2016 Intersession Teacher	\$ 364.00	
	Emily Scott	Oct 2016 Intersession Teacher	\$ 318.50	
	Christine Gustke	Oct 2016 Intersession Teacher	\$ 138.00	
	Deborah Bane	Oct 2016 Intersession Teacher	\$ 383.50	
	Deena Berman	Oct&Feb Intersession Teacher	\$ 1,040.00	
	Katherine Lesnak	Oct 2016 Intersession Teacher	\$ 416.00	



	Aaron Reid	Oct 2016 Intersession Teacher	\$ 364.00	
	Lisa Swann	Oct 2016 Intersession Secretary	\$ 60.00	
	Charlotte Brown	Oct 2016 Intersession Teacher	\$ 143.00	
	Anthony Saunders	Oct 2016 Intersession IA	\$ 135.00	
	Matthew Smith	Oct 2016 Intersession IA	\$ 138.75	
	Emily Davis	Feb 17 Intersession Teacher	\$ 520.00	
	Paige Harris	Feb 17 Intersession Teacher	\$ 364.00	
	Adam Dupere	Feb 17 Intersession Teacher	\$ 364.00	
	Sarah Gray	Feb 17 Intersession Teacher	\$ 364.00	
	John Regner	Feb 17 Intersession Teacher	\$ 442.00	
	Demetra Payne	Feb 17 Intersession Teacher	\$ 364.00	
	Rebecca Thornton	Feb 17 Intersession Teacher	\$ 520.00	
	Catherine Phillips	Feb 17 Intersession Teacher	\$ 637.00	
	Allen Whitacre	Feb 17 Intersession Teacher	\$ 598.00	
	Megan Graves	Feb 17 Intersession Teacher	\$ 338.00	
	Lauren Dodgion	Feb 17 Intersession Teacher	\$ 234.00	
<b>ECG After School Tutoring</b>				
	Judy Burns	After School Tutoring	\$ 266.50	
	Aaron Reid	After School Tutoring	\$ 630.50	
	Krista L Rawls-Fanning	After School Tutoring	\$ 1,651.00	
	Deborah Bane	After School Tutoring	\$ 669.50	
	Katherine Lesnak	After School Tutoring	\$ 2,847.00	
	Heather McCormick	After School Tutoring	\$ 58.50	
	Rebecca Thornton	After School Tutoring	\$ 494.00	
	Thomas Herndon	After School Tutoring	\$ 507.00	
	Christine Guske-Pawlas	After School Tutoring	\$ 422.50	
	Samuel McGarrity	After School Tutoring	\$ 468.00	
	Emily Scott	After School Tutoring	\$ 377.00	

	Siana Edwards-Brookins	After School Tutoring	\$ 200.00	
	Rod Camden	After School Tutoring	\$ 97.50	
	Emily Davis	After School Tutoring	\$ 461.50	
	Rebecca Eubank	After School Tutoring	\$ 156.00	
	Sarah Gray	After School Tutoring	\$ 162.50	
	Lisa M Hodges	After School Tutoring	\$ 130.00	
	Jermaine Johnson	After School Tutoring	\$ 78.00	
	Andrew Kramer	After School Tutoring	\$ 156.00	
	Tim Matthews	After School Tutoring	\$ 78.00	
	Julie Mayhew	After School Tutoring	\$ 130.00	
	Catherine Phillips	After School Tutoring	\$ 494.00	
	Malinda Rivers	After School Tutoring	\$ 331.50	
	Shelby Wambold	After School Tutoring	\$ 331.50	
	Jamie Wommack	After School Tutoring	\$ 97.50	
	Lauren Dodgion	After School Tutoring	\$ 260.00	
	Lynell Farrington	After School Tutoring	\$ 312.00	
	Charles Harding	After School Tutoring	\$ 468.00	
	Magdalena Markovinovic	After School Tutoring	\$ 39.00	
	Mary Marshall	After School Tutoring	\$ 169.00	
	Demetra Payne	After School Tutoring	\$ 357.50	
	Hannah Winfree	After School Tutoring	\$ 104.00	
	Paul Arslain	After School Tutoring	\$ 104.00	
	Eliabeth DeWitt	After School Tutoring	\$ 65.00	
	Patrick Frankfort	After School Tutoring	\$ 182.00	
	Paige Moorefield Harris	After School Tutoring	\$ 500.50	
<b>HHS</b>	Charlotte Brown	Oct 2016 Intersession Teacher	\$ 143.00	
	Susan Smith	Oct16&Feb17 Intersession Secretary	\$ 433.40	
	Robin Wood	Oct 2016 Intersession Teacher	\$ 260.00	
	Tanya Clay	Oct 2016 Intersession Teacher	\$ 468.00	
	Laurence Hailey	Oct 2016 Intersession Teacher	\$ 338.00	

	Kimberly Hartless	Oct 2016 Intersession Teacher	\$ 364.00	
	Duane Morgan	Oct 2016 Intersession Teacher	\$ 442.00	
	Andrea Parker	Oct 2016 Intersession Teacher	\$ 442.00	
	Marcelo Quarantotto	Oct 2016 Intersession Teacher	\$ 442.00	
	Patrick Riley	Oct 2016 Intersession Teacher	\$ 364.00	
	Lauren Rosser	Oct 2016 Intersession Teacher	\$ 546.00	
	Tina Smith	Oct 2016 Intersession Teacher	\$ 390.00	
	Thaimi Lopez	Oct 2016 Intersession Teacher	\$ 312.00	
	Betty Jean Moodie	Oct 2016 Intersession Teacher	\$ 104.00	
<b>HHS After School Tutoring</b>	Megan Keehan	After School Tutoring	\$ 26.00	
	McKenna Knowles	After School Tutoring	\$ 52.00	
	Savannah Layne	After School Tutoring	\$ 84.50	
	Machelle Berger	After School Tutoring	\$ 65.00	
	Stephanie Campbell	After School Tutoring	\$ 130.00	
	Megan Keehan	After School Tutoring	\$ 39.00	
	McKenna Knowles	After School Tutoring	\$ 39.00	
<b>E.A.</b>	Tina Oliver	Oct 2016 Intersession Teacher	\$ 442.00	
	Alexis Harden	Oct 2016 Intersession Nurse	\$ 429.00	
	Tara Fesler	Oct 2016 Intersession Coordinator	\$ 312.00	
<b>E.A. After School Credit Recovery Program</b>				
	Tondra Basnight	After School Teacher	\$ 117.00	
	Wayne Hunt	After School Teacher	\$ 104.00	
	Tara Fesler	After School Teacher	\$ 910.00	

	Jacqueline Pinn	After School Teacher	\$ 247.00	
	Tina Oliver	After School Teacher	\$ 975.00	
<b>E.A. Summer Academy</b>				
	Jacqueline Pinn	Summer Lead Teacher	\$ 936.00	
	Tina Oliver	Teacher	\$ 936.00	
<b>Middle School Summer School</b>				
	Katelyn Alley	Teacher	\$ 351.00	
	Tara Campbell	Teacher	\$ 104.00	
	Kevan Keene	Teacher	\$ 104.00	
	Michael Summers II	Teacher	\$ 351.00	
	Melissa Martin	Teacher	\$ 32.50	
	Laurie Beth Mathews	Teacher	\$ 351.00	
	Wyndie Mayfield	Teacher	\$ 104.00	
	Darin Vaughan	Teacher	\$ 351.00	
<b>TOTAL</b>			<b>\$ 84,336.75</b>	<b>\$ -</b>
<b>2000 Employee Benefits - Please list the amount of employee benefits charged to the project</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
	FICA		\$ 6,712.70	
<b>TOTAL Employee Benefits</b>			<b>\$ 6,712.70</b>	<b>\$ -</b>

<b>3000 Purchased/Contractual Services - Include wages and contract or consultant staff costs</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
	Nature Zone - LES Feb 2017 Intersession		\$ 60.00	\$ -
<b>TOTAL Purchased/Contractual Services</b>			<b>\$ 60.00</b>	<b>\$ -</b>
<b>4000 Internal Services</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
	Elementary School Nutrition	Oct 2016 Intersession	\$ 2,703.90	
	Middle School Nutrition	Oct 2016 Intersession	\$ 839.67	
	High School Nutrition	Oct 2016 Intersession	\$ 855.82	
	Elementary School Nutrition	Feb/Mar2017 Intersession	\$ 2,732.96	
	Middle School Nutrition	Feb/Mar2017 Intersession	\$ 807.38	
	High School Nutrition	Feb/Mar2017 Intersession	\$ 460.20	
<b>TOTAL Internal Services</b>			<b>\$ 8,399.93</b>	<b>\$ -</b>
<b>5000 Other Services</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>

<b>TOTAL Other Services</b>			\$ -	\$ -
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
	Walmart	Yellow Self-Stick Easel Pad, masking tape, Crayola non-washable markers, post-it , Crayola crayons, pencils	423.00	
	Bed, Bath & Beyond	Bamboo toast tongs	89.92	
	Sams Club	Post-it's, pencils, glue sticks & paper bags	107.89	
	Sams Club	Spiral Bound Notebooks	120.11	
	Amazon	ETA hand2mind Logical & Spatial Reasoning Games & Puzzles Collection	161.95	
	Staples	File folders	59.97	
	Staples	Color paper & file folders	53.98	
	Amazon	Stickers, bamboo chopsticks & Chinese takeout food boxes	67.50	
	Songbird Garden	Downy Woodpecker & Great Horned Owl	37.68	
	Kroger	Marshmallows, Hershey bar, plates, cups, grahams crackers, apple cider, apples, pumpkins & dip	94.43	
	Walmart	Borax, Candy, neon gel, spaghetti	58.93	
	Walmart	bowls, spoons, sandwich bag & candy	23.86	
	Lowe's	Sand	2.88	

	Kroger	Corn starch, flour, tartar & drink mix	18.51	
	Dollar Tree	Trifold display board, clue, ice tray, tray, plate, military soldiers, creatures, flour, salt, sugar, food coloring & dinosaur figures	22.50	
	Walmart	Straws, tennis balls, fuzzy stickers, plastic wrap, wood sticks, braid cord, glue, duck tape, glitter tape, tooth picks & round dowels	52.30	
	Kroger	Dry ice & foam cooler	9.20	
	Walmart	File folders, compbook, pencils, folders, in ear basic, maverick CD & Expo markers	48.36	
	Amazon	Pens	43.32	
	LCS	Paper	25.21	
	Gail M Young	milk, gummy worms, sugar, vanilla extract, salt, storage banks, sandwich bags, soup mix, starburst, cutlery & paper towels	39.75	
	Brianne White	Starburst, Kitkat & skittles	16.00	
	Judy Trent	Marbles, cotton twine, tongs, shower curtain, carabine clips, gid spiders 3 pk, white vinyl, pvc cutters & pvc pipes	61.52	

		Candy, chips, capri sun, butter, pretzels, salad mix, fruit snacks, nerds, goldfish, drink mix, canola oil, corn, m&ms, popping corn, lunchbags, cups, corn starch, raisins, vinegar, shave cream, veg oil, baking soda, food color soda, indian corn, candy corn, pumpkins, GV flav mini & copier paper	134.11	
	Sandra Schaack			
	Service Printing	Letterhead	52.30	
	Perfection Learning	United States History: Preparing for AP	625.35	
		Hand-On Equations class set, Geometry teacher's activities kit, hands-on algebra, plane geometry stamp set, polydron school geometry, d-stix kit-advanced level, XY coordinate pegboard class set	236.37	
	ETA Hand2mind			
	Really Good Stuff	Storage Boxes with Lids	74.95	
<b>Elem Summer School</b>	LCS	LCS Envelopes	21.70	
	Staples	Labels	89.95	
	Staples	pencil sharpener, wipes, pencils	122.78	
<b>E. A. Summer Academy</b>	Staples	paper, wipes, spiral notebooks, markers, compasses, colored paper,	106.19	
	Staples	dry erase markers, tissues	14.99	
<b>Secondary Summer School</b>	LCS	LCS Envelopes	21.70	
	Staples	index cards, markers, dry erase markers, pencils, folders, tissues, notebook papers, composition	329.47	



<b>TOTAL Materials and Supplies</b>			<b>\$ 3,468.63</b>	<b>\$ -</b>
			<b>State</b>	<b>Local</b>
<b>TOTAL Project Expenses</b>			<b>\$102,978.01</b>	<b>\$ -</b>

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2016-2017</b>	<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>	<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>		
<b>1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project.</b>				
		Include wages and contract or consultant staff costs in this section.		
			<b>Source of Funds</b>	
	<b>Name of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
<b>BASS</b>	Monica Hendricks	Principal	\$ -	\$ 2,792.01
	Lisa Swisher	Oct 2016 Intersession IA	\$ 180.00	
	Vanessa Nowlin	Oct 2016 Intersession IA	\$ 52.50	
	Elizabeth Marny	Oct 16 Intersession Coordinator	\$ 442.00	
	Shana West	Feb 2017 Intersession Teacher	\$ 838.50	
	Bridget Hiller	Feb 2017 Intersession Teacher	\$ 455.00	
	Elicia Fleshman	Feb 2017 Intersession Teacher	\$ 455.00	
	Caitlyn Bowyer	Feb 2017 Intersession Teacher	\$ 455.00	
	Paige Pitcher	Feb 2017 Intersession IA	\$ 375.00	

	Sarah Rush	Feb 2017 Intersession IA	\$ 525.00	
	Tami Simone	Feb 2017 Intersession Teacher	\$ 182.00	
	Kristin Williams	Feb 2017 Intersession Teacher	\$ 182.00	
	Catherine Godley	Feb 2017 Intersession Teacher	\$ 455.00	
	Venita Clark	Feb 2017 Intersession Teacher	\$ 455.00	
	Mary Jo Jimenez	Feb 2017 Intersession Teacher	\$ 455.00	
	Margaret Cummins	Feb 2017 Intersession Teacher	\$ 455.00	
	Thomas Brown	Feb 2017 Intersession Teacher	\$ 455.00	
	Taylor Boyce	Feb 2017 Intersession IA	\$ 375.00	
<b>BHES</b>	Faye James	Principal	\$ -	\$ 3,309.41
	Gilda Reichert	Oct 16 Intersession Coordinator	\$ 507.00	
	Marvinia Brown	Oct 2016 Intersession Secretary	\$ 142.50	
	Beverly Nyden	Oct 2016 Intersession IA	\$ 195.00	
	Gloria Phillips	Oct 2016 Intersession IA	\$ 270.00	
	Alyssa Rachel	Feb 17 Intersession Coordinator	\$ 500.50	
	Debora Tosi	Feb 17 Intersession Teacher	\$ 481.00	
	Ashley Atkins	Feb 17 Intersession IA	\$ 202.50	
	Marvinia Brown	Feb 17 Intersession IA	\$ 202.50	
	Beth Edwards	Feb 17 Intersession Secretary	\$ 210.00	
	Jackie Fanning	Feb 17 Intersession Teacher	\$ 455.00	
	Ashley Nowell	Feb 17 Intersession Teacher	\$ 481.00	
	Tracie Tkacik	Feb 17 Intersession Teacher	\$ 481.00	
	Kevin Conway	Feb 17 Intersession Teacher	\$ 481.00	
	Heather Rexrode	Feb 17 Intersession Teacher	\$ 481.00	
	Chelsey Dews	Feb 17 Intersession Teacher	\$ 247.00	
<b>DESI</b>	Dani Rule	Principal	\$ -	\$ 2,790.28
	Marisa Freeman	Oct 2016 Intersession Teacher	\$ 409.50	
	Sarah Coleman	Oct 2016 Intersession Teacher	\$ 351.00	
	Brittany Willis	Oct 2016 Intersession Teacher	\$ 409.50	

	Jamie Addesa	Oct&Feb Intersession Coordinator	\$ 858.00	
	Nuala Fleming-Williams	Feb 17 Intersession Teacher	\$ 429.00	
	Tari Wainwright	Feb 17 Intersession IA	\$ 405.00	
	Terri Elazazy	Feb 17 Intersession Secretary	\$ 198.75	
	Taylor Meade	Feb 17 Intersession Teacher	\$ 429.00	
	Tawanda Johnson	Feb 17 Intersession Teacher	\$ 429.00	
	Jacquelyn Waltmire	Feb 17 Intersession Teacher	\$ 429.00	
<b>HELC</b>	Polly Smith	Principal	\$ -	\$ 2,773.91
	Kim Arnold	Feb/Mar 2017 Intersession IA	\$ 225.00	
	Glenda Fuentes	Feb/Mar 2017 Intersession IA	\$ 225.00	
	Sabrina Johnson	Feb/Mar 2017 Intersession IA	\$ 225.00	
	Vanessa Leeson	Feb/Mar 2017 Intersession IA	\$ 225.00	
	Karen Shasken	Feb/Mar 2017 Intersession IA	\$ 225.00	
	Emma George	Feb/Mar 2017 Intersession IA	\$ 225.00	
	Amanda Lokar	Feb/Mar 2017 Intersession Coordinador	\$ 390.00	
	Laurie Squier	Feb/Mar 2017 Intersession Teacher	\$ 260.00	
	Doreatha Madison	Feb/Mar 2017 Intersession Teacher	\$ 520.00	
	Debbie Wilson	Feb/Mar 2017 Intersession Teacher	\$ 390.00	
	Britany Fields	Feb/Mar 2017 Intersession Teacher	\$ 390.00	
	Jane Ruehle	Feb/Mar 2017 Intersession Teacher	\$ 484.75	
	Kristin Porterfield	Feb/Mar 2017 Intersession Teacher	\$ 390.00	
	Julie Patterson	Feb/Mar 2017 Intersession Teacher	\$ 130.00	
<b>HES</b>	Sharon Anderson	Principal	\$ -	\$ 3,333.76
	Sandra Schaack	Oct 2016 Intersession Teacher	\$ 390.00	
	Brianne White	Oct 2016 Intersession Teacher	\$ 260.00	
	Wendy Ozmar	Oct 2016 Intersession Teacher	\$ 156.00	
	Kenneth Burrows	Oct 2016 Intersession Teacher	\$ 390.00	
	Emily Gatzke	Oct 2016 Intersession Teacher	\$ 396.50	
	Gordon Merck	Oct 2016 Intersession Teacher	\$ 130.00	

	Colby Dixon	Oct 2016 Intersession Secretary	\$ 56.25	
	Timothy Burnett	Oct 2016 Intersession IA	\$ 45.00	
	Susan James	Oct&Feb Intersession IA	\$ 480.00	
	Amy Stone	Oct&Feb Intersession Coordinator	\$ 1,014.00	
	Darlene Walker	Feb 17 Intersession Secretary	\$ 247.50	
	Lisa Bowyer	Feb 17 Intersession IA	\$ 225.00	
	Paulette Ford	Feb 17 Intersession IA	\$ 217.50	
	Santina Knight	Feb 17 Intersession Teacher	\$ 533.00	
	Gail Young	Feb 17 Intersession Teacher	\$ 533.00	
	Kristin Cornelius	Feb 17 Intersession Teacher	\$ 520.00	
	Sandra Schaack	Feb 17 Intersession Teacher	\$ 520.00	
	Brianne White	Feb 17 Intersession Teacher	\$ 520.00	
	Katherine Ballentine	Feb 17 Intersession Teacher	\$ 520.00	
	Kenneth Burrows	Feb 17 Intersession Teacher	\$ 520.00	
	Emily Gatzke	Feb 17 Intersession Teacher	\$ 520.00	
	Lisa Marshall	Feb 17 Intersession Teacher	\$ 520.00	
<b>LES</b>	Karen Dearden	Principal		\$ 2,808.91
	Melissa Hester	Oct&Feb Intersession Coordinator	\$ 1,027.00	
	Samantha Goetz	Oct 2016 Intersession Teacher	\$ 604.50	
	Judy Thomas	Oct 2016 Intersession Teacher	\$ 604.50	
	Chris Quigg	Oct 2016 Intersession Teacher	\$ 546.00	
	Kristy Genung	Oct 2016 Intersession Teacher	\$ 637.00	
	Julie Barger	Oct 2016 Intersession Teacher	\$ 598.00	
	Risikat Adamson-Olaotan	Oct 2016 Intersession Teacher	\$ 552.50	
	Diane Stewart	Oct&Feb Intersession Secretary	\$ 618.75	
	Joseph Phillips	Oct &Feb Intersession IA	\$ 588.75	
	K Jeanne George	Feb 17 Intersession IA	\$ 292.50	
	Lawan Thornhill	Feb 17 Intersession IA	\$ 292.50	
	Jamie Glass	Feb 17 Intersession IA	\$ 292.50	
	Laura Buschman	Feb 17 Intersession Teacher	\$ 585.00	

	Sandra Phillips	Feb 17 Intersession Teacher	\$ 585.00	
	Allison Ashton	Feb 17 Intersession Teacher	\$ 585.00	
	Krista Conner	Feb 17 Intersession Teacher	\$ 585.00	
	Samantha Goetz	Feb 17 Intersession Teacher	\$ 585.00	
	Staci Treadway	Feb 17 Intersession Teacher	\$ 611.00	
<b>PES</b>	Karen Nelson	Principal	\$ -	\$ 3,082.37
	Page Miller	Oct&Feb Intersession Teacher	\$ 897.00	
	Allison West	Oct 2016 Intersession Teacher	\$ 598.00	
	Madeline Reed	Oct&Feb Intersession Teacher	\$ 1,235.00	
	Kay Vankuren	Oct 2016 Intersession Teacher	\$ 598.00	
	Melissa Schools	Oct 2016 Intersession Teacher	\$ 598.00	
	Robin Einreinhof	Oct&Feb Intersession Teacher	\$ 1,235.00	
	Ann Houck	Oct 2016 Intersession Teacher	\$ 598.00	
	Kimberly Phelps	Oct 2016 Intersession IA	\$ 165.00	
	Ronald Green	Oct&Feb Intersession IA	\$ 367.50	
	Deajah Garland	Oct&Feb Intersession IA	\$ 562.50	
	Kearia Jones	Oct 2016 Intersession IA	\$ 90.00	
	Jeff Guerin	Oct&Feb Intersession Coordinator	\$ 845.00	
	Melissa Johnson	Oct&Feb Intersession Secretary	\$ 525.00	
	Betty Brockwell	Feb 17 Intersession IA	\$ 292.50	
	Terrell Midkiff	Feb 17 Intersession Teacher	\$ 637.00	
	Lisa Smith	Feb 17 Intersession Teacher	\$ 507.00	
	Brittany Dray	Feb 17 Intersession Teacher	\$ 637.00	
	Kirsten Filiberto	Feb 17 Intersession Teacher	\$ 637.00	
	Ronald Green	Feb 17 Intersession Teacher	\$ 338.00	
<b>PMES</b>	Donna Baer	Principal	\$ -	\$ 3,066.61
	William Swann	Oct&Feb Intersession Teacher	\$ 845.00	
	Patricia Adams	Oct 2016 Intersession Teacher	\$ 637.00	
	Jacqueline Campbell	Oct&Feb Intersession Teacher	\$ 1,274.00	

	Elizabeth Cook	Oct 2016 Intersession Teacher	\$ 637.00	
	Mary Jill Davis	Oct 2016 Intersession Teacher	\$ 637.00	
	Letitia Lowery	Oct&Feb Intersession Teacher	\$ 715.00	
	Cynthia Sheldrake	Oct 2016 Intersession Teacher	\$ 507.00	
	Judy Duncan	Oct 2016 Intersession IA	\$ 292.50	
	Shelia Hughes	Oct&Feb Intersession IA	\$ 585.00	
	Mary Smith	Oct 2016 Intersession Secretary	\$ 240.00	
	Elizabeth Huffman	Feb 17 Intersession Secretary	\$ 315.00	
	Susan Craighill	Feb 17 Intersession Teacher	\$ 637.00	
	Allison Kappler	Feb 17 Intersession Teacher	\$ 637.00	
	Ruth Anne McCarthy	Feb 17 Intersession Teacher	\$ 507.00	
	Howard Scott	Feb 17 Intersession IA	\$ 292.50	
	Joel Dechant	Feb 17 Coordinator	\$ 507.00	
<b>RSP</b>	John Blakely	Principal	\$ -	\$ 4,235.52
	Nancy Hill	Oct 2016 Intersession Secretary	\$ 157.50	
	Robbiea Manzoor	Oct 2016 Intersession Teacher	\$ 468.00	
	Heather Watson	Oct 2016 Intersession Teacher	\$ 520.00	
	Vivian Hackney	Oct 2016 Intersession Teacher	\$ 520.00	
	Megan Becker	Oct 2016 Intersession Teacher	\$ 390.00	
	Elizabeth Fair	Oct 2016 Intersession Teacher	\$ 390.00	
	Courtney Mayberry	Oct 2016 Intersession Teacher	\$ 390.00	
	Meghan Becker	Oct 2016 Intersession Teacher	\$ 390.00	
	Katharine Westhazlewood	Oct 2016 Intersession Teacher	\$ 390.00	
	Brandi Singleton	Oct 2016 Intersession IA	\$ 135.00	
	Vickie Waller	Oct 2016 Intersession IA	\$ 225.00	
	Diane Stratton	Oct&Feb Intersession Coordinator	\$ 936.00	
	April Scruggs	Feb 17 Intersession Interpreter	\$ 344.09	
	Vickie Waller	Feb 17 Intersession Secretary	\$ 270.00	
	Latoya Jones	Feb 17 Intersession IA	\$ 225.00	
	Brandi Singleton	Feb 17 Intersession IA	\$ 225.00	
	Angela Revely	Feb 17 Intersession Teacher	\$ 520.00	

	Megan Becker	Feb 17 Intersession Teacher	\$ 520.00	
	Lakerria Carouthers	Feb 17 Intersession Teacher	\$ 520.00	
	Rabbiea Manzoor	Feb 17 Intersession Teacher	\$ 520.00	
	Tammy Heddings	Feb 17 Intersession Teacher	\$ 520.00	
	Hannah Deel	Feb 17 Intersession Teacher	\$ 520.00	
	Camerson Mason	Feb 17 Intersession Teacher	\$ 520.00	
	Megan Ricket	Feb 17 Intersession Teacher	\$ 520.00	
	Katharine Westhazlewood	Feb 17 Intersession Teacher	\$ 520.00	
<b>SES</b>	Derrick Womack	Principal	-	\$ 2,967.83
	Amanda Lokar	Oct 16 Intersession Coordinator	\$ 351.00	
	Verna Lamb	Oct 2016 Intersession Teacher	\$ 351.00	
	Verna Lamb	Feb 17 Intersession IA	\$ 292.50	
	Anne Fanning	Oct&Feb Intersession Teacher	\$ 988.00	
	Carolyn McCarron	Oct 2016 Intersession Teacher	\$ 117.00	
	Catherine Tucker	Oct&Feb Intersession Teacher	\$ 754.00	
	Sarah Stram	Oct 2016 Intersession Teacher	\$ 351.00	
	Jeryl Callahan	Oct 2016 Intersession Teacher	\$ 429.00	
	Kaitline Surawski	Oct 2016 Intersession Teacher	\$ 234.00	
	Cindi Bowen	Oct&Feb Intersession Teacher	\$ 754.00	
	Addie Smulik	Oct 2016 Intersession Teacher	\$ 117.00	
	Laurie Robertson	Oct 2016 Intersession Teacher	\$ 481.00	
	Karin Baker	Oct&Feb Intersession IA	\$ 315.00	
	Susan Wodke	Oct 2016 Intersession IA	\$ 202.50	
	Linnie Snead	Feb 17 Intersession Secretary	\$ 315.00	
	Holly Dupere	Feb 17 Intersession Teacher	\$ 637.00	
	Courtney Cook	Feb 17 Intersession Teacher	\$ 637.00	
	Shane Phillips	Feb 17 Intersession Teacher	\$ 637.00	
	Elizabeth Simmons	Feb 17 Intersession Teacher	\$ 208.00	
	Catherine Straw	Feb 17 Intersession Teacher	\$ 416.00	

