

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 SCIENCE, TECHNOLOGY, ENGINEERING, AND
MATHEMATICS
DIVISION OF INSTRUCTION
NOVEMBER 1, 2018



COMMONWEALTH of VIRGINIA

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November 1, 2018

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

The Honorable Christopher K. Peace, Chairman
House Education Committee
P. O. Box 819
Mechanicsville, Virginia 23111

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 Peace 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, 2018 Acts of Assembly.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Mark Saunders, Coordinator of Technology and Virtual Learning, at 804-786-0307, or by email at mark.saunders@doe.virginia.gov.

Sincerely,

James F. Lane

JFL/TM/ce

Enclosure

c: The Honorable Ralph S. Northam
The Honorable Atif Qarni
Virginia Board of Education



Contents

Overview of the Grant Program.....	4
Grant Requirements	5
Reporting Requirements	6-7
Synopsis of Division Programs	8-40
Conclusion	41
School Division Annual Final Progress Reports	42-427
Appendix A – 2017 Appropriation Act Item 135 N	428-429
Appendix B – Superintendent’s Memo #143-17....	430-431
Appendix C – Annual Report Template	432-437



Overview of the Grant Program

This Executive Summary includes the activity of the Targeted Extended School Year Payments grant program for fiscal year 2018. 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 six years of dedicated appropriations for this grant, 22 different school divisions have received awards to conduct planning and/or start-up activities.

To encourage applications for the FY2018 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 FY2018 Appropriation Act. The FY2018 grant cycle produced the largest number of grant-funded start-up and planning awards. In addition to the 16 school divisions awarded either a start-up or planning award, one division received an innovation grant award.

Using the guidelines established by the 2017 Appropriation Act Item 135 N (Appendix A), the VDOE awarded start-up grants totaling \$6,973,865.88 to 77 schools in 11 school divisions—Bristol, Carroll, Charlottesville, Henrico, Loudoun, Lynchburg, Manassas Park, Newport News, Radford, Roanoke City, and Rockingham. These schools implemented programs which served 15,308 students in some capacity. Five school divisions applied for and received \$447,070.98 in planning grant funds—Chesterfield, Hampton, Henrico, Hopewell, and Petersburg. One division, Richmond City, received an innovation grant totaling \$292,375.14.



Grant Requirements

Grant opportunities were shared with all Virginia school divisions in Superintendent's Memo #143-17 (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 FY2018 were required to report their progress on a number of factors 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 factors and outcomes 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*, optionally, *two additional metrics* may be reported on. In the case of Year-Round School programs, *Chronic Absenteeism* was also a required metric.)

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 PALS-PreK) and the Developmental Reading Assessment.



b. Additional Metric #1 (optional)

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 (optional)

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: 6**
 - Highland View Elementary School
 - Joseph Van Pelt Elementary School
 - Stonewall Jackson Elementary School
 - Washington-Lee Elementary School
 - VA Middle School
 - VA High School

- **Number of Participating Students: 240**

Pre-K through fifth-grade students in Bristol Public Schools (BCPS) had the chance to participate in an additional 35 days of school through the BCPS extended school year program. The program, *Beyond 180*, convened for seven days during winter break and 28 days during summer break for a total of 35 extra days of instruction.

Two hundred students from four different elementary schools attended program activities with 118 participating over 80 percent of the time. The activities, such as project-based learning, Literature Camp, 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.

Secondary students were afforded the opportunity to participate in 11 days of additional instruction. Each extended school day was comprised of 5.5 hours. Students who participated benefitted from engaging materials and activities including robotics, STEM, Algebra I, and project-based learning within small group settings.



Assessment Instrument Used/Provider	Description
Jan Richardson's Next Steps to Guided Reading Assessment	The Jan Richardson's Next Steps to Guided Reading Assessment provides benchmarks to determine whether a student is reading on grade level or reading below grade level.

Assessment	Pretest Data	Posttest Data
Jan Richardson's Next Steps to Guided Reading Assessment	Average (Reading Below Grade Level) All Students – 1 yr. reading below grade level Economically Disadvantaged – 1 yr. 2 months reading below grade level Black – 1 yr. 6 months reading below grade Students with Disabilities – 2 yrs. reading below grade level	Average (Reading Below Grade Level) All Students – 8 months reading below grade level Economically Disadvantaged – 8 months reading below grade level Black – 9 months reading below grade level Students with Disabilities – 1 yr. 8 months reading below grade level

To determine the impact of their program, Bristol examined changes in reading and math performance for participating students. Focusing their analysis on students who participated in 80 percent or more of the program, Bristol demonstrated gains in grade-level reading among students on the *Next Steps to Guided Reading Assessment*.

Overall, participants gained four months of reading proficiency. Specifically, disadvantaged students gained six months proficiency whereas students with disabilities gained four months proficiency. Black students, who were the furthest behind, gained nine months of reading proficiency. For the ten participating students who took a Standards of Learning (SOL) assessment in math or science, Bristol noted that nine students passed.

School Division: Carroll County Public Schools

- **Number of Participating Schools:** 10
 - Fancy Gap Elementary School
 - Gladesboro Elementary School
 - Gladeville Elementary School
 - Hillsville Elementary School
 - Laurel Elementary School
 - Oakland Elementary School
 - Carroll County Middle School
 - Carroll County High School



- Regional Alternative Education Center
- St. Paul School

- **Number of Participating Students:** 3,807

Carroll Public Schools endeavored to provide students with unique learning experiences in order to develop 21st century skills and provide engaging real life opportunities. The program took place in all ten of its schools and occurred between October and June. A learning intersession occurred for six days during the regular school day, a summer camp component met for ten days in June, and a night school aspect met two days, week for a total of 96 hours.

All students in grades K-12 participated in both remediation and enrichment activities during the intersession and summer camp days. Along with the division's highly-qualified school staff, many community partners were involved in implementing the program's enrichment offerings. Further, two local colleges partnered with the division to offer learning experiences to both high school students and staff.

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. The 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.
Attendance Records to Determine Chronic Absenteeism	Chronically absent students are defined as those who are enrolled in a given school who miss 10 percent or more of the school year, regardless of reason. Students receiving homebound instruction, as defined in 8VAC20-131-5 , shall be excluded from the chronic absenteeism rate.



Assessment	Pretest Data	Posttest Data
SOL (Reading)	(Pass Rate) All Students – 80% Students with Disabilities – 45% Economically Disadvantaged – 74% Hispanic – 73%	(Pass Rate) All Students – 81% Students with Disabilities – 48% Economically Disadvantaged – 75% Hispanic – 75%
Attendance Reports— Chronic Absenteeism (18 or more days absent)	(# of students missing more than 10% of the school year) All Students – 310 Students with Disabilities – 69 At Risk – 255 English Language Learners – 6	(# of students missing more than 10% of the school year) All Students – 216 Students with Disabilities – 57 At Risk – 183 English Language Learners – 7

Carroll County selected SOL pass rates, attendance, and discipline incidents as the measures for their divisionwide extended school year program. Across the division, students maintained a passing rate on the reading SOL assessment above the state benchmark, at 81 percent of students passing. Students with disabilities and Hispanic students demonstrated growth in reading pass rates before and after program participation, with students with disabilities increasing their pass rate by three percent and Hispanic students increasing their pass rate by two percent.

The division also demonstrated a drop in chronic absenteeism. Following the 2017-2018 school year, the division had 94 less students chronically absent compared to the previous school year. At-risk students had a similar drop, with 72 less students chronically absent following program implementation. Carroll County also experienced a 26 percent drop in the number of in-school and short-term suspensions, with student with disabilities experiencing a similar 24 percent decrease from the previous year.

School Division: Charlottesville Public Schools

- **Number of Participating Schools:** 7
 - Burnley-Moran Elementary School
 - Clark Elementary School
 - Greenbrier Elementary School
 - Jackson-Via Elementary School
 - Johnson Elementary School



- Venable Elementary School
- Walker Upper Elementary School

- **Number of Participating Students:** 195

The *Extending the Bridges of Learning (EBL)* extended school year program at Charlottesville Public Schools served first- through fifth-grade students across its seven elementary schools. The program operated from September 11, 2017 until April 25, 2018 and took place after school on Mondays, Tuesdays, and Wednesdays.

The program focused on students needing additional time immersed in language arts skills, specifically in instructional reading. By participating in the program, students received the equivalent of an additional 27 instructional days.

Assessment Instrument Used/Provider	Description
Phonological Awareness Literacy Screening (PALS)/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.
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.

Assessment	Pretest Data	Posttest Data
Phonological Awareness Literacy Screening (PALS) K	(Kindergarten Entry Level Summed Score – 29 Fall Benchmark) All Students – 31 Economically Disadvantaged – 35.6 Black – 29.2 Hispanic – N/A	(Kindergarten Entry Level Summed Score – 83 Spring Benchmark) All Students – 84.2 Economically Disadvantaged – 85.6 Black – 82.5 Hispanic – N/A



Assessment	Pretest Data	Posttest Data
Phonological Awareness Literacy Screening (PALS) Plus	(First Grade Entry Level Summed Score – 41 Fall Benchmark) All Students – 44.5 Economically Disadvantaged – 43 Black – 42.9 Hispanic – 46	(First Grade Entry Level Summed Score – 35 Spring Benchmark) All Students – 41.1 Economically Disadvantaged – 41.4 Black – 39.5 Hispanic – 42
Phonological Awareness Literacy Screening (PALS) Plus	(Second Grade Entry Level Summed Score – 35 Fall Benchmark) All Students – 36.8 Economically Disadvantaged – 36.3 Black – 34.7 Hispanic – 33.9	(Second Grade Entry Level Summed Score – 54 Spring Benchmark) All Students – 57.8 Economically Disadvantaged – 57.9 Black – 56.9 Hispanic – 55.6
Phonological Awareness Literacy Screening (PALS) Plus	(Third Grade Entry Level Summed Score – 54 Fall Benchmark) All Students – 55.7 Economically Disadvantaged – 54.5 Black – 57.2 Hispanic – 56.1	(Third Grade Entry Level Summed Score – 65 Spring Benchmark) All Students – 64.4 Economically Disadvantaged – 63 Black – 64.5 Hispanic – 65.4
Phonological Awareness Literacy Screening (PALS) Plus	(Fourth Grade Entry Level Summed Score – 65 Fall Benchmark) All Students – 72.9 Economically Disadvantaged – 71.8 Black – 74.1 Hispanic – 68	(Fourth Grade Entry Level Summed Score – 77 Spring Benchmark) All Students – 83 Economically Disadvantaged – 81.4 Black – 82.9 Hispanic – 83.8



Assessment	Pretest Data	Posttest Data
Phonological Awareness	(Fifth Grade Entry Level Summed Score – 77 Fall Benchmark)	(Fifth Grade Entry Level Summed Score – 89 Spring Benchmark)
Literacy Screening (PALS) Plus	All Students – 77.3 Economically Disadvantaged – 80.8 Black – 81.6 Hispanic – 65	All Students – 86.8 Economically Disadvantaged – 89.4 Black – 91.2 Hispanic – 56

Charlottesville’s extended school year 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 through 5 demonstrated net gains in PALS Entry Level Summed Scores (ELSS) between pre-and posttests, with students in grade 2 showing the most gains (21 points), followed by grade 4 (8 points), 5 (10 points each), and grade 3 (9 points).