<b>SHF</b>	Lisa Lee	Principal	\$ -	\$ 2,801.51
	Jacob Heidorn	Oct 2016 Intersession Teacher	\$ 136.50	
	Tamera Perkins	Oct&Feb Intersession Teacher	\$ 910.00	
	Rachel Rich	Oct&Feb Intersession Teacher	\$ 910.00	
	Kristina Satterfield	Oct 2016 Intersession Teacher	\$ 390.00	
	Judy Trent	Oct&Feb Intersession Teacher	\$ 1,040.00	
	Jamie Battistini	Oct&Feb Intersession IA	\$ 270.00	
	Cassidy Bowyer	Oct 2016 Intersession IA	\$ 225.00	
	Deborah Taylor	Oct 2016 Intersession IA	\$ 225.00	
	Linda Chicette	Oct&Feb Intersession Secretary	\$ 270.00	
	Mary Finke	Oct&Feb Intersession Coordinator	\$ 923.00	
	Michaela Urbani	Feb 17 Intersession Teacher	\$ 390.00	
	Christina Bakelaar	Feb 17 Intersession Teacher	\$ 520.00	
	Joan Barylski	Feb 17 Intersession IA	\$ 225.00	
	Julie Pettinger	Feb 17 Intersession IA	\$ 225.00	
	Janel Babcock	Feb 17 Intersession Teacher	\$ 520.00	
	Tina Cooley	Feb 17 Intersession Teacher	\$ 520.00	
	Melissa Falls	Feb 17 Intersession Teacher	\$ 520.00	
	Theresa Farley	Feb 17 Intersession Teacher	\$ 520.00	
	Jacob Heidorn	Feb 17 Intersession Teacher	\$ 390.00	
<b>TCM</b>	Amy Huskin	Principal	\$ -	\$ 3,160.75
	Darlene McDaniel	Oct&Feb Intersession Secretary	\$ 232.50	
	Romona Davis	Oct 16 Intersession Coordinator	\$ 351.00	
	Kelly Bivens	Feb 17 Intersession Coordinator	\$ 611.00	
	Ashley Bright	Feb 17 Intersession Teacher	\$ 292.50	
	Christina Crawford	Feb 17 Intersession Teacher	\$ 494.00	
	Courtney Hudson	Feb 17 Intersession Teacher	\$ 500.50	
	Christie Wood	Feb 17 Intersession Teacher	\$ 500.50	
	Kristin Roy	Feb 17 Intersession Teacher	\$ 500.50	



<b>DMS</b>	Derrick Brown	Principal	\$ -	\$ 2,868.72
	Germaine Calloway	Guidance Director	\$ -	\$ 2,565.27
	Brittany Clark-Slaughter	Oct 2016 Intersession Coordinator	\$ 507.00	
	Karen J. Bell	Oct 2016 Intersession Secretary	\$ 52.50	
	Brittany Clark-Slaughter	Feb 17 Intersession Coordinator	\$ 520.00	
	Karen J. Bell	Feb 17 Intersession Secretary	\$ 247.50	
	Cherise Ramos	Feb 17 Intersession Nurse	\$ 390.00	
	Lauri Sites	Feb 17 Intersession IA	\$ 157.50	
	Rodney Allen	Feb 17 Intersession IA	\$ 45.00	
	Katrina Johnson	Feb 17 Intersession IA	\$ 75.00	
	Sabrina Marth	Feb 17 Intersession IA	\$ 75.00	
	Rachel Shaw	Feb 17 Intersession IA	\$ 75.00	
<b>DMS - Saturday School</b>				
	Cherise Ramos	Saturday School Nurse	\$ 234.00	
	Rodney Allen	Saturday School IA	\$ 273.24	
	Karen J. Bell	Saturday School IA	\$ 364.55	
	Dawn Randolph	Saturday School IA	\$ 135.00	
	Katrina Johnson	Saturday School Coordinator	\$ 629.49	
	Chrishonda Davis	Saturday School IA	\$144.59	
	George Highsmith	Saturday School Teacher	\$312.00	
	JoAnn Houchins	Saturday School Teacher	\$234.00	
	Janice Megginson	Saturday School Teacher	\$325.00	
	Bette-Jean Moodie	Saturday School Teacher	\$442.00	
	Romero Morgan	Saturday School Teacher	\$468.00	
	Rebecca Planiczka	Saturday School Teacher	\$351.00	
	Michael Chambers	Saturday School Teacher	\$234.00	
	Tanya Clay	Saturday School Teacher	\$234.00	
	Gina Giffin	Saturday School Teacher	\$143.00	
	Zhakia Scott	Saturday School IA	\$67.50	

<b>LMS</b>	Nancy Claudio	Principal	\$ -	\$ 3,074.73
	Debra Fitzgerald	Guidance Director	\$ -	\$ 1,304.69
	Ayanna Allen	Feb 17 Intersession Teacher	\$ 468.00	
	Daniel Boyers	Feb 17 Intersession Teacher	\$ 468.00	
	Zachary Guca	Feb 17 Intersession Teacher	\$ 468.00	
	Kimberley Martin	Feb 17 Intersession Teacher	\$ 468.00	
	Wyndie Mayfield	Feb 17 Intersession Teacher	\$ 468.00	
	Sneha Wable	Feb 17 Intersession Teacher	\$ 468.00	
	Karl Westerhoff	Feb 17 Intersession Teacher	\$ 468.00	
	Bette-Jean Moodie	Feb 17 Intersession Teacher	\$ 468.00	
	Britten King-Marshall	Feb 17 Intersession IA	\$ 135.00	
	Pandora Johnson	Feb 17 Intersession IA	\$ 225.00	
	Kristen Leclerc	Feb 17 Intersession IA	\$ 225.00	
<b>LMS - After School</b>				
	Kimberly Martin	After School Tutoring	\$ 409.50	
	Shannon Robinson	After School Tutoring	\$ 487.50	
	Catherine Selzler	After School Tutoring	\$ 747.50	
	Sneha Wable	After School Tutoring	\$ 617.50	
	Karl Westerhoff	After School Tutoring	\$ 975.00	
	Katherine Bower	After School Tutoring	\$ 773.50	
	Lucille Jones	After School Tutoring	\$ 578.50	
	Patty Webb	After School Tutoring	\$ 494.00	
	Brandon Burgett	After School Tutoring	\$ 65.00	
	Dana Beall	After School Tutoring	\$ 65.00	
	Maria El-Abd	After School Tutoring	\$ 247.00	
	Michele Fondelier	After School Tutoring	\$ 169.00	
	Emily Gunderson	After School Tutoring	\$ 208.00	
	Elizabeth Short	After School Tutoring	\$ 234.00	

	Kimberly Wheeler	After School Tutoring	\$ 221.00	
	Sheri Bosta	After School Tutoring	\$ 481.00	
	Katherine Cyphert	After School Tutoring	\$ 97.50	
	Catherine Dalton	After School Tutoring	\$ 117.00	
	Blake Logan	After School Tutoring	\$ 429.00	
<b>SMS</b>	Leverne Marshall	Principal	\$ -	\$ 4,741.14
	Rebekah Melton	Guidance Director	\$ -	\$ 2,143.32
	Sharlona Morgan	Intersession Coordinator	\$ 390.00	
	Shauntell McDaniel	Oct 2016 Intersession Secretary	\$ 131.25	
	Ashley Bullock	Feb 17 Intersession Coordinator	\$ 429.00	
	Valerie Anderson	Feb 17 Intersession Secretary	\$ 225.00	
	Dana Cole	Feb 17 Intersession Teacher	\$ 169.00	
<b>ECG</b>	Tracy Richardson	Principal	\$ -	\$ 4,057.72
	Janet Reynolds	Guidance Director	\$ -	\$ 1,861.82
	Karen Bucklew	Oct&Feb Intersession Coordinator	\$ 877.50	
	Lisa Swann	Oct&Feb Intersession Secretary	\$ 442.50	
<b>HHS</b>	Tim Beatty	Principal	\$ -	\$ 3,826.61
	Sarada Hester	Guidance Director	\$ -	\$ 2,016.39
	Bernie Beckles	Oct&Feb Intersession Coordinator	\$ 897.00	
	Javera Bolden	Feb 17 Intersession Teacher	\$ 481.00	
	Brad Bradley	Feb 17 Intersession Teacher	\$ 507.00	
	Melinda Bradner	Feb 17 Intersession Teacher	\$ 507.00	
	Charlotte Brown	Feb 17 Intersession Teacher	\$ 338.00	
	Stephanie Campbell	Feb 17 Intersession Teacher	\$ 507.00	
	Christoper Chung	Feb 17 Intersession Teacher	\$ 377.00	
	Dennis Coan	Feb 17 Intersession Teacher	\$ 507.00	
	Kimberly Gafford	Feb 17 Intersession Teacher	\$ 507.00	
	Laurence Hailey	Feb 17 Intersession Teacher	\$ 507.00	

	Robert Heath	Feb 17 Intersession Teacher	\$ 507.00	
	Andrea Parker	Feb 17 Intersession Teacher	\$ 507.00	
	Blythe Lavender	Feb 17 Intersession Teacher	\$ 507.00	
	Pat Riley	Feb 17 Intersession Teacher	\$ 507.00	
	Andrew Sheldrake	Feb 17 Intersession Teacher	\$ 507.00	
	Tina Smith	Feb 17 Intersession Teacher	\$ 507.00	
	Kristen Thornhill	Feb 17 Intersession Teacher	\$ 507.00	
	Wendy Yates	Feb 17 Intersession Teacher	\$ 507.00	
	Philmeka Reid	Feb 17 Intersession Coordinator	\$ 104.00	
<b>HHS After School Tutoring</b>	Savannah Layne	After School Tutoring	\$ 487.50	
	Andrew Napierkowski	After School Tutoring	\$ 975.00	
	Wendy Yates	After School Tutoring	\$ 2,418.00	
	Michelle Berger	After School Tutoring	\$ 130.00	
	Megan Keenan	After School Tutoring	\$ 364.00	
	McKenna Knowles	After School Tutoring	\$ 208.00	
	Duane Morgan	After School Tutoring	\$ 520.00	
	Stephanie Campbell	After School Tutoring	\$ 1,638.00	
	Melissa Rogers	After School Tutoring	\$ 78.00	
	Lauren Rosser	After School Tutoring	\$ 2,158.00	
	Javera Holden	After School Tutoring	\$ 91.00	
	Dorothy Dawson	After School Tutoring	\$ 130.00	
	Kelly Edwards	After School Tutoring	\$ 182.00	
	Jeffrey Pultz	After School Tutoring	\$ 1,638.00	
	Christopher Chung	After School Tutoring	\$ 806.00	
	Alex Drumheller	After School Tutoring	\$ 442.00	
	Melinda Bradner	After School Tutoring	\$ 175.50	
	Tanya Clay	After School Tutoring	\$ 520.00	
	Andrew Sheldrake	After School Tutoring	\$ 520.00	

	Jenny Ferrell	After School Tutoring	\$ 351.00	
	Laurie George	After School Tutoring	\$ 104.00	
	Sarada Hester	After School Tutoring	\$ 104.00	
<b>HHS Senior Intensive</b>				
	Lauren Rosser	Senior Intensive Teacher	\$ 962.00	
<b>E.A.</b>	Kasey Crabbe	Director	\$ -	\$ 2,976.77
<b>E.A. Summer Academy</b>				
	Jacqueline Pinn	Teacher	\$ 1,794.00	
	Diana H. Thompson	Teacher	\$ 1,300.00	
	Tina Oliver	Teacher	\$ 624.00	
<b>FTHill</b>	Cathy Viar	Director		\$ 3,509.69
<b>ADMIN</b>	Sarah Campbell	Coordinator Extended Learning Time		\$ 13,023.24
<b>Elementary Summer School</b>				
	Kira Roberts	Teacher	\$ 247.00	
	Kirsten Filiberto	Teacher	\$ 494.00	
	Brittany Dray	Teacher	\$ 494.00	
	Lloliza Marshall	Teacher	\$ 182.00	
	Cameron Mason	Teacher	\$ 494.00	
	Abigail Holman	Teacher	\$ 494.00	
	Megan Cunningham	Teacher	\$ 494.00	
	Britney Epperson	Teacher	\$ 494.00	
	Anne Coradazzi	Teacher	\$ 494.00	
	Sheron Donigan	Teacher	\$ 494.00	
	Mackenzie Cole	Teacher	\$ 494.00	
	Teresa Woods	Teacher	\$ 494.00	
	Deborah Tosi	Teacher	\$ 494.00	

	Doreatha Madison	Teacher	\$ 507.00	
	Heather Hill	Teacher	\$ 494.00	
	Jacqueline Campbell	Teacher	\$ 494.00	
	Deborah Wilson	Teacher	\$ 370.50	
	Sonya Hertig	Teacher	\$ 494.00	
	Kelsey Roark	Teacher	\$ 494.00	
	Amy Stone	Teacher	\$ 494.00	
	Sarah Brasher	Teacher	\$ 494.00	
	Catherine Hazen	Teacher	\$ 494.00	
	Julie Patterson	Teacher	\$ 494.00	
	Kristin Banks	IA	\$ 285.00	
	Paul Nyden	IA	\$ 285.00	
	Beverly Nyden	IA	\$ 285.00	
	Sheila Hughes	IA	\$ 225.00	
	Betty Brockwell	Secretary	\$ 318.75	
<b>Middle School Summer School</b>				
	Katelyn Alley	Teacher	\$ 247.00	
	Tara Campbell	Teacher	\$ 741.00	
	Wyndie Mayfield	Teacher	\$ 247.00	
	Romero Morgan	Teacher	\$ 845.00	
	Tiffany Offutt	Teacher	\$ 702.00	
	Robert Williams	Teacher	\$ 741.00	
	Melissa Martin	Teacher	\$ 942.50	
	Jeffrey Jensen	Teacher	\$ 214.50	
	Jason Giambone	IA	\$ 371.25	
	George Highsmith	IA	\$ 375.00	
	Rosa Jefferson	IA	\$ 63.75	
<b>PETAL Summer School</b>				
	Jamie Glass	Elem IA	\$ 288.75	
	Karen Jeanne George	Elem IA	\$ 288.75	

	Queen Ward	Elem IA	\$ 288.75	
	Monica Tucker	Elem IA	\$ 288.75	
	Lawan Thornhill	Secondary IA	\$ 281.25	
	John Dateo	Secondary Teacher	\$ 494.00	
	Stacy Sterne	Secondary Teacher	\$ 494.00	
	Diane Stratton	Secretary	\$ 367.50	
	Lydie Tokgozula	Elem Teacher	\$ 500.50	
	Brendan Kinne	Elem Teacher	\$ 500.50	
	Laura Buschmann	Elem Teacher	\$ 500.50	
	Anna Evans	Elem Teacher	\$ 377.00	
	Lynn Kratochvil	Elem Teacher	\$ 500.50	
	Sarah Supernaw	Elem Teacher	\$ 500.50	
	Kristin Satterfield	Elem Teacher	\$ 494.00	
	Linette Torres	Elem Teacher	\$ 494.00	
	Krista Connor	Elem Teacher	\$ 500.50	
	Taylor Meade	Elem Teacher	\$ 494.00	
	Annie Davis	Elem Teacher	\$ 123.50	
<b>TOTAL</b>			<b>\$ 166,686.96</b>	<b>\$85,092.98</b>
<b>2000 Employee Benefits - Please list the amount of employee benefits charged to the project</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
	FICA		\$ 12,823.68	
<b>TOTAL Employee Benefits</b>			<b>\$ 12,823.68</b>	<b>\$ -</b>
<b>3000 Purchased/Contractual</b>				

<b>Services - Include wages and contract or consultant staff costs</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
	Beacon of Hope	October Intersession	\$ 5,708.50	\$ -
	Beacon of Hope	February Intersession	\$ 7,237.81	
<b>TOTAL Purchased/Contractual Services</b>			<b>\$ 12,946.31</b>	<b>\$ -</b>
<b>4000 Internal Services</b>				
			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
	EC Glass	Oct 2016 Intersession	\$ 1,179.96	
	Heritage High	Oct 2016 Intersession	\$ 499.53	
	Empowerment	Oct 2016 Intersession	\$ 533.88	
	Dunbar	Oct 2016 Intersession	\$ 1,039.20	
	Linkhorne Middle	Oct 2016 Intersession	\$ 1,006.29	
	Sandusky Middle	Oct 2016 Intersession	\$ 1,196.16	
	Bass Elem	Oct 2016 Intersession	\$ 929.40	
	Bedford Hills	Oct 2016 Intersession	\$ 720.12	
	Dearington Elem	Oct 2016 Intersession	\$ 980.04	
	Heritage Elem	Oct 2016 Intersession	\$ 1,271.26	
	Linkhorne Elem	Oct 2016 Intersession	\$ 1,048.53	
	Paul Munro Elem	Oct 2016 Intersession	\$ 1,116.90	
	Perrymont Elem	Oct 2016 Intersession	\$ 788.91	
	RS Payne Elem	Oct 2016 Intersession	\$ 609.39	
	Sandusky Elem	Oct 2016 Intersession	\$ 999.87	
	Sheffield Elem	Oct 2016 Intersession	\$ 982.56	



	TC Miller Elem	Oct 2016 Intersession	\$ 1,084.98	
	EC Glass	Feb 2017 Intersession	\$ 1,727.36	
	EC Glass	Feb 27 & 28 Field Trip	\$ 124.59	
	ECGlass	March 1 Field Trip	\$ 60.88	
	Heritage High	Feb 2017 Intersession	\$ 2,196.32	
	Dunbar	Feb 2017 Intersession	\$ 1,062.40	
	Linkhorne Middle	Feb 2017 Intersession	\$ 1,235.05	
	Sandusky Middle	Feb 2017 Intersession	\$ 933.18	
	Bedford Hills	Feb 2017 Intersession	\$ 515.43	
	Dearington Elem	Feb 2017 Intersession	\$ 940.07	
	Hutcherson Early Learning	Feb 2017 Intersession	\$ 2,088.12	
	Heritage Elem	Feb 2017 Intersession	\$ 1,193.52	
	Linkhorne Elem	Feb 2017 Intersession	\$ 1,026.34	
	Paul Munro Elem	Feb 2017 Intersession	\$ 1,172.12	
	Perrymont Elem	Feb 2017 Intersession	\$ 834.80	
	RS Payne Elem	Feb 2017 Intersession	\$ 777.02	
	Sandusky Elem	Feb 2017 Intersession	\$ 989.99	
	Sheffield Elem	Feb 2017 Intersession	\$ 1,412.75	
	TC Miller Elem	Feb 2017 Intersession	\$ 777.01	
	Empowerment Academy	Jan-Mar Afterschool	\$ 711.20	
	Empowerment Academy	April Afterchool	\$ 142.24	
	Dunbar	April & May Saturdays	\$ 1,549.00	
	Elementary Summer School Transportation		\$ 9,600.00	
	Secondary Summer School Transportation		\$ 3,600.00	
<b>TOTAL Internal Services</b>			<b>\$ 50,656.37</b>	<b>\$ -</b>
<b>5000 Other Services</b>				
			<b>Source of Funds</b>	

			State	Local
<b>TOTAL Other Services</b>			\$ -	\$ -
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project</b>				
			Source of Funds	
			State	Local
	Amazon	NewPay learnings - Molecule to Organisms Skill Builder Kit, Diversity of Organisms & Ecosystems Skill Builder Kit, Heredity Skill Builder Kit	466.29	
	Walmart	Filler Paper, pencils	30.36	
	Walmart	Dry Erase Markers, Construction paper, pencils	99.94	
	Walmart	Plates, cardstock, filler paper, pencils, mech pencils, wax paper, tissue, construction paper, mod podge, post-its, brushes, wood sticks, dry erase markers, colored file folders	91.37	
	Kroger	Ice cream, napkins, and toppings	75.20	
	Amazon	Uppercase Alphabet Lacing Beads Busy Bag	31.98	
	Bed, Bath & Beyond	Bamboo toast tongs	9.47	
	Lakeshore Learning	Lowercase Alpha Dough Stampers, UPPRCS Apha-Number Dough Stampers, Giant Alphabet beads, & vehicle counters	227.91	
	Sams Club	Crayola Crayons	69.43	

	ETA Hand2mind	Hand-On Equations class set, Geometry teacher's activities kit, hands-on algebra, plane geometry stamp set, polydron school geometry, d-stix kit-advanced level, XY coordinate pegboard class set	407.35	
	Really Good Stuff	Storage boxes with lids and stackable trays	76.92	
<b>Elem Summer School</b>	Given's Books & Little Dickens	14 sets of 10 Dry Erase Pockets	188.86	
	Walmart	Cardstock, crayons, index cards, gluesticks, wipes, tissues	272.97	
<b>Secondary Summer School</b>	Staples	Paper, labels, wipes, dry erase markers, post-it notes, pencils, tape, tissues	205.63	
	Staples	Post-it notes, paper reinforcements, Post-it Note arrows	27.73	
<b>TOTAL Materials and Supplies</b>			<b>\$ 2,281.41</b>	<b>\$ -</b>
			<b>State</b>	<b>Local</b>
<b>TOTAL Project Expenses</b>			<b>\$ 245,394.73</b>	<b>\$ 85,092.98</b>

Manassas Park City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY17

The final report must include the following:

1. The names and addresses of the school division and participating schools and grant coordinator contact information.

Manassas Park City Schools – All four (4) of our schools participate in this project.

Cougar Elementary School (Grades k – 2)  
9330 Brandon Street  
Manassas Park, VA 20111

Manassas Park Elementary School (Grades 3 – 5)  
9398 Cougar Court  
Manassas Park, VA 20111

Manassas Park Middle School (Grades 6 – 8)  
8202 Euclid Avenue  
Manassas Park, VA 20111

Manassas Park High School (Grades 9 – 12)  
8200 Euclid Avenue  
Manassas Park, VA 20111

2. Grant Coordinator contact information

Mr. Eric W. Neff Deputy Superintendent <a href="mailto:eric.neff@mpark.net">eric.neff@mpark.net</a> 703-335-8859	Ms. Lisa Wolf Division Intersession Coordinator <a href="mailto:lisa.wolf@mpark.net">lisa.wolf@mpark.net</a> 703-368-2032
---	--

3. Type of program (Extended School Year or Year Round School)

Extended School year

4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc)

Manassas Park City Schools (MPCS) is a unique school division in Northern Virginia. Neighboring divisions like Prince William County and Fairfax County tower over us in student population and our closest neighbor, Manassas City Schools is over two times our size. Yet, based on the most recent Washington Area Board of Education (WABE) report, MPCS has some of the highest percentages of ESOL, socio-economically disadvantaged, and special education populations. The combination of these factors as well as other influences presents specific challenges for our small division. One such influence is that as a small school division we do not have the resources to provide content area specialists to assist our staff and students, instead relying on individuals to wear many “different hats”.

Analysis of the SOL and other data indicates that we as a division must operate with a different mindset than our neighbors. MPCS must do so in particular to meet the needs of our subgroups. The JLARC study published on Year-Round Schools suggests a unique opportunity for MPCS to provide a positive impact on teaching and learning.

With that in mind, representatives from the schools and communities visited several school divisions throughout Virginia that were either in the planning or implementation stages of a year round model. Numerous community discussions with stakeholders occurred from September 2014 through February 2015. From those discussions a calendar committee was directed to build the 2015-16 academic school calendar with two one-week intersessions.

Intersessions have been strategically placed at the end of the first and third quarters in an attempt to provide targeted interventions for students that are struggling with the basic foundational skills. Engaging enrichment opportunities were also offered to all students. The grant has allowed us to provide transportation while a partnership with the Child and Adult Care Food Program (CACFP) allows us to feed all students that attend intersession free breakfast and lunch. Funding from the grant has also provided our students the opportunity to take many different educational field trips during the past two years. This is something that many of our students would never be able to afford.

Engaging enrichment opportunities are also offered to students. During our planning forums, our community and educators identified nine general themes for intersessions. They are; Educational Improvement, College and Career Exploration, Fine Arts, STEM, Life Skills, Field Trips, health and Wellness, Sports/Activities, and Mentoring/Community Services/Internships. Each Intersession is designed around one of these themes and is reflective of the Virginia Standards of Learning. Students, parents, and teachers collaborate together to determine appropriate placement of students.

Expected benefits include providing a more structured and consistent educational approach for our most challenging populations. The way the calendar is built, including summer school, our most challenging students will never be out of school more than three weeks at one time during a calendar year. JLARC supports this approach and we believe this has a positive impact on teaching and learning for all students. Other benefits for students include providing engaging, real world application of skills that will not only serve to bridge gaps in achievement where needed but inspire new learning paths. Intersessions allow us to bring the community into our schools and our students out into the community. They also provide a space for students to explore new interests, put their passions to work, and be inspired to take their academic journey to the next level.

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of

program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

Each of the four schools (Grades PreK-12) participate in the extended school year grant. Students in Manassas Park City Schools attend school for 179 instructional days during the 2016-17 academic year. This is an increase of three days from the first year of the implementation grant. Total instructional time for elementary and secondary students each day is 6 hours and 30 minutes.

Ten additional days were built into the calendar as intersession days. Teachers are asked to design activities for active engagement and also asked to specifically target intersession activities to state standards. Course catalogs are developed by building coordinators listing the individual teacher offerings for each session. Students and parents are asked to examine the course offerings and to prioritize individual choices of intersession activities. Efforts are made by building coordinators to provide each student with one of his top two choices. Those ten days consisted of enrichment and remedial experiences for students and attendance was optional. Dates of intersessions were October 17-21, 2016 and April 3-7, 2017.

Time of the program: Secondary Students – 7:25-2:15 Elementary Students – 8:10-3:10

Examples of activities include:

HS	Academic Boot Camp	Lifeguarding	A+ Training	Computer Programing	SAT Prep
MS	Foodie! (Cooking)	Podcastsing	Drama	Stained Glass Creations	Blues Guitar
ES	Video Game Coding	Top Chef	Math Mania	Forensic Science	Travel Agent
ES	Engineering Club	STEAM	Math Trails	TV Broadcasting	Theatre



Manassas Park City Schools has an enrollment of approximately 3500 students. The ethnic breakdown is as follows:

White	22%
African American	10%
Hispanic	56%
Asian	6%
Other	6%

Providing the necessary interventions and support services for special populations can be challenging for a smaller school division with limited resources. Three sub-groups of concern are Socio-Economically Disadvantaged, ESOL, and Special Education.

The largest of these three groups, Socio-Economically Disadvantaged, has risen to over 60% based on Free and Reduced Meal Eligibility Applications.

Meeting SOL and on-time graduation targets for ESOL students is also a challenge. Over 35% of our student population receives services at Level I or Level 2.

Special Education Students continue to struggle to meet SOL targets. While only about 12% of the overall population, there is a variety of services provided within the sub-group.

All content areas are address during intersession: Math, Reading, Science, History, CTE, and STEM.

6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

An August 2014 presentation by central office administration to the Manassas Park City Council and School Board shared the findings of the JLARC. Representatives from the schools, parents, and school board members visited several school divisions throughout Virginia that were either in the planning or in the implementation stages of a year round model during the Fall of 2014. Those visits were followed by three community forums (November 2014 – February 2015) where teachers, parents, students, and administrators discussed the possibilities for an extended calendar. Central office administrators met with representatives from local child care businesses and the Manassas Park Parks and Recreation Department. The goal was to be transparent about this initiative. Two intersession coordinators were selected for each school and a part of their responsibilities were to reach out to other community representatives to build partnerships. Examples of such partnerships include the Manassas Park Police and Fire Departments, Parks and Recreation, The American Red Cross, History Alive, local businesses and restaurants, and Special Olympics of Virginia. MPCS hosted its first annual Special Olympics track and field day during the spring 2015 intersession.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

The fear of change was the initial barrier to overcome. Most divisions allow for an 18 month or more process to change a school calendar. MPCS made the decision six months prior to the start of the 2015-16 school year. The early start date (3 weeks) during year one made for a much shorter summer break. That was the driving force for the naysayers. The division had to be flexible with those families that had already scheduled family vacations. The first intersession was held nine weeks after school opened. I believe this gave many pause for concern, again for fear of the unknown.

Several other challenges had to be overcome while making this transition. As a small school division we count on our professional staff to wear many hats. The intersession leadership team consisted of some of our best teacher leaders. These are individuals that expressed a deep dedication and belief in this change. Unfortunately, their work as intersession building coordinators (2 per building) is a secondary job in their roles to their daily classroom teaching. Coordinating a program like this at each school requires numerous additional hours. It was quite challenging for the coordinators to balance each role successfully so that each received the attention it deserved. Thus we have seen a better than 50 percent turnover rate each year for these roles.

Transportation (drivers and Attendants) as well as support services (nurses, food services, and instructional assistants) were an increased expense for the school division as each group received an additional ten days of compensation. Fortunately we were able to use grant money to compensate them.

Professional Development previously scheduled for two weeks prior to school opening was moved to the intersession week. They provided for flexible schedule for teachers and staff. A variety of face-to-face and online sessions were offered for teachers to personalize their PD experience. In addition to the formal PD, faculty used the time in the day to work collaboratively during grade level, content, and vertical team meetings. Just as students were able to reengage with the classroom through interests sparked during intersession, teachers and staff experienced similar rejuvenation in this break from the regular school routine as well as opportunity to create learning around their interest and passions.

Initial comments and concerns from the community and a small group of teachers about the early August start date decreased significantly during year two of the extended school year calendar. We believe that the vocal minority came to realization that the new model had become a way of life for our community. It was determined that the division would operate under this model for three years after initial implementation. The division plans to reconvene community forums in November 2017 to gauge the communities interest in continuing with an extended school calendar.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as

well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

All schools operate under the extended school year calendar. The metric used to observe and track student achievement across all students and subgroups was obtained from the Virginia Department of Education School Quality Profiles published on their website. SOL results from reading and math from 2014-15, 2015-16, and 2016-17 are used for comparison each of the schools. Student performance of all students and subgroups is compared for each year. MPCS operated on a tradition post-labor day calendar during the 2014-2015 school year. MPCS has operated under the extended school year calendar for the 2015-16 and 2016-17 academic school years.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement (Cougar (K-2) & Manassas Park Elementary School (3-5))**

**Instrument: 2014-15, 2015-16, 2016-17 SOL Results (Reading and Math)**

Reporting Area	All Students	Reporting Group: Hispanic	Reporting Group: Economically Disadv	Reporting Group: African American
<b>2014-15</b> Reading Scores Math Scores	65 71	58 66	58 66	65 71
<b>2015-16</b> Reading Scores Math Scores	65 67	61 62	58 52	57 64
<b>2016-17</b> Reading Math	73 65	67 59	67 58	74 65
<b>Net Change from 2014-15 to 2016-17</b>	Reading: +8 Math: -6	Reading: +9 Math: -7	Reading: +9 Math: -8	Reading: +9 Math: -6

Enter an explanation of the data here.

Results from Cougar Elementary (K-2) and Manassas Park Elementary (Grades 3-5) show an upward trend in reading scores for all students as well as the subgroups identified above. In fact it was close to a double digit increase from 2014-15 (traditional calendar) to 2016-17 (extended calendar). Math scores decreased in all groups during this time by 6-8 percentage points. In particular, the 4<sup>th</sup> grade math assessment continues to be a challenging test for Manassas Park students. MPCS has seen a 14 point decrease (78% to 64%) in scores on this test since 2014-15. We believe this to be a product of the development skill level of many of our English Language Learners at the elementary level as math scores across the division rebound nicely through middle school and high school.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement (Manassas Park Middle School)**

**Instrument: 2014-15, 2015-16, 2016-17 SOL Results (Reading and Math)**

Reporting Area	All Students	Reporting Group: Hispanic	Reporting Group: Economically Disadv.	Reporting Group: African American
<b>2014-15</b> Reading Scores Math Scores	74 93	67 89	64 90	80 95
<b>2015-16</b> Reading Scores Math Scores	74 89	66 85	65 85	81 91
<b>2016-17</b> Reading Math	74 89	69 88	69 88	78 83
<b>Net Change from 2014-15 to 2016-17</b>	Reading: 0 Math: -4	Reading: +2 Math: -1	Reading: +5 Math: -2	Reading: -2 Math: -12

Enter an explanation of the data here.

Reading scores remain flat for all students at MPMS during this three year window. Some gains were made across subgroups, but our African American population scores decreased by two points from 2014-15 until now. Math scores, while in the 90% range in 2014 have decreased across all areas but continue to be strong as a school, fluctuating in the mid to upper 80% range.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement (Manassas Park High School)**

**Instrument: 2014-15, 2015-16, 206-17 SOL Results (Reading and Math)**

Reporting Area	All Students	Reporting Group: Hispanic	Reporting Group: Economically Disadv.	Reporting Group: African American
<b>2014-15</b> Reading Scores Math Scores	85 59	79 56	75 54	77 63
<b>2015-16</b> Reading Scores Math Scores	85 75	83 70	77 70	81 75
<b>2016-17</b> Reading Math	81 71	76 68	77 70	84 73
<b>Net Change from 2014-15 to 2016-17</b>	Reading: -4 Math: +12	Reading: -3 Math: +12	Reading: +2 Math: +16	Reading: +7 Math: +10

Enter an explanation of the data here.

While reading scores decreased (4%) for all students during this three year window, the division is encouraged by the increase in scores for the Economically Disadvantaged and African American subgroups. Math scores jumped up significantly in all areas since 2014 by 10 to 16 percentage points.

**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

An additional metric used to observe and track student achievement across all students and subgroups was obtained from the Virginia Department of Education School Quality Profiles published on their website. SOL results from reading and math from 2014-15, 2015-16, and 2016-17 are used for comparison each of the schools. Student performance of all students and subgroups (English Learners and Students with Disabilities) is compared for each year for the entire school division instead of by school. MPCS operated on a traditional post-labor day calendar during the 2014-2015 school year. MPCS has operated under the extended school year calendar for the 2015-16 and 2016-17 academic school years.



**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement (School Division)**

**Instrument: 2014-15, 2015-16, 2016-17 SOL Results (Reading and Math)**

Reporting Area	All Students	Reporting Group: English Learners	Reporting Group: Students with Disabilities	Reporting Group:
<b>2014-15</b> Reading Scores Math Scores	71 76	53 65	37 44	
<b>2015-16</b> Reading Scores Math Scores	71 77	55 64	36 49	
<b>2016-17</b> Reading Math	74 75	66 69	51 43	
<b>Net Change from 2014-15 to 2016-17</b>	Reading: +3 Math: -1	Reading: +13 Math: +4	Reading: +14 Math: -1	

Enter an explanation of the data here.

MPCS is very pleased with the results. From a division perspective all students and these two subgroups saw increases. We are extremely pleased with the increase of 13% and 14% for our English Learners and Students with Disabilities. Math scores are a little more challenging to understand because of the fluctuations from year to year.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The second metric that chosen was surveys that were conducted after intersessions to determine satisfaction with intersession offerings. Students, staff, and parents were asked to complete surveys regarding their satisfaction with the extended school year calendar. Results show favorable satisfaction from all groups.

MPCS is currently developing a new 6 year strategic plan. Parent and student surveys were developed as a part of the plan. A question was asked about support for the extended school year. Over 600 parents responded and approximately 75% support this calendar model. Interesting feedback was received from staff members. 200 of 450 staff members responded and approximately 65% do not support this calendar. It must me noted that the surveys were administered during the pre-school week during the first week of August. This could be a factor since staff was just returning from summer break. Student results have yet to be compiled.

Community Survey

Favorability Rating 2015/Now

	1	2	3	4	5
Favorability Rating 2015	23	11	38	21	38
Favorability Rating Fall 2016	22	7	14	27	61

My child(ren) enjoyed the sessions they experienced at the intersession.

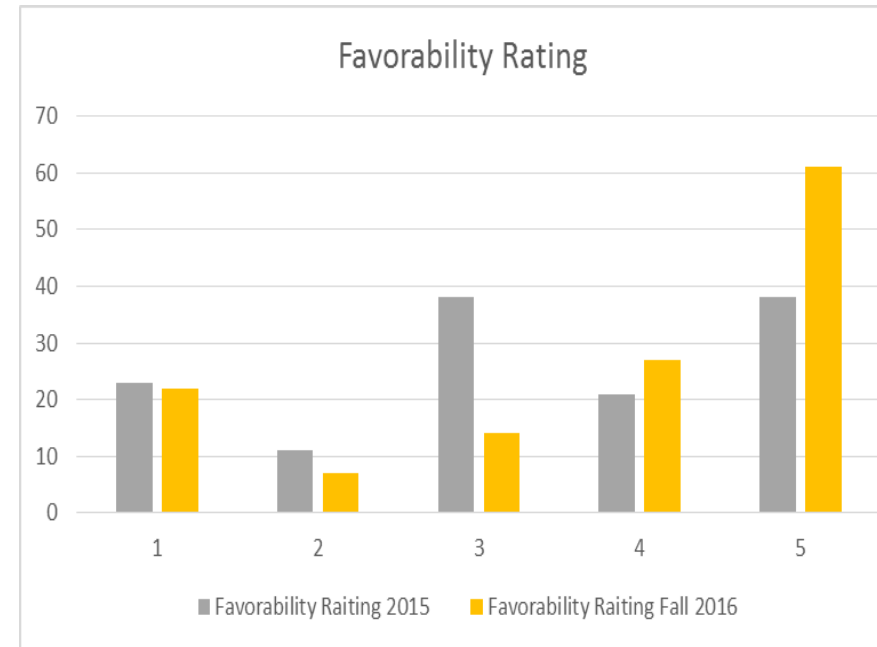
Strongly Agree	53	46%
Agree	36	32%
Neutral	14	12%
Disagree	3	3%
Strongly Disagree	8	7%

Overall, I was pleased with the Fall Intersession.

Strongly Agree	53	46%
Agree	32	28%
Neutral	12	11%
Disagree	10	9%
Strongly Disagree	7	6%

I would recommend the Intersession program to other community members.

Strongly Agree	54	47%
Agree	28	25%
Neutral	12	11%
Disagree	7	6%
Strongly Disagree	14	12%



### Community Favorability Rating 2017

Rate your opinion of the Intersession Program. (1, low, to 5, high)

1	15	14%
2	12	11%
3	8	8%
4	23	22%
5	47	45%

My child(ren) enjoyed the sessions they experienced at the intersession program.

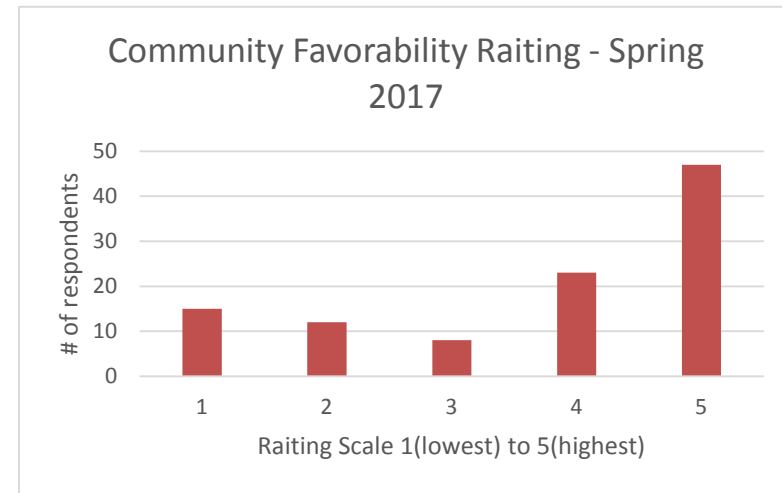
Strongly Agree	41	39%
Agree	29	28%
Neutral	12	11%
Disagree	11	10%
Strongly Disagree	7	7%

Overall, I was pleased with the Spring Intersession.

Strongly Agree	37	35%
Agree	32	30%
Neutral	8	8%
Disagree	13	12%
Strongly Disagree	11	10%

I would recommend the Intersession program to other community members.

Strongly Agree	42	40%
Agree	23	22%
Neutral	13	12%
Disagree	9	9%
Strongly Disagree	14	13%



### Staff Satisfaction from 2015 Pre-Intersessions and 2017 Extended Year Calendar

Spring  
2017

Rating	#	%	Favorability Rating from pre-intersession to Fall 2015		
1	2	2%	Total	164	
2	9	11%	Increased	71	43%
3	19	22%	Decreased	33	20%
4	33	39%	No Change	62	38%
5	22	26%	N/C Positive	29	47%
			N/C Negative	15	24%
			N/C Neutral	24	39%

## 2017 Student Survey Secondary Campus

### Secondary Survey Results

I enjoyed the sessions I attended during the Intersession week.

Strongly Agree	55	44%
Agree	42	33%
Neutral	17	13%
Disagree	5	4%
Strongly Disagree	7	6%

Overall, I had a great experience at the Intersession program.

Strongly Agree	57	45%
Agree	39	31%
Neutral	17	13%
Disagree	6	5%
Strongly Disagree	7	6%

I would recommend the Intersession program to my friends.

Strongly Agree	52	41%
Agree	33	26%
Neutral	21	17%
Disagree	10	8%
Strongly Disagree	10	8%

7. Description of efforts to sustain the extended year project model and whether the model will be offered in

additional grades, programs, or schools.

Three years ago MPCS began the planning process of implementing a balanced calendar with a series of community roundtable meetings. It was evident that the community favored a balanced approach and was excited to learn that state funding, minus an anticipated \$60,000.00 local match, would allow the school division to implement the program. The biggest pushback from our community was that the Manassas Park residents questioned whether local taxes would be increased to operate this new model.

As we move towards a year (2018-19) with no state funding, the division plans to hold additional community meeting to hear from our constituents. Approximately 60% of division costs can be attributed to employee wages and benefits for the ten additional calendar days. It will be important for our community to hear and understand that if we cannot support an extended school year, then many of our slowest paid employees (Transportation, Instructional Assistants, and Cafeteria) will lose ten days of contractual time.

With that being said I am not sure our city can afford to allocate additional dollars to this endeavor. Additional allocations will almost certainly be ticketed for salary increases for all staff in hopes of remaining competitive with neighboring Northern Virginia school systems.

Discussion has occurred around the movement of resources from one area to another to offset the loss of grant funding. Topics that have been discussed include a shorter summer school schedule and reducing after school remediation during the school year so to decrease the amount of stipends paid during the year. Another area for savings is reducing the spending on materials and supplies and transportation during the 2017-18 school year and using carry over funds for the 2018-19 school year. We feel like this is a real option after operating on an extended calendar for the past two years. Most of the materials and supplies purchased during those years were not consumables and the division should be able to repurpose for future intersession activities.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

Please see pages attached financial spreadsheets.

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
<b>Total</b>		\$0	\$0
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Employee Benefits 2000</b>		\$0	\$0
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>



<b>Total Purchased Contractual Services</b>	\$0	\$0
<b>4000 Internal Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>	\$0	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	\$0	\$0
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
<b>Total Materials and Supplies</b>	\$0	\$0
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$0	\$0

Newport News City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY17

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Carver Elementary, 3160 Jefferson Avenue, 23605  
Epes Elementary, 855 Lucas Creek Road, 23608  
Hidenwood Elementary, 501 Blount Point Road, 23606  
Jenkins Elementary, 80 Menchville Road, 23602  
Lee Hall Elementary, 17346 Warwick Boulevard, 23603  
Newsome Park Elementary, 4200 Marshall Avenue, 23607  
Palmer Elementary, 100 Palmer Lane, 23602  
Sedgefield Elementary, 804 Main Street, 23605

2. Grant Coordinator contact information

Anthony Tyler, Extended Learning Administrator,  
[anthony.tyler@nn.k12.va.us](mailto:anthony.tyler@nn.k12.va.us), 757-283-7791

### 3. Type of program (Extended School Year or Year Round School)

Extended School Year

### 4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

Newport News Public Schools proposed to build on the successful WE LEAP initiative funded by the 2015 Virginia Department of Education extended learning grant. WE LEAP, the Wonderful Extended Learning, Enrichment and Advancement Program was designed to provide students in three Denied Accreditation elementary schools with Saturday and summer enrichment programs include academic support, art, music, health and fitness, and STEM in concert with a host of community partners.

We proposed to expand WE LEAP to eight elementary schools: three that have been denied accreditation, three that are partially accredited with warning, and two that are partially accredited—reconstituted. At these schools the percentage of the student bodies classified as economically disadvantaged ranges from 65 to 90 percent; and the percentage of students who are black or Hispanic ranges from 69 to 84 percent.

The NNPS proposal envisioned a multi-tiered approach that draws heavily on lessons learned during the first-year grant experience:

- A first-semester WE LEAP session exposed students in targeted schools to museums and enrichment activities during four Saturdays. Each Saturday session will be supported by two afterschool learning sessions that focus on the field trip topics.
- A second-semester five-week Saturday WE LEAP session added focus on instructional gaps and continued with motivational enrichment programming.
- A five-week long Summer Program for Arts, Recreation and Knowledge extended students' learning past the traditional school year.
- A one-day Jump Start Resource Fair in August brought together students, staff, family members and youth-serving organizations to ensure that students and families are ready for learning on the first day of school.

Through this continuum of service, WE LEAP provided academic support year-round, for a total of 262 additional hours of learning. That equaled 40 additional days, or two more months, spent on educational enrichment.

As part of the summer component, students were exposed to coursework from their upcoming grade, giving them a head start on success. WE LEAP also engaged the services of the school division's Family Involvement Specialist Department, who conducted workshops for parents and other family members.

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

- Increased the instructional and enrichment time at each school by at least 262 hours annually, which is equal to two months of traditional school time.
- Increased opportunities for students to apply classroom content knowledge to real world learning experiences in their local community
- Increased the capacity of the entire school staff to identify and meet the academic and social/emotional needs of students who are struggling.
- Improved academic achievement in English, Mathematics, Science, and History by at least 5 percentage points each year, as measured by benchmark exams and annual Virginia Standards of Learning exams.
- Provided ample opportunities for students and faculty to apply growth mindset thinking in academic, social, and personal arenas

6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

- Hosted an information breakfast to announce the initiative, educate community leaders about the program, and recruit additional partners. The breakfast will be structured to include key federal and state legislators, school board members and other business, city leaders as speakers or noted guests.
- Promoted the program at PTA meetings, family engagement functions and other events.
- Hosted meetings at the target schools to discuss the program with parents and other family members.
- Included the school division's Family Engagement Team to work with families in each of the eight schools to promote enrollment in the program
- Built on past work to identify and apply for other grants or corporate sponsorships to support and enhance the Summer Intersession Program. As an example of such work, NNPS coordinated with NASA and the Virginia Air and Space Center on a \$500,000 NASA grant to provide STEM experiences to 2,500 students during the extended learning program this summer.
- Met with business partners throughout the year to build upon partnerships and enrichment opportunities.

7. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

- While many organizations have partnered with WE LEAP to provide enrichment services, finding those with the capacity to serve large numbers of students has proven challenging. With shrinking budget over the past several years, it appears that the capacity of local museums and other organizations to provide services has also diminished. As a result, we have developed an effort designed to provide community partners with knowledge about the WE-LEAP program so that they can design programs and staff adequately to meet demand.
- Recruited teachers to provide the instructional component has been more challenging than expected due to other programs, such as 2151 Century Learning, that compete for the same staffing pool. Additional promotion of the teaching opportunities and a dedicated web page for hiring extended learning staff has helped overcome this challenge.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

- NNPS measured students' reading comprehension with the Virginia Standards of Learning assessment for grades 3-8 taken in spring 2017. NNPS measured each students' math ability with the Virginia Standards of Learning assessment for grades 3-8 taken in spring 2017 compared to prior school year scores to measure this objective.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>					
<b>Metric: Student Achievement</b>					
<b>Instrument: Reading SOL</b>					
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Students with Disabilities</b>	<b>Reporting Group: ELL</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: White Students</b>
<b>Number of Students Assessed</b>	910	68	53	582	101
<b>Pre-test Average Score</b>	387	339	388	376	430
<b>Post-test Average Score</b>	403	348	366	396	431

<b>Net Change</b>	+16	+9	-22	+20	+1
-------------------	-----	----	-----	-----	----

Enter an explanation of the data here.

- The Pre-test SOL results of students that attended the WE LEAP Program from grades 3<sup>rd</sup> – 5<sup>th</sup> listed in the Reporting Groups above are from the 2015-2016 school year.
- The Post-test SOL results of students that attended the WE LEAP Program from grades 3<sup>rd</sup>-5<sup>th</sup> listed in the Reporting Groups above are from the 2016-2017 school year.
- Newport News Public Schools is pleased to see the positive SOL results of the of the WE LEAP students. However, we are aware that this is just a small percentage of students impacted by the ESY Grant. For FSY 18, we plan to add additional pre and post tests for all of our ESY students that attend both WE LEAP and SPARK Programs.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>					
<b>Metric: Student Achievement</b>					
<b>Instrument: Math SOL</b>					
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Students with Disabilities</b>	<b>Reporting Group: ELL</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: White Students</b>
<b>Number of Students Assessed</b>	910	68	53	582	101
<b>Pre-test Average Score</b>	393	335	368	381	416



<b>Post-test Average Score</b>	403	366	399	393	422
<b>Net Change</b>	+10	+31	+31	+12	+6

Enter an explanation of the data here.

- The Pre-test SOL results of students that attended the WE LEAP Program from grades 3<sup>rd</sup> – 5<sup>th</sup> listed in the Reporting Groups above are from the 2015-2016 school year.
- The Post-test SOL results of students that attended the WE LEAP Program from grades 3<sup>rd</sup>-5<sup>th</sup> listed in the Reporting Groups above are from the 2016-2017 school year.
- Newport News Public Schools is pleased to see the positive SOL results of the of the WE LEAP students. However, we are aware that this is just a small percentage of students impacted by the ESY Grant. For FSY 18, we plan to add additional pre and post tests for all of our ESY students that attend both WE LEAP and SPARK Programs.

**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

The first of two additional metrics identifies and compares discipline infractions of the students enrolled in the WE LEAP Program during SY15-16 and SY16-17. The data shows that there was a decrease of 13.6% of student infractions from SY15-16 to SY 16-17.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>					
<b>Metric: Student Discipline</b>					
<b>Instrument: Number of Infractions</b>					
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Students with Disabilities</b>	<b>Reporting Group: ELL</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: White Students</b>
<b>Number of Students Assessed</b>	910	68	53	582	101
<b>SY1516 Number of Infractions</b>	515	68	10	422	34
<b>SY1617 Number of Infractions</b>	445	48	7	371	24
<b>Net Change</b>	-70 (-13.6%)	-20 (-29.4%)	-3 (-30%)	-51 (-12.1%)	-10 (-29.4%)

Enter an explanation of the data here.

- The Student Discipline results of students that attended the WE LEAP Program from grades 3<sup>rd</sup> – 5<sup>th</sup> listed in the Reporting Groups above are from the 2015-2016 school year.
- The Student Discipline results of students that attended the WE LEAP Program from grades 3<sup>rd</sup>-5<sup>th</sup> listed in the Reporting Groups above are from the 2016-2017 school year.

### **c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

The second of the two additional metrics identifies and compares the attendance of the students enrolled in the WE LEAP Program during SY15-16 and SY16-17. The data shows that there was a decrease of 0.3% of student attendance from SY15-16 to SY 16-17.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>					
<b>Metric: Student Attendance</b>					
<b>Instrument: Attendance Percentage</b>					
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Students with Disabilities</b>	<b>Reporting Group: ELL</b>	<b>Reporting Group: Black Students</b>	<b>Reporting Group: White Students</b>
<b>Number of Students Assessed</b>	910	68	53	582	101
<b>SY1516 Percentage of Days Attended</b>	95.8%	95.7%	96.1%	95.8%	95.9%
<b>SY1617 Percentage of Days Attended</b>	95.5%	96.1%	94.7%	95.7%	94.4%
<b>Net Change</b>	-0.3%	+0.4%	-1.4%	-0.1%	-1.5%

Enter an explanation of the data here.

- The Student Attendance results of students that attended the WE LEAP Program from grades 3<sup>rd</sup> – 5<sup>th</sup> listed in the Reporting Groups above are from the 2015-2016 school year.
- The Student Attendance results of students that attended the WE LEAP Program from grades 3<sup>rd</sup>-5<sup>th</sup> listed in the Reporting Groups above are from the 2016-2017 school year.

## 9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

Newport News Public Schools is committed to eliminating the learning gap and sees extended learning as a key element in that work. SPARK, the Summer Program for Arts, Recreation and Knowledge, began with 2,000 students in 2015 and enrolled 6,000 students in 2016, including WE LEAP students. The school division is committed to using Title 1, state remediation, 21st Century and local operating funds to ensure that students have access to high-quality extended learning programs. Using the WE LEAP model, NNPS added five additional elementary school sites for the 2016-17 school year.

The school division has also partnered with local businesses and organizations to work on building an extended learning infrastructure that can sustain these efforts. In 2015 the school division held an extended learning community breakfast that brought together local leaders to help organize the effort. This meeting featured the city's school board, mayor, sheriff, commonwealth's attorney and Congressman Robert C. "Bobby" Scott to encourage support. Board members also provided key support at meetings of the Newport News Education Foundation and the Superintendent's Roundtable in promoting the need for extended learning. Through these and other actions, the School Board and staff motivated more than 30 organizations to provide financial, programmatic, volunteer and in-kind support for extended learning. A similar activity was repeated in 2016 and was held again this year to keep this issue visible and reinforce the idea that extended learning is a needed and beneficial investment for our community.

To gain additional support, the school division has also applied for and won awards that recognize the quality of extended learning in Newport News Public Schools. As a result, the NNPS extended learning program earned national recognition from the National School Boards Association (Magna Award) and District Administrator Magazine (Districts of Distinction).

In addition, the school division sought out grant funding from local, state, federal and non-profit organizations to help sustain the extended learning initiative in Newport News.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
<ul style="list-style-type: none"> <li>See excel file for detailed information.</li> </ul>			
<b>Total</b>		\$1,002,174.7	\$0
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<ul style="list-style-type: none"> <li>See excel file for detailed information.</li> </ul>			
<b>Total Employee Benefits 2000</b>		\$97,532.85	\$0
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<ul style="list-style-type: none"> <li>See excel file for detailed information.</li> </ul>			

<b>Total Purchased Contractual Services</b>	\$470,797.4	\$0
<b>4000 Internal Services</b>	<b>Source of Funds</b>	
• See excel file for detailed information.	<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>	\$64,577.77	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	\$6,807.39	\$0
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
• See excel file for detailed information.		
<b>Total Materials and Supplies</b>	\$752,989.7	\$0
	<b>State</b>	<b>Local</b>

Petersburg City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017



## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **September 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

**FY17**

The final report must include the following:

1. The names and addresses of the school division and participating schools and grant coordinator contact information.

<b>School Division</b>	<b>Petersburg City Public Schools 255 E. South Blvd Petersburg, VA 23805</b>
<b>A.P. Hill Elementary School</b>	<b>A.P. Hill Elementary School 1450 Talley Avenue Petersburg, VA 23803</b>
<b>Peabody Middle School</b>	<b>Peabody Middle School 725 Wesley Street Petersburg, VA 23803</b>

2. Grant Coordinator contact information

Dr. Ann Ifekwunigwe  
**(804) 896-2266**  
[anifekwunigwe@petersburg.k12.va.us](mailto:anifekwunigwe@petersburg.k12.va.us)

3. Type of program (Extended School Year or Year Round School)

**Year Round School**

4. Executive Summary: goals, objectives, strategies utilized, and results (effect,

impact, etc.)

Research supports that extending the school year to increase the number of hours of quality instruction and enrichment can net measurable academic gains for certain populations of students. Petersburg City Public Schools implemented a Year Round Schools model in Peabody Middle School and A.P. Hill Elementary School. Each school extended its school year by beginning school a month before the beginning of the traditional school year, and providing three weeks of intensive academic support and enrichment during intercessions throughout the school year. The goal of the Extended School Year was to increase academic achievement outcomes by providing a significant number of additional hours of quality instruction and enrichment. Year Round School began for students at AP Hill Elementary School and Peabody Middle School on Wednesday, August 3, 2016. During the year, both schools conducted successful intercessions that provided remediation and enrichment experiences from October 10 to October 14, 2016, January 9 to January 13, 2017, and March 20 to 31, 2017. Both schools provided daily tutoring and remediation support for students, and ongoing professional development for teachers.

- 5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.**

Year Round School at Peabody MS and AP Hill Elementary ran from August 3, 2016 through June 15, 2017. Instructional hours at Peabody/Vernon Johns were from 8:00 a.m. to 3:00 p.m. Monday through Friday. Instructional hours at AP Hill were from 8:30 a.m. to 3:30 p.m. Monday through Friday. Although the length of the day was comparable between both Year Round Schools and the Traditional Schools' calendars, the Year Round School year began a full month before the other schools. Additionally, the Year Round Schools had full week intercessions for students from October 10 to October 14, 2016, January 9 to January 13, 2017, and March 20 to 31, 2017. Both schools provided daily tutoring and remediation support for students, and ongoing professional development for teachers.

#### Year Round Grant Calendar Information

Year	Instructional Days	Instructional Hours	Calendar days
2014-15	191	1169	08/4/2014 – 6/12/2015

2015-16	196	1200	08/05/2015 – 6/17/2016
2016-17	198	1287	08/3/2016 – 6/15/2017

**Demographics for 2016-17**

**504 Elementary School and 752 Middle School = 1,256 Total Students Served**

AP HILL	BLACK		WHITE		ASIAN		HISPANIC		NATIVE AMER		MULTI		SPED		ECON	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
KG	43	48	0	0	0	0	0	1	0	0	0	2	1	4	30	39
1	34	42	0	0	0	0	1	1	0	0	0	0	2	4	27	36
2	28	51	0	1	0	1	1	3	0	0	0	0	3	13	23	41
3	26	35	0	0	0	1	2	0	0	0	0	1	1	5	25	27
4	36	40	1	1	0	0	0	1	0	0	0	0	2	5	27	31
5	38	40	2	0	0	0	1	0	0	0	0	0	4	4	34	32
PEABODY	BLACK		WHITE		ASIAN		HISPANIC		NATIVE AMER		MULTI		SPED		ECON	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
6	103	109	2	1	0	0	7	4	0	0	1	3	10	21	83	86
7	112	106	2	0	3	1	4	3	0	0	1	1	5	17	82	86
8	100	104	0	3	0	1	2	11	0	0	1	0	8	17	75	86

**6. Description of teachers’, parents’, and the community’s involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.**

Family and Community Engagement were major focal areas for both Year Round Schools’ campuses. At AP Hill, the school worked with its family engagement specialist to host 14 academic and enrichment events throughout the year. Approximately 783 parents/guardians attended these 14 events. At Peabody MS, there were 14 events that 186 parents/guardians attended. The schools partnered with Communities In Schools of Petersburg to offer additional enrichment and academic support events.