Students in grade 1 saw a decrease in PALS ELSS of three 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 both student groups. Students in grades 4 and 5 also improved their SOL reading scores from the previous year. Charlottesville notes that 14 participating grade 4 students who did not pass the SOL assessment in the previous year did achieve pass proficient status this year.

School Division: Henrico County Public Schools

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

- **Number of Participating Students by Program:**
 - BR- 199
 - Brookland- 85
 - Fairfield- 70
 - Wilder- 165



Henrico County Public Schools operated four programs in six schools. The Baker Elementary, Rolfe Middle, and Varina High School (BRV) Student Prep Program was offered at three schools within the same enrollment zone. Each school has high populations of students at risk for lower academic achievement.

The BRV 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 other three Henrico programs each occurred at a division middle school. Each featured extended learning opportunities during the school year, as well as the addition of six instructional weeks. Through high interest field experiences; connections between learning and the community were created.

Brookland students benefitted from 203 days of instruction that encompassed small group instruction in mathematics, reading, writing, study skills, and related field experiences. Students at Fairfield were afforded 120 additional instructional hours. Areas of concentration included English, Mathematics, and STEM (Science, Technology, Engineering, and Mathematics). The College Readiness Center at Wilder Middle School had a school year extended to 203 days through summer instruction and enrichment focused on English, mathematics, and science.

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. The 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	Pretest Data	Posttest Data
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	(Pass Rate – Brookland Middle) Program Pass Rate Benchmark 50% All Students – 40% Black – 37% Economically Disadvantaged – 44%	(Pass Rate – Brookland Middle) Program Pass Rate Benchmark 50% All Students – 35% Black – 29% Economically Disadvantaged – 35%
SOL (All Subject Areas)	(Pass Rate – Brookland Middle) All Students – 36% Black – 33% Economically Disadvantaged – 34%	(Pass Rate – Brookland Middle) All Students – 41% Black – 42% Economically Disadvantaged – 38%
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	(Pass Rate – Fairfield Middle) Program Pass Rate Benchmark 50% All Students – 50% Black – 52% Economically Disadvantaged – 46%	(Pass Rate – Fairfield Middle) Program Pass Rate Benchmark 50% All Students – 47% Black – 47% Economically Disadvantaged – 46%
SOL (All Subject Areas)	(Pass Rate – Fairfield Middle) All Students – 52% Black – 51% Economically Disadvantaged – 51%	(Pass Rate – Fairfield Middle) All Students – 52% Black – 50% Economically Disadvantaged – 51%
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	(Pass Rate – Wilder Middle) Program Pass Rate Benchmark 50% All Students – 51% Black – 51% Economically Disadvantaged – 55%	(Pass Rate – Wilder Middle) Program Pass Rate Benchmark 50% All Students – 58% Black – 56% Economically Disadvantaged – 48%
SOL (All Subject Areas)	(Pass Rate – Wilder Middle) All Students – 86% Black – 86% Economically Disadvantaged – 86%	(Pass Rate – Wilder Middle) All Students – 82% Black – 82% Economically Disadvantaged – 81%



Assessment	Pretest Data	Posttest Data
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	(Pass Rate – Baker) Program Pass Rate Benchmark 50% All Students – 63% Black – 64% Economically Disadvantaged – 65%	(Pass Rate – Baker) Program Pass Rate Benchmark 50% All Students – 60% Black – 56% Economically Disadvantaged – 50%
SOL (All Subject Areas)	(Pass Rate – Baker) All Students – 89% Black – 89% Economically Disadvantaged – 89%	(Pass Rate – Baker) All Students – 83% Black – 83% Economically Disadvantaged – 83%
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	(Pass Rate – Rolfe) Program Pass Rate Benchmark 50% All Students – 46% Black – 47% Economically Disadvantaged – 41%	(Pass Rate – Rolfe) Program Pass Rate Benchmark 50% All Students – 53% Black – 54% Economically Disadvantaged – 48%
SOL (All Subject Areas)	(Pass Rate – Rolfe) All Students – 62% Black – 62% Economically Disadvantaged – 61%	(Pass Rate – Rolfe) All Students – 71% Black – 71% Economically Disadvantaged – 71%
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	(Pass Rate – Varina) Program Pass Rate Benchmark 50% All Students – 86% Black – 89% Economically Disadvantaged – 75%	(Pass Rate – Varina) Program Pass Rate Benchmark 75% All Students – 57% Black – 75% Economically Disadvantaged – 50%
SOL (All Subject Areas)	(Pass Rate – Varina) All Students – 82% Black – 82% Economically Disadvantaged – 80%	(Pass Rate – Varina) All Students – 90% Black – 89% Economically Disadvantaged – 89%

***Brookland Middle School***

The impact of Brookland Middle School's extended school year program was measured by a nationally normed reading assessment, the SOL assessments for all subject areas, and student enrollment in at least one advanced course by eighth grade. The program did not reach its goal of 50 percent of students meeting their reading growth targets, with only 35 percent of students meeting their reading goals, a decline of five points. The program administrators evaluated the assessment data and plan to implement several actions to address the decline in student performance such as extended time in the program for students and increased access to program resources. See the individual program report for details.

Students passed a higher percentage of their SOL assessments compared to the baseline year, an increase from 36 percent in the previous year to 41 percent in the current year. Similar increases were noted among Black students and economically disadvantaged students. Program participants greatly increased their enrollment in advanced coursework from eight percent in the previous year to 52 percent in the current year.

Fairfield Middle School

Fairfield Middle School also identified a nationally normed reading assessment, the SOL assessments for all subject areas, and student enrollment in at least one advanced course by eighth grade as their outcome metrics. Fairfield fell three points shy of their goal of 50 percent of students meeting their reading targets, at 47 percent for all students. Black students and economically disadvantaged students performed at similar levels. Program administrators evaluated the assessment data and plan to implement several actions to address the decline in student performance such as starting work earlier in the program with rising 5th grade students and extending the remediation period. See the individual program report for details.

The number of SOL assessments students' passed remained relatively stable before and after implementation, with participating students in the 17-18 cohort passing 52 percent of assessments. The percent of students enrolled in advanced coursework significantly increased from 19 percent in the baseline year to 40 percent in the most recent year. There were similar gains in advanced course enrollment for Black students and economically disadvantaged students.

L. Douglas Wilder Middle School

At L. Douglas Wilder Middle School, the extended year program's impact was measured by students' performance on a nationally normed reading assessment, 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 normed reading assessment was above the national average on the pretest, with more than 50 percent of students meeting their growth targets each year.

On average, six percent more students met their growth targets by the end of the program. However, the percent of economically disadvantaged students meeting their growth targets in reading declined by seven points between 2016-2017 and 2017-2018. In order to address the



decline in the percentage of students meeting their growth targets, program administrators plan to implement several actions such as extending the time students have with the content during the summer to allow more time to actively content for the next school year and teachers setting student goals specifically for the NWEA MAP assessment in the fall. See the individual program report for details. Student performance on SOL assessments remained above the stated goals, with students passing 82 percent of their assessments. In addition, nearly 100 percent of students were enrolled in at least one advanced course by eighth grade.

Baker Elementary, John Rolfe Middle, Varina High

At Baker Elementary, John Rolfe Middle, and Varina High, the extended year program's impact was measured by students' performance on a nationally normed reading assessment, passes rates on SOL assessments for all subject areas, grade promotion, and advanced course enrollment. Students' performance on the normed reading assessment at Baker Elementary and Varina High was at or above the national average with more than 50 percent of students meeting their growth targets each year; however, the percent of students meeting the growth targets declined in both schools from pretest to posttest, particularly in Varina High.

Students' reading performance in John Rolfe Middle increased from pretest to posttest by nine points for all students and for Black students and economically disadvantaged students. While John Rolfe students have yet to consistently achieve the goal of 50 percent of students meeting their growth targets, the trend data are encouraging.

Students in the program at Baker Elementary and Varina High continued to pass their SOL assessments at high rates. At Baker, all participating students passed 83 percent of their SOL assessments, and Black students and economically disadvantaged students passed their assessments at similar rates. At Varina, students passed nearly 90 percent of their assessments.

John Rolfe demonstrated a nine-point increase in percent of assessments passed but fell short of their stated goal. Program administrators evaluated the assessment data and plan to implement several actions to address the decline in student performance such as providing additional academic support throughout the school year and providing STEAM lesson plans throughout the summer sessions where students are exploring learning and using data from Comprehensive School Improvement meetings to tailor lessons for students that address weaknesses. See the individual program report of details. Program administrators evaluated the assessment data and plan to implement several actions to address the decline in student performance such as providing additional academic support throughout the school year and providing STEAM lesson plans throughout the summer sessions where students are exploring learning and using data from Comprehensive School Improvement meetings to tailor lessons for students that address weaknesses. See the individual program report of details. At Baker, all participating students advanced to the next grade. Students have met this goal for two consecutive years. At John Rolfe, students in the most recent cohort increased participation in advanced coursework by 20 percent overall, and nearly 34 percent for students who are economically disadvantaged. Varina High reported more than 90 percent of students enrolled in advanced coursework, a two point gain over last year.



School Division: Henrico County Public Schools / **CodeRVA**

- **Number of Participating Schools:** 1
 - CodeRVA
- **Number of Participating Students:** 68

CodeRVA expanded the traditional school year by incorporating a third trimester during the summer months. The program operated July 9-August 16, 2018. Students participated from 9 a.m. to 3 p.m., Monday-Thursday each week.

The goal of the six week program was to advance student progress toward high school completion by providing personalized learning opportunities for credit acceleration via supplemental coursework and additional learning time to master course content. Further, increased engagement with the business community and enhanced academic and career planning were key areas addressed through the program.

Assessment Instrument Used/Provider	Description
Standard Unit of Credit- <i>course completion</i>	To graduate with a Standard Diploma for students entering the ninth grade for the first time in 2018-2019 and beyond, a student must earn at least 22 standard units of credit and five verified units of credit. Students earn standard credits by successfully completing required and elective courses. Students earn verified credits by successfully completing required courses and passing associated end-of-course SOL tests or other assessments approved by the state Board of Education.

Assessment	Pretest Data	Posttest Data
Standard Unit of Credit- <i>course completion</i>	(Average Percent of Course Completion) All students – 38% White – 42% Black – 30% Hispanic – 49% Economically Disadvantaged – 34%	(Average Percent of Course Completion) All students – 97% White – 99% Black – 93% Hispanic – 99% Economically Disadvantaged – 94%



CodeRVA offered an extended school year program in which students were afforded additional instructional time through an additional trimester scheduled June through August to advance toward high school completion or to master course content. Students participating in the summer trimester were able to increase course completion by 59 percent, from 38 percent at the beginning of the trimester to 97 percent at the end of the trimester.