Parents were encouraged to participate fully in the development, implementation, and evaluation of the parent involvement initiative in both Year Round Schools. The Family Engagement initiative was established in the 2016-2017 to focus specifically on innovative strategies to more actively engage families in their students’ academic lives. Families were invited to participate in forums established to capture their input for school processes. Parent Advisory Councils of active parents met monthly in each school to discuss ideas and concerns regarding school business. This information was then relayed to building administrators through a formalized process that captured and delivered their response to the parent feedback. Parents and families were encouraged to provide feedback in all stages of the family

engagement initiative. A parent involvement procedure was created, detailing the efforts schools undertook to involve parents (and families) in meaningful decision-making for schools. A needs assessment was completed by parents within the first month of school. This assessment gathered information regarding parent needs for the school year. This information was then used to develop the family engagement plans being implemented in each school. Focus groups with parents, and other stakeholders like teachers, were held at each school. Additionally, a collective focus group with representatives from all stakeholders was held once at the beginning of the year to discuss needs and, at least, once at the end of the school year to evaluate the implementation of the parent involvement plans. In 2016-17, parents at AP Hill and Peabody participated in events that ranged from parent leadership and education opportunities to male-involvement programs and other volunteer opportunities in school. Parent representatives from the Year Round Schools also served on the District Parent Advisory Council, providing useful information and a parent perspective directly to administrators from central office.

7. Description of the barriers and aides to the program’s implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

There was a tremendous need for ongoing professional development, but there never seemed to be enough time to provide targeted PD outside of the school day. While some Saturday sessions were scheduled, the extra time demands were difficult to sustain—especially at Peabody MS.

Peabody MS also encountered challenges with its leadership. The school had three different principals since the beginning of the 2016-2017 school year. Staffing the school with qualified teachers also remained a challenge.

Another challenge Peabody encountered was the late commencement of services provided by its Lead Turnaround Partner. This was resolved by the doubling up of services supporting teachers in Math and English Language Arts. Pearson professionals provided targeted services that were intended to improve teacher performance and student achievement.

Support from community organizations played an integral role in Petersburg City Public Schools, but there was not a streamlined process for community involvement. To address this, at the school division level, the Petersburg Education Volunteer Initiative was created to efficiently manage community volunteers, material donations, and donated services. With a goal of reaching 1000 volunteers that will serve a number of functions, community organizations have been intensively recruited to assist in positively changing the school division. The new structure will

manage the group of volunteers on one hand, while utilizing existing structures in schools to determine the needs a school may have. Once the need is identified, staff members will identify a volunteer from the existing group that can fill the identified need and match them up to support the schools as fast as possible. Their involvement in the extended learning program will be just as important. By providing support in a variety of forms to students and staff, the community has become an essential component to the success of the school district. Through structures like the Petersburg Education Volunteer Initiative and the City Schools Partnership, community organizations provide input while also having opportunities to directly serve PCPS students, staff, and families.

8. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***, as well as on ***two additional metrics*** (Use the textboxes and tables below)

Midyear data at AP Hill ES, (9-week benchmark) showed very consistent 5th grade progress and fairly solid 3rd grade progress. The average for 3<sup>rd</sup> grade reading was a 71% pass rate, and 3<sup>rd</sup> grade math was an 81% pass rate. In 5<sup>th</sup> grade, the average for reading was an 86.5% pass rate, and the average for math was a 75.5% pass rate. At AP Hill, 4th grade struggled, and was the focal point for coaching and support of teachers, with an average pass rate of 60% reading and 63% in math.

Midyear data at Peabody MS, (9-week benchmark) showed that 6<sup>th</sup> and 7<sup>th</sup> grade reading had made double digit gains in percentage of students passing. However, overall performance was still below state benchmarks at 45%. Data for 8<sup>th</sup> grade showed a 16-point gain, but the first benchmark assessment netted a 0% pass rate. Math data at Peabody showed significant challenges across the board. Performance in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade were well below acceptable pass rates of achievement, with an average pass rate of 4% in 6<sup>th</sup> grade, 15% in 7<sup>th</sup> grade, 17% in 8<sup>th</sup> grade, and 40% in Algebra I.

At the end of the year, the overall impact of the program at AP Hill Elementary could not be determined due to challenges with SOL test administration. The impact of the program at Peabody MS has been captured in the charts below.

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on ***student achievement*** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

Peabody students completed the Student Growth Assessment 1 (SGA 1) and Student Growth Assessment (SGA 2) in accordance with the developers' [guidelines](#). Student Growth Assessment (SGA) #1 was administered early in the year to get a baseline of student knowledge and comprehension of the content. SGA #2 was administered near the end of the year, before SOL exams, which allowed for time for remediation of skill gaps identified by the assessment. According to the company that develops the test, "The purpose of student growth assessments is to provide educators with the individualized and group data they need to understand their students' progress towards mastery of given standards of learning. When given at the start of a class or course as well as towards the end of the course, these assessments serve as benchmarks for topics such as ELA, math, science, or history.

The data for Peabody are in the following table.

Subject	SGA 1 Pretest Average	SGA 2 Post Test (Mock SOL)	Net Change
Reading 6	14%	27%	+13
Reading 7	6%	21%	+15
Reading 8	11%	21%	+10
Math 6	0%	0%	-
Math 7	0%	6%	+6
Math 8	0%	14%	+14
Civics	0%	20%	+20
Science 8	0%	16%	+16

Enter an explanation of the data here.

At Peabody/Vernon Johns Middle School, overall student achievement increased by double digits, in most areas. However, the SGA 1 baseline scores were extremely low at the outset—particularly in mathematics. In all subject areas except reading, the initial average baseline scores on SGA 1 were 0%. The highest baseline reading score was 14% for 6<sup>th</sup> grade. The lowest was 6% for 7<sup>th</sup> grade. At AP Hill, the assessments used were iReady pre and post tests.

**K-5 iready Mathematics Diagnostic Pre and Post Assessment Data for A.P. Hill Elementary School**

Kindergarten Mathematics	Pre	Post
--------------------------	-----	------

Tier 1	10%	78%
Tier 2	90%	22%
Tier 3	0%	0%
<b>First Grade Mathematics</b>	<b>Pre</b>	<b>Post</b>
Tier 1	4%	59%
Tier 2	84%	39%
Tier 3	12%	2%
<b>Second Grade Mathematics</b>	<b>Pre</b>	<b>Post</b>
Tier 1	5%	30%
Tier 2	52%	55%
Tier 3	44%	15%
<b>Third Grade Mathematics</b>	<b>Pre</b>	<b>Post</b>
Tier 1	2%	56%
Tier 2	55%	38%
Tier 3	44%	6%
<b>Fourth Grade Mathematics</b>	<b>Pre</b>	<b>Post</b>
Tier 1	5%	46%
Tier 2	42%	37%
Tier 3	53%	17%
<b>Fifth Grade Mathematics</b>	<b>Pre</b>	<b>Post</b>
Tier 1	13%	41%
Tier 2	36%	41%
Tier 3	51%	18%

**K-5 iready Reading Diagnostic Pre and Post Assessment Data for A.P. Hill Elementary School**

<b>Kindergarten Reading</b>	<b>Pre</b>	<b>Post</b>
Tier 1	11%	75%
Tier 2	89%	25%
Tier 3	0%	0%
<b>First Grade Reading</b>	<b>Pre</b>	<b>Post</b>

Tier 1	19%	76%
Tier 2	79%	24%
Tier 3	1%	0%
<b>Second Grade Reading</b>	<b>Pre</b>	<b>Post</b>
Tier 1	18%	45%
Tier 2	54%	45%
Tier 3	28%	10%
<b>Third Grade Reading</b>	<b>Pre</b>	<b>Post</b>
Tier 1	21%	79%
Tier 2	35%	13%
Tier 3	44%	8%
<b>Fourth Grade Reading</b>	<b>Pre</b>	<b>Post</b>
Tier 1	9%	28%
Tier 2	34%	49%
Tier 3	57%	23%
<b>Fifth Grade Reading</b>	<b>Pre</b>	<b>Post</b>
Tier 1	12%	33%
Tier 2	22%	28%
Tier 3	66%	39%

### Explanation of Results

Tier 1- on or above grade level

Tier 2- one grade level below

Tier 3- Two or more grade levels below

**In Mathematics, from the pretest to the posttest, the percentage of students on grade level increased:**

- K-64 points
- 1st- 57 points
- 2nd- 27 points
- 3rd- 58 points



4th-19 points  
 5th- 21 points

**In Reading, from the pretest to the posttest, the percentage of students on grade level increased:**

K-68 points  
 1st- 55 points  
 2nd- 25 points  
 3rd- 54 points  
 4th-41 points  
 5th- 28 points

**c. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

**End of year SOL assessments were used to measure the impact of the program on reading and mathematics achievement. The data for both schools are displayed in the charts below.**

**Peabody MS (Now Vernon Johns MS) SOL Assessments**

Sub	Subgroup	#tested	#VAAP		#passed	#VAAP		Pass Rate
lish Re adi	All Students	628	20	648	330	15	345	53%

	GG2 (Black students)	591	16	607	305	12	317	52%
	GG3 (Hispanic Students)	29		29	15		15	52%
	Asian	6		6	6		6	100%
	Economically Disadvantaged	423	17	440	196	12	208	47%
	LEP	12		12	2		2	17%
	Students with Disabilities	68	20	88	11	15	26	30%
	White	24	1	25	13	1	14	56%
Mathematics	All Students	603	20	623	240	17	257	41%
	GG2 (Black students)	567	18	585	219	15	234	40%
	GG3 (Hispanic Students)	29	1	30	16	1	17	57%
	Asian	4		4	3		3	75%
	Economically Disadvantaged	408	17	425	149	14	163	38%
	LEP	12		12	3		3	25%
	Students with Disabilities	62	20	82	6	17	23	28%
	White	25	2	27	13	2	15	56%
History	All Students	208	8	216	133	8	141	65%
	GG2 (Black students)	194	8	202	121	8	129	64%
	GG3 (Hispanic Students)	14		14	11		11	79%
	Asian	2		2	2		2	100%
	Economically Disadvantaged	141		141	82		82	58%
	LEP	6		6	3		3	50%
	Students with Disabilities	22	8	30	8	8	16	53%
	White	11		11	9		9	82%
Science	All Students	204	8	212	111	7	118	56%
	GG2 (Black students)	190	8	198	100	7	107	54%
	GG3 (Hispanic Students)	14		14	9		9	64%
	Asian	2		2	2		2	100%
	Economically Disadvantaged	137	7	144	66	5	71	49%
	LEP	6		6	2		2	33%
	Students with Disabilities	22	8	30	5	7	12	40%
	White	11		11	8		8	73%

### AP Hill SOL Assessments

Sub	Subgroup	#tested	VAAP		#passed	#VAAP	Pass Rate	
h	All Students	209	10	219	182	10	192	88%

	GG2 (Black students)	201	8	209	174	8	182	87%
	GG3 (Hispanic Students)	4	0	4	4	0	4	100%
	Asian	1		1	1		1	100%
	Economicall Disadvantaged	148	7	155	128	7	135	87%
	LEP	3		3	3		3	100%
	Students with Disabilities	25	7	32	16	7	23	72%
	White	5	2	7	5	2	7	100%
Mathematics	All Students	211	7	218	187	7	194	89%
	GG2 (Black students)	201	7	208	178	7	185	89%
	GG3 (Hispanic Students)	4		4	4		4	100%
	Asian	1		1	1		1	100%
	Economicall Disadvantaged	149	7	156	131	7	138	88%
	LEP	6		6	5		5	83%
	Students with Disabilities	23	7	30	11	7	18	60%
	White	7		7	6		6	86%
History & Social Science	All Students	80	2	82	77	2	79	96%
	GG2 (Black students)	77	2	79	74	2	76	96%
	GG3 (Hispanic Students)	1		1	1		1	100%
	Asian			0			0	#DIV/0!
	Economicall Disadvantaged	59	2	61	58	2	60	98%
	LEP	3		3	2		2	67%
	Students with Disabilities	10	2	12	9	2	11	92%
	White	3		3	3		3	100%
Science	All Students	76	2	78	66	2	68	87%
	GG2 (Black students)	73	2	75	63	2	65	87%
	GG3 (Hispanic Students)	1		1	1		1	100%
	Asian			0			0	#DIV/0!
	Economicall Disadvantaged	57	2	59	51	2	53	90%
	LEP	3		3	2		2	67%
	Students with Disabilities	9	2	11	7	2	9	82%
	White	3		3	3		3	100%

## Vernon Johns Middle School

	Spring 2013 Accreditation Denied	Spring 2014 Accreditation Denied	Spring 2015 Accreditation Denied	Spring 2018 Accreditation Denied	Spring 2017 Preliminary Data Accreditation Denied	Change
English	46%	52%	58%	57%	55%	-2
Mathematics	45%	42%	47%	50%	45%	-5
History	71%	56%	Not Tested	Not Tested	65%	--
Science	Not Tested	Not Tested	Not Tested	Not Tested	55%	--

## AP Hill Elementary School

	Spring 2013 Accreditation Denied	Spring 2014 Accreditation Denied	Spring 2015 Fully Accredited	Spring 2018 Fully Accredited	Spring 2017	Change
English	42%	57%	83%	89%	No data reported	
Mathematics	38%	62%	88%	92%		
History	76%	74%	89%	97%		
Science	59%	48%	79%	83%		

Enter an explanation of the data here.

End of year SOL results showed marked increases compared to baseline and midyear assessments. However, overall student performance compared to the previous year was disappointing. English had an overall decline of 2 percentage points, and mathematics had an overall decline of 5 percentage points. The end of year SOL assessment data cannot be reported due to challenges with the administration of the exams.

### **b. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

n/a

7. Description of efforts to sustain the extended year project model and whether the model will be offered in additional grades, programs, or schools.

The Year Round School model did not net the desired outcomes. The model will not be offered at AP Hill or Peabody this year. The model will not be used in additional grades, programs, or schools in the division.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
Extended School Year Faculty and Staff at AP Hill ES and Peabody MS>	Provide additional days and total hours of instruction and enrichment for students at AP Hill ES and Peabody MS.		
<b>Total</b>		<b>\$480213.34</b>	<b>\$0</b>
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Employee Benefits 2000</b>		<b>\$178,135.27</b>	<b>\$0</b>
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Purchased Contractual Services</b>		<b>\$249.21</b>	<b>\$0</b>
<b>4000 Internal Services</b>			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>		<b>\$0</b>	<b>\$0</b>
<b>5000 Other Services</b>			<b>Source of Funds</b>
		<b>State</b>	<b>State</b>

<b>Total Other Services</b>	<b>\$23,440.84</b>	<b>\$0</b>
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>		
	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
<b>Total Materials and Supplies</b>	<b>\$17,704</b>	<b>\$0</b>
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	<b>\$699,742.66</b>	<b>\$0</b>

Radford City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017



## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

No FY16 carryover funds.

The final report must include the following:

1. The names and addresses of the school division and participating schools.  
Radford City Public Schools, 1612 Wadsworth Street, Radford, Virginia 24141  
Radford High School, 50 Dalton Drive, Radford, Virginia 24141  
Dalton Intermediate Schools, 60 Dalton Drive, Radford, Virginia 24141  
Belle Heth Elementary, 151 George Street, Radford, Virginia 24141  
McHarg Elementary, 700 12<sup>th</sup> Street, Radford, Virginia 24141
2. Grant Coordinator contact information  
Rob Graham, [rgraham@rcps.org](mailto:rgraham@rcps.org) (540) 731-3647  
Jamie Little, [jolittle@rcps.org](mailto:jolittle@rcps.org), (540) 731-3647  
Ellen Denny, [edenny@rcps.org](mailto:edenny@rcps.org), (540) 731-3647
3. Type of program (Extended School Year or Year Round School)  
Extended School Year
4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

## **Executive Summary**

**Purpose:** To continue to expand a most successful year-round program design for our school division.

**Goals:** To expand the learning opportunities that are available to our students in Pre-K-12<sup>th</sup> grade. To provide additional opportunities for success of students in all gap groups.

### **Objectives:**

- Maximize the use of time for the school year.
- Reduce lengthy break periods to avoid academic regression.
- Provide opportunities for remediation and enrichment.
- Utilize additional technology including the mobile learning lab.
- Provide more wellness, physical activity and food service availability throughout the school division during the entire year.
- Include greater opportunities for international study.
- To increase the number of summer enrichment field trips for economically disadvantaged students.
- To provide college outreach during enrichment/remediation days.
- To provide more resources for STEAM courses offered at the elementary and intermediate school levels. Consider a STEAM campus for students in the New River Valley to access.
- To provide an evening school for students who are suspended from school in order for them to have the opportunity to keep pace with pacing guides and curricular guidelines.
- 

### **Strategies Utilized through the ESY funding:**

- RCPS held academic and experiential camps after school hours, during holiday breaks, and through the month of June for students in poverty to reduce long break periods that create academic regression.
- RCPS transported students to other facilities and home after school hours, during holiday breaks, and through the month of June to provide additional opportunities for enrichment, remediation, wellness, physical activity and food service for students in poverty.
- RCPS extended the calendar year and provided transportation and food service for students in poverty by increasing summer enrichment opportunities, STEAM camps, and swim instruction.
- RCPS students who qualified for free and reduced lunch and were suspended from school during the school day were required to attend evening school and were provided supervision, tutoring, and food service in order to keep pace with academic expectations presented to the whole group in their absences.
- RCPS students who qualified for free and reduced lunch were paired with an RCPS academic coach to provide tutoring and academic support. In addition, transportation and food services were afforded to the students participating.

**Impact Examples:**

Hours of expanded learning opportunities for GG1	Traditional Schedule – 1170 hours per GG1 student per year	Extended Schedule – 1186 hours per GG1 student per year (Night/Weekend/Break Tutoring and Experiential Learning Opportunities)
Graduation Coach	Four (out of seven) at-risk disadvantaged students who participated in the Graduation Coach Project were in need of verified credits.	SOL Math Test Results 2016 – 1 of 4 Pass SOL Math Test Results 2017 – 4 of 4 Pass  Two students passed an SOL test for the first time.  Seven senior students who were at-risk of graduating participated in the Graduation Coach Project. Seven graduated on-time.
RHS Night School	32 students attended and participated the academic tutoring – in the past these students would have missed valuable time serving their suspensions at home.	Student Growth on Algebra I scores – All Students – Positive Gain of 39% points All students – Positive Gain of 14% points
McHarg Elementary Swim School (Disadvantaged Students)	0% Access to Swim Lesson Extended for GG1 students	28% Increased Access to Swim Lesson Extended for GG1
STEAM courses offered at the elementary and intermediate school levels.	McHarg Elementary – A total of 51 students attended Summer STEAM Enrichment. Twenty-three were GG1 and 3 were GG2. Belle Heth Elementary – A total of 95 students attended Summer STEAM Enrichment Eighty-seven were GG1 and 14 were GG2.	

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

- Total Days of Instruction: RCPS ran the ESY program for approximately 180 days including @150 in school days and @ 20-25 out of school days.
- Instructional hours per day: Hours of instruction per day ranged from 1 to 7 depending on the type of day (in school or out of school).
- Time of program operation: Times of program operation varied. In school days offered ESY opportunities mainly after school hours (RHS/DIS-3:00 – 8:00 PM, BHES/MES-3:30-5:30). Out of school hours varied and with some beginning at 8:00 AM and ending after 3:00 PM. Out of school hours were more flexible and extended into the weekend.
- Length and Dates of the Program: The program begin in late September and extended through June, 2017.
- Content Areas addressed: All four content areas were addressed throughout the year with a stronger emphasis on English and Math.
- Student Enrollment Total by grades and subgroups:

	Grade	GG1	GG2	GG3
McHarg Elementary	1	16	2	0
	2	28	9	0
Belle Heth Elementary	3	29	4	0
	4	32	8	0
	5	36	9	0
	6	21	9	0
Dalton Intermediate	7	17	2	2
	8	23	3	5
Radford High School	9	12	2	0
	10	20	7	0
	11	17	2	1
	12	11	3	2

6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

The support of the RCPS school community, including students, teachers, families, and partners, has been positive and supportive. Higher educational institutions (New River Community College, Radford University, and Virginia Tech) have communicated events and programs that would benefit RCPS students from poverty. RCPS students were able to participate after school, during holidays, and throughout the summer through ESY funding. In addition, experiential opportunities have been extended to students participating in the ESY program including, but not limited to, field trips, swim programs, and STEAM related events. Teachers and principals have served as the contact and/or lead for many of these activities and have strengthened relationships with businesses and Higher Ed. in an effort to promote the achievement of students living in poverty.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

The rewards of the school year grant seemed to overshadow the barriers that were present in implementing the program. Teachers reported many more facilitators over barriers at the school level. On a daily basis, teachers utilized the ESY program by providing students with one to one or small group tutoring of no more than 3 to 4 students. In addition, extended year activities on weekends and throughout the month of June, students were offered a variety of programs in which they could participate. There was no shortage on how to provide supervision or instruction. Teachers were more than willing to lead and/or assist and these programs were well attended by students.

At the central office level, the barriers were fewer than the previous year and although it included an above average amount of organizational time, the program was more manageable. Considerations to implementing a program of this magnitude included transportation, collaboration with other community partnerships, a payroll system specifically for the program, and the coordination of needs at all schools involved. However, once these barriers were worked out, the program moved smoothly.

The table below identifies barriers and facilitators and as one can see, the barriers and facilitators between the central office and the school were common this year. The startup of the program took a significant amount of time as much thought and troubleshooting had to occur at the division level in order to roll it out to the schools. The parameters were identified the previous year for each building and including how the students would qualify for the program (systematic data process), the duration and frequency of tutoring on a daily to weekly basis, and transportation of students for all school participating. As always, this piece is consuming and often, a work of trial and error, but we were able to expedite it as experience was a positive influence on the planning.

Facilitators and Barriers, 2016-2017

<i>Theme</i>	<i>Level</i>	<i>B</i>	<i>F</i>	<i>Level</i>	<i>B</i>	<i>F</i>
Start Up	Central Office	X		School	X	
Parameters Identified	Central Office		X	School		X
Transportation	Central Office		X	School		X
Student Identification	Central Office		X	School		X
Payroll System	Central Office		X	School		X
Student Satisfaction	Central Office			School		X
Parent Satisfaction	Central Office			School		X
Teacher Satisfaction	Central Office			School		X
Program Outcome	Central Office		X	School		X

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

The goal of the Extended School Year grant was to expand the learning opportunities that were available to RCPS students in Pre-K-12<sup>th</sup> grade which would then increase student growth in reading and math. Therefore, the assessment instrument used to assess the program’s impact on achievement in the content areas of English and Math was the 2016-17 SOL test results.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: Student Achievement in ENGLISH (Division)</b>				
<b>Instrument: SOL English Assessment Results</b>				
<b>Reporting Area</b>	<b>All Students: English</b>	<b>Reporting Group: English GG1</b>	<b>Reporting Group: English GG2</b>	<b>Reporting Group: English Economically Disadvantaged</b>
<b>Number of Students Assessed</b>	847	400	68	376
<b>Pre-test Average Score</b>	78.39	62.34	55.29	62.70
<b>Post-test Average Score</b>	83.70	71.25	58.82	72.60
<b>Net Change</b>	+5.31	+8.94	+3.53	+9.9

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: Student Achievement in MATH (Division)</b>				
<b>Instrument: SOL Math Assessment Results</b>				
<b>Reporting Area</b>	<b>All Students: Math</b>	<b>Reporting Group: Math GG1</b>	<b>Reporting Group: Math GG2</b>	<b>Reporting Group: Math Economically Disadvantaged</b>
<b>Number of Students Assessed</b>	1015	497	94	466
<b>Pre-test Average Score</b>	76.10	59.54	48.95	59.16
<b>Post-test Average Score</b>	80.68	68.81	67.02	70.60
<b>Net Change</b>	+4.58	+9.27	+18.07	+11.44

Enter an explanation of the data here.

The goal of the Extended School Year grant to expand learning opportunities to Radford City Schools’ students showed positive growth in both reading and math with all students including GG1 and GG2 students and economically disadvantaged students.

**b. Additional Metric #1**

**CURRENT YEAR PRE-POST DATA**

**Metric: Gap Group 1 Hours of Learning Opportunities**

**Instrument: Number of Hours in Traditional Schedule Versus Extended Year**

Reporting Area	Reporting Group: English GG1	Reporting Area	Reporting Group: GG1 Hours of Learning Opportunities
Number of Students Assessed	400	Number of Students Assessed	262 Students
Pre-test Average Score	62.34	Traditional Schedule Hours of Learning Opportunities on average	1170 per student per year
Post-test Average Score	71.25	Extended Schedule Hours of Learning Opportunities on average	1187 per student per year
Net Change	+8.94	Net Change	17 additional hours per student per year

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

**Goals:** To expand the learning opportunities that are available to our students in Pre-K-12<sup>th</sup> grade. To provide additional opportunities for success of students in all gap groups.

**Objectives:**

- Maximize the use of time for the school year.
- Reduce lengthy break periods to avoid academic regression.
- Provide opportunities for remediation and enrichment.
- To increase the number of summer enrichment field trips for economically disadvantaged students.

The matrix above verifies that RCPS did reduce lengthy break periods by providing remediation and enrichment at an average of 16 more days per year, per GG1 student.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in



your application.

Objective:

- To provide an evening school for students who are suspended from school in order for them to have the opportunity to keep pace with pacing guides and curricular guidelines.

Below is data from the SOL Algebra I Assessment Results focused on Algebra I proficiency in students attending Night School.

**CURRENT YEAR PRE-POST DATA**

**Metric: Night School Tutoring focusing on Algebra I Proficiency**

**Instrument: SOL Algebra I Assessment Results**

Reporting Area	All Students Attending	Reporting Group: GG1 Students
Number of Students Assessed	33	21
Pre-test Average Score	21 Below 400 (36% Pass)	12 Below 400 (43% Pass)
Post-test Average Score	9 Below 400 (73% Pass)	12 Above 400 (57% Pass)
Net Change	Gain of 39% points (Student Growth grew from 12 scaled score points to 98 scaled score points)	Gain of 14% points (Student Growth grew from 12 raw points to 51 scaled score points)

Enter an explanation of the data here.

The data shows that all students, including GG1 students, benefitted positively (as seen by an increase in expedited retake scores) from additional Algebra I tutoring.