Select student groups showed similar rates of increased course completion. CodeRVA also notes that all students participating in the additional trimester completed at least one additional high school credit. In addition, 91 percent of students had the opportunity to meet with an Academic Case Manager during the extended year program to review their academic and career plans.

School Division: Loudoun County Public Schools

- **Number of Participating Schools:** 1
 - Middleburg Community Charter School
- **Number of Participating Students:** 144

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 20 additional instructional days. Further, after-school interventions occurred three days a week for eight weeks—1 hour per day.

All learning experiences were hands-on, engaging, and relevant. 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.



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. The 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	Pretest Data	Posttest Data
SOL (Math)	62% (Third – Fifth Grade Pass Rates)	71% (Third – Fifth Grade Pass Rates)
SOL (Fourth Grade Virginia Studies)	31% (Fourth Grade Pass Rate)	79% (Fourth Grade Pass Rate)
SOL (Fifth Grade Science)	58% (Fifth Grade Pass Rate)	72% (5 th Grade Pass Rate)
Phonological Awareness Literacy Screening (PALS) K	54.9 (Kindergarten Average Score) 29 (Fall Benchmark)	92.7 (Kindergarten Average Score) 83 (Spring Benchmark)
Developmental Reading Assessment	8.8 (First Grade Average Score)	18 (First Grade Average Score)
Developmental Reading Assessment	21.8 (Second Grade Average Score)	34.8 (Second Grade Average Score)
Developmental Reading Assessment	22.9 (Third Grade Average Score)	37.8 (Third Grade Average Score)
Developmental Reading Assessment	38 (Fourth Grade Average Score)	48 (Fourth Grade Average Score)
Developmental Reading Assessment	50 (Fifth Grade Average Score)	59.5 (Fifth Grade Average Score)



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, SOL assessments in math (grades 3-5), history (grade 4) and science (grade 5), and student attendance. Approximately 93 percent of students met or exceeded the PALS benchmark.

For the Developmental Reading Assessment, the average score among all participating students in grades 1, 2, 4, and 5 was above the benchmark. Students in grade 3 demonstrated the most growth from pretest to posttest of 15 points but fell just short of the benchmark. Students with disabilities did not meet the benchmark across multiple grades. Loudon notes that students performing below the benchmark were invited to attend summer intersessions.

For SOL assessments, students on average showed growth from pre- to posttest, with students pass rates in math increasing by 9 points, in history by 48 points, and in science by 14 points. Not all reporting groups met state benchmarks for SOL pass rates but examining the data by reporting group allowed staff to identify groups of students that will require additional support. Middleburg Community Charter School also examined attendance. All students and most student reporting groups attended school at rates above the 95 percent benchmark.

School Division: Lynchburg Public Schools

- **Number of Participating Schools: 18**
 - Hutcherson Early Learning Center
 - Bedford Hills Elementary School
 - Dearington Elementary School
 - Heritage Elementary School
 - Linkhorne Elementary School
 - Paul Munro Elementary School
 - Perrymont Elementary School
 - R.S. Payne Elementary School
 - Sandusky Elementary School
 - Sheffield Elementary School
 - T.C. Miller Elementary School
 - William Marvin Bass Elementary School
 - Linkhorne Middle School
 - P.L. Dunbar Middle School
 - Sandusky Middle School
 - E.C. Glass High School
 - Heritage High School
 - Empowerment Academy



- **Number of Participating Students by Program Component:**

- Intersessions- 725
- Credit Recovery- 4
- Senior Intensive- 3
- Summer School- 449

Lynchburg Public Schools implemented extended school year programming division-wide. The Extending Opportunities for Success Program consisted of four components—intersessions, credit recovery, senior intensive, and summer school. The three-day intersession occurred October 9-11, 2017. The primary level focus centered on reading, math, and science. The focus at the secondary level targeted reading, math, and several high school courses.

The after-school credit recovery program at The Empowerment Academy 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 based upon the students’ individual needs.

The Senior Intensive component occurred during the month of June 2018 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 at both the elementary and middle school hours. The program operated four hours a day for 14 days. Further, the grant supported scholarships for high school students who needed to take a course for credit yet were unable to pay the fee for the course.

Assessment Instrument Used/Provider	Description
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.
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 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. The 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.
Teacher Created Assessment	Teacher-created assessments are prepared and administered by the teacher for testing classroom achievement of students and are allowable instruments to gauge success within this grant program.
Elementary Reading Attitude Survey (ERAS)	The Elementary Reading Attitude Survey (ERAS) provides a quick indication of student attitudes toward reading. It consists of 20 items. Each item presents a brief, simply worded statement about reading.
Division Level Report Cards	Division level report cards provide information about students in areas such as student achievement, attendance, and program completion.
Digital Assessment Solution—PowerSchool	A Digital Assessment Solution provides a platform for designing and delivering formative, summative, and growth assessments—PowerSchool

Assessment	Post Test Data- English/Reading	Post Test Data- Math
Teacher Created Assessment; PowerSchool	15% (Net Increase in Average Score—Bedford Hills)	20% (Net Increase in Average Score—Bedford Hills)
PowerSchool	5% (Net Increase in Average Score—Dearington)	Dearington measured reading only
Teacher Created Assessment	14% (Net Increase in Average Score—Heritage ES)	18% (Net Increase in Average Score—Heritage ES)



Assessment	Post Test Data- English/Reading	Post Test Data- Math
Teacher Created Assessment; PALS; PowerSchool	20% (Net Increase in Average Score—Linkhorne ES)	Linkhorne ES measured reading only
Phonological Awareness Literacy Screening (PALS); PowerSchool	22% (Net Increase in Average Score—Paul Munro)	35% (Net Increase in Average Score—Paul Munro)
PowerSchool	10% (Net Increase in Average Score—Perrymont)	Perrymont measured reading only
PowerSchool	10% (Net Increase in Average Score—R.S. Payne)	20% (Net Increase in Average Score—R.S. Payne)
Teacher Created Assessment	23% (Average Increase in Score—Sandusky)	26% (Average Increase in Score—Sandusky)
Teacher Created Assessment	T.C. Miller measured math only	3% (Average Increase in Score—T.C. Miller)
PowerSchool	% (Net Increase/Decrease in Average Score—William Marvin Bass) 2 nd Grade – -9% 3 rd Grade – 24% 4 th Grade – 15% 5 th Grade – 8%	% (Net Increase in Average Score—William Marvin Bass) 2 nd Grade – 34% 3 rd Grade – 20% 4 th Grade – 42% 5 th Grade – 10%
Report Cards	2 Points (Net Increase in Average Score—Dunbar)	2.6 Points (Net Increase in Average Score—Dunbar)
Teacher Created Assessment	Linkhorne MS measured math only	10% (Net Increase in Average Score—Linkhorne MS)
PowerSchool	20% (Net Increase in Average Score—Sandusky MS)	13% (Net Increase in Average Score—Sandusky MS)



Assessment	Pretest Data	Post Test Data
Teacher Created Letter Recognition Assessment— Bb, Ss, Mm, Tt, Pp, Dd	9/18 (Average Score— Hutcherson Early Learning Center)	13/18 (Average Score— Hutcherson Early Learning Center)
Teacher Created Number Recognition—0-9	5/7 (Average Score— Hutcherson Early Learning Center)	6/7 (Average Score— Hutcherson Early Learning Center)
Elementary Attitude Reading Survey	% (Average Score—Sheffield) 3 rd Grade – 44% 4 th Grade – 59% 5 th Grade – 42%	% (Average Score—Sheffield) 3 rd Grade – 55% 4 th Grade – 66% 5 th Grade – 53%
Graduation and Completion Index(GCI)	87% (Average of the high schools) 85% (Benchmark)	88% (Average of the high schools) 85% (Benchmark)
On-Time Graduation Rate	87% (Average of the high schools)	86% (Average of the high schools)

Lynchburg City Public Schools implemented extended school year programming division wide, which includes 11 elementary schools, 3 middle schools, 2 high schools, and 1 Pre-K early learning center. To identify the impact on student achievement, Lynchburg examined SOL performance, reading and math benchmark performance, report card grades, reading attitude results, and for younger students, PALS performance. Among older students, the division also examined the percent of students enrolled in advanced coursework and high school graduation metrics.

The young students participating in Lynchburg’s program fared well across the division. Hutcherson Early Learning Center in Lynchburg demonstrated a four-point gain in letter recognition and a one-point gain in number recognition among students participating in a two-week summer bridge program. All elementary schools witnessed positive net changes in the average score for reading and mathematics. Paul Munro students boasted the highest change in average scores in the area of mathematics—35%, whereas, in the area of reading, Sandusky’s participants demonstrated the highest positive change—23%.



Middle school participants also witnessed growth in their posttest results. The program at Dunbar targeted report grades in the areas of English and mathematics. Overall, positive gains were reported with a 2 point and 2.6 point growth in grades within English and mathematics, respectively. Linkhorne chose to measure gains in mathematics. Data indicated the participants averaged a 10% net change subsequent to participation in the program. Sandusky students were evaluated in both English and mathematics. Results were positive as student scores reflected a 20% increase in English and a 13% average increase in mathematics.

Both high schools in Lynchburg improved their graduation data and pass rate data from baseline. E. C. Glass High School improved the English, math, and science pass rates from below the benchmark at baseline to above the benchmark in the third year of implementation. Both high schools improved their Graduation and Completion Index (GCI), On-Time Graduation Rate (OGR), and Federal Graduation Indicator (FGI) data.

School Division: Manassas Park Public Schools

- **Number of Participating Schools: 4**
 - Cougar Elementary School
 - Manassas Park Elementary School
 - Manassas Park Middle School
 - Manassas Park High School

- **Number of Participating Students: 3,541**

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 16-20, 2017 and April 23-27, 2018.

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. The 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	Pretest Data	Posttest Data
SOL (Reading)	(Pass Rate – All Elementary) All Students – 73% Hispanic – 67% Economically Disadvantaged – 67% Black – 74%	(Pass Rate – All Elementary) All Students – 89% Hispanic – 91% Economically Disadvantaged – 88% Black – 77%
SOL (Math)	(Pass Rate – All Elementary) All Students – 65% Hispanic – 59% Economically Disadvantaged – 58% Black – 65%	(Pass Rate – All Elementary) All Students – 81% Hispanic – 83% Economically Disadvantaged – 80% Black – 71%
SOL (Reading)	(Pass Rate – Middle School) All Students – 74% Hispanic – 69% Economically Disadvantaged – 69% Black – 78%	(Pass Rate – Middle School) All Students – 86% Hispanic – 86% Economically Disadvantaged – 82% Black – 78%



Assessment	Pretest Data	Posttest Data
SOL (Math)	(Pass Rate – Middle School) All Students – 89% Hispanic – 88% Economically Disadvantaged – 88% Black – 83%	(Pass Rate – Middle School) All Students – 92% Hispanic – 92% Economically Disadvantaged – 92% Black – 90%
SOL (Reading)	(Pass Rate – High School) All Students – 81% Hispanic – 76% Economically Disadvantaged – 77% Black – 84%	(Pass Rate – High School) All Students – 90% Hispanic – 88% Economically Disadvantaged – 88% Black – 94%
SOL (Math)	(Pass Rate – High School) All Students – 71% Hispanic – 68% Economically Disadvantaged – 70% Black – 73%	(Pass Rate – High School) All Students – 81% Hispanic – 78% Economically Disadvantaged – 78% Black – 81%

Manassas Park City implemented the extended year program in all of its schools—two elementary schools, one middle school, and one high school. 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 and math pass rates increased for all students and student reporting groups between baseline year and the second year of implementation.

In middle school, reading and math pass rates improved for all students on average and for Hispanic students and economically disadvantaged students; reading and math pass rates declined for African American students. In high school, reading and math pass rates increased for all student groups and were above the benchmark for 2017-2018.

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 to the most recent year of implementation.

**School Division:** Newport News Public Schools

- **Number of Participating Schools: 10**
 - Carver Elementary School
 - Epes Elementary School
 - Hidenwood Elementary School
 - Jenkins Elementary School
 - Lee Hall Elementary School
 - McIntosh Elementary School
 - Newsome Park Elementary School
 - Palmer Elementary School
 - Sedgefield Elementary School
 - Gildersleeve Middle School

- **Number of Participating Students by Program Component:**
 - WE LEAP ONLY- 381/382 (math/reading)
 - SPARK ONLY- 1771/1776 (math/reading)
 - WE LEAP and SPARK- 160/160 (math/reading)

Newport News Public Schools expanded its Extended School Year program during the 2017-2018 school year. The program was expanded to ten schools. Through the program, 262 additional hours, equating to 40 instructional days, were provided to the participants. Attendees participated in one or both of the program's components and focused on math or reading as illustrated in the listing above.

“WE LEAP” (Extended Learning, Enrichment & Advancement Program) exposed students to high interest learning opportunities through monthly field experiences. Between the months of October and May, the program occurred three days a week with an instructional focus on reading, mathematics, history, and STEM (science, technology, engineering, and mathematics).

A five-week summer intersession focused on the arts and recreation coupled with a one day resource fair occurred in August comprised the component known as “SPARK” (Summer Program for Arts, Recreation, and Knowledge). Through SPARK students, family members, and youth-serving organizations convened with staff to prepare students for the beginning of the new school year.



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. The 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	Pretest Data	Posttest Data
SOL (Reading)	(Average Score) All Students – 408 Students with Disabilities – 355 English Language Learners – 380 Black – 402 White – 423	(Average Score) All Students – 408 Students with Disabilities – 358 English Language Learners – 378 Black – 403 White – 419
SOL (Math)	(Average Score) All Students – 412 Students with Disabilities – 361 English Language Learners – 396 Black – 405 White – 423	(Average Score) All Students – 412 Students with Disabilities – 366 English Language Learners – 404 Black – 405 White – 423

Newport News Public Schools implemented an extended year program in five elementary schools that have been denied accreditation, three elementary schools that are partially accredited-reconstituted, one elementary school that is partially accredited with warning, and one fully accredited middle school, which is a feeder school for elementary schools in the grant.



Newport News examined the effectiveness of WE LEAP through reading and math SOL assessment scores and found no change in assessment scores for either subject from pretest to posttest. Students with disabilities increased their reading scores by three points and their math scores by five points. English Learner students increased the math scores by eight points. Newport News is planning to expand data collection in subsequent implementation years to capture the performance of more WE LEAP participants.

School Division: Radford Public Schools

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

- **Number of Participating Students: 406**

Radford Public Schools (RCPS) operated an Extended School Year 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, 2018 and included both 150 in school days and 20-25 out of school days.

Through the program, RCPS students participated in learning opportunities that included before and after-school tutoring days, field experiences, and academic and experiential camps. The camps brought innovative teaching and learning opportunities to the participants and focused on areas such as STEAM (Science Technology Engineering Arts and Mathematics), coding, and unplugged coding.

The night school served RCPS students who were suspended from school or experienced chronic absenteeism. 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. Students who were disadvantaged received tutoring and coaching via a Graduation Coach.



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. The 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	Pretest Data	Posttest Data
SOL (English)	78% (Pass Rate – All Schools)	81% (Pass Rate – All Schools)
SOL (Math)	71% (Pass Rate – All Schools)	73% (Pass Rate – All Schools)
SOL (English)	63% (Pass Rate – Economically Disadvantaged Students)	68% (Pass Rate – Economically Disadvantaged Students)
SOL (Math)	58% (Pass Rate – Economically Disadvantaged Students)	58% (Pass Rate – Economically Disadvantaged Students)
SOL (English)	21% (Pass Rate – Students with Disabilities)	30% (Pass Rate – Students with Disabilities)
SOL (Math)	28% (Pass Rate – Students with Disabilities)	32% (Pass Rate – Students with Disabilities)
SOL (English)	55% (Pass Rate – Black Students)	58% (Pass Rate – Black Students)
SOL (Math)	56% (Pass Rate – Black Students)	50% (Pass Rate – Black Students)

At the elementary school, the 2018 SOL pass rates (not taking into account recovery and growth) improved in every identified area with the exception of Black and economically disadvantaged students on English assessments, in which the scores remained essentially the same as last year. The intermediate school demonstrated overall improvement in their English and math SOL pass rates as well. At the high school, pass rates across subjects showed either positive growth or a relatively stable pattern in all but one focus area when comparing this year’s results to last.



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 81 percent in the most recent year of implementation. The division also experienced considerable gains among students with disabilities in English, increasing their pass rate from 21 percent to 30 percent.

Similarly, Radford’s division-level pass rate in math increased from 71 percent to 73 percent. Although the majority of subgroups demonstrated positive growth in pass rates; black students showed negative growth and economically disadvantaged students’ growth remained virtually unchanged. In responding to the decrease and stagnation; the division report indicated intent to increase focus on these subgroups in the area of mathematics as a priority in the coming year.

School Division: Richmond City Public Schools (Innovation Grant)

- **Number of Participating Schools:** 1
 - Elkhart Thompson Middle School
- **Number of Participating Students:** 70

Richmond City Schools operated an Extended School Year program at one middle school—Elkhart Thompson. The program encompassed 44 days from February 5, 2018 to May 30, 2018. Seventy English Language Learners attended the 12 week program.

Through the program, the students participated in learning opportunities that included academic and enrichment focuses. The program, El Futuro, highlighted innovative approaches areas such as STEM (science technology engineering, and mathematics), the arts, humanities, and health. Overall, El Futuro provided opportunities for students and staff to connect with community partners via its NextUp partnership.

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.



Assessment	Pretest Data	Posttest Data
Northwest Evaluation Association Measures of Academic Progress (MAP) Reading Test	(Average Scaled Score) All Students – 199.4 English Language Learners – 187.4 Black – 210.8 Hispanic – 190.7	(Average Scaled Score) All Students – 203.3 English Language Learners – 193.9 Black – 210.8 Hispanic – 197.4
Northwest Evaluation Association Measures of Academic Progress (MAP) Mathematics	(Average Scaled Score) All Students – 209.9 English Language Learners – 200.4 Black – 217.6 Hispanic – 203.5	(Average Scaled Score) All Students – 213.4 English Language Learners – 204.9 Black – 219.3 Hispanic – 208.3

Richmond City implemented an extended school year program specifically targeting English Learner students at Elkhart Thompson Middle School. Participating students took reading and math assessments before and following the program and gained an average of four points on each assessment. English Learner students made the highest gains out of the student groups, with an average scale score increase of six points in reading and five points in math.

School Division: Roanoke City Public Schools

- **Number of Participating Schools:** 12
 - Fairview Elementary School
 - Fallon Park Elementary School
 - Fishburn Elementary School
 - Garden City Elementary School
 - Hurt Park Elementary School
 - Lincoln Terrace Elementary School
 - Monterey Elementary School
 - Morningside Elementary School
 - Preston Park Elementary School
 - Roanoke Academy Elementary School
 - Round Hill Elementary School
 - Westside Elementary School



- **Number of Participating Students:** 2,372

Roanoke City Public Schools again expanded its program—*RCPS+*. The program served twelve elementary schools in FY2018. The six-week program occurred on 29 days from June 18– July 27, 2018. Rising kindergarten through fifth grade students participated in the program. The primary goal of the program was to prevent summer learning lags by providing additional instruction while transitioning students into a new school year.

RCPS+ participants benefitted from extra learning opportunities in reading, writing, and mathematics. To engage learners, the instruction was designed to be motivational and hands-on. Additionally, the program offered activities in science, robotics, technology, visual art, and movement.

Assessment Instrument Used/Provider	Description
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.

Assessment	FY2017 Data	FY2018 Data
Benchmark Assessment System (BAS)/ Fountas & Pinnell Literacy	(Percent Reading on Grade Level) All Students – 58% White – 58% Black – 57% ELL – 41%	(Percent Reading on Grade Level) All Students – 62% White – 63% Black – 61% ELL – 47%
Benchmark Assessment System (BAS)/ Fountas & Pinnell Literacy	Participants were given a pretest and posttest during the FY2018 program. The percent of students sustaining their reading level throughout the program is provided in the adjacent block to the right.	(Percent Sustaining Reading Level) All Students – 97% White – 98% Black – 96% ELL – 99%



Assessment	FY2017 Data	FY2018 Data
Benchmark Assessment System (BAS)/ Fountas & Pinnell Literacy	Participants were given a pretest and posttest during the FY2018 program. The percent of students <i>improving their reading level</i> throughout the program is provided in the adjacent block to the right.	(Percent Improving Reading Level) All Students – 52% White – 52% Black – 52% ELL – 52%

Roanoke City implemented extended year programs in nine elementary schools and primarily measured success through an assessment of students reading levels. RCPS has a goal for 75 percent of students to read on grade level by the end of their current school year. By spring of 2018, 62 percent of students were reading on grade level.

Even though the division did not meet its overall goal of 75 percent, students did make progress, increasing the percent of students reading on grade level by 4 percent for all students and 6 percent for English Learner students. The data also show that 53 percent of all students increased their reading level from the beginning of the program to the end.

School Division: Rockingham County Public Schools

- **Number of Participating Schools: 2**
 - Fulks Run Elementary School
 - Mountain View Elementary School
- **Number of Participating Students: 515**

Rockingham County Public Schools ran two extended learning programs, which were implemented at Fulks Run Elementary and Mountain View Elementary. The program at Fulks Run provided a total of 200 extended learning hours. The program ran from August of 2017 through August of 2018 and activities were offered after school, evenings, weekends, and during the summer.

The summer camp featured interactive learning activities and high interest field experiences. 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 several components. A nineteen-week “Book Buddies/After-School Tutoring” opportunity focusing on reading comprehension was offered for first through fourth graders. Thirty-two students took advantage of the opportunity to participate. In a second component, 27 English Language Learners participated in gaining first language support via the program Imagine Learning. After-school clubs, focused on strengthening students’ skills in the “5 C’s,” were offered to students in grades 3-5 via three eight-week sessions.