9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

Radford City Schools will sustain the extended year initiative through Extended School Year grant funds. Programs that will be available to students, K-12, with priority given to disadvantaged students and black students and will include:

- Night School at Dalton Intermediate and Radford High School
- Graduation coach dedicated to at-risk seniors after school/weekend/extended vacation periods
- Extended experiential learning opportunities for all grade levels – After hours/weekend/extended vacation periods
- Swim School for Second Grade students through Summer Enrichment Camp
- STEAM opportunities – After hours/weekend/extended vacation periods
- Increase Summer enrichment opportunities from 3 to 4 weeks
- Maintain international travel for students (priority given to disadvantaged students) in the summer
- After school tutoring

2017-18 Considerations:

- Biking School Partnership with Radford City Police Department – For disadvantaged students – after school/weekend/extended vacation periods/summer
- Mock General Assembly participation – Increase the number of disadvantaged students and black students participating
- Increase the number of secondary students participating in after STEAM activities offered after school, on weekends and during extended vacation periods.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>				
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>				
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>				
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>	
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>	
Radford City Schools Personnel	Tutoring and Enrichment Services	\$178,964.25	\$13,439.37	
<b>Total</b>		\$178,964.25	\$13,439.37	
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>	
		<b>State</b>	<b>Local</b>	
Benefits Related to the Tutoring/Enrichment Services above (Social Security/Medicare)		\$13,690.51	\$891.79	
<b>Total Employee Benefits 2000</b>		\$13,690.51	\$891.79	
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>	
		<b>State</b>	<b>Local</b>	
Professional Services		\$0	\$7500.00	
<b>Total Purchased Contractual Services</b>		\$0	\$7,500.00	
<b>4000 Internal Services</b>			<b>Source of Funds</b>	

	<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>	\$0	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
International Travel for Students	\$7,120.00	\$0
<b>Total Other Services</b>	\$7,120.00	\$0
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Instructional Materials and Supplies	\$12,465.24	\$40,020.67
<b>Total Materials and Supplies</b>	\$12,465.24	\$40,020.67
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$212,240.00	\$61,851.83

**Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program**

**2016-2017**

1000 Personnel Services		Source of funds	
Name of Individuals	Project Role	State	Local
<b>McHarg Elementary School</b>			
Angela McCauley	Teacher	320	
Anne Goodman	Teacher	2420	
Blenna Patterson	Teacher	3720	
Brieanna Hash	Teacher	2400	
Dana Dehart	Teacher	3920	
Emily Eagle	Teacher	1960	
Gloria Boyd	Teacher	540	
Janiele Hamden	Teacher	480	
Jessica McMurray	Teacher	820	
Karen Radford	Teacher	2000	
Lori Keister	Teacher	3982.5	
Nicole Watson	Teacher	1600	
Rachel Waff	Teacher	2200	
Ranglette Dobson	Teacher	2400	
Rose Mayer	Teacher	122.5	
Stephanie Shull	Teacher	2400	
Stephanie Sutphin	Teacher	795	
Tracie Shelton-Farmer	Teacher	560	
Mike Brown	Principal		1,716.75
Martha Simpkins	Cafeteria worker		73.76
Lisa McMahaon	Paraprofessional		800.00
Lisa McMahaon	Paraprofessional		800.00
Total McHarg Elementary School		32,640.00	3,390.51

**Belle Heth Elementary School**

Andrew Graham	Teacher	175.00	
Angela Thompson	Teacher	175.00	
Anne Rehak	Teacher	3,347.50	
Barabara Patterson	Teacher	140.00	
Bari Trussell	Teacher	525.00	
Bethany Worrell	Teacher	1,615.00	
Beverly Edwards	Teacher	3,342.50	
Brittany Akers	Teacher	6,627.50	
Carolyn Wojtera	Teacher	1,700.00	
Conner Fowler	Teacher	332.50	
Darlene Lane	Teacher	1,312.50	
Frank Leighton	Teacher	175.00	
Galen Weyer	Teacher	385.00	
Heather Rowland	Teacher	4,430.00	
Holly Billings	Teacher	705.00	
Jeantte Croteau	Teacher	4,845.00	
Jennifer Zienuis	Teacher	6,782.50	
Keely Jones	Teacher	262.50	
Kenneth Keister	Asst Principal/ Program Admin	945.00	688.95
Kimberly Lockett	Teacher	2,502.50	
Mariah Howell	Teacher	2,290.00	
MaryJane Drengwitz	Teacher	945.00	
Matthew Whelan	Teacher	402.50	
Meredith Summers	Teacher	525.00	
Michelle Saunders	Teacher	2,042.50	
Michelle Schafer	Teacher	2,000.00	
Nicole Burgard	Teacher	892.50	
Pearl Turner	Teacher	2,240.00	
Pierson Prioleau	Teacher	595.00	
Richard Fisher	Teacher	747.50	
Robin Hong	Teacher	5,320.00	
Samatha Hayes	Teacher	175.00	

Sarah Stoots Contreras	Teacher	2,202.50	
Shannon Kessler	Teacher	3,955.00	
Stacy Page	Teacher	4,435.00	
Tara Grant	Principal	882.50	729.72
Toni Wright-Franklin	Teacher	175.00	
Tonia Singleton	Teacher	647.50	
Suzanne Woolwine	Teacher	942.50	
Tammy Weston	School Nurse		181.04
Joan Sutphin	Paraprofessional		307.42
Total Belle Heth Elementary School		71,740.00	1,418.67

### **Dalton Intermediate School**

Amy Ramsey	Teacher	297.5	
Brian Dye	Teacher	2095	
Brianna Saville-Reynolds	Teacher	1487.5	
Caroline Hickam	Teacher	7,052.50	
Cole Dutton	Teacher	350	
Daniel Hill	Teacher	1620	
Jennifer Eller	Teacher	2590	
Kelly Morris	Teacher	2100	
Kevin Conner	Teacher	350	
Kristy Bryant	Teacher	525	
Marissa Puckett	Teacher	280	
Mark Sarver	Teacher	1600	
Patrick Puckett	Teacher	455	
Reuben Miller	Teacher	2353.75	
Sandra Curd	Teacher	700	
Suzanne Saunders	Teacher	315	
Tamara Dye	Teacher	3185	
Valerie Wheeler	Teacher	490	

Jerry King	Principal		797.04
Total Dalton Intermediate School		27,846.25	797.04

**Radford High School**

Amber Bebout	Teacher	420	
Amy Morris	Teacher	122.5	
Andrea Guynn	Teacher	1452.5	
Brandi Ray	Teacher	820	
Cameron Sellers	Teacher	525	
Carol Andrews	Teacher	805	
Cecil Hickam	Teacher	10,822.50	
Cody Roberts	Teacher	140	
Donna Irvin	Teacher	460	
Eirin Kiser	Teacher	315	
Elaine Argabrite	Teacher	805	
Frank Taylor	Teacher	12118.75	
Janet Longerbeam	Teacher	3246.25	
Jeffrey Brown	Teacher	315	
Jennifer Davie	Teacher	805.00	
Jodie Moody	Teacher	2607.5	
Katelyn Givens	Teacher	1320	
Keith Palmer	Teacher	2815.5	
Kim Reese	Teacher	262.5	
Mary Thompson	Teacher	540	
Matthew Saunders	Teacher	420	
Megan Thompson	Teacher	700	
Melissa Martin	Teacher	380	
Nicole Scartelli	Teacher	540	
Rebecca Dangerfield	Teacher	380	
Robert Freeman	Teacher	920	



Shannon Wohlford	Teacher	420	
Sharon Kimbleton	Teacher	735	
Jeff Smith	Principal		930.05
Elora Walker	Cafeteria worker		35.91
Mayla Walson	Cafeteria worker		60.39
Total Radford High School		45,213.00	1,026.35

**School Board Office**

Charleen Jordan	Teacher	540.00	
David SABLE	Teacher	80.00	
	Director of Instruction/ Grant		
Ellen Denny	Administrator	825.00	3,913.83
Robert Graham	Superintendent	80.00	1,037.88
Kerri Long	CFO		161.99
Gracie Duncan	Bus driver		683.18
Melanie Stephens	Bus driver		761.49
Mitzi Crosier	Bus driver		248.43
Total School Board Office		1,525.00	6,806.80

---

Total 1000		178,964.25	13,439.37
------------	--	------------	-----------

---

2000 Employee Benefits		Source of funds	
Name of Individuals	Project Role	State	Local
<b>McHarg Elementary</b>			
Angela McCauley	Teacher	24.48	
Anne Goodman	Teacher	185.13	
Blenna Patterson	Teacher	284.58	

Brieanna Hash	Teacher	183.60	
Dana Dehart	Teacher	299.87	
Emily Eagle	Teacher	149.94	
Gloria Boyd	Teacher	41.31	
Janiele Hamden	Teacher	36.72	
Jessica McMurray	Teacher	62.73	
Karen Radford	Teacher	153.00	
Lori Keister	Teacher	304.63	
Mike Brown	Principal		55.82
Nicole Watson	Teacher	122.40	
Rachel Waff	Teacher	168.30	
Ranglette Dobson	Teacher	183.60	
Rose Mayer	Teacher	9.38	
Stephanie Shull	Teacher	183.60	
Stephanie Sutphin	Teacher	60.80	
Tracie Shelton-Farmer	Teacher	42.84	
Lisa McMahaon	Paraprofessional		122.40
Martha Simpkins	Cafeteria worker		5.64
McHarg Elementary School Total		2,496.91	55.82

**Belle Heth Elementary School**

Andrew Graham	Teacher	13.39	
Angela Thompson	Teacher	13.39	
Anne Rehak	Teacher	256.08	
Barabara Patterson	Teacher	10.71	
Bari Trussell	Teacher	40.16	
Bethany Worrell	Teacher	123.55	
Brittany Akers	Teacher	506.99	
Carolyn Wojtera	Teacher	130.04	
Conner Fowler	Teacher	25.43	
Darlene Lane	Teacher	100.40	
Frank Leighton	Teacher	13.39	

Galen Weyer	Teacher	29.45	
Heather Rowland	Teacher	338.89	
Holly Billings	Teacher	53.93	
Jeantte Croteau	Teacher	370.63	
Jennifer Zienuis	Teacher	518.86	
Keely Jones	Teacher	20.07	
Kenneth Keister	Asst Principal/ Program Admin	72.29	52.70
Kimberly Lockett	Teacher	191.43	
Mariah Howell	Teacher	175.17	
MaryJane Drengwitz	Teacher	72.29	
Matthew Whelan	Teacher	30.79	
Meredith Summers	Teacher	40.16	
Michelle Saunders	Teacher	156.25	
Michelle Schafer	Teacher	153.02	
Nicole Burgard	Teacher	68.27	
Pearl Turner	Teacher	171.35	
Pierson Prioleau	Teacher	45.52	
Richard Fisher	Teacher	57.18	
Robin Hong	Teacher	406.99	
Samatha Hayes	Teacher	13.39	
Sarah Stoots Contreras	Teacher	168.48	
Shannon Kessler	Teacher	302.56	
Stacy Page	Teacher	339.26	
Tara Grant	Teacher	67.51	131.33
Toni Wright-Franklin	Teacher	13.39	
Tonia Singleton	Teacher	49.53	
Suzanne Woolwine	Teacher	72.10	
Tammy Weston	School Nurse		13.85
Joan Sutphin	Paraprofessional		23.52
Total Belle Heth Elementary		5,232.29	184.03

**Dalton Intermediate School**

Amy Ramsey	Teacher	22.76	
Beverly Edwards	Teacher	255.69	
Brian Dye	Teacher	160.26	
Brianna Saville-Reynolds	Teacher	113.79	
Caroline Hickam	Teacher	539.50	
Cole Dutton	Teacher	26.78	
Daniel Hill	Teacher	123.95	
Jennifer Eller	Teacher	198.13	
Jerry King	Principal		60.97
Kelly Morris	Teacher	160.65	
Kevin Conner	Teacher	26.78	
Kristy Bryant	Teacher	40.16	
Marlissa Puckett	Teacher	21.42	
Mark Sarver	Teacher	122.40	
Patrick Puckett	Teacher	34.80	
Reuben Miller	Teacher	180.05	
Sandra Curd	Teacher	53.55	
Suzanne Saunders	Teacher	24.10	
Tamara Dye	Teacher	243.66	
Valerie Wheeler	Teacher	37.48	
Total Dalton Intermediate School		2,385.91	60.97

**Radford High School**

Amber Bebout	Teacher	32.13
Amy Morris	Teacher	9.38
Andrea Guynn	Teacher	111.09
Andrew Waff	Teacher	0.00
Brandi Ray	Teacher	62.73
Cameron Sellers	Teacher	40.16
Carol Andrews	Teacher	61.58
Cecil Hickam	Teacher	827.92

Cody Roberts	Teacher	10.71	
Donna Irvin	Teacher	35.19	
Eirin Kiser	Teacher	24.10	
Elaine Argabrite	Teacher	61.58	
Frank Taylor	Teacher	927.08	
Janet Longerbeam	Teacher	248.34	
Jeff Smith	Principal		71.15
Jeffrey Brown	Teacher	24.10	
Jennifer Davie	Teacher	61.58	
Jodie Moody	Teacher	199.45	
Katelyn Givens	Teacher	100.98	
Keith Palmer	Teacher	215.38	
Kim Reese	Teacher	20.08	
Mary Thompson	Teacher	41.31	
Matthew Saunders	Teacher	32.13	
Megan Thompson	Teacher	53.55	
Melissa Martin	Teacher	29.07	
Nicole Scartelli	Teacher	41.31	
Rebecca Dangerfield	Teacher	29.07	
Robert Freeman	Teacher	70.38	
Shannon Wohlford	Teacher	32.13	
Sharon Kimbleton	Teacher	56.23	
Elora Walker	Cafeteria worker		2.75
Mayla Walson	Cafeteria worker		10.26
<b>Total Radford High School</b>		<b>3,458.74</b>	<b>71.15</b>
<b>School Board Office</b>			
Charleen Jordan	Teacher	41.31	
David Sable	Teacher	6.12	
Ellen Denny	Teacher	63.11	299.41
Robert Graham	Teacher	6.12	79.40
Kerri Long	CFO		11.51

Gracie Duncan	Bus driver		52.26
Melanie Stephens	Bus driver		58.24
Mitzi Crosier	Bus driver		19.00
Total School Board Office		116.66	519.82
<b>Total 2000</b>		<b>13,690.51</b>	<b>891.79</b>

		Source of funds	
<b>3000 Purchased/Contractual Services</b>		State	Local
<b>McHarg Elementary</b>			
Sharon Jones	Staff Professional development		1,875.00
<b>Belle Heth Elementary School</b>			
Sharon Jones	Staff Professional development		1,875.00
<b>Dalton Intermediate School</b>			
Sharon Jones	Staff Professional development		1,875.00
<b>Radford High School</b>			
Sharon Jones	Staff Professional development	0.00	1,875.00
			7,500.00

		Source of funds	
<b>4000 Internal Services</b>		State	Local
		0.00	0.00

		Source of funds	
<b>Radford High School</b>			
Radford High School	Reimbursement for Airline tickets for China trip	5,120.00	

VACORP	International travel insurance for China trip	2,000.00		
<b>5000 Other Services</b>			State	Local
		7,120.00		0.00
			Source of funds	
<b>6000 Materials and Supplies</b>			State	Local
<b>McHarg Elementary</b>				
Dana Dehart	Reimbursement for summer camp supplies	213.30		
Nicole Watson	Reimbursement for summer camp supplies	36.03		
Karen Radford	Reimbursement for summer camp supplies	17.82		
Rachel Waff	Reimbursement for summer camp supplies	7.95		
McHarg Elementary School	Reimbursement for summer camp supplies	885.76		
Walmart	Child find supplies	123.63		
Rangette Dobson	Reimbursement for summer camp supplies	202.66		
Blenna Patterson	Reimbursement for summer camp supplies	362.11		
McHarg Elementary School	Stem/ Maker space supplies			2,234.30
Total MchHarg Elementary School		1,849.26		2,234.30
<b>Belle Heth Elementary School</b>				
Imade3d, LLC	Summer camp 3D printer	969.00		
Jeanette Croteau	Reimbursement for summer camp supplies	54.46		
Amazon	Summer camp supplies	1,539.50		

Heather Rowland	Reimbursement for summer camp supplies	259.88	
C.I.T.C. Imaging	Ink for 3d printer used for summer camp	359.80	
Michelle Saunders	Reimbursement for summer camp supplies	269.99	
Synchrony Bank/ Amazon	Stem/ Maker space supplies - BH		474.93
Lowe's	Stem/ Maker space supplies - BH		761.34
Total Belle Heth Elementary School		3,452.63	1,236.27
<b>Dalton Intermediate School</b>			
Sycom Technologies	Chromebooks -DIS/ RHS	2,387.78	5,123.28
Total Dalton Intermediate School		2,387.78	5,123.28
<b>Radford High School</b>			
Sycom Technologies	Chromebooks -DIS/ RHS	4,775.57	10,246.57
<b>Total Radford High School</b>		<b>4,775.57</b>	<b>10,246.57</b>
<b>School Board Office</b>			
Interactive Achievement	Enrichment/ Remediation program for use at all schools		8,606.25
Radford City Schools Cafeteria Fund	Reimbursement for meals for December enrichment camps		456.00
Istation	Identification program for participation in Before/ after program		10,332.50
IXL	Software program to help with remediation		1,785.50
<b>Total School Board Office</b>		<b>0.00</b>	<b>21,180.25</b>



Total 6000	12,465.24	40,020.67
------------	-----------	-----------

Summary		Source of funds	
		State	Local
	1000	178,964.25	13,439.37
	2000	13,690.51	891.79
	3000	0.00	7,500.00
	4000	0.00	0.00
	5000	7,120.00	0.00
	6000	12,465.24	40,020.67
Total		212,240.00	61,851.83

**Breakdown by location**

McHarg Elementary School	36,986.17	7,555.63
Belle Heth Elementary School	80,424.92	4,713.97
Dalton Intermediate School	32,619.94	7,856.29
Radford High School	60,567.31	13,219.07
School Board Office	1,641.66	28,506.87
	212,240.00	61,851.83

Roanoke City Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## **Fiscal Year Funding Source – FY 16 carryover funds and FY 17 funds**

### **1. Executive Summary**

The Roanoke City Public Schools' Extended School Year Grant project, RCPS+, was planned to address key challenges in our urban school division. The RCPS grant application referred to the Extended School Year grant project as Extended Academic School Experience (EASE). The name was changed to RCPS+ for staff, students, and families to easily remember. The goal of RCPS+ was to find an effective way to help all students develop the skills needed to succeed as they transition from one grade to the next. The Division sought to accelerate, rather than just remediate, students' learning. Looking at research by Howard Bloom and others, the Division found strong evidence that participation in a demanding academic curriculum promotes academic success across all subgroups. Research has shown that interruptions in learning, especially over the summer (termed "summer slide") can be detrimental to continued academic progress for students. State and national academic standards continue to increase in rigor each year. RCPS+ provides extended student learning opportunities before the traditional academic year begins by extending the academic year from 9.5 months to 11 months. The RCPS+ curriculum is built on an accelerated, differentiated approach that offers a wide variety of both tutorial and enrichment opportunities for the Division's students.

### **2. Comprehensive description of the extended year project**

A. The name and address of the school division, participating schools, and grant coordinator contact information.

1) Roanoke City Public Schools – 40 Douglass Ave, NW Roanoke, VA 24012

2) Roanoke City Public Schools that participated in the ESY grant were:

Fairview Elementary at 648 Westwood Blvd., NW, Roanoke, VA 24017

Fallon Park Elementary at 502 19<sup>th</sup> St. SE, Roanoke, VA 24013

Fishburn Park Elementary at 3057 Colonial Ave., SW, Roanoke, VA 24015

Garden City Elementary at 3718 Garden City Blvd. Roanoke, VA 24014

Hurt Park Elementary at 1525 Salem Ave., SW, Roanoke, VA 24016

Lincoln Terrace Elementary at 1802 Liberty Road, NW, Roanoke, VA 24012

Monterey Elementary School at 4501 Oliver Road, NW, Roanoke, VA 24012

Roanoke Academy Elementary at 1441 Westside Blvd., NW, Roanoke, VA 24017

Westside Elementary at 1616 19<sup>th</sup> St. NW, Roanoke, VA 24017

3) Mr. Greg Johnston, Executive Director for K-5 Instruction is the grant coordinator for this project. He can be reached by email at [gjohnston@rcps.info](mailto:gjohnston@rcps.info), by phone at (540) 853-2300, or by mail at 40 Douglass Avenue, NW, Roanoke, VA 24012.

4) Type of Program: Extended School Year

B. The description of the program, including total days of instruction, hours of instruction per day, and student enrollment total by grade or programs served.

The purpose of RCPS+ is to transition students into a new school year by providing early preparation in reading, writing, and mathematics. Rising Kindergarten - 5<sup>th</sup> grade students participate in the program. RCPS+ provides opportunities to extend student learning through a motivational, engaging, and hands-on program. The primary goal is to prevent summer learning lags by providing an extra six weeks of instruction.

The objectives of RCPS+ are: (1) increase student achievement in reading, writing, and mathematics as measured by district benchmarks and spring Standards of Learning (SOL) scores during the 2017-2018 school year; (2) effect change in student motivation resulting in improved attendance rates during the 2017-2018 school year; and (3) meet nutritional, instructional, and emotional needs of all students during the summer break.

RCPS+ provides an opt-out tutorial and enrichment program that specifically targets reading, writing, and mathematical skills through engaging, interactive, and hands-on instruction. This year's theme for RCPS+ was *Reading by Design*. Roanoke City Public Schools worked closely with the Roanoke Public Libraries in creating a theme that helped students become more excited about learning. Through state and federal grants, the Roanoke Public Libraries assisted Roanoke City Public Schools in reinforcing our instructional goals for all students.

The 2017 Summer RCPS+ reading curriculum followed specific components at each site. The curriculum included:

- A daily 2 hour reading block that included a whole group enrichment lesson, small group leveled instruction, school-wide read aloud activities, writing projects, and Reader's Theatre activities.

- RCPS+ had weekly themes focused on science, technology, engineering, art, math, and Structures.
- Each week incorporated writing, close reading, comprehension (graphic organizers), technology, a STEAM project, and presentations.
- Each school participated in a One Book, One School Project. Grades K-2 used The Homework Machine, and grades 3-5 used The Mouse and the Motorcycle.

The 2017 Summer RCPS+ math curriculum followed specific components at each site. The curriculum included:

- A daily 105 minute math block focused on developing number sense and problem solving. Students were engaged with manipulatives and other hands-on activities that explored why and how mathematics worked in all aspects of life.
- The theme “Math by Design” was used in creating lessons that related to architecture, engineering, problem solving, and creativity. All lessons focused on specific grade level mathematics with an emphasis on STEAM experiences.
- Students had access to ST Math on site laptops.
- Students collaborated in small groups to problem solve through number games, discovery, and investigation activities.
- Students used measurement, geometry, and patterns to create structures that could stand alone and solve mathematical challenges.

Reading and Math curriculums for RCPS+ are available upon request.

The 2017 RCPS+ STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum followed specific components at each site. The curriculum included:

- Movement – Students worked on fine motor skills. They worked as a team through a variety of active challenges. Activities included noodle tag, badminton, soccer, volleyball, noodle hockey, four corners fitness, rock wall climbing, and stations for throwing, jumping and catching.
- Technology – Students focused on developing skills to program robots through apps, learn the basics of computer science using self-guided coding puzzles, and use We Do: Legos’ software to create robots that performed specific tasks.
- Art – Students created two pieces of artwork during RCPS+. Projects (grade level appropriate) focused on the elements of art including color, line, shape, pattern, and balance. Students created a “Reading Monster” that incorporated a variety of

elements. Students also created a Pop-up Book that demonstrated even Monsters Read! Samples of student artwork were part of a Summer Art Exhibit.

- Music – Students were exposed to a wide range of music during RCPS+. The focus of each lesson was to improve music literacy skills. Students used bean bags and movement activities to enhance rhythm skills. Students played keyboards, drums, and Orff instruments to focus on reading music notation. Lessons were engaging and incorporated movement, singing, and playing of instruments.
- Science/Enrichment- Through everyday materials, students explored the following enrichment activities:
  - “We Are by Design”- Students explored how they are uniquely made by investigating their unique fingerprints. Younger students created and designed personal cards with fingerprint art. Older students learned how all living things have DNA through a Strawberry DNA extraction experiment.
  - “Energy by Design”- Students created solar-powered ovens, out of pizza boxes, to enjoy homemade solar melted S’mores. Students designed, created, and raced wind-powered boats out of everyday scape materials.
  - “Building by Design”- Students designed and created space crafts to protect their “EGGSTRANAUTS” as they dropped raw eggs back to earth from the highest place they could find at each school. Students designed, created and explored the physics of making a roller coaster track to race against other students.

The RCPS+ program ran for six weeks or 29 days from June 19<sup>th</sup> – July 28<sup>th</sup>. Each school’s hours were 8 a.m. – 2 p.m. with 5 ½ hours of instruction and 30 minutes for lunch.

Students enrolled for each rising grade:

School	Rising K	Rising 1 <sup>st</sup>	Rising 2 <sup>nd</sup>	Rising 3 <sup>rd</sup>	Rising 4 <sup>th</sup>	Rising 5 <sup>th</sup>	Total
Fairview & Hurt Park	48	99	90	78	80	69	464
Fallon Park & Garden City	34	85	79	71	76	68	413
Fishburn	55	41	51	37	45	45	274
Monterey	36	72	74	97	78	60	417
Roanoke Academy & Lincoln Terrace	34	56	61	79	68	57	355
Westside	59	112	112	95	88	77	543

**3. Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.**

Roanoke City Public Schools had two barriers to our RCPS+ program. Our program occurs during the months of June and July. All instructional data collected focuses on a small population of the student body compared to the regular school year. All students are offered an opportunity to participate in the program but do have the right to opt-out. RCPS+ competes with travel plans, vacations, camps and other “fun in the sun” events. RCPS+ does present an engaging, hands-on curriculum that is non-evaluative. Rising students are introduced to new concepts in reading, math, and STEAM lessons. All activities follow a common theme for the summer. This year’s theme was *Reading by Design*. Instructional planning for the RCPS+ program was done by district reading and math specialists, classroom teachers, and district coordinators. The total number of hours spent on curriculum development totaled 500. 200 hours were spent on Mathematics and 300 on Reading.

The second RCPS+ barrier during the 2017 summer focused on reading level assessments. RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the traditional Benchmark Assessment System used during the regular school year. Student reading levels were assessed at the end of the RCPS+ summer program with the Fontas and Pinnell one word assessment. This assessment was used because it was a very quick indicator of student reading levels. It allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. All students will be assessed during the first month of the 2017-2018 school year using the traditional Benchmark Assessment System by Fontas and Pinnell to obtain a more accurate understanding of their progress by comparing the same data from the same assessment tool.

Transportation is based on the number of students participating in RCPS+. The Division contracts with Mountain Valley Transportation for busing services during the regular school year and continued this relationship as during RCPS+. Mountain Valley provided transportation to and from school each day along with field trips within the City.

A variety of organizations were involved in working with Roanoke City Public Schools' Extended School Year project, RCPS+. They included: Roanoke Valley Public Libraries (Story time hour, band activities, a magic show, *Bricks for Kids*, Bright Stars Theatre, and expanded library resources to students); Taubman Museum of Art (offering tours and an art lecture on Paul Villinski's environmental work); Roanoke City Parks and Recreation (offered swimming lessons and water safety instruction); Mill Mountain Theatre ( *The Jungle Book* presentation), and Roanoke Children's Theatre (provided *Elephant and Piggie: We are in a Play* to connect children to literature through play production).

#### **4. Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.**

Each year of the RCPS+ program, a survey is sent to staff with the following questions:

- Was the staffing suitable to meet the learning needs of the students?
- Was the summer curriculum engaging and challenging for students?
- Was transportation an issue for students?
- Were the field trips, guest speakers, and enrichment assemblies/activities suitable and appropriate?
- Would you like to teach RCPS+ next year?
- Please share any additional comments or concerns that you believe will improve the RCPS+ program for students next year.

The results of the staff survey were positive. Concerns that were expressed focused on supplies, curriculum development ideas, additional fieldtrips, and shorter days. Many staff members did not leave an additional comment on this survey.

#### **5. Data on the impact of the year-round or extended year project (Please use the *Evaluation Matrix*)**

- A. During the 2012-2013 school year, the Virginia Department of Education changed the English SOL Standards. This created a significant decline in English SOL results for Roanoke City Public Schools. Several instructional practices were changed within the school district. However, the school district saw minimal gains for the next year's results. Teachers, staff, and students worked very hard to incorporate the new rigorous standards. All of their hard work accomplished during the academic school year was not fully retained due to a "summer slide" during the months of June through August. RCPS+ provides a vehicle to sustain academic progress into a new school year for students that participate.



During the 2016-2017, Roanoke City Public Schools assessed students reading levels through the *Fountas & Pinnell Benchmark Assessment System*. The BAS is an accurate and reliable tool that identifies the instructional and independent reading levels of all students. During the 2016-2017 school year, over 6000 elementary students were assessed independently by their teachers. Each student received a reading level letter based on the (<http://www.fountasandpinnell.com/textlevelgradient/>) Fountas and Pinnell Text Level Gradient. All student reading levels were collected and entered into the district data program eSchoolPLUS. When classrooms were created for RCPS+, each student's reading level was given to their teacher.

During the 2017 RCPS+ program, student reading levels were assessed at the end of the program using the Fontas and Pinnell one word assessment. This assessment was used because it was a very quick indicator of student reading levels. It also allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. The results are included in this report. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. All students will be assessed during the first month of the 2017-2018 school year using the traditional Benchmark Assessment System by Fontas and Pinnell to obtain a more accurate understanding of their progress by comparing the same data from the same assessment tool.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Fairview Elementary and Hurt Park Elementary**

**Instrument: Fountas and Pinnell: One Word Assessment**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: White</b>	<b>Reporting Group: ESL</b>
<b>Number of Students Assessed</b>	255	163	26	66
<b>FY 16</b>	75	72	90	88
<b>FY 17</b>	67	67	62	71
<b>Net Change</b>	-8	-5	-28	-17

Enter an explanation of the data here.

RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the traditional Benchmark Assessment System used during the regular school year. Student reading levels were assessed at the end of the RCPS+ summer program with the Fontas and Pinnell One Word Assessment. This assessment was used because it was a very quick indicator of student reading levels. It allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. FY 16 shows the percentage of students that sustained or improved their reading level from the end of the school year 2015-2016 through the RCPS+ program. FY 17 shows the percentage of students that sustained or improved their reading level from the end of the school year 2016-2017 through RCPS+ program. We are currently looking into possible factors to explain the difference in results.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Fallon Park Elementary and Garden City Elementary**

**Instrument: Fountas and Pinnell: One Word Assessment**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: White</b>	<b>Reporting Group: ESL</b>
<b>Number of Students Assessed</b>	234	73	76	78
<b>FY 16</b>	71	80	71	71
<b>FY 17</b>	89	90	84	91
<b>Net Change</b>	+18	+10	+13	+20

Enter an explanation of the data here.

RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the traditional Benchmark Assessment System used during the regular school year. Student reading levels were assessed at the end of the RCPS+ summer program with the Fontas and Pinnell One Word Assessment. This assessment was used because it was a very quick indicator of student reading levels. It allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. FY 16 shows the percentage of students that sustained or improved their reading level from the end of the school year 2015-2016 through the RCPS+ program. FY 17 shows the percentage of students that sustained or improved their reading level from the end of the school year 2016-2017 through RCPS+ program. We are currently looking into possible factors to explain the difference in results.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Fishburn Elementary**

**Instrument: Fountas and Pinnell: One Word Assessment**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: White</b>	<b>Reporting Group: ESL</b>
<b>Number of Students Assessed</b>	231	65	113	36
<b>FY 16</b>	88	86	93	100
<b>FY 17</b>	63	58	59	72
<b>Net Change</b>	-25	-28	-34	-28

Enter an explanation of the data here.

RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the traditional Benchmark Assessment System used during the regular school year. Student reading levels were assessed at the end of the RCPS+ summer program with the Fontas and Pinnell One Word Assessment. This assessment was used because it was a very quick indicator of student reading levels. It allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. FY 16 shows the percentage of students that sustained or improved their reading level from the end of the school year 2015-2016 through the RCPS+ program. FY 17 shows the percentage of students that sustained or improved their reading level from the end of the school year 2016-2017 through RCPS+ program. We are currently looking into possible factors to explain the difference in results.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Monterey Elementary**

**Instrument: Fountas and Pinnell: One Word Assessment**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: White</b>	<b>Reporting Group: ESL</b>
<b>Number of Students Assessed</b>	252	57	71	89
<b>FY 16</b>	72	74	70	69
<b>FY 17</b>	94	93	97	93
<b>Net Change</b>	+22	+19	+27	+24

Enter an explanation of the data here.

RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the traditional Benchmark Assessment System used during the regular school year. Student reading levels were assessed at the end of the RCPS+ summer program with the Fontas and Pinnell One Word Assessment. This assessment was used because it was a very quick indicator of student reading levels. It allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. FY 16 shows the percentage of students that sustained or improved their reading level from the end of the school year 2015-2016 through the RCPS+ program. FY 17 shows the percentage of students that sustained or improved their reading level from the end of the school year 2016-2017 through RCPS+ program. We are currently looking into possible factors to explain the difference in results.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Roanoke Academy and Lincoln Terrace**

**Instrument: Fountas and Pinnell: One Word Assessment**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: White</b>	<b>Reporting Group: ESL</b>
<b>Number of Students Assessed</b>	158	139	10	8
<b>FY 16</b>	64	63	64	67
<b>FY 17</b>	53	51	50	75
<b>Net Change</b>	-11	-12	-14	+8

Enter an explanation of the data here.

RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the traditional Benchmark Assessment System used during the regular school year. Student reading levels were assessed at the end of the RCPS+ summer program with the Fontas and Pinnell One Word Assessment. This assessment was used because it was a very quick indicator of student reading levels. It allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. FY 16 shows the percentage of students that sustained or improved their reading level from the end of the school year 2015-2016 through the RCPS+ program. FY 17 shows the percentage of students that sustained or improved their reading level from the end of the school year 2016-2017 through RCPS+ program. We are currently looking into possible factors to explain the difference in results.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Westside Elementary**

**Instrument: Fountas and Pinnell: One Word Assessment**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Black</b>	<b>Reporting Group: White</b>	<b>Reporting Group: ESL</b>
<b>Number of Students Assessed</b>	342	238	25	77
<b>FY 16</b>	49	49	58	48
<b>FY 17</b>	70	71	68	68
<b>Net Change</b>	+21	+22	+10	+20

Enter an explanation of the data here.

RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the traditional Benchmark Assessment System used during the regular school year. Student reading levels were assessed at the end of the RCPS+ summer program with the Fontas and Pinnell One Word Assessment. This assessment was used because it was a very quick indicator of student reading levels. It allowed us to maintain our instructional time during the summer program. The one word assessment should have been given at the beginning of RCPS+ instead of only at the end of the program. We realized after giving the one word assessment that we were comparing word recognition in isolation as compared to word recognition in context. This is an area we will adjust in the future. FY 16 shows the percentage of students that sustained or improved their reading level from the end of the school year 2015-2016 through the RCPS+ program. FY 17 shows the percentage of students that sustained or improved their reading level from the end of the school year 2016-2017 through RCPS+ program. We are currently looking into possible factors to explain the difference in results.

- B. RCPS+ does not occur during the academic school year. The program runs for six weeks during the months of June and July. Teachers apply online each year to work RCPS+. Staff is selected by their academic success from the previous academic school year. Elementary principals, coordinators, and executive staff members review all applications. Teachers are only chosen to work RCPS+ if they are returning for the next academic school year. This provides consistency in maintaining effective instructional practices throughout the next academic school year. RCPS+ is highly competitive and provides significant funds for teachers during the summer.
  
- C. RCPS+ occurs after the academic school year ends. It is a six week program with an opt-out option for students. The program provides enrichment and tutorial activities that specifically target reading, writing, and mathematical skills through engaging, interactive, and hands-on instruction. RCPS+ is a non-evaluative program that encourages students to try new instructional activities. RCPS+ does not have an attendance policy. Students are encouraged to participate in local camps throughout the six week timeframe of RCPS+. This is different than the regular academic school year. RCPS believes by encouraging students to try new things and experiences, they will develop broader background knowledge and academic success. Teacher attendance is very high during the ESY Program. There are occasional absences due to appointments or illness. Teachers do not have sick days to use during summer programs. If they do not teach, they are not paid for the day. RCPS does maintain a substitute list for staff to use during the summer.

Student behavior during RCPS+ is very minimal due to the following reasons: 1) students are engaged in non-evaluative activities that focus on developing a renewed love of learning in reading, mathematics, and STEAM; 2) students are encouraged to try new things and present their learning through a variety of projects; 3) students work with local fine arts agencies; 4) students take fieldtrips throughout the city in which they live that do not happen during the academic school year, and 5) students understand that learning is fun. There were very few incidents during the ESY Summer Program at all sites. This information is reflected in the evaluation matrix.

The average class size is 20:1. By reducing the class size, teachers have an opportunity to work with their students' strengths and weaknesses more often.

- D. Roanoke City Public Schools is fiscally responsible concerning instructional funds. Roanoke City Public Schools works with our local school board, local partnerships that provide in-kind services, the Roanoke City Council, and state grants to provide new and exciting instructional opportunities for our students. There is not a significant impact on per pupil costs



due to the fact that RCPS+ works with a smaller number of students as compared to the regular school year. RCPS+ only lasts for six weeks. The majority of costs related to this program are staffing, transportation, and materials. Cost per student varies school to school. Refer to each site's evaluation matrix. All budget expenses are included in the following pages. These expenses reflect carry-over funds from the FY16 funds and FY17 that were used.

**Carry-over Funds from FY16:** We utilized a carry-over fund amount of \$461,460.00 FY16 along with a local match throughout the 2016-2017 school year and during 2017 RCPS+. We focused on classroom leveled reading libraries and technology. I have listed below all items purchased throughout the school year. The items were distributed among all nine schools.

Booksource – Classroom Libraries	\$181605.60
Barnes and Noble – Books used for lessons	\$10894.24
Lakeshore Equipment- Readers Theater	\$3426.34
Mind Research – ST Math Licenses	\$56180.00
Scholastic, Inc – Guided Readers	\$3268.91
Lego – We Do and Mindstorm Kits	\$6137.31
CDW Government – Ipad Covers	\$3498.00
Apple Inc – Ipads	\$38818.00
Tangible Play, Inc – Osmo Classroom Kits	\$17671.50
Evolve, Inc – Ozobot Evo Classroom Kits	\$11000.00
Wonder Workshop – Dash and Dots	\$29809.67
Staples – USB-Ports	\$637.78
Littlebits Electronics – STEAM Class Packs	\$1690.95
Breakout, Inc – Breakout EDU Kits	\$625.00
Dell Marketing – Laptops	\$181463.85
<b>Total Spent:</b>	<b>\$546727.15</b>

<u>Last</u>	<u>First</u>	<u>ID Number</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Carpinteyro de Marquez	Patricia		Round Hill	Instructional Assistant - ELL	Fairview
Carl	Jeanie		Virginia Heights	Interpreter	Fairview
Clemons	Rachel		Patrick Henry	Interpreter	Fairview
Reed	Tammy		Virginia Heights	Interpreter	Fairview
Bryant	Nicole		Fairview	Librarian	Fairview
Howell	Margaret		Fairview	Librarian	Fairview
Jeffries	Belinda		Fairview	Secretary	Fairview
Aguirre	Yadira		Jackson	Teacher - ELL	Fairview
Allen	Amber		Virginia Heights	Teacher	Fairview
Altizer	Lisa		Fairview	Teacher	Fairview
Ayers	Susan		Virginia Heights	Teacher	Fairview
Benton	Amanda		Fairview	Teacher	Fairview
Boone	Emily		Fairview	Teacher	Fairview
Campbell	Kathleen		Fairview	Teacher	Fairview
Campbell	Melissa		Hurt Park	Teacher - ELL	Fairview
Carter	Sarah		Fairview	Teacher	Fairview
Chastang	Haley		Fairview	Teacher - STEAM	Fairview
Craig	Virginia		Fairview	Teacher	Fairview
Day	Carolyn		Virginia Heights	Teacher	Fairview
Deacon	Casey		Virginia Heights	Teacher	Fairview
Duffield	Sharon		Fairview	Teacher	Fairview
Engle	Tracy		Morningside	Teacher	Fairview
Ferris	David		Fairview	Teacher	Fairview
Fonder	Ann		Virginia Heights	Teacher	Fairview

Guffey	Jennifer		Hurt Park	Teacher	Fairview
Haston	Rosemary		Virginia Heights	Teacher	Fairview
Holt	Amy		Fairview	Teacher	Fairview
Lawson	Amanda		Hurt Park	Teacher - Reading Specialist	Fairview
Loftin	Matilda		Hurt Park	Teacher - STEAM	Fairview
McGraw	Kerry		Highland Park	Teacher - STEAM	Fairview
McGuire	Miranda		Hurt Park	Teacher	Fairview
Minnix	Andrew		Fairview	Teacher	Fairview
Morford	Rebecca		Round Hill	Teacher	Fairview
Rasmussen	Kiera		Hurt Park	Teacher	Fairview
Ratell	Jeremy		Fairview	Teacher	Fairview
Roberts	Tamara		Virginia Heights	Teacher	Fairview
Simmons	Heather		Addison	Teacher	Fairview
Sojka	Joanna		Fairview	Teacher - ELL	Fairview
Stanley	Scott		Fairview	Teacher	Fairview
Sweet	Elizabeth		Fairview	Teacher	Fairview
Whisnant	Rebecca		Fairview	Teacher	Fairview
Wilkinson	Susan		Hurt Park	Teacher	Fairview

**Total Personnel Services for Fairview and Hurt Park:**

Total for Fiscal Year 2016:	\$19569.18	Local Funds Paid for Fiscal Year 2016:	\$19569.18
		State Funds Paid for Fiscal Year 2016:	\$0
Total for Fiscal Year 2017:	\$198113.20	Local Funds Paid for Fiscal Year 2017:	\$39622.64
		State Funds Paid for Fiscal Year 2017:	\$158490.56
Benefits for Fiscal Year 2016:	\$3076.35	Local Funds:	\$3076.35
		State Funds:	\$0
Benefits for Fiscal Year 2017	\$15337.22	Local Funds:	\$3067.44
		State Funds:	\$12269.78

<u>Last</u>	<u>First</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Gonzalez	Evelyn	Fallon Park	Instructional Assistant - ELL	Fallon Park
Moore	Grace	Fallon Park	Instructional Assistant - ELL	Fallon Park
Paderick	Mary	Morningside	Librarian	Fallon Park
Hall	Kelly	Fallon Park	Secretary	Fallon Park
Blankenship	Lauren	Fallon Park	Teacher	Fallon Park
Bean	Cory	Hurt Park	Teacher - STEAM	Fallon Park
Carney	Anne	Fallon Park	Teacher	Fallon Park
Childress	Cassy	Breckinridge	Teacher - STEAM	Fallon Park
Coger	Rebecca	Garden City	Teacher	Fallon Park
Colo	Martha	Fallon Park	Teacher	Fallon Park
Deaton	Jennifer	Garden City	Teacher	Fallon Park
Eplion	Tammy	Fallon Park	Teacher	Fallon Park
Fischer	Rachel	Fallon Park	Teacher	Fallon Park
Fisher	Mary	Garden City	Teacher	Fallon Park
Gray	Bethany	Fallon Park	Teacher	Fallon Park
Greer	Ashley	Morningside	Teacher	Fallon Park
Holland- Deskins	Sherrial	Fallon Park	Teacher	Fallon Park
Kelly	Keri	Fallon Park	Teacher	Fallon Park
King	Stephane	Fallon Park	Teacher	Fallon Park
McGhee	Ann	Fallon Park	Teacher - ELL	Fallon Park
Montano	JoAn	Morningside	Teacher	Fallon Park
O'Connor	Ellen	Fallon Park	Teacher	Fallon Park
Petrone	Jamie	Morningside	Teacher	Fallon Park
Stover	Mary	Fallon Park	Teacher - ELL	Fallon Park
Swanson	Rhonda	Garden City	Teacher	Fallon Park
Uhl	Evelyn	Fallon Park	Teacher - Reading Specialist	Fallon Park

Venable	Jasmin	Morningside	Teacher	Fallon Park
Wasson	Myra	Fallon Park	Teacher	Fallon Park
Wentzel	Nathan	Fallon Park	Teacher	Fallon Park
Wilburn	Brian	Garden City	Teacher	Fallon Park

**Total Personnel Services for Fallon Park and Garden City:**

Total for Fiscal Year 2016:	\$14981.57	Local Funds Paid for Fiscal Year 2016:	\$14981.5
		State Funds Paid for Fiscal Year 2016:	\$0
 Total for Fiscal Year 2017:	 \$176151.05	Local Funds Paid for Fiscal Year 2017:	 \$35230.21
		State Funds Paid for Fiscal Year 2017:	 \$140920.84
 Benefits for Fiscal Year 2016:	 \$2359.08	Local Funds:	 \$2359.08
		State Funds:	 \$0
 Benefits for Fiscal Year 2017	 \$13657.63	Local Funds:	 \$2731.53
		State Funds:	 \$10926.10

<u>Last</u>	<u>First</u>	<u>ID Number</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Shelton	Jaime		Grandin Court	Librarian	Fishburn Park
Jackson	Robin		Westside	Secretary	Fishburn Park
Bruce	Joyce		Grandin Court	Teacher	Fishburn Park
Carter	Shannon		Grandin Court	Teacher	Fishburn Park
Gray	Allison		Grandin Court	Teacher	Fishburn Park
Lawson	Michelle		Crystal Spring	Teacher	Fishburn Park
Lewis	Miranda		Monterey	Teacher	Fishburn Park
Lewis	Amey		Wasena	Teacher - STEAM	Fishburn Park
Mattox	Amanda		Grandin Court	Teacher	Fishburn Park
May	Teri		Grandin Court	Teacher	Fishburn Park
McFarland	Angie		Grandin Court	Teacher - Reading Specialist	Fishburn Park
Pero	Kathleen		Grandin Court	Teacher	Fishburn Park
Potter	Melanie		Grandin Court	Teacher	Fishburn Park
Richards	Kit		Fishburn Park	Teacher - STEAM	Fishburn Park
Ring	Ellen		Fishburn Park	Teacher - STEAM	Fishburn Park
Salvo	Solange		Grandin Court	Teacher - ELL	Fishburn Park
Scott	Ashley		Fishburn Park	Teacher	Fishburn Park

Sidwell	Bambi		Grandin Court	Teacher	Fishburn Park
Straub	Mary		Grandin Court	Teacher	Fishburn Park
Sweetenberg	Angelia		Grandin Court	Teacher	Fishburn Park
Tallet-Klotzer	Deborah		Virginia Heights	Teacher	Fishburn Park
Whitaker	Jeanne		Virginia Heights	Teacher	Fishburn Park
Wilkinson	Joshua		Patrick Henry	Teacher - STEAM	Fishburn Park
Wilks	Kimberly		Grandin Court	Teacher	Fishburn Park

**Total Personnel Services for Fishburn Park:**

Total for Fiscal Year 2016:	\$0	Local Funds Paid for Fiscal Year 2016:	\$0
		State Funds Paid for Fiscal Year 2016:	\$0
Total for Fiscal Year 2017:	\$130948.30	Local Funds Paid for Fiscal Year 2017:	\$26189.66
		State Funds Paid for Fiscal Year 2017:	\$104758.64
Benefits for Fiscal Year 2016:	\$0	Local Funds:	\$0
		State Funds:	\$0
Benefits for Fiscal Year 2017	\$10108.42	Local Funds:	\$2021.68
		State Funds:	\$8086.74

Monterey is the grant school for this sight. Preston Park was used because of an unplanned building issue.

Hill	Rachel	Fallon Park	Instructional Assistant - Targeted Assistant	Preston Park
Heslep	Michelle	Monterey	Librarian	Preston Park
Rock	Sandra	Preston Park	Librarian	Preston Park
Ford	Tina	Preston Park	Secretary	Preston Park
Allenbaugh	Sarah	Fallon Park	Teacher	Preston Park
Ayles	Jennifer	Monterey	Teacher	Preston Park
Bodden	Susi	Preston Park	Teacher	Preston Park
Boothe	Elizabeth	Jackson	Instructional Assistant - ELL	Preston Park
Brammer	Ashley	Monterey	Teacher	Preston Park
Caldwell	Valerie	Monterey	Teacher	Preston Park
Coles	Kirsten	Monterey	Teacher	Preston Park
Craddock	Kimberly	Preston Park	Teacher	Preston Park
Cundiff	Kirsten	Monterey	Teacher	Preston Park
Davila	Jessica	Monterey	Teacher - ELL	Preston Park
Fasnacht	Jessica	Preston Park	Teacher - ELL	Preston Park
Ferrufino	Wanda	Preston Park	Teacher - Reading Specialist	Preston Park
Fickey	Kimberly	Monterey	Teacher	Preston Park
Fisher	Ashley	Preston Park	Teacher	Preston Park
Fitzgerald	Cecelia	Preston Park	Teacher	Preston Park
Gray	Allison	Preston Park	Teacher - ELL	Preston Park
Greene	Michelle	Preston Park	Teacher	Preston Park
Gusler	Alisha	Monterey	Teacher	Preston Park
Haga	Kristin	Monterey	Teacher	Preston Park
Jones	Tracy	Monterey	Teacher	Preston Park
King	Patricia	Monterey	Teacher	Preston Park
Matko	Laurie	Garden City	Teacher - ELL	Preston Park
Morrisette	Susan	Preston Park	Teacher - STEAM	Preston Park
Neighbors	Sarah	Monterey	Teacher	Preston Park
Ragland	Jennifer	Preston Park	Teacher	Preston Park



Ralph	Amy	Monterey	Teacher - Reading Specialist	Preston Park
Rice	Cynthia	Preston Park	Teacher	Preston Park
Sandy	Katrenna	Lincoln Terrace	Teacher	Preston Park
Snay	Abigail	Monterey	Teacher	Preston Park
Surprenant	Kelly	Monterey	Teacher	Preston Park
Tyree	Chaz	Preston Park	Teacher	Preston Park
Vandeberg	Daniel	Fairview	Teacher - STEAM	Preston Park
Willhite	Tricia	Preston Park	Teacher	Preston Park

**Total Personnel Services for Monterey:**

Total for Fiscal Year 2016:	\$2467.82	Local Funds Paid for Fiscal Year 2016:	\$2467.82
		State Funds Paid for Fiscal Year 2016:	\$0
Total for Fiscal Year 2017:	\$187378.40	Local Funds Paid for Fiscal Year 2017:	\$37475.68
		State Funds Paid for Fiscal Year 2017:	\$149902.72
Benefits for Fiscal Year 2016:	\$594.67	Local Funds:	\$594.67
		State Funds:	\$0
Benefits for Fiscal Year 2017	\$14425.24	Local Funds:	\$2885.05
		State Funds:	\$11540.19

Cole	Lindsay		RAMS	Librarian	RAMS
Poindexter	Kay		Teaching & Learning	Secretary	RAMS
Bard	Crystal		RAMS	Teacher	RAMS
Bonds	Pauline		RAMS	Teacher	RAMS
Conrad	Kayleigh		Lincoln Terrace	Teacher	RAMS
Critzer	Kayleigh		RAMS	Teacher	RAMS
Custalow	Anna		Addison	Teacher - ELL	RAMS
Doane	Kimberly		RAMS	Teacher	RAMS
Hartman	Andrew		Breckinridge	Teacher - STEAM	RAMS
Keen	Katherine		Lincoln Terrace	Teacher - ELL	RAMS
LeNeave	Tiffany		RAMS	Teacher	RAMS
Marsh	Keturah		RAMS	Teacher	RAMS
Michalski	Jacquelin		Round Hill	Teacher	RAMS
Morgan	Paula		Lincoln Terrace	Teacher	RAMS
Pannell	Quanna		RAMS	Teacher	RAMS
Perkins	Alisha		RAMS	Teacher	RAMS
Price	Katherine		RAMS	Teacher	RAMS
Rhodes	Sheilia		RAMS	Teacher	RAMS
Shelor	Kristen		Grandin Court	Teacher - STEAM	RAMS
Smusz	Samantha		RAMS	Teacher	RAMS
Snyder	Karen		Fairview	Teacher - STEAM	RAMS
Thorpe	Robin		Lincoln Terrace	Teacher	RAMS
White	Keiara		Lincoln Terrace	Teacher	RAMS
Wilson	Denise		Fairview	Teacher	RAMS
Woods	Tamera		Westside	Teacher	RAMS

**Total Personnel Services for RAMS and Lincoln Terrace:**

Total for Fiscal Year 2016:	\$10714.22	Local Funds Paid for Fiscal Year 2016:	\$10714.22
		State Funds Paid for Fiscal Year 2016:	\$0
Total for Fiscal Year 2017:	\$130662.45	Local Funds Paid for Fiscal Year 2017:	\$26132.49
		State Funds Paid for Fiscal Year 2017:	\$104529.96
Benefits for Fiscal Year 2016:	\$2075.33	Local Funds:	\$2075.33
		State Funds:	\$0
Benefits for Fiscal Year 2017	\$10177.31	Local Funds:	\$2035.46
		State Funds:	\$8141.85

<b><u>Last</u></b>	<b><u>First</u></b>	<b><u>ID Number</u></b>	<b><u>Summer School Position</u></b>	<b><u>Summer School Location</u></b>
Lewis	Melba		Instructional Assistant - ELL	Westside
Blandy	Jessica		Librarian	Westside
Guess	Natasha		Secretary	Westside
Bell	Dana		Teacher	Westside
Blair	Gordon		Teacher - STEAM	Westside
Carpenter	Robin		Teacher - STEAM	Westside
Clark	Elonda		Teacher	Westside
Cooke	Joseph		Teacher	Westside
Costine	Harold		Teacher	Westside
Dianas	Christopher		Teacher	Westside
Dolan	Alison		Teacher	Westside
Franklin	Ingrid		Teacher	Westside
Galarneau	Teresa		Teacher	Westside
Galbreath	Angela		Teacher	Westside
Gibson	Jessica		Teacher	Westside
Gliniecki	Susan		Teacher	Westside
Gray	Sarah		Teacher	Westside
Green	Terri		Teacher	Westside
Hager	Regina		Teacher - ELL	Westside
Hamilton	Shaun		Teacher	Westside
Hanes	Carrie		Teacher	Westside
Harris	Valerie		Teacher	Westside
Keffer	Nora		Teacher	Westside
Klumpp	Rachel		Teacher - ELL	Westside
Malina	Lillian		Teacher	Westside
Malina	Lillian		Teacher - ELL	Westside
Martin	Kristi		Teacher	Westside
Millender	Leah		Teacher	Westside

Morgan	Adrienne		Teacher	Westside
O'Connor	Taylor		Teacher	Westside
Parker	Christina		Teacher	Westside
Pollock	Janine		Teacher	Westside
Rhodes	Rhonda		Teacher	Westside
Roberts	Eric		Teacher	Westside
Rueff	Leslie		Teacher - Reading Specialist	Westside
Schmidt	Mary-Katherine		Teacher	Westside
Sereno	Miranda		Teacher	Westside
Sparks	Laura		Teacher	Westside
Spaulding	Jessica		Teacher	Westside
Spencer	Kevin		Teacher - STEAM	Westside
Venable	Bethany		Teacher - ELL	Westside
Wilson	Elizabeth		Teacher	Westside

**Total Personnel Services for Westside:**

Total for Fiscal Year 2016:	\$13821.78	Local Funds Paid for Fiscal Year 2016:	\$13821.78
		State Funds Paid for Fiscal Year 2016:	\$0
Total for Fiscal Year 2017:	\$197587.32	Local Funds Paid for Fiscal Year 2017:	\$39517.46
		State Funds Paid for Fiscal Year 2017:	\$158069.86
Benefits for Fiscal Year 2016:	\$11457.35	Local Funds:	\$11457.35
		State Funds:	\$0
Benefits for Fiscal Year 2017	\$17885.97	Local Funds:	\$3577.19
		State Funds:	\$14308.78

## 3000 Purchased/Contractual Services and 6000 Materials and Supplies

### Fallon Park and Garden City

Purchased Services:	Total for Fiscal Year 2016:	\$16017.52	Local Funds Paid for Fiscal Year 2016: \$16017.52
			State Funds Paid for Fiscal Year 2016: \$ 0
	Total for Fiscal Year 2017:	\$32803.74	Local Funds Paid for Fiscal Year 2017: \$6560.75
			State Funds Paid for Fiscal Year 2017: \$26242.99
Materials:	Total for Fiscal Year 2016:	\$449.87	Local Funds Paid for Fiscal Year 2016: \$449.87
			State Funds Paid for Fiscal Year 2016: \$ 0
	Total for Fiscal Year 2017:	\$5306.25	Local Funds Paid for Fiscal Year 2017: \$1061.25
			State Funds Paid for Fiscal Year 2017: \$ 4245.00
Capital Outlay:	Total for Fiscal Year 2016:	\$0	
	Total for Fiscal Year 2017:	\$0	
Field Trips:	Total for Fiscal Year 2017:	\$165.00	Local Funds Paid for Fiscal Year 2017: \$33.00
			State Funds Paid for Fiscal Year 2017: \$132.00

**Fairview and Hurt Park**

Purchased Services:	Total for Fiscal Year 2016:	\$0	Local Funds Paid for Fiscal Year 2016: \$ 0
	Total for Fiscal Year 2017:	\$43986.22	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$ 8797.24
			State Funds Paid for Fiscal Year 2017: \$ 35188.98
Materials:	Total for Fiscal Year 2016:	\$47491.13	Local Funds Paid for Fiscal Year 2016: \$47491.13
	Total for Fiscal Year 2017:	\$6409.62	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$1281.92
			State Funds Paid for Fiscal Year 2017: \$5127.70
Capital Outlay:	Total for Fiscal Year 2016:	\$20546.05	Local Funds Paid for Fiscal Year 2016: \$20546.05
	Total for Fiscal Year 2017:	\$785.01	Local Funds Paid for Fiscal Year 2017: \$157.00
			State Funds Paid for Fiscal Year 2017: \$628.01
Field Trips:	Total for Fiscal Year 2017:	\$312.50	Local Funds Paid for Fiscal Year 2017: \$62.50
			State Funds Paid for Fiscal Year 2017: \$250.00

**RAMS and Lincoln Terrace**

Purchased Services:	Total for Fiscal Year 2016:	\$336.00	Local Funds Paid for Fiscal Year 2016: \$336.00
	Total for Fiscal Year 2017:	\$30331.99	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$6066.40
			State Funds Paid for Fiscal Year 2017: \$24265.59
Materials:	Total for Fiscal Year 2016:	\$408.02	Local Funds Paid for Fiscal Year 2016: \$408.02
	Total for Fiscal Year 2017:	\$4833.95	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$966.79
			State Funds Paid for Fiscal Year 2017: \$3867.16

Westside

Purchased Services:	Total for Fiscal Year 2016:	\$23711.07	Local Funds Paid for Fiscal Year 2016: \$23711.07
	Total for Fiscal Year 2017:	\$44643.78	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$8928.76
			State Funds Paid for Fiscal Year 2017: \$35715.02
Materials:	Total for Fiscal Year 2016:	\$43473.92	Local Funds Paid for Fiscal Year 2016: \$43473.92
	Total for Fiscal Year 2017:	\$3119.74	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$623.95
			State Funds Paid for Fiscal Year 2017: \$2495.79
Field Trips:	Total for Fiscal Year 2017:	\$245.00	Local Funds Paid for Fiscal Year 2017: \$49.00
			State Funds Paid for Fiscal Year 2017: \$196.00

Fishburn Park

Purchased Services:	Total for Fiscal Year 2016:	\$0	Local Funds Paid for Fiscal Year 2016: \$0
	Total for Fiscal Year 2017:	\$37217.23	State Funds Paid for Fiscal Year 2016: \$0
			Local Funds Paid for Fiscal Year 2017: \$7443.45
			State Funds Paid for Fiscal Year 2017: \$29773.78
Materials:	Total for Fiscal Year 2016:	\$0	Local Funds Paid for Fiscal Year 2016: \$0
	Total for Fiscal Year 2017:	\$43746.91	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$8749.38
			State Funds Paid for Fiscal Year 2017: \$34997.53
Capital Outlay:	Total for Fiscal Year 2016:	\$15782.28	Local Funds Paid for Fiscal Year 2016: \$15782.28
	Total for Fiscal Year 2017:	\$4823.06	Local Funds Paid for Fiscal Year 2017: \$864.61
			State Funds Paid for Fiscal Year 2017: \$3858.45
Field Trips:	Total for Fiscal Year 2017:	\$227.56	Local Funds Paid for Fiscal Year 2017: \$45.51
			State Funds Paid for Fiscal Year 2017: \$182.05



Monterey

Purchased Services:	Total for Fiscal Year 2016:	\$0	Local Funds Paid for Fiscal Year 2016: \$0
	Total for Fiscal Year 2017:	\$45047.04	State Funds Paid for Fiscal Year 2016: \$0
			Local Funds Paid for Fiscal Year 2017: \$9009.41
			State Funds Paid for Fiscal Year 2017: \$36037.63
Materials:	Total for Fiscal Year 2016:	\$0	Local Funds Paid for Fiscal Year 2016: \$0
	Total for Fiscal Year 2017:	\$3460.39	State Funds Paid for Fiscal Year 2016: \$ 0
			Local Funds Paid for Fiscal Year 2017: \$692.08
			State Funds Paid for Fiscal Year 2017: \$2768.31
Capital Outlay:	Total for Fiscal Year 2016:	\$19820.27	Local Funds Paid for Fiscal Year 2016: \$19820.27
	Total for Fiscal Year 2017:	\$785.01	Local Funds Paid for Fiscal Year 2017: \$157.00
			State Funds Paid for Fiscal Year 2017: \$628.01
Field Trips:	Total for Fiscal Year 2017:	\$404.77	Local Funds Paid for Fiscal Year 2017: \$80.95
			State Funds Paid for Fiscal Year 2017: \$323.82

**6. Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools.**

For the last five years, Roanoke City Public Schools has offered the RCPS+ program. Roanoke City Schools realized that our summer school program did not work in helping students sustain academic success. RCPS+ provides an engaging, hands-on, non-evaluative program for rising Kindergarten - 8<sup>th</sup> grades. We serve 22 different schools at 8 different sites within the school district. Over 3300 students enrolled in the 2017 RCPS+ program. Some of the sites utilize the Extended School Year funds, while the other sites used RCPS local funds.