One hundred eighteen students participated in the fall session, 134 in the winter session, and 156 in the spring session. During summer break, a day camp was offered for rising second through fifth-grade students with 70 students taking advantage of the opportunity to learn in the areas of STEAM, 21st Century Learning, and the “5 C’s.” Saturday Family Field Experiences rounded out the Extended School Year program at Mountain View. Seven experiences were held and the number of families in attendance ranged from 37 to 71.

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.
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. The 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	Pretest Data	Posttest Data
Phonological Awareness Literacy Screening (PALS) K and PALS Plus	75% (Average Score Percent – Fulks Run Elementary)	76% (Average Score Percent – Fulks Run Elementary)
Attendance	100% (Attendance Percent – Fulks Run Elementary)	100% (Attendance Percent – Fulks Run Elementary)
SOL (All Subjects)	65% (Pass Rate – Fulks Run Elementary)	76% (Pass Rate – Fulks Run Elementary)



Assessment	Pretest Data	Posttest Data
Phonological Awareness Literacy Screening (PALS) K and PALS Plus	(Average Score – Mountain View) All Students – 64.2 Economically Disadvantaged – 57.1 English Language Learners – 59.8 Students with Disabilities – 59.6	(Average Score – Mountain View) All Students – 76.7 Economically Disadvantaged – 71.2 English Language Learners – 59.8 Students with Disabilities – 66.9

Fulks Run Elementary

Fulks Run Elementary School measured the success of their extended year program through the PALS assessment, SOL assessments, and overall school attendance. SOL assessments in reading increased by 11 points on average for all students and 17 points for students with disabilities, compared to last year. PALS scores increased from the beginning of the year to the end of the year for all students by 1 point and for students with disabilities by 4 points. All students participated in at least one activity.

Mountain View Elementary

Mountain View Elementary School examined PALS assessment data, a self-assessment of the 5 C’s, and family engagement to determine the impact of their extended year program. Overall, students showed growth on the PALS assessment, ending the year with a 12 point increase in PALS scores. Free-/reduced-price meal eligible students and English Learner students demonstrated substantial 14 and 15 point gains in PALS assessment scores, respectively. Students scored similarly on a self-assessment of the 5 C’s, showing minimal growth over the course of the program. On average, parent participation in family events was assessed at 37 percent, with much high participation among EL student families (90 percent), free-/reduced-price meal eligible student families (88 percent) and families of special education students (64 percent).



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 two requirements: (1) they have at least one measure of student achievement; and (2) they collect measures before and after program implementation so changes in participating students are compared over time.

Among the 16 programs implemented this past school year, 15 saw gains in at least one of their student achievement metrics with most programs demonstrating improvement across multiple measures of achievement. All grant applicants were asked to examine program metrics by student reporting groups, if applicable for their program.

Most programs found that reporting groups performed similarly to all students in the program. Several schools also reported on metrics other than student achievement. Henrico County, for example, examined enrollment in advanced coursework. Carroll County, Loudon County, and Rockingham County measured student attendance. Manassas Park City surveyed parent and student satisfaction while Rockingham County measured family engagement in program activities.

Bristol Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY 17 Carryover funds plus FY 18 new Funds

The final report must include the following:

1. The names and addresses of the school division and participating schools;
Bristol Virginia City Schools
Elementary Schools: Joseph Van Pelt Elementary -200 Springhill Terrace, (Host School) Highland View Elementary – 1405 Eads St., Stonewall Jackson Elementary – 2045 W. Euclid Ave., Washington-Lee Elementary – 900 Washington-Lee Drive
Middle School: VA Middle School-- Euclid Ave., and
VA High School –Long Crescent Drive
2. Grant Coordinator contact information;
Jennifer Hurt, 220 Lee St., Bristol, VA 24201 276-821-5646
3. Type of program (Extended School Year or Year Round School);
Extended School Year (Beyond-180/B-180)

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

Goals: To increase knowledge in reading, math and science by providing an opportunity for staff and students to develop and experiment with engaging, project based learning activities in preparing for 21st century skills. To build positive relationships between school and students through a smaller classroom teacher: child ratio that allows flexibility from the traditional learning environment. Focus is on project based learning and exposure to community resources.

Objectives: Students who participate in the Elementary B-180 program will increase their Guided Reading instructional level to grade level expectation from August 30, 2017 to August 30, 2018

Strategies Utilized: Small group settings with certified teacher and aide in every classroom. Additional engaging materials/activities, such as: Literature Camp, PBL Pilot, STEM, Project-Real, visits to Barter Theater, pilot projects with i-Read, and use of RAZ Plus to name a few.

Unmeasurable is the opportunity our staff had to be supported financially throughout the summer months while continuing to provide a robust program and engaging activities with students, especially those of high-poverty that may not have opportunities to continue summer learning at home. In addition, the opportunity to build relationships, provide intervention that is more intensive, maintain continuity in a safe-school, and structured environment.

MIDDLE/HIGH SCHOOL:

Goals: Students who participate in the Middle and High School B-180 program will increase critical thinking and problem solving skills, leading to improved individual performance in core subjects. To increase knowledge in math and science by providing an opportunity for staff and students to develop and experiment with engaging, project based learning activities in preparing for 21st century skills. To build positive relationships between school and students through a smaller classroom teacher: child ratio.

Objectives: Students who participate in the Middle and High School B-180 program will increase critical thinking and problem solving skills, leading to improved individual performance in core subjects.

Strategies Utilized: Small group settings with certified teacher and aide in every classroom. The secondary extended program was in the format of extended school day at VA High School, transition programs conducted during the summer months, specifically with a math and science focus.

Additional engaging materials/activities, such as: Robotics, PBL, Character Education, Algebra I, and STEM.

1. 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;

Elementary students were afforded an additional 35 days of instruction, Beyond 180 days

DATES: December 18-21, 27-29; April 2-5; June 4-28, July 9-19 (Mondays – Thursday).

Start time: 8:30 with free breakfast and lunch, the day ended at 2:30, (5.5 hrs. instruction). The normal school day opens the door at 7:45 – 3:30. The schedule is very similar to school day. The later start day was intentional to encourage more participation during non-required school days, to eliminate tardiness and absenteeism.

Content Focus: Reading

Enrollment: 200 students walked in and out of the B-180 program throughout the extended days in 2017-2018. Numbers below reflect those that participated over 60% of the time. This group was the group used in DATA collection for reporting.

Pre-K- 5th: 118 students participated over 80% of the time.

Secondary students participated in a combined 11 days of 5.5 hours of instruction not including numerous Extended School Days at VA High School.

DATES: Jan – May weekly after school for 2 hours, May 5, July 9-13, 16-20

Start Time: 8:30 – 2:30 with free breakfast and lunch, the day ended at 2:30, (5.5 hrs. instruction). Extended School day was from 2:30 – 4:00. The normal school day begins at 7:30 – 2:30, The schedule is very similar to school day. The later start time was intentional to encourage more participation during non-required school days.

Content Focus: Math and Science

Enrollment:

175 students from grades Prek-5th

30 students from grades 6th – 8th

10 students from grades 10th

2. 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 and aides were recruited from within our school division to provide the instructional component of our programs. Our families have expressed their support through the program. We have adjusted the program based on feedback from them: such as, adding Pre-K students and a later start time.

Community partnerships are crucial to the success and sustainability of our program: Barter Theater (Project Real), Communities in School, COOMES Center, Steel Creek Park, Sugar Hollow Park, Bristol City Sheriff's Department, Bristol Country Music Museum, Bristol Public Library, Boys and Girls Club and Girl's Inc.

3. 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;

A barrier continues to be requiring students to attend. Because our goal is more exposure and providing our students to additional resources in the community, participation is not required, only encouraged for any student. Planning time to provide the robust program utilizing our own staff. There is little time between the end of the regular school calendar before the three breaks to prepare engaging lessons. Purchasing software and packaged curriculum through combined funds allows students exposure to engaging materials that supplement the regular school program and allows staff experience with new materials.

Another unforeseen barrier was Middle school received a 21st CCLC grant and was able to provide extended day and year for those students. Our time for them was through a brief summer transition program to prepare for Algebra 1. We feel the best data to show the benefits they received will be through their Algebra I Class and Assessment at the end December 2018.

4. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***. In addition, you may choose to report on up to ***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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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 Elementary

Instrument: Guided Reading

Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed	118	Disadvantaged Students	Black Students	Students with Disabilities
Pre-test Average Score	1 yr. behind Grade Level	1.2 yr. behind gr. level	1.5 year behind grade level	2 yr. behind
Post-test Average Score	8 months below	8 months below	9 months below	1.8 months below
Net Change	+ 2 months	+2 months	+6 months	+2 months

Enter an explanation of the data here:

This data only includes students who participated 80% of the time the program was offered in 2017-18. Students K-5 were administered Jan Richardson's Next Steps to Guided Reading Assessment. The Pre- assessment was conducted August of 2017. The post was administered fall of 2018. Each grade has a benchmark that is a specific level to determine –“on level”. The data is based on the participating student's Guided Reading Level move.

b. Additional Metric #1 (optional)

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 here:

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 Optional Metric

Metric: Math/Science

Instrument: Math/Science Grade, EOC-SOL

Reporting Area	All Students	Reporting Group: Disadvantaged	Reporting Group: Students with Disabilities	Reporting Group: ELL
Number of Students	10	5	1	1
End of Course Grade Math/Science Avg.	B	B	C	D
EOC SOL Pass	9	5	0	1
Net Change	N/A			

Enter an explanation of the data here:

Not every student took the same SOL Assessment as they were in different grades and different courses. This data is from the student's EOC in Math or Science, depending on the subject the student completed. Student's grade consist of Average from all students in this cohort in the Math or Science Course they were enrolled in 2017-18.

c. Additional Metric #2 (optional)

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 here:

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 Optional Metric

Metric: Algebra 1

Instrument: Grade 2018

Reporting Area	All Students	Reporting Group: Disadvantaged	Reporting Group: Students with Disabilities	Reporting Group:
Number of Students Assessed	30			
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

VA Middle School students participated were not included in the data at this time but can be secured December, 2018.