The Roanoke City Public Schools (RCPS) has established partnerships with higher education, for-profit, and non-profit organizations including, but not limited to Roanoke Valley Public Libraries, Taubman Museum of Art, Roanoke City Parks and Recreation, Mill Mountain Theatre, and Roanoke Children's Theatre. These organizations have been involved with our school sites and will continue to be involved in RCPS+. Many of these organizations are providing and will continue to provide varying degrees of in-kind support. This additional help provides lower costs in running the RCPS+ program each year. In addition, the school division continues to develop new partnerships and funding sources to provide our students new and exciting educational opportunities. The Roanoke City Public School Board and the Roanoke City Council understand the importance of preventing any "Summer Slide". They strongly support the program and continue to assist with funding beyond the grant funding cycle.

Roanoke City Public Schools continues to focus on sustaining highly effective instructional programs for our students. We have included our goal for the ESY 2017-2018 program in this report. All elementary schools will follow the goal and objectives during the 2017-2018 school year and during RCPS+ even if they are not part of the grant.

Roanoke City Public Schools' planning for the 2017-2018 school year focuses on the RCPS+ program as one component of an overall goal for student success. This information was included in our grant applications. Please refer to the following:

**Goal for the ESY 2017-2018 program:** Seventy-five percent of kindergarten through fifth grade students will be reading on grade level by the end of their current school year.

**Objective 1:** Increase active reading time in text during the literacy block for kindergarten through fifth grade students.

Strategies: Small group reading instruction, total participation techniques, stamina building strategies, differentiated instruction, interactive read alouds, and content area reading applications.

Metric to be used for evaluation and reporting: 60-90 minutes of active reading during the daily literacy block.

Assessment instrument to be used for evaluation and reporting: Engagement Inventory collected by the instructional coaches.

**Objective 2:** Students will demonstrate grade level reading comprehension by giving written responses to assigned reading tasks.

Strategies: Journal responses, graphic organizers, sentence stems, illustrations and higher level thinking questions.

Metric: Seventy-five percent accuracy

Assessment instrument to be used for evaluation and reporting: District wide scoring checklist for monthly writing samples.

**Objective 3:** Students who attend the RCPS+ summer enrichment program will sustain or improve their end of the school year reading levels.

Strategies: Prescriptive reading curriculum, additional time in text, local field trips, STEM (science, technology, engineering and math) projects based on literature and differentiated small group instruction.

Metric: Eighty percent of the students.

Assessment instrument to be used for evaluation and reporting: Reading levels will be measured by the Fountas & Pinnell Benchmark Assessment System one word lists.

Rockingham County Public Schools  
Extended School Year-Year Round School  
Annual Report  
Fiscal Year 2017

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **September 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

FY17 funds utilized

The final report must include the following:

1. The names and addresses of the school division and participating schools.

Rockingham County Public Schools  
100 Mt. Clinton Pike  
Harrisonburg, VA 22802

Fulks Run Elementary School  
11089 Brocks Gap Road  
Fulks Run, VA 22830

2. Grant Coordinator contact information

Matt Krantz, Grant Coordinator  
[mkrantz@rockingham.k12.va.us](mailto:mkrantz@rockingham.k12.va.us)  
540.896.7635

Alisa Sims, Principal  
[asims@rockingham.k12.va.us](mailto:asims@rockingham.k12.va.us)  
540.896.7635

### 3. Type of program (Extended School Year or Year Round School)

#### Extended School Year

#### 4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)

The goals and objectives of the Cardinal Connection were:

- Provide programs that will allow students the time that they need to achieve required academic standards
- Provide programs that will enrich the learning of students in order to support the comprehension of read material
- Provide family activities that allow students to experience cultural and community resources that would otherwise be missing in their lives and learning.

The strategies to reach these goals included a wide variety of activities. Fulks Run Elementary School (FRES) hosted four successful family nights that included dinner for the entire family and a book for every child in attendance. The family nights included an art night, a bicycle rodeo and health fair, a STEM night, and an evening of stories. FRES offered five popular and well-attended family field trips. Families traveled to Washington DC to visit the monuments and museums including the Natural History Museum which was hosting a butterfly exhibit. The exhibit was timely as students were in the process of creating a butterfly garden at the school. The second trip was over holiday break and included Pump it Up and the Explore More Museum in Harrisonburg. In February, families visited the Science Museum of Virginia and participated in interactive displays and viewed “The Flight of the Monarchs” Dome Movie. In April, students and families filled five charter buses and enjoyed a day at the National Aquarium and the Inner Harbor in Baltimore, MD. The final family field trip was during spring break and families visited Virginia Safari Park.

All students also received a list of fun, easy, educational activities to do as a family over holiday break.

Students participated in five out-of-school reading challenges to supplement after

school programs to support reading comprehension. All students also received a Student Access Card to the regional library. The access card gained the students access to books, audio books, magazines, Rosetta Stone, and homework assistance.

Extended Learning Time (tutoring) was offered twenty-seven times after school to provide the additional time the students needed to achieve in the classroom. After School Enrichment Activities offered included Spanish, Computer, Physical Education, Cooking, Art, STEM, Hiking & Camping, Pet Care, and Jump Rope. Students meet eight times during the school year. Students enjoyed these activities as evidenced by the 93% attendance rate. Students also received a subscription to an educational magazine to be delivered to their homes.

The overall school attendance increased 1% from the previous year and behavioral infractions were reduced by 30.2%

Brand new to FRES was a three-week summer camp. The themes included STEAM (Science, Technology, Engineering, Art, and Math) and Outdoor Adventures. Each week offered a traditional Summer Camp experience that featured specialized, fun, and interactive learning activities. Field trips included the Green Valley Book Fair where all the students were provided money to purchase books, the Frontier Culture Museum, Highland Retreat where the children participated in nature activities, the James Madison University Arboretum, a local farm, Grand Caverns, Trout Pond Recreation Area, where the kids fished and hiked, and Luray Caverns which also included a garden maze and ropes course. Eastern Mennonite University Outreach Museum also visited camp each week and offered hands on learning experiences about rocks, fossils, plants, and animals. Other highlights reported by the campers were working in the school garden, Lego robotics, cooking, and the engineering projects.

5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

A total of 225 extended learning hours were offered through the grant and every student participated in at least one extended learning opportunity! The program ran from October of 2016 through August of 2017 and activities were offered after school, evenings, weekends, and the summer. Content areas addressed included reading, math, science, and social studies. Students in Pre-Kindergarten through 5<sup>th</sup> grade participated. FRES concluded the year with 169 students; 93 who were economically disadvantaged (received free or reduced meals) and nine who participated in special education.

6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

This program was successful because of the involvement of the teachers, parents, and the community! Teachers served as leaders for the after school activities, tutoring, family nights, and summer camp. The parents permitted their children to stay after school for tutoring and activities, brought their families to the family nights and accompanied their children on the family field trips. There are several examples of the communities participation. The Rockingham County Recreation Department's after school program allotted extra time for the families to pick up students after programs. The Rockingham County School's transportation department created a second bus run to transport children home after tutoring and after school activities. The food services department provided breakfast and lunch for the children who attended summer camp. The school partnered with student groups from James Madison University who assisted with family nights and other school programs. Other groups such as the Broadway High School 4H Club supplied meals for the family nights.

7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

An initial barrier of the program the grant coordinator was not hired until late



October and the planning and implementation of some the activities were the responsibility of a teacher.

8. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***, as well as on ***two additional metrics*** (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on ***student achievement*** based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

The instruments used included the PALS assessment, SOL assessments, extended learning participation, and overall school attendance.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: Student Achievement</b>				
<b>Instrument: PALS Assessment</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Economically Disadvantaged</b>	<b>Reporting Group: Special Education</b>	<b>Reporting Group:</b>

<b>Number of Students Assessed</b>	163	93	9	
<b>Pre-test Average Score</b>	74.1%	74.1%	44.4%	
<b>Post-test Average Score</b>	82.8%	80.6%	55.5%	
<b>Net Change</b>	8.7%	6.5%	11.1%	

Enter an explanation of the data here.

The data shown above was calculated from the PALS assessment that conducted at the beginning of the 2016-2017 school year and the conclusion. There was an increase in scores for each of the reporting groups.

**b. Additional Metric #1**

School Attendance

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

Overall school attendance increased 1% from the 2015/2016 school year to the 2016/2017 school year.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian

students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: Student Achievement</b>				
<b>Instrument: SOL Assessments</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Economically Disadvantaged</b>	<b>Reporting Group: Special Education</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	78/77	44/48	13/8	
<b>Pre-test Average Score</b>	76.92%	63.63%	46.15%	
<b>Post-test Average Score</b>	68.83%	64.58%	50%	
<b>Net Change</b>	-8.09%	.95%	3.85%	

Enter an explanation of the data here.

The number of students assessed above includes two numbers. The first number is reflects the students who took the SOL assessment during the 2015/2016 school year while the second number refers to the those who completed the test during the 2016/2017 school year. One explanation of the decrease in scores could be attributed to the format of the test during the 2016/2017 year. It was the first year of the test being a computer adaptive test and was very different from previous years and from what the students were accustomed to.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your

application.

An additional metric used was student behavior. The instrument used to assess the impact is the number of infractions that occurred. Student behavior infractions were reduced by 31.2% during the 2016-2017 school year.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: Extended Learning Activities</b>				
<b>Instrument: Activity Attendance</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: Economically Disadvantaged</b>	<b>Reporting Group: Special Education</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>	169/175	91/93	13/8	
<b>Pre-test Average Score</b>	81.6%	76.9%	84.6%	
<b>Post-test Average Score</b>	100%	100%	100%	
<b>Net Change</b>	18.4%	23.1%	15.4%	

Enter an explanation of the data here.

The number of students assessed has two numbers. The first represents students from the 2015-2016 school year and the second is for the 2016-2017 school year. The data shows how many students participated in an activity outside of the

traditional school hours.

9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

FRES continues to promote the program and show the positive results to the community and the school division. With continued positive results, we believe the community and school division will increase support of the program.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>				
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>				
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>				
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>	
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>	
Matt Krantz	Grant Coordinator	\$31,033.80	\$7,758.45	
<b>Total</b>		\$52,363.00	\$13,090.75	
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>
Matt Krantz			\$4,292.56	\$1,073.14
<b>Total Employee Benefits 2000</b>			\$7,807.34	\$1,951.83
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>	
			<b>State</b>	<b>Local</b>

<b>Total Purchased Contractual Services</b>	\$10,616.80	\$2,654.20
<b>4000 Internal Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>	\$0	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	\$9,707.14	\$2,426.79
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
<b>Total Materials and Supplies</b>	\$27,366.94	\$6,841.74
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$108,290.48	\$27,072.62

	<u>1000-Employ.</u>	<u>2000-Empl Benef</u>	<u>3000-Cont. Serv.</u>	<u>5000-Other Serv.</u>	<u>6000-Materials</u>
FRES 2017					
**Dominos, Rene					-513.77
**Rhodes & Walmart					
Blue Ridge Tours			-2450.00		
OTC FRES201741G					-146.79
GVPF FRES201744G					-406.02
Dr W 2017112					-971.50
Subway 2017					-642.68
ScI Spc FRES201747G					-53.98
Walmart FRES201748G					-60.86
Walmart FRES201749G					-53.16
ScI Spc FRES201750G					-45.72
FRES 201755G PSPJMU					-350.00
Walmart FRES201756G					-12.81
Walmart FRES201757G					-126.44
Matt Krantz / October	-220.50	-12.92			
Matt Krantz/ Insurance		-536.57			
Susan Fox / October	-25.00	-1.91			
Rene Rhodes / October	-50.00	-3.83			
Bobby Mongold / Oct	-75.00	-5.74			
Marilee Billhimer / Oct	-50.00	-3.83			
Amanda Knight / Oct	-200.00	-15.30			
Jeanette Hess / Oct	-225.00	-17.21			
J Hess Planning / Oct	-17.00	-1.30			
Lindsay Wilhelm / Oct	-25.00	-1.91			
L Wilhelm Planning/Oct	-17.00	-1.30			
Anita Ritchie / October	-225.00	-17.21			



A Ritchie Planning/Oct	-17.00	-1.30			
Donna Mathias / Oct	-100.00	-7.65			
D Mathias Planning/Oct	-17.00	-1.30			
Cary Schulte / October	-25.00	-1.91			
C Schulte Planning/Oct	-17.00	-1.30			
Kathy Fitzwater/Oct	-45.00	-3.44			
Pam Mills / October	-42.50	-3.25			
Andrea Spencer/Oct	-45.00	-3.44			
Tina Shoemaker/Oct	-52.50	-4.02			
Eric Ryan / October	-10.00	-0.77			
GVBF FRES201764G					-299.59
Walmart FRES201761G					-23.12
Walmart FRES201762G					-19.46
JFHMSFFA FRES201763G					-350.00
FRES RR FRES201765G					-55.23
November Mileage				-626.25	
Lego Edu 20171379-00					-1826.63
Rich Bus 20171389-00			-2780.00		
Rich Bus 20171390-00			-2980.00		
ExpMore FRES201775G					-175.00
PIUp FRES201776G					-294.00
Walmart FRES201774G					-25.52
Expl Lrng FRES201772G					-378.00
Dominos FRES201771G					-193.22
Matt Krantz / Nov	-3748.50	-282.80			
Matt Krantz/ Insurance		-536.57			
Cary Schulte / Nov	-75.00	-5.74			
Martha Yankey / Nov	-25.00	-1.91			
Lindsay Wilhelm / Nov	-75.00	-5.74			

Charity Short / Nov	-67.00	-5.12		
Amy Flick / Nov	-50.00	-3.83		
Marilee Billhimer / Nov	-50.00	-3.83		
Anita Ritchie / Nov	-25.00	-1.91		
Susan Fox / Nov	-25.00	-1.91		
Rene Rhodes / Nov	-25.00	-1.91		
Jeanette Hess / Nov	-75.00	-5.74		
Donna Mathias / Nov	-50.00	-3.83		
Karla Dick / Nov	-50.00	-3.83		
Bobby Mongold / Nov	-50.00	-3.83		
Sarah Barger / Nov	-25.00	-1.91		
Tina Shoemaker / Nov	-65.00	-4.97		
Pam Mills / Nov	-57.50	-4.40		
Kathy Fitzwater / Nov	-57.50	-4.40		
Andrea Spencer / Nov	-52.50	-4.01		
December Mileage				-667.50
Kathy Fitzwater / Dec	-55.00	-4.21		
Andrea Spencer / Dec	-52.50	-4.02		
Pam Mills / Dec	-45.00	-3.44		
Tina Shoemaker / Dec	-110.00	-8.41		
Eric Ryan / Dec	-50.00	-3.83		
Matt Krantz / Dec	-3244.50	-244.25		
Matt Krantz / Dec-Insur.		-536.57		
Rene Rhodes / Dec	-50.00	-3.83		
Susan Fox / Dec	-150.00	-11.48		
Amy Flick / Dec	-25.00	-1.91		
Jeanette Hess / Dec	-25.00	-1.91		
Bobby Mongold / Dec	-50.00	-3.83		
Anita Ritchie / Dec	-25.00	-1.91		

Amanda Knight / Dec	-150.00	-11.48			
Cary Schulte / Dec	-50.00	-3.83			
Donna Mathias / Dec	-50.00	-3.83			
Lindsay Wilhelm / Dec	-50.00	-3.83			
Karla Dick / Dec	-25.00	-1.91			
Martha Yankey / Dec	-25.00	-1.91			
Susan Fox / Dec	-25.00	-1.91			
Charity Short / Dec	-25.00	-1.91			
Brian Lux / Dec	-25.00	-1.91			
Marilee Billhimer / Dec	-25.00	-1.91			
S&S Wrld FRES201766G					-312.09
Walmart FRES201769G					-71.50
Walmart FRES201768G					-46.60
Walmart FRES201778G					-105.18
Walmart FRES201781G					-14.90
Imagine Learn 20171518				-1250.00	
Walmart FRES2017102G					-41.98
Walmart FRES2017105G					-99.96
Walmart FRES2017103G					-27.17
M Krantz FRES2017104G					-278.00
Walmart FRES2017107G					-42.72
D Emrich FRES2017108G					-350.00
January Mileage				-600.00	

GVBF FRES2017114G					-299.91
Walmart FRES2017115G					-78.12
Matt Krantz / Jan	-4189.50	-316.54			
Tina Shoemaker / Jan	-97.50	-7.46			
Pam Mills / Jan	-50.00	-3.83			
Kathy Fitzwater / Jan	-47.50	-3.64			
Andrea Spencer / Jan	-50.00	-3.83			
Courtney Spiers / Jan	-25.00	-1.91			
Bobby Mongold / Jan	-50.00	-3.83			
Cary Schulte / Jan	-50.00	-3.83			
Linda King / Jan	-50.00	-3.83			
Amy Flick / Jan	-25.00	-1.91			
Charity Short / Jan	-25.00	-1.91			
Susan Fox / Jan	-25.00	-1.91			
Donna Mathias / Jan	-50.00	-3.83			
Anita Ritchie / Jan	-50.00	-3.83			
Rene Rhodes / Jan	-50.00	-3.83			
Jeanette Hess / Jan	-50.00	-3.83			
Karla Dick / Jan	-50.00	-3.83			
Lindasay Wilhelm / Jan	-50.00	-3.83			
Marilee Billhimer / Jan	-25.00	-1.91			
Pam Mills / Feb	-60.00	-4.59			
Tina Shoemaker / Feb	-115.00	-8.80			
Kathy Fitzwater / Feb	-45.00	-3.44			
Andrea Spencer / Feb	-50.00	-3.83			
Matt Krantz / Feb	-4473.00	-338.23			
Anita Ritchie / Feb	-50.00	-3.83			
Charity Short / Feb	-25.00	-1.91			

Amy Flick / Feb	-25.00	-1.91			
Rene Rhodes / Feb	-75.00	-5.74			
Susan Fox / Feb	-50.00	-3.83			
Donna Mathias / Feb	-100.00	-7.65			
Courtney Spiers / Feb	-25.00	-1.91			
Amanda Knight / Feb	-300.00	-22.95			
Karla Dick / Feb	-50.00	-3.83			
Lindsay Wilhelm / Feb	-50.00	-3.83			
Marilee Billhimer / Feb	-50.00	-3.83			
Linda King / Feb	-100.00	-7.65			
Cary Schulte / Feb	-50.00	-3.83			
Jeanette Hess / Feb	-50.00	-3.83			
Matt Krantz-Insur. / Jan		-536.57			
Matt Krantz-Insur. / Feb		-536.57			
Feb Mileage				-673.75	
Walmart FRES2017116G					-27.62
D Emrich FRES2017117G					-350.00
B Lawson FRES2017118G					-375.00
Sci Musm 20171840					-1326.00
Quicks Bus MD 20172021			-3374.00		
Quicks Bus MD20172027			-1687.00		
Succ Innv Conf 20171640				-1800.00	
Matt PCFORM2595				-1017.13	

Amanda PCFORM2596				-25.59	
Jennifer PCFORM2597				-28.71	
Walmart FRES2017120G					-256.52
GVBF FRES2017121G					-156.39
Highlights 20172031					-592.28
Boys Life FRES2017122G					-165.00
Sport II Kd FRES2017123G					-259.35
Natl G Kd FRES2017124G					-450.00
Ranger Rk FRES2017125G					-120.00
Rngr Rk Jr FRES2017126G					-80.00
Jack & Jill FRES2017127G					-269.64
M Krantz 20172110					-6304.20
M Krantz 20172111					-674.10
Subway 20172108					-1443.75
Walmart FRES2017128G					-31.84
Walmart FRES2017129G					-6.84
Transp March Mileage				-651.25	
Cary Schulte / March	-50.00		-3.83		
Matt Krantz / March	-4693.50		-355.10		

Matt Krantz-Insur. / Mar.		-536.57			
Marilee Billhimer / March	-75.00	-5.74			
Amy Flick / March	-25.00	-1.91			
Charity Short / March	-25.00	-1.91			
Amanda Knight / March	-50.00	-3.83			
Courtney Spiers / March	-25.00	-1.91			
Linda King / March	-50.00	-3.83			
Susan Fox / March	-75.00	-5.74			
Rene Rhodes / March	-50.00	-3.83			
Karla Dick / March	-75.00	-5.74			
Anita Ritchie / March	-75.00	-5.74			
Jeanette Hess / March	-50.00	-3.83			
Donna Mathias / March	-75.00	-5.74			
Lindsay Wilhelm / March	-25.00	-1.91			
Pam Mills / March	-62.50	-4.78			
Kathy Fitzwater / March	-55.00	-4.21			
Andrea Spencer / March	-50.00	-3.83			
Wes Bare / March	-10.00	-0.77			
Tina Shoemaker / March	-65.00	-4.97			
Kathy Fitzwater March sub	-150.00	-11.47			
Mary Kile March sub	-75.00	-5.74			
Walmart FRES2017130G					-133.52
M Krantz 20172189					-1282.00

Kramer Dome 20172190					-1275.00
Schl Spec FRES2017131G					-495.43
Transp April Mileage				-1158.75	
Scholastic FRES2017132G					-40.00
Walmart FRES2017133G					-45.05
Andrea Spencer/April	-57.50	-4.40			
Pam Mills / April	-152.50	-11.66			
Kathy Fitzwater/April	-60.00	-4.59			
Wes Bare / April	-30.00	-2.30			
Tina Shoemaker / April	-125.00	-9.56			
Matt Krantz / April	-3575.25	-269.55			
Matt Krantz-Insur./April		-536.57			
Amy Flick / April	-25.00	-1.91			
Rene Rhodes / April	-50.00	-3.83			
Marilee Billhimer / April	-75.00	-5.74			
Anita Ritchie / April	-400.00	-30.60			
Courtney Spiers / April	-25.00	-1.91			
Cary Schulte / April	-50.00	-3.83			
Karla Dick / April	-350.00	-26.78			
Susan Fox / April	-325.00	-24.86			
Charity Short / April	-325.00	-24.86			
Amanda Knight / April	-500.00	-38.25			
Jeanette Hess / April	-350.00	-26.78			
Lindsay Wilhelm / April	-350.00	-26.78			
Linda King / April	-75.00	-5.74			
Donna Mathias / April	-75.00	-5.74			



Walmart FRES2017135G					-23.65
Walmart FRES2017134G					-32.92
Transp May Mileage				-493.75	
Walmart FRES2017136G					-22.99
GVBF FRES2017137G					-263.70
Dominos FRES2017138G					-73.16
Matt Krantz/May	-4756.50	-359.92			
Matt Krantz-Insur. / May		-536.57			
Rene Rhodes / May	-25.00	-1.91			
Bobby Mongold / May	-50.00	-3.83			
Linda King / May	-25.00	-1.91			
Charity Short / May	-25.00	-1.91			
Susan Fox / May	-25.00	-1.91			
Anita Ritchie / May	-50.00	-3.83			
Jeanette Hess / May	-50.00	-3.83			
Courtney Spiers / May	-25.00	-1.91			
Lindsay Wilhelm / May	-50.00	-3.83			
Cary Schulte / May	-25.00	-1.91			
Karla Dick / May	-25.00	-1.91			
Amanda Knight / May	-25.00	-1.91			
Marilee Billhimer / May	-50.00	-3.83			
Donna Mathias / May	-75.00	-5.74			
Tina Shoemaker / May	-40.00	-3.06			
Stacy Wilkins / May	-15.00	-1.15			

Kathy Fitzwater / May	-35.00	-2.68			
Andrea Spencer / May	-40.00	-3.06			
Pam Mills / May	-50.00	-3.83			
Eric Ryan / May	-15.00	-1.15			
Wes Bare / May	-7.50	-0.57			
Matt KrantzFRES2017139G					-109.92
Matt Krantz / June	-4284.00	-323.77			
Matt Krantz-Insur. / June		-536.57			
Amanda Knight / Read Pty	-37.50	-2.87			
Donna Mathias/Read Pty	-75.00	-5.74			
Anita Ritchie/Read Pty	-75.00	-5.74			
Charity Short/Read Pty	-75.00	-5.74			
Rene Rhodes/Read Pty	-75.00	-5.74			
601140 Amber Mallow	-28.50	-2.18			
601140 Lynise Fansler	-28.50	-2.18			
Walmart FRES201803G					-35.24
Walmart FRES201819G					-107.76
SS FRES201801G					-151.16
S&S WW FRES201802G					-273.53
Suntex FRES201804G					-73.85
KEVA FRES201813G					-275.00
GVPF FRES201824G					-409.16
Matt FCM FRES201825G					-102.00
EMU FRES201826G					-398.40

Walmart FRES201827G					-273.29
Highland FRES201828G					-410.54
Walmart FRES201829G					-132.10
MK BHOTF FRES201830G					-210.50
MK GRND FRES201831G					-231.00
Cammie Fulk July Camp	-850.00				
Karla Dick July Camp	-637.50				
Susan Fox July Camp	-525.00				
Chris Grim July Camp	-175.00				
Donna Mathias July Camp	-875.00				
Charity Short July Camp	-1050.00				
Jeanette Hess July Camp	-350.00				
Amanda Knight July Cmp	-175.00				
Marilee Billhimer J Camp	-875.00				
Howard Wilkins J Camp	-82.50				
Mileage July H Wilkins				-90.00	
Anita Ritchie July Camp	-812.50				
Jennifer Trumbo Jly Camp	-175.00				
Lindsay Wilhelm Jly Camp	-875.00				
Ronnie Freed Jly Camp	-330.00				

FRES Cafe FRES201832G	-495.00				
Debi Emrich July Camp	-731.50				
Mileage July P Mills				-641.25	
Mileage July FT PM				-201.25	
Pam Mills July Camp	-550.00				
Pam Mills July Camp FT	-95.00				
Schl Spc Munis 20180499					-4353.76
Laura Lipinski Aug Camp	-175.00				
Tina Shoemaker Jly Camp	-577.50				
Tina Shmkr Jly Camp FT	-167.50				
Mileage July Tina S				-55.00	
Mileage July Camp TS FT				-775.00	
Mileage July Camp HW				-263.75	
Matt Krantz July Camp	-4347.00				
Eric Ryan July Camp	-318.25				
Matt Krantz July Camp		-328.59			
		-536.57			
Eric Ryan July Camp		-24.35			
Mileage July Camp LL RF				-867.50	
Cammie Fulk July Camp		-65.03			
Karla Dick July Camp		-48.77			
Susan Fox July Camp		-40.16			
Chris Grim July Camp		-13.39			

Donna Mathias July Camp		-66.94			
Charity Short July Camp		-80.33			
Jeanette Hess July Camp		-26.78			
Amanda Knight July Cmp		-13.39			
Marilee Billhimer J Camp		-66.94			
Howard Wilkins J Camp		-6.32			
Anita Ritchie July Camp		-62.16			
Jennifer Trumbo Jly Camp		-13.39			
Lindsay Wilhelm Jly Camp		-66.94			
Ronnie Freed Jly Camp		-25.25			
Debi Emrich July Camp		-55.96			
Pam Mills July Camp		-42.08			
Pam Mills July Camp FT		-7.27			
Walmart FRES21833G					-77.14
Tina Shoemaker Jly Camp		-44.18			
Tina Shmkr Jly Camp FT		-12.81			
Debi Emrich Aug Camp	-266.00				
Danielle Mongold Aug Cp	-175.00				
Kim Long August Camp	-350.00				
MK LryCav 20180531					-580.50
Jen Trumbo Aug Camp	-637.50				

Jeanette Hess Aug Camp	-700.00				
Lora Lohr July Camp	-275.00				
Lora Lohr Aug Camp	-82.50				
Charity Short Aug Camp	-700.00				
Pam Mills Aug Camp	-192.50				
Pam Mills Aug Camp FT	-57.50				
Mileage Aug Camp PM				-176.25	
Mileage Aug Camp PM FT				-71.25	
Eric Ryan Aug Camp	-204.25				
Matt Krantz Aug Camp	-1260.00				
Lindsay Wilhelm AugCmp	-700.00				
Ronnie Freed Aug Camp	-110.00				
Tina Shoemaker Aug Cmp	-192.50				
T Shoemaker Aug Cmp FT	-50.00				
Mileage Aug Camp LL					-308.75
Mileage Aug Camp TS					-327.50
Debi Emrich Aug Camp		-20.35			
Danielle Mongold Aug Cp		-13.39			
Kim Long August Camp		-26.78			
Charity Short Aug Camp		-53.55			
Jen Trumbo Aug Camp		-48.77			
Jeanette Hess Aug Camp		-53.55			

Lora Lohr July Camp		-21.03			
Lora Lohr Aug Camp		-6.31			
Pam Mills Aug Camp		-14.73			
Pam Mills Aug Camp FT		-4.40			
Eric Ryan Aug Camp		-15.62			
Matt Krantz Aug Camp		-96.39			
Lindsay Wilhelm AugCmp		-53.55			
Ronnie Freed Aug Camp		-8.41			
Tina Shoemaker Aug Cmp		-14.72			
T Shoemaker Aug Cmp FT		-3.83			
Laura Lipinski Aug Camp		-13.39			
	-65453.75	-10295.74	-13271.00	-12133.93	-34208.68
	-135363.10				

## Virginia Department of Education

### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds). FY2017 funds utilized

The final report must include the following:

1. The names and addresses of the school division and participating schools and grant coordinator contact information.

Rockingham County Public Schools  
Mountain View Elementary School  
Karen Thomsen  
2800 Rawley Pike, Harrisonburg, VA 22801  
540-438-1965  
[kthomsen@rockingham.k12.va.us](mailto:kthomsen@rockingham.k12.va.us)



## 2. Grant Coordinator contact information

Cheryl Logan, Grant Coordinator, Mountain View Elementary School, 2800 Rawley Pike, Harrisonburg, VA 22801 540-438-1965, [chelmuthlogan@rockingham.k12.va.us](mailto:chelmuthlogan@rockingham.k12.va.us)

Karen Thomsen, Principal at Mountain View Elementary School, 2800 Rawley Pike, Harrisonburg, VA 22801, 540-438-1965, [kthomsen@rockingham.k12.va.us](mailto:kthomsen@rockingham.k12.va.us)

### 2. Type of program (Extended School Year or Year Round School)

Extended Year August 2016-July 2017.