9. Describe your 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 here:
Due to budget restraints currently with our local government, it will be extremely difficult if not impossible to generate the additional funds needed to offer this extended school year. We have established partnerships with outside agencies that have led to support during the school day that will be sustainable.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.		Source of Funds	
Names of Individuals	Project Role	State	Local
FY 17 C/O: See attached			
FY 18: See attached		\$44,712.17	
		\$41,523.48	
Total		\$0	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.		Source of Funds	
		State	Local
FY 17 C/O: see attached			
Fica		3407.56	
Unemployment		15.52	
Worker's Compensation		241.68	
		\$3664.76	
FY 18: see attached			
Fica			
Unemployment			
Worker's Compensation			
		\$3,588.20	
Total Employee Benefits 2000		\$0	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		Source of Funds	
		State	Local
FY 17 C/O: see attached		5729.65	
FY 18 : see attached		3320.24	
Total Purchased Contractual Services		\$0	\$0
4000 Internal Services		Source of Funds	
		State	Local
FY 17 C/O: see attached		2818.62	

FY 18: see attached	4153.06	
Total Internal Services	\$0	\$0
5000 Other Services	Source of Funds	
	State	State
FY 17 C/O: See attached	366.80	
FY 18: See attached	0	
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
FY 17 C/O: See attached	82427.52	41844.60
FY 18: See attached	0	34036.94
Total Materials and Supplies	\$0	\$
	State	Local
Total Project Expenses	\$0	\$0

Carroll County Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY17 carryover funds plus FY18 new funds

Names and Addresses

1. Carroll County Public Schools, 605-9 Pine Street, Hillsville, VA 24343
2. Carroll County High School, 100 Cavs Lane, Hillsville, VA 24343
3. Carroll County Middle School, 1036 N. Main Street, Hillsville, VA 24343
4. Fancy Gap Elementary School, 63 Winding Ridge Road, Fancy Gap, VA 24328
5. Gladesboro Elementary School, 7845 Snake Creek Road, Hillsville, VA 24343
6. Gladeville Elementary School, 3117 Glendale Road, Galax, VA 24333
7. Hillsville Elementary School, 90 Patriot Lane, Hillsville, VA 24343
8. Laurel Elementary School, 26 Pleasant View Road, Austinville, VA 24312
9. Oakland Elementary School, 4930 Pipers Gap Road, Galax, VA 24333
10. Regional Alternative Education Center, 205 Oak Street, Hillsville, VA 24343
11. St. Paul School, 231 Flower Gap Rd, Cana, VA 24317

Grant Coordinator Contact information

Jennifer Martin
26 Pleasant View Road, Austinville, VA 24312
276-733-4546

Type of program:

Extended School Year

Executive Summary

Overall Goal for the Program:

To provide Carroll County students with unique learning experiences which develop 21st century skills and provide real life opportunities for students to engage them.

Objective 1.

To provide students access to various educational experiences to better prepare them for real world success in the 21st century and beyond.

Strategies:

1) Provide students opportunities to gain exposure to real world experiences, practice 21st century skills through field trips and community partnerships. 2) Provide targeted remediation to students during intercession and summer camp programs.

Results:

During the 3-day fall intercession, 3-day spring intercession and 10-day summer camp, a wide variety of educational opportunities were made available to our students at all grade levels. Sessions, both remedial and enrichment, created and executed by our highly qualified teaching staff and support staff possessed a focus on problem based learning, communication, collaboration, critical thinking, creativity and cooperation. Remedial sessions differed only in that they were specifically targeted and tailored to the needs of students with disabilities, Hispanic students, English language learners and students who are at risk. Our students were enriched through wide variety of field trips and community partnerships. Some examples include the Chestnut Creek School of the Arts, Twin County Regional Airport, The New River Trail State Park, and our local fire department, rescue squad and police force.

Objective 2.

To increase academic achievement and decrease learning loss

Strategies:

1) Provide night school in lieu of suspension to students at Carroll County High School. 2) Provide night school as a form of absence recovery for students with chronic absenteeism. 3) Offer summer camp for K-8 students with an emphasis on reading, math, and problem-based learning skills. 3) Provide remediation and enrichment during intercession and summer camp with special focus on ECD, Hispanic, ELL, SWD students.

Results:

Night school began November 6, 2017 and ran through May 16, 2018, a total of 32 sessions or 96 hours. The purpose of night school was to eliminate out of school suspensions for students when possible, or to allow students to obtain credit recovery due to absences from school. A student must attend 2 sessions of night school to make up one full day of school. Over this time, we serviced 26 students and provided instruction in all core subjects as well as elective courses as needed.

Night school teachers prepared lesson plans for core subject areas to be utilized when the student did not provide work for his/her classes. Most teachers were very willing to allow students to make up missed assignments during night school and were happy for the assistance.

Our elementary summer session is specifically tailored to the needs of Students with Disabilities, Hispanic, ELL and disadvantaged students. Students are specifically targeted and invited based on low academic performance during the school year, poor attendance during the school year and the need of ELL services. Each student receives both reading and math remediation in a small

group setting (usually less than 10 students) , enrichment sessions focusing on the 5 C's, problem/project based learning, and/or 21st Century skills, ELL services if needed, and free breakfast and lunch each day.

Logistical Description of the Project:

Content Areas Addressed:

Reading and math remediation, enrichment, and blended learning

Length of Program:

Intercession occurred for 6 days during regular school year. Summer camp met for 10 days during the month of June; Night school met 2 days a week from October to May for a total of 96 hours.

Dates of Program:

October 9th-11th, 2017 & March 5th-7th, 2018; Summer Camp-- June 11th-22nd; Night School—October 2017-May 2018

Time of Day:

8:30-3:15 (October and March); Summer Camp—8:30-1:30 (June). Night School—3:30-6:30 (October-May).

Demographics and Grades Served:

The Carroll County Public School Division's intercession program served all ten of its schools. Six elementary (grades PreK-5), one combined school (grades PreK-7), one middle school (grades 6-8), one high school (grades 9-12), and one regional alternative school (grades 6-12). The program also served the following demographics:

Division population total—3,807
Economically Disadvantaged—58.4%
English Language Learners—4.3%
African American—0.7%
Asian—0.3%
Students with Disabilities—17.2%
Hispanic—7.2%

Description of Teachers', Parents', and the Community's involvement

During our first year of running the extended calendar, our schools collaborated with many community organizations. All students in grades K-12 participated in remediation and enrichment during intercession and summer camp. Highly qualified school staff provided the math and reading remediation, while our community partners provided many of the enrichment opportunities. A few of the partnerships our county developed during our first year of implementation of the program are 4-H, Blue Ridge Crossroads Governor's Academy for Technical Education, Carroll Wellness Center, Chestnut Creek School of the Arts, Vanguard

Furniture, Virginia Department of Forestry, and the Twin County Airport. These community organizations provided our students with resources, personnel, and the use of facilities to enhance the learning opportunities of all Carroll County students.

In addition to local businesses and organizations, two of our local colleges also worked closely with our school system. Wytheville Community College and Radford University offered tours for high school students, as well as professional development opportunities for staff. Radford University, for example, introduced a new program (World-Ready Education in Rural Communities) for our county's staff. This program will provide training in Problem-Based Learning (PBL) through webinars and community of practice meetings. Radford will also provide mentoring for teachers as they begin this program. This partnership will allow teachers to take full advantage of the extended calendar opportunities and provide the best instruction for our students.

Description of the Barriers and Aides to the Program's Implementation

The outpouring of support by our community was very helpful in the implementation of our intercession program. Many local businesses and service providers were very much involved in creating opportunities for our students to learn. They assisted by being willing to teach sessions, opening their businesses for trips, and providing real world experiences for our students. Our local school board has also been very supportive. Our board has provided instructional funds for additional materials and supplies to support Project-Based Learning, STEM activities, and remediation activities. They provided additional funds for materials, supplies, and salaries to support summer camps at each of the three levels: elementary, middle, and high school. Local funds were used for field trips during the school year and for funding special field experiences during Fall and Spring Intercessions. Operational funds were used to support maintenance and custodial services for Night School, Summer Camps, and transportation for special field experiences and field trips. Professional development for administrators and teachers was also provided to enhance their skills in problem-based learning, STEM education, hands-on/minds-on instructional activities along with curriculum development funds for integrated curriculum development to enhance teaching and professional knowledge used during Intercession.

Barriers we experienced were very limited. Since it was our first year of implementation, we had to work hard to create schedules for our fall and spring intercession that were effective at each of the schools. School coordinators created schedules that were tailored to the needs of each school. Scheduling at the high school was particularly tricky due to the number of students and the variety of sessions offered. Another barrier we faced was the task of ordering equipment and supplies for all the schools in the county. We have since streamlined the process. The logistics of scheduling trips off school campus for many of the schools in the county over the course of the same 3 days was challenging but was achieved with close cooperation between administration, coordinators and the transportation staff.

a. Student Achievement Metric

The metric we have used for student achievement is the Virginia Standards of Learning Reading test. Below you will find a comparison of test data from the spring of 2017 (before the implementation of Extended School Year programs) and test data from the spring of 2018.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument: SOL Test Pass Rates- Reading				
Reporting Area	All Students	Reporting Group: SWD	Reporting Group: Disadvantaged	Reporting Group: Hispanic
Number of Students Assessed	1976	319	1173	153
Pre-test Average Score	79.74%	44.83%	74.45%	72.92%
Post-test Average Score	80.86%	48.28%	75.02%	74.51%
Net Change	+0.53%	+3.45%	+0.57%	+4.59%

Enter an explanation of the data here:

Reading SOL data was evaluated to indicate academic achievement for all students, students with disabilities, disadvantaged students and Hispanic students. We are pleased to say that students in each of those groups experienced growth. Our Hispanic population presented to most positive trend with a positive net change in the reading SOL pass rate of 4.59%

b. Student Attendance

We measured the number of students in each group that were considered chronically absent both before the implementation of our ESY program (2016-17) and after (2017-18) We used attendance records from each school as reported by Power School.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: Chronic Absenteeism				
Instrument: Power School Attendance Reports				
Reporting Area	All Students	Students With Disabilities	At Risk	English Language Learners
Number of Students Assessed	3842	613	2334	172
Pre-test Average Score	310	69	255	6
Post-test Average Score	216	57	183	7
Net Change	-94	-12	-72	-1

Enter an explanation of the data here:

This data set was created by comparing the 2016-2017 to the 2017-2018 absences after controlling for students who graduated. The numbers show the total number of students who missed more than 10% of the school year (18 days). The results above show that all groups had an improvement in the number of students who are chronically absent. Overall we had 94 less students with chronic absenteeism after the implementation of our ESY programs with a significant positive change in At Risk group.

c. Additional Metric #2 (optional)

We compared the number of in-school and short term suspensions from 2016-17 (before ESY program implementation) and 2017-18. The data was gathered from our Discipline Crime and Violence Verification Report.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: Number of in-school and short term suspensions district wide				
Instrument: Discipline Crime and Violence Verification Report				
Reporting Area	All Students	Reporting Group: Students with Disabilities	Reporting Group:	Reporting Group:
Number of Students Assessed	3807	654		
Pre-test Average Score	291	174		
Post-test Average Score	214	133		
Net Change	-26.4%	-23.6%		

Enter an explanation of the data here:

The number of in-school and short term suspensions in the Carroll County Public School District were compared from the 2016-17 school year (before implementation of Extended School Year programs) and the 2017-18 school year. We had a marked decrease in the number of in-school and short term suspensions for both non-disabled students and students with disabilities.

9. Describe your 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 here:

Our programs will continue to be an "all-inclusionary" program, available to all students in grades K-12 to ensure that the needs and interests of all students can be incorporated into the program, including a strong remediation component for at-risk students, including but not limited to: students with disabilities, English Language Learners, migrant students, Hispanic students, and students who are economically disadvantaged. Due to most our student population coming from economically disadvantaged backgrounds, our program is designed with that critical factor in mind--thus the emphasis on an "all-inclusionary" program. We will continue to offer this program to all students in all our schools. It is in this way that we will be better able to provide a strong, strategic, and ongoing remediation program within our extension and enrichment activities to our disadvantaged student population and other sub-groups needing strategic remediation.

The Carroll County School Board continues its commitment to this initiative by allocating local funds for the following:

- instructional funds for additional materials and supplies to support Project-Based Learning, STEM activities, and remediation activities
- additional funds for materials, supplies, and salaries to support summer camps at each of the three levels: elementary, middle, and high school
- local funds for field trips used during the school year and assisting with funding special field experiences during Fall and Spring Intercessions
- operational funds to support maintenance and custodial services for Night School, Summer Camps, and transportation for special field experiences and field trips
- Professional development for administrators and teachers to enhance their skills in problem-based learning, STEM education, hands-on/minds-on instructional activities, curriculum development funds for integrated curriculum development to enhance teaching and professional knowledge used during Intercession

Our partnerships with business, industry, and organizations are continuously strengthened and expanded to include their involvement in intercession activities, including Fall/Winter Intercession, Spring Intercession, and Summer Camps. Community partnerships are used in collaborative efforts to pursue grant funding for special activities that can be linked to and correlated with Intercession/Summer Camp activities.

The School Board commits each year to implementing a school calendar that incorporates and protects Intercession schedules and the Summer Programs. The school division also provides funds and in-kind services for the development of parent/community awareness brochures, newsletters, and media clips highlighting the grant activities.

Grant activities and the resulting development of Fall/Winter, Spring, and Summer Intercessions are incorporated into and linked with the regular instructional program, school calendar, and operations of the traditional school 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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18				
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)				
Start-up Years 4+: Local Match Based on Local Composite Index				
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.				
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.			Source of Funds	
Names of Individuals		Project Role	State	Local
see attached detail		School		
		District		
		Coordinators		
Total				\$43381.61
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds	
			State	Local
Total Employee Benefits 2000				3322.31
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds	
Consultant / Programs for intercession - see attached detail			State	Local
Total Purchased Contractual Services			\$0	\$12113.05
4000 Internal Services			Source of Funds	
			State	Local

Total Internal Services	\$0	\$0
5000 Other Services	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Supplies for fall and spring intercession - see attached detail		
Total Materials and Supplies	\$169862.64	\$0
	State	Local
Total Project Expenses	\$0	\$0

CARROLL COUNTY PUBLIC SCHOOLS
 FUNC-OBJ---- EXPENDITURES SUMMARY REPORT
 for Fiscal Year 2018 (FY 2017-2018)
 Posted Only Figures
 Executed By: namygg

Page: 1
 Date: 08/28/18
 Time: 10:05:01

Code	Description	Appropriations	Outstanding Encumbrances	Expenditures For	Expenditures JUNE	Expenditures Year-to-Date	Available Balance	Percent Used

FUNC 61100 CLASSROOM INSTRUCTION								
1120	Instr. Salaries & Wages	\$ 0.00	\$ 0.00	\$ 562.59	\$ 6,379.54	\$ 6,379.54	100.00	
1150	Cler. Salaries & Wages	\$ 9.00	\$ 0.00	\$ 0.00	\$ 784.00	\$ 784.00	100.00	
1520	Instr Substitute Sal & Wages	\$ 0.00	\$ 0.00	\$ 0.00	\$ 63.00	\$ 63.00	100.00	
1620	Supplmtl. Sal. & Wages	\$ 0.00	\$ 0.00	\$ 0.00	\$ 34,577.82	\$ 34,577.82	100.00	
2190	FICA Benefits	\$ 0.00	\$ 0.00	\$ 43.02	\$ 3,198.00	\$ 3,198.00	100.00	
2600	Unemployment Insurance	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2.71	\$ 2.71	100.00	
3000	Purchased Services	\$ 0.00	\$ 0.00	\$ 0.00	\$ 12,113.05	\$ 12,113.05	100.00	
6000	Material and Supplies	\$ 0.00	\$ 1,599.00	\$ 11,562.83	\$ 169,862.64	\$ 168,263.64	100.00	

61100	CLASSROOM INSTRUCTION	\$ 0.00	\$ 1,599.00	\$ 12,168.44	\$ 226,980.76	\$ 225,381.76	100.00	
FUNC 63200 VEHICLE OPERATION SERVICES								
1120	Operative Sal. & Wages	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1,577.25	\$ 1,577.25	100.00	
2100	FICA Benefits	\$ 0.00	\$ 0.00	\$ 0.00	\$ 120.65	\$ 120.65	100.00	
2600	Unemployment Insurance	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.95	\$ 0.95	100.00	

63200	VEHICLE OPERATION SERVICES	\$ 0.00	\$ 0.00	\$ 0.00	\$ 1,698.85	\$ 1,698.85	100.00	
=====								
GRAND TOTAL		\$ 0.00	\$ 1,599.00	\$ 12,168.44	\$ 228,679.61	\$ 227,080.61	100.00	

2017-2018 EXTENDED YEAR SALARY GRANT (INTERCESSION)
 CARROLL COUNTY PUBLIC SCHOOLS
 Executed by: michelle

Page: 1
 Date: 06/28/18
 Time: 10:46:45

						SALARY/GROSS	EXPENSED	BENEFITS
						-----	-----	-----
ACCOUNT CODE 1 -239-200-100-61100-1150								
GOAD KA	GOAD, KAREN R	4	SECRETARY	MAIL	76122	\$	343.00	
PRICE KA	PRICE, KATHERINE E	10	SECRETARY	GVE\$	76247	\$	441.00	
TOTAL ACCOUNT CODE 1 -239-200-100-61100-1150 EXTENDED CALENDAR SECRETARY						\$	784.00	\$ 0.00
ACCOUNT CODE 1 -239-200-100-61100-1520								
SMITH TA	SMITH, TARA N.	11	TEACHER SUB - NON DEOREE	MAIL	74103	\$	63.00	
TOTAL ACCOUNT CODE 1 -239-200-100-61100-1520 EXTENDED CALENDAR ELEM SUB TEACHER						\$	63.00	\$ 0.00
ACCOUNT CODE 1 -239-200-100-61100-1620								
COCHRAN JE	COCHRAN, JESSICA A.	11	SUPPLEMENT A - INTERCESSI	FOES	76078	\$	1,500.00	
GALLIMORE AM	GALLIMORE, AMBER L	8	SUPPLEMENT A - INTERCESSI	GVE\$	76117	\$	2,250.00	
HILL RE	HILL, REBECCA C.	13	SUPPLEMENT A - INTERCESSI	SP\$	76142	\$	2,250.00	
LEONARD JEN	LEONARD, JENNIFER P.	18	SUPPLEMENT A - INTERCESSI	OES	76168	\$	1,500.00	
MARTIN JE	MARTIN, JENNIFER P.	16	SUPPLEMENT A - INTERCESSI	LES	76191	\$	2,250.00	
MASSEI HE	MASSEI, HEAVEN A	3	SUPPLEMENT A - INTERCESSI	GVE\$	74010	\$	1,000.00	
MCCOMBS SH	MCCOMBS, SHARON K.	13	SUPPLEMENT A - INTERCESSI	HES	76201	\$	2,250.00	
MOORE JU	MOORE, JUSTIN B.	6	SUPPLEMENT A - INTERCESSI	MAIL	76215	\$	2,249.97	
ODUM DE	ODUM, DEBORAH H	12	SUPPLEMENT A - INTERCESSI	GVE\$	76235	\$	500.00	
REED SH	REED, FILMORE SHANE	6	TEACHER-MS SUMR	MAIL	73029	\$	3,077.82	
TOTAL ACCOUNT CODE 1 -239-200-100-61100-1620 EXTENDED CALENDAR						\$	18,827.79	\$ 0.00
ACCOUNT CODE 1 -239-200-100-61100-2100								
TOTAL EMPLOYER-PAID DEDUCTIONS FOR COCHRAN JE	COCHRAN, JESSICA A.			Class: LICENSED		\$	134.75	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR GALLIMORE AM	GALLIMORE, AMBER L			Class: LICENSED		\$	172.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR GOAD KA	GOAD, KAREN R			Class: CLASSIFIED		\$	26.25	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HILL RE	HILL, REBECCA C.			Class: LICENSED		\$	172.12	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR LEONARD JEN	LEONARD, JENNIFER P.			Class: LICENSED		\$	134.75	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MARTIN JE	MARTIN, JENNIFER P.			Class: LICENSED		\$	172.12	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MASSEI HE	MASSEI, HEAVEN A			Class: LICENSED		\$	76.50	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MCCOMBS SH	MCCOMBS, SHARON K.			Class: LICENSED		\$	172.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MOORE JU	MOORE, JUSTIN B.			Class: LICENSED		\$	172.12	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR ODUM DE	ODUM, DEBORAH M			Class: LICENSED		\$	38.26	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR PRICE KA	PRICE, KATHERINE E			Class: CLASSIFIED		\$	33.73	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR REED SH	REED, FILMORE SHANE			Class: LICENSED		\$	235.45	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR SMITH TA	SMITH, TARA N.			Class: CLASSIFIED		\$	4.82	
TOTAL ACCOUNT CODE 1 -239-200-100-61100-2100 EXTENDED CALENDAR FICA						\$	0.00	\$ 1,505.12
ACCOUNT CODE 1 -239-200-100-61100-2600								
TOTAL EMPLOYER-PAID DEDUCTIONS FOR GOAD KA	GOAD, KAREN R			Class: CLASSIFIED		\$	0.19	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR SMITH TA	SMITH, TARA N.			Class: CLASSIFIED		\$	0.10	
TOTAL ACCOUNT CODE 1 -239-200-100-61100-2600 EXTENDED CALENDAR VEC						\$	0.00	\$ 0.29
ACCOUNT CODE 1 -239-300-100-61100-1620								
EDMONDS LIN	EDMONDS, LINDSEY B.	4	SUPPLEMENT A - INTERCESSI	CCHS	76106	\$	3,000.00	
FRITZ BR	FRITZ, BRIAN F.	7	SUPPLEMENT A - INTERCESSI	CEC	76116	\$	1,500.00	
HOLDERFIELD JEF	HOLDERFIELD II, JEFF	8	SUPPLEMENT A - INTERCESSI	CCHS	76143	\$	3,000.00	
MOORE JU	MOORE, JUSTIN B.	6	SUPPLEMENT A - INTERCESSI	MAIL	76215	\$	2,250.03	
MUNDY BR	MUNDY, BRITTANY M.	10	SUPPLEMENT A - INTERCESSI	CCHS	76223	\$	3,000.00	
ROBINSON DE	ROBINSON, DEBORA M.	18	SUPPLEMENT A - INTERCESSI	CCHS	76261	\$	3,000.00	
TOTAL ACCOUNT CODE 1 -239-300-100-61100-1620 EXTENDED SCH YEAR GRANT SEC						\$	15,750.03	\$ 0.00