### 3. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc)

The goal of the grant was to create a learning environment in which targeted students would experience academic and social success. Participating students would experience situations in which they would need to maintain motivation, overcome obstacles, and demonstrate perseverance. These experiences would take place in both academic and social settings. The academic settings were after school tutoring sessions and the social settings were after school club sessions. A parent component was also implemented to build trust and support between home and school. The parent component included creating a multilingual library where students could check out books and read with a parent in the home language. Family engagement trips were also planned to local venues to highlight community resources. The goal was to see students moving toward academic grade level benchmarks.

Strategies included Monday and Wednesday after school tutoring experiences for students in grade 1-5 and also Thursday Club offerings for students in grade 3-5. Saturday family engagement trips were planned during the grant period. A thirteen day summer school program was offered in addition to the regular summer school program. This additional summer school program offered academic support and social development through project based learning opportunities. A computerized reading program (Imagine Learning) was purchased for use by students who were being served as English Language Learners and targeted for the grant program.

4. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.

During the regular school year, we invited first graders to participate in a “Book Buddies” group that consisted of twenty-two different students that ran sixteen sessions. Each session was an hour. The focus was on improving reading comprehension. Each student was paired with a mentor from Bridgewater College.

We invited second to fifth graders to participate in an after-school academic improvement group that ran for ten weeks. We had a total of fifty-six students that participated on Mondays and fifty-nine on Wednesdays. In addition to the Monday and Wednesday groups, we ran a special interest group on Thursdays for ten weeks. We had a total of fifty-eight students participate in either the garden club, girl’s fitness or coding club until spring break. After spring break, we continued with thirty girls in the girl’s fitness club that ran for an additional seven weeks. In addition, we partnered with the Massanutten Regional Library’s Foreign Language Immersion Program (F.L.I.P) to pilot a dual language immersion program. Ten students participated in a one-hour session of a bilingual cooking class. The focus was on building cultural appreciation and awareness.

Students and their families were invited to participate in three field trips. We had twenty students and twenty families attend the field trip to the Grand Caverns. We had six students and six families attend the field trip to the Massanutten Regional Library. Finally, we had fifteen students and fifteen families participate in the field trip to the Green Valley Book Fair. Below is a chart that contains a break down of the data provided above.

<b><u>Days:</u></b>	<b><u>No. of Students Participating:</u></b>	<b><u>No. of Sessions</u></b>	<b><u>Hours Per Session:</u></b>	<b><u>Total Hours:</u></b>
Students participating in Monday sessions- January 23-April 3	56	10	1	560
Students participating in Wednesday sessions- January 23-April 5	59	11	1	649
Students participating in Thursday sessions- January 26-April 6	58	10	1	580
Thursday Sessions after Spring break- April 20-May 25	30	7	1	210
Field Trips:	20 students/20 families	Grand Caverns	3	60
	6 students/6 families	MRL	3	18
	15 students/15 families	GVBF	3	45
Book Buddies Club	22	16 (4 students did	1	16

		32 sessions)		
--	--	--------------	--	--

Beginning on June 12, we ran our summer Eagle Academy. That program ended on July 7. Students who were below grade level in reading and math comprehension were invited to participate in this academy. We had a total of forty-nine students that participated in this academy. Teachers from MVES were assigned to each grade and we had a community volunteer that participated in the program. Teachers were able to focus on project based learning and tied in field trips to reinforce classroom instruction. First graders participated in a field trip to Green Valley Book Fair and a trip to Wal-Mart. Third graders participated in a ropes program at JMU focusing on soft skills such as team building, conflict resolution, problem solving and building confidence. They also took a trip to the Harrisonburg Farmer’s market to identify healthy food choices and tabulate costs to purchase the food. Below is a breakdown of the data for this program.

<b><u>Summer Academy June 12- July 7</u></b>	<b><u>No. of Students Participating:</u></b>	<b><u>No. of Sessions</u></b>	<b><u>Hours Per Session:</u></b>	<b><u>Total Hours:</u></b>
Rising 1st Grade	10	13	4	52
Rising 2nd Grade	8	13	4	52
Rising 3rd Grade	14	13	4	52
Rising 4th Grade	9	13	4	52

Rising 5th Grade	8	13	4	52
<b>Total:</b>	<b>49</b>			
<b><u>Field Trips</u></b>	<b><u>Grade(s)</u></b>	<b><u>No. of Students</u></b>		
JMU	4th/5th	17		
GVBF	1st/3rd	24		
Farmer's Market	3rd/4th/5th	31		
Wal-Mart	1st	10		

5. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.

As many of our families at MVES are not financially able to enjoy local activities either due to the admission costs or lack of transportation, field trips were taken to Grand Caverns, Green Valley Book Fair, Massanutten Regional Library, JMU Ropes Challenge program, and the Harrisonburg Farmer's Market. All family members were invited to participate and we had the opportunity to build relationships with them outside of an academic setting. These

types of events allow school personnel to interact with parents and build goodwill that increases parental participation and support in their child's educational plan.

We participated in two field trips to the Green Valley Book Fair (GVBF). Students enjoyed story time, were allowed to select books to purchase (many of whom noted that this was the first book that they had ever purchased) and the teachers received bags of learning materials from the GVBF.

Our visit to the Massanutten Regional Library included a tour and overview of resources available to parents and students. We participated in a STEAM session where students built catapults and had access to painting/drawing materials to decorate their catapults and make other projects. Our visit concluded with a visit to the local Shirley's Popcorn store where the students received lots of free samples of popcorn.

Our fourth and fifth graders enjoyed a team building exercise at James Madison University's Challenge Ropes program during the summer academy. This exercise helped to build confidence, self-esteem, and other soft skills such as problem solving, communication, conflict resolution and collaboration.

Our third, fourth and fifth graders visited the Harrisonburg Farmer's Market to coincide with their math unit and healthy living curriculum. Students got to calculate costs and select from a variety of healthy food to have for snack time.

Parents and students were also invited to shop at our school Book Fair to build up a home library.

6. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.

Recruitment of volunteers for the after-school program focused on James Madison University, Eastern Mennonite University, and high school students in Rockingham County Public Schools. All of the volunteers that participated were from JMU, along with teachers at MVES. We were disappointed in the low number of volunteers and could have used many more teachers in order to provide a smaller one-one ratio for instruction. We ran a garden club and had a volunteer from 4-H who co-led, along with Principal Thomsen and another MVES teacher.

Teachers benefited from professional development activities at the school level including how best to implement vocabulary instruction and also how best to engage students in active learning. Two professional texts were purchased for teachers to engage in this professional development; *Bringing Words To Life* by Beck, Mckeown, and Kucan and *Teach Like a Pirate*, by Dave Burgess. Teachers participated in 4 professional development sessions regarding vocabulary instruction. One more 2 hour session on vocabulary instruction is planned for this fall in partnership with a professor from James Madison University. Teachers will then share monthly at faculty meetings the work they are doing with vocabulary. Three teachers also attended the Virginia State Reading Conference to increase their instructional skills. The book, *Teach Like a Pirate*, is being given to teachers before the start of the school year to give them specific strategies for engaging all students in their own learning.

In February all classroom teachers attended the state math conference to increase their knowledge of best practice in math instruction. Wednesday afterschool tutoring provided instruction in math. Math SOL scores in grades 3-5 showed significant gains in 2017 compared with 2016.

7. Data on the impact of the program. You are required to report on the metric, *Student Achievement*, as well as on *two additional metrics* (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program's impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

All students at Mountain View are assessed with the PALS in the fall, midyear, and spring. Moving students toward grade level benchmarks in reading was a top priority of the grant.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.



**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Student Achievement**

**Instrument: PALS**

<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: 1st Grade Book Buddies</b>	<b>Reporting Group: Grade 2 &amp; 3</b>	<b>Reporting Group: Grade 4 &amp; 5</b>
<b>Number of Students Assessed</b>	45	22	17	24
<b>Pre-test Average Score</b>	1.16 years below grade level	1 year below grade level	1.5 years below grade level	1 year below grade level
<b>Post-test Average Score</b>	.40 below grade level	.18 years below grade level	.64 years below grade level	.39 years below grade level
<b>Net Change</b>	.76 growth	.80 growth	.86 growth	.61 growth

Enter an explanation of the data here.

Students were assessed with the PALS in the fall and again in the spring. Gains were noted for almost all students. all but two of the 5th grade students attending were students with IEP's for specific learning disabilities in reading. Gains for these students were minimal. The greatest growth came with our 1st grade students participating in the

Book Buddies program as well as our 2nd and 3rd grade students.

**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

Thursday clubs were well attended and received positive feedback from both student participants and parents. During clubs the 5’C’s were emphasized. The Girls Fitness Club participants made the greatest gains in terms of personal confidence and positive feelings of self-worth as reported anecdotally by teachers. We believe these social and emotional gains translate to improved attitude toward school and increase in academic achievement.

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

**CURRENT YEAR PRE-POST DATA for REQUIRED Metric**

**Metric: Growth in Reading**

**Instrument: SOL 4th and 5th grade**

Reporting Area	All Students	Reporting Group: Gap Group One 4th grade Reading	Reporting Group: Gap Group One 5th grade	Reporting Group:
Number of Students Assessed	20	9	11	
Pre-test Average Score		0% passed 2016 reading SOL	36% passed the 2016 reading SOL	
Post-test Average Score		44% passed 2017 reading SOL	36% passed the 2017 reading SOL	
Net Change		44%	0	

Enter an explanation of the data here.

The greatest gains were seen with our 4th grade students. Four of the nine students measured have an IEP for a specific learning disability in reading. In 5th grade there was no measurable difference between the spring of 2016 and 2017 in pass rate on the reading SOL. However, these students did make measurable gains in reading level as measured by the PALS. Four of the eleven fifth grade students that attended the tutoring sessions did not have

spring 2016 SOL data available.

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program's impact based upon the goals and objectives you identified in your application.

Parent participation in the Saturday family events was not as high as we would have liked for it to have been. Different variables affect different families on the weekends. We carried out the planned trips regardless of the number of parents. Transportation and entrance fees (where applicable) were provided to eliminate this being a possible barrier to participation. Relationships were developed which did aid in a commitment to the tutoring aspect of the program. We also believe that building home school relationships helps promote a positive attitude toward school by both parent and student. Students who attended the afterschool tutoring sessions for academics did stick with the program. We do believe that was in part a result of the relationships we had begun to build with parents.

Please complete the table below and provide an explanation of the data including any changes noted based upon the goals and objectives identified in your application.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: Growth in Math</b>				
<b>Instrument: Math SOL</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group: 4th grade Gap Group One</b>	<b>Reporting Group: 5th grade Gap Group One</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>				
<b>Pre-test Average Score</b>		2016 54% pass	2016 64% pass	
<b>Post-test Average Score</b>		2017 83% pass	2017 75 % pass	
<b>Net Change</b>		29% increas	11% increase	

Enter an explanation of the data here.

Additional supports such as those implemented through this grant indicate that Mountain View Elementary School

is raising the achievement rates of our most vulnerable students. Following the same cohort of students from 4th to 5th grade and from 3rd grade to 4th grade indicate strong gains.

7. Description of efforts to sustain the extended year project model and whether the model will be offered in additional grades, programs, or schools.

The program model for after school enrichment clubs is going to be extended to other schools in our district. These clubs were very popular with students and teachers alike. Improvements need to be made in how we offer afterschool academic help. Our Grant Coordinator was not able to secure the volunteers and teachers we needed to meet the demand of the students wanting to participate. Instead of turning students away from the program the tutoring classes were too large to truly meet the needs of the students.

The extended year summer school session was a big hit with our students. They enjoyed the project based learning focus and the field trips they were able to go on that supported their learning. Next year we plan to lengthen the day so that field trips that are farther from our school may be taken. There were some excellent ideas for field trips to enhance student learning but the distance prohibited us from going and making it back in time for the buses to take students home.

## Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>				
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>				
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>				
<b>1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.</b>			<b>Source of Funds</b>	
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>	
Cheryl Helmuth-Logan	Project Coordinator	13554.34	3388.00	
Elizabeth Gallon	Teacher	589.35	147.00	
Lisa Roeschley	Teacher	287.57	72.00	
Olivia Behm	Teacher	774.85	194.00	
Vickie Blankenship	Teacher	452.17	113.00	
Melissa Bowers	Teacher	21.91	5.00	
Hayley McGhee	Teacher	516.91	129.00	
Lisa Robertson	Teacher	1351.08	338.00	
Mary Shifflett	Teacher	1351.08	338.00	
Nicole Smock	Teacher	710.11	178.00	
Morgan Whetzel	Teacher	1615.57	404.00	
Kathleen Tucker	Teacher	452.17	113.00	
Teresa Cooper	Teacher	774.85	194.00	
Lauren Bunch	Teacher	430.25	108.00	
Morgan McIlwee	Teacher	1324.70	331.00	
Shannon Randall	Teacher	560.80	140.00	
Yolanda Rice	Teacher	1221.60	306.00	
Lauren Shifflett	Teacher	1221.60	306.00	

Hailey Shull	Teacher	661.80	165.00
Jordan White	Teacher	963.60	241.00
Kathy Coffey	Teacher	85.65	22.00
Jonathon Trice	Teacher	60.00	15.00
Andrew Routzahn	Teacher	60.00	15.00
Shelley Baker	Assistant	32.91	8.00
Margaret Carte	Assistant	393.16	98.00
Dawn Smith	Assistant	294.16	74.00
Kimberly Koontz	Bus Driver	519.39	130.00
Barbara Shank	Bus Driver	550.97	138.00
Linda Shultz	Bus Driver	348.99	87.00
Edith Cave	Bus Driver	41.13	10.00
Debra Cooper	Bus Driver	211.68	53.00
M K. Hilton	Bus Driver	29.68	8.00
Edith Cave	Bus Driver	36.75	9.00
<b>Total</b>		31500.78	7877.00
<b>2000 Employee Benefits - Please list the amount of employee benefits charged to the project.</b>		<b>Source of Funds</b>	
		<b>State</b>	<b>Local</b>
<b>Total Employee Benefits 2000</b>		\$0	\$0
<b>3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.</b>		<b>Source of Funds</b>	
		<b>State</b>	<b>Local</b>



<b>Total Purchased Contractual Services</b>	\$0	\$0
<b>4000 Internal Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>Local</b>
<b>Total Internal Services</b>	\$0	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
Teacher Inservice - E. Wright	200.00	50.00
IXL Learning Program	928.86	232.00
Teachers Math Conference	1408.00	352.00
Books - Barnes & Noble	718.20	180.00
Books - Language Lizard	423.70	106.00
<b>Total Other Services</b>	\$3678.76	\$920.00
<b>6000 Materials and Supplies - List all supplies, materials, and services charged to the project..</b>	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
Walmart - Snacks, Instructional supplies -	1148.06	287.00
Books - Language Lizard -	903.10	226.00
Dominos - Eagle club students -	142.68	36.00
Books from school book fair	1101.81	275.00
Food City - Snacks	17.95	4.00
Apples	24.00	6.00
Grand Caverns - Field Trip	304.50	76.00
Rocking R - potting soil - garden club	93..48	23.00

T-Shirts girls fitness	262.64	66.00
Green Valley Book Fair - Field Trip and books	134.06	33.00
Dollar Store - Kick start to Kindergarten	133.00	33.00
JMU - Field Trip	256.00	64.00
	380.65	95.00
	125.50	32.00
	5760.00	1440.00
	396.95	99.00
	12.96	3.00
<b>Total Materials and Supplies</b>	\$11197.34	\$2798.00
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$46,376.88	\$11,595.00

## APPENDIX A

Program Authorization and Reporting Requirements in the 2017 Appropriation Act Item 138 N (Regular Session, 2017)

### N. Targeted Extended School Year Payments

1. Out of this appropriation, \$7,150,000 the first year and \$7,150,000 the second year from the general fund is provided for a targeted extended school year incentive in order to improve student achievement. Annual start-up grants of up to \$300,000 per school may be awarded for a period of up to two years after the initial implementation year. The per school amount may be up to \$400,000 in the case of schools that have a Denied Accreditation status. After the third consecutive year of successful participation, an eligible school's grant amount shall be based on a shared split of the grant between the state and participating school division's local composite index. Such continuing schools shall remain eligible to receive a grant based on the 2012 JLARC Review of Year Round Schools' researched base findings.
2. Except for school divisions with schools that are in Denied Accreditation status, any other school division applying for such a grant shall be required to provide a twenty percent local match to the grant amount received from either an extended year start-up or planning grant.
3. In the case of any school division with schools that are in Denied Accreditation status that apply for funds, the school division shall also consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to submission to the local board for approval.
4. Out of this appropriation, \$613,312 the first year and \$613,312 the second year from the general fund is provided for planning grants of no more than \$50,000 each for local school divisions pursuing the creation of new year-round school programs for divisions or individual schools in support of the findings from the 2012 JLARC Review of Year Round Schools. School divisions must submit applications to the Department of Education by August 1 of each year. Priority shall be given to schools based on need, relative to the state accreditation ratings or similar federal designations. Applications shall include evidence of commitment to pursue implementation in the upcoming school year. If balances exist, existing extended school year programs may be eligible to apply for remaining funds.
5. A school division that has been awarded an extended school year start-up grant, a year-round program start-up grant, or an extended year planning grant for the development of an extended year or a new year-round program may spend the awarded grant over two consecutive fiscal years.
6. a) Any such school division receiving funding from a Targeted Extended School Year grant shall provide an annual progress report to the Department of Education that evaluates end of year success of the extended year or year-round model implemented as compared to the prior school year performance as measured by an appropriate evaluation matrix no later than August 1 each year.  
b) The Department of Education shall develop such evaluation matrix that would be appropriate for a comprehensive evaluation for such models implemented. Further, the

Department of Education is directed to submit the annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success to the Chairmen of House Appropriations and Senate

## APPENDIX B

Superintendent's Memo #099-16



### COMMONWEALTH of VIRGINIA Department of Education

April 22, 2016

TO: Division Superintendents

FROM: Steven R. Staples, Superintendent of Public Instruction

**SUBJECT:** Fiscal Year 2017 Planning and Start-Up Grants for Extended School Year or Year-Round School Programs

The 2016 Appropriation Act included funding for planning grants and start-up grants to assist interested school divisions in planning to establish extended year or year-round school programs or in implementing year-round or extended year programs in support of the findings from the 2012 Joint Legislative Audit and Review Commission (JLARC) report, [Review of Year-Round Schools](#).

**Planning grant funds** total \$613,312 for divisions or individual schools pursuing the creation of new year-round or extended year school programs. School divisions may apply for planning grants of no more than \$50,000 each for the division or individual schools. The Appropriation Act requires priority to be given to schools based on need, relative to the state accreditation ratings or similar federal designations. Applications must include evidence of commitment to pursue implementation in the subsequent (2017-2018) school year. If balances exist in planning grant funds, existing extended school year programs may be eligible to apply for remaining funds or funds may be dispersed as grants to school divisions to support innovative approaches to instructional delivery or school governance models.

**Start-Up grant funds** total \$7,150,000 to implement new extended school year or year-round school programs opening in either the 2016-2017 or 2017-2018 school year. Annual start-up grants of up to \$300,000 per extended school year or year-round school may be awarded for a period of up to two years after the initial implementation year. In addition, funds awarded may be spent over two years. The annual per school amount may be up to \$400,000 in the case of schools Denied Accreditation. If funds remain after grants have been awarded, funds may be

dispersed as grants to school divisions to support innovative approaches to instructional delivery or school governance models.

***Recipients of either a planning or start-up grant, except for school divisions with schools in Denied Accreditation status, must provide a twenty percent local match to the state grant amount awarded.*** In the case of any school division with schools in Denied Accreditation status that apply for funds, the school division must consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to submission to the local board for approval. For the specific budget language regarding planning or start-up grants, see [Item 138.N](#) of the 2016 Appropriation Act.

To be considered for selection for either a planning grant or a start-up grant, applicants must submit a complete response addressing all application requirements. You will find links for the instructions and application below. Start-up grant applicants should refer to Attachments A and B, planning grant applicants should refer to Attachments C and D. Attachment E is background information on data that will be collected from all grant recipients for the duration of the grant.

All school divisions applying for either a planning grant or a start-up grant must submit a completed PDF of the relevant application by **5 p.m. on June 3, 2016**, to the Virginia Department of Education, Division of Instruction, at [instruction@doe.virginia.gov](mailto:instruction@doe.virginia.gov). Applications that are not received by the deadline may not be considered.

If you have any questions about the application process, please contact Dr. John W. “Billy” Haun at [Billy.Haun@doe.virginia.gov](mailto:Billy.Haun@doe.virginia.gov) or 804-225-2034.

SRS/JWH/oml

Attachments:

- A. [Instructions – FY 2017 Start-up Grant for an Extended Instructions.docx School Year or Year-Round School Application](#) (Word)
- B. [Application – FY 2016-2017 Start-Up Grant for Extended School Year \(Year-Round\) School Programs](#) (Word)
- C. [Instructions – FY 2016-2017 Planning Grant for the Development of New Year-Round School Programs for School Divisions or Individual Schools](#)(Word)
- D. [Application – FY 2016-2017 Planning Grant for the Development of New Year-Round School Programs for School Divisions or Individual Schools](#)(Word)
- E. [Year Round Education and Extended School Year Annual Report Evaluation Matrix](#) (Word)

## APPENDIX C

### Virginia Department of Education

#### Annual Report for a Start-Up Grant for an Extended School Year – Year Round School Program for School Divisions or Individual Schools FY 2017

This report must be submitted to Meg Foley by e-mail at [Meg.foley@doe.virginia.gov](mailto:Meg.foley@doe.virginia.gov) by **August 1, 2017**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY17 funds OR FY16 carryover funds plus FY17 new funds).

The final report must include the following:

1. The names and addresses of the school division and participating schools.
2. Grant Coordinator contact information
3. Type of program (Extended School Year or Year Round School)
4. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.)
5. Logistical description of the project: the total days of instruction, hours of instruction per day, time of program operation in relation to the school year for the school division, length of the program, dates of operation, content areas addressed, and student enrollment total by demographics and grades or programs served.
6. Description of teachers', parents', and the community's involvement in the implementation of the program as well as partnerships established in the business community and elsewhere.
7. Description of the barriers and aides to the program's implementation, including community engagement and partnerships with other organizations or school divisions, the amount of planning time, logistics for transportation and other support services, fiscal impact, and the scheduling of professional development.
8. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***, as well as on ***two additional metrics*** (Use the textboxes and tables below)

**a. Student Achievement Metric**

Please describe the instrument(s) you used to assess the program’s impact on *student achievement* based upon the goals and objectives you identified in your application. (Suggested assessment instruments include: Phonological Awareness Literacy Screening (PALS, including PAL-PreK), Developmental Reading Assessment, etc.) *Ideally, assessments should have been administered to students before and after implementation of the extended year program to assess program impact, which will be a requirement for FY18 and beyond.*

Please complete the table below and provide an explanation of the data including information on any changes in student achievement for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric: Student Achievement</b>				
<b>Instrument:</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group:</b>	<b>Reporting Group:</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>				
<b>Pre-test Average Score</b>				
<b>Post-test Average Score</b>				
<b>Net Change</b>				

Enter an explanation of the data here:



**b. Additional Metric #1**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric:</b>				
<b>Instrument:</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group:</b>	<b>Reporting Group:</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>				
<b>Pre-test Average Score</b>				
<b>Post-test Average Score</b>				
<b>Net Change</b>				

Enter an explanation of the data here:

**c. Additional Metric #2**

Please describe the additional metric and instrument(s) you used to assess the program’s impact based upon the goals and objectives you identified in your application.

Please complete the table below and provide an explanation of the data including information on any changes in student success for all students participating in the program and by student reporting groups, if applicable. Reporting groups may include the following: Students with Disabilities, English Language Learners, Economically Disadvantaged Students, Black students, Hispanic students, Asian students, and White students.

<b><u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u></b>				
<b>Metric:</b>				
<b>Instrument:</b>				
<b>Reporting Area</b>	<b>All Students</b>	<b>Reporting Group:</b>	<b>Reporting Group:</b>	<b>Reporting Group:</b>
<b>Number of Students Assessed</b>				
<b>Pre-test Average Score</b>				
<b>Post-test Average Score</b>				
<b>Net Change</b>				

Enter an explanation of the data here:

9. Description of efforts to sustain the extended year or year round school project model and whether the model will be offered in additional grades, programs, or schools.

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

<b>Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17</b>			
<b>20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)</b>			
<b>NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.</b>			
<b>1000 Personnel Services</b> - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			<b>Source of Funds</b>
<b>Names of Individuals</b>	<b>Project Role</b>	<b>State</b>	<b>Local</b>
<b>Total</b>		\$0	\$0
<b>2000 Employee Benefits</b> - Please list the amount of employee benefits charged to the project.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Employee Benefits 2000</b>		\$0	\$0
<b>3000 Purchased/Contractual Services</b> – Include wages and contract or consultant staff costs.			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>
<b>Total Purchased Contractual Services</b>		\$0	\$0
<b>4000 Internal Services</b>			<b>Source of Funds</b>
		<b>State</b>	<b>Local</b>

<b>Total Internal Services</b>	\$0	\$0
<b>5000 Other Services</b>	<b>Source of Funds</b>	
	<b>State</b>	<b>State</b>
<b>Total Other Services</b>	\$0	\$0
<b>6000 Materials and Supplies</b> - List all supplies, materials, and services charged to the project..	<b>Source of Funds</b>	
<b>Description (please provide detailed cost calculations)</b>	<b>State</b>	<b>Local</b>
<b>Total Materials and Supplies</b>	\$0	\$0
	<b>State</b>	<b>Local</b>
<b>Total Project Expenses</b>	\$0	\$0