						SALARY/GROSS	EXPENSED BENEFITS
ACCOUNT CODE 1 -239-300-100-61100-2100							
TOTAL EMPLOYER-PAID DEDUCTIONS FOR EDMONDS LIN	EDMONDS, LINDSEY B.	Class: LICENSED				\$	229.50
TOTAL EMPLOYER-PAID DEDUCTIONS FOR FRITZ BR	FRITZ, BRIAN F.	Class: LICENSED				\$	114.75
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HOLDERFIELD JEF	HOLDERFIELD II, JEFFRE	Class: LICENSED				\$	229.50
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MOORE JU	MOORE, JUSTIN B.	Class: LICENSED				\$	172.13
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MUNDY BR	MUNDY, BRITTANY M.	Class: LICENSED				\$	229.50
TOTAL EMPLOYER-PAID DEDUCTIONS FOR ROBINSON DE	ROBINSON, DEBORA M.	Class: LICENSED				\$	229.50
TOTAL ACCOUNT CODE 1 -239-300-100-61100-2100 EXTENDED SCH YEAR GRANT SEC FICA						\$	0.00
						\$	1,204.88
ACCOUNT CODE 1 -239-321-100-61100-1120							
BOLEN GR	BOLEN, GREGORY S.	16	TEACHER AIDE - SOL TUTR	MAIL	76693	\$	844.20
DAVIDSON LI	DAVIDSON, LINDSEY B.	6	TEACHER PART TIME	CCHS	76411	\$	966.46
HILL DI	HILL, DIANA L.	24	TEACHER PART TIME	MAIL	76800	\$	529.55
HURST LIS	HURST, LISA C.	21	TEACHER PART TIME	CCHS	75236	\$	73.89
LINDSEY DE	LINDSEY, DEE A.	5	TEACHER PART TIME	CCHS	75867	\$	1,132.98
REECE CO	REECE, CORNIE D.	18	TEACHER PART TIME	MAIL	76927	\$	2,709.31
ZYVOLOSKI MI	ZYVOLOSKI, MISTY C.	12	TEACHER PART TIME	MAIL	75713	\$	123.15
TOTAL ACCOUNT CODE 1 -239-321-100-61100-1120 EXTENDED SCHOOL YEAR GRANT						\$	6,379.54
						\$	0.00
ACCOUNT CODE 1 -239-321-100-61100-2100							
TOTAL EMPLOYER-PAID DEDUCTIONS FOR BOLEN GR	BOLEN, GREGORY S.	Class: LICENSED				\$	64.50
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DAVIDSON LI	DAVIDSON, LINDSEY B.	Class: LICENSED				\$	73.92
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HILL DI	HILL, DIANA L.	Class: LICENSED				\$	40.50
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HURST LIS	HURST, LISA C.	Class: LICENSED				\$	5.65
TOTAL EMPLOYER-PAID DEDUCTIONS FOR LINDSEY DE	LINDSEY, DEE A.	Class: LICENSED				\$	86.66
TOTAL EMPLOYER-PAID DEDUCTIONS FOR REECE CO	REECE, CORNIE D.	Class: LICENSED				\$	207.26
TOTAL EMPLOYER-PAID DEDUCTIONS FOR ZYVOLOSKI MI	ZYVOLOSKI, MISTY C.	Class: LICENSED				\$	9.43
TOTAL ACCOUNT CODE 1 -239-321-100-61100-2100 EXTENDED SCHOOL YEAR GRANT						\$	0.00
						\$	488.00
ACCOUNT CODE 1 -239-321-100-61100-2600							
TOTAL EMPLOYER-PAID DEDUCTIONS FOR BOLEN GR	BOLEN, GREGORY S.	Class: LICENSED				\$	0.52
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DAVIDSON LI	DAVIDSON, LINDSEY B.	Class: LICENSED				\$	0.43
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HILL DI	HILL, DIANA L.	Class: LICENSED				\$	0.14
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HURST LIS	HURST, LISA C.	Class: LICENSED				\$	0.08
TOTAL EMPLOYER-PAID DEDUCTIONS FOR LINDSEY DE	LINDSEY, DEE A.	Class: LICENSED				\$	0.42
TOTAL EMPLOYER-PAID DEDUCTIONS FOR REECE CO	REECE, CORNIE D.	Class: LICENSED				\$	0.77
TOTAL EMPLOYER-PAID DEDUCTIONS FOR ZYVOLOSKI MI	ZYVOLOSKI, MISTY C.	Class: LICENSED				\$	0.06
TOTAL ACCOUNT CODE 1 -239-321-100-61100-2600 EXTENDED SCHOOL YEAR GRANT						\$	0.00
						\$	2.42
ACCOUNT CODE 1 -239-900-000-63200-1170							
BARKER NA	BARKER, NAUDE B.	13	BUS - SPECIAL	MAIL	76047	\$	119.25
COE EL	COE, ELLEN G.	22	BUS - SPECIAL	MAIL	76080	\$	85.50
DALTON CH	DALTON, CHARLES ODEL	39	BUS - SPECIAL	MAIL	76087	\$	54.00
DOOLEY NE	DOOLEY JR, MELVIN L.	20	BUS - SPECIAL	TD	73902	\$	29.25
HALL WO	HALL, WORTH P.	21	BUS - SPECIAL	MAIL	76127	\$	31.50
HALSEY AM	HALSEY, AMY M.	29	BUS - SPECIAL	TD	73933	\$	141.75
HENLEY TR	HENLEY, PAUL TRAVIS	17	BUS - SPECIAL	MAIL	73946	\$	60.75
HILL KEV	HILL, KEVIN W.	14	BUS - SPECIAL	MAIL	73951	\$	63.00
IVES DA	IVES, DAVID C.	10	BUS - SPECIAL	MAIL	73963	\$	90.00
JUSTUS NA	JUSTUS, NAMCY C.	35	BUS - SPECIAL	MAIL	73969	\$	54.00
MASON FR	MASON, FRANKLIN J	9	BUS - SPECIAL	TD	74009	\$	56.25
MCKINNON JO	MCKINNON, JOYCE BLEV	18	BUS - SPECIAL	MAIL	74017	\$	54.00
MONTGOMERY LIN	MONTGOMERY, LINDA A.	10	BUS - SPECIAL	MAIL	74028	\$	45.00
NOREHEAD DA	NOREHEAD, DAVID WILL	25	BUS - SPECIAL	TD	74031	\$	9.00

						SALARY/GROSS	EXPENSED BENEFITS
MORGAN DA	MORGAN, DANIEL P.	22	BUS - SPECIAL	MAIL	74032	\$ 78.75	
OVERBY CA	OVERBY, CAROLYN B	30	BUS - SPECIAL	MAIL	74050	\$ 54.00	
PAINTER BU	PAINTER, BURTON H.	21	BUS - SPECIAL	MAIL	74054	\$ 329.50	
VAUGHAN TE	VAUGHAN, TERRY WAYNE	22	BUS - SPECIAL	TD	74128	\$ 58.50	
VAUGHT VA	VAUGHT JR, VASSIE A.	15	BUS - SPECIAL	MAIL	74130	\$ 56.25	
WEBB JO	WEBB, JOE NEIL	18	BUS - SPECIAL	MAIL	74139	\$ 63.00	
WEBB WI	WEBB, WILLIAM B.	35	BUS - SPECIAL	MAIL	76322	\$ 22.50	
WORRELL GA	WORRELL, GARRY C.	14	BUS - SPECIAL	MAIL	76332	\$ 121.50	
TOTAL ACCOUNT CODE 1 -239-900-000-63200-1170 Extended Calendar Grant Bus Drivers						\$ 1,577.25	\$ 0.00
ACCOUNT CODE 1 -239-900-000-63200-2100							
TOTAL EMPLOYER-PAID DEDUCTIONS FOR BARKER MA	BARKER, MAUDE B.		Class: CLASSIFIED			\$ 9.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR COE EL	COE, ELLEN G.		Class: CLASSIFIED			\$ 6.54	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DALTON CH	DALTON, CHARLES ODELL		Class: CLASSIFIED			\$ 4.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DOOLEY NE	DOOLEY JR, MELVIN L.		Class: CLASSIFIED			\$ 2.24	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HALL WO	HALL, WORTH P		Class: CLASSIFIED			\$ 2.41	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HALSEY AM	HALSEY, AMY M.		Class: CLASSIFIED			\$ 10.85	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HENLEY TR	HENLEY, PAUL TRAVIS		Class: CLASSIFIED			\$ 4.65	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HILL KEV	HILL, KEVIN W.		Class: CLASSIFIED			\$ 4.81	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR IVES DA	IVES, DAVID C.		Class: CLASSIFIED			\$ 6.89	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR JUSTUS MA	JUSTUS, NANCY C.		Class: CLASSIFIED			\$ 4.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MASON FR	MASON, FRANKLIN J		Class: CLASSIFIED			\$ 4.31	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MCKINNON JO	MCKINNON, JOYCE BLEVIN		Class: CLASSIFIED			\$ 4.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MONTGOMERY LIN	MONTGOMERY, LINDA A.		Class: CLASSIFIED			\$ 3.44	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MORHEAD DA	MORHEAD, DAVID WILLIA		Class: CLASSIFIED			\$ 0.68	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MORGAN DA	MORGAN, DANIEL P.		Class: CLASSIFIED			\$ 6.02	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR OVERBY CA	OVERBY, CAROLYN B		Class: CLASSIFIED			\$ 4.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR PAINTER BU	PAINTER, BURTON H.		Class: CLASSIFIED			\$ 17.55	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR VAUGHAN TE	VAUGHAN, TERRY WAYNE		Class: CLASSIFIED			\$ 4.48	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR VAUGHT VA	VAUGHT JR, VASSIE A.		Class: CLASSIFIED			\$ 4.31	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WEBB JO	WEBB, JOE NEIL		Class: CLASSIFIED			\$ 4.82	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WEBB WI	WEBB, WILLIAM B.		Class: CLASSIFIED			\$ 1.72	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WORRELL GA	WORRELL, GARRY C.		Class: CLASSIFIED			\$ 9.29	
TOTAL ACCOUNT CODE 1 -239-900-000-63200-2100 Extended Calendar Grant Bus Drivers FICA						\$ 0.00	\$ 120.65
ACCOUNT CODE 1 -239-900-000-63200-2600							
TOTAL EMPLOYER-PAID DEDUCTIONS FOR BARKER MA	BARKER, MAUDE B.		Class: CLASSIFIED			\$ 0.13	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR COE EL	COE, ELLEN G.		Class: CLASSIFIED			\$ 0.09	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR DALTON CH	DALTON, CHARLES ODELL		Class: CLASSIFIED			\$ 0.06	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HALL WO	HALL, WORTH P		Class: CLASSIFIED			\$ 0.03	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR HENLEY TR	HENLEY, PAUL TRAVIS		Class: CLASSIFIED			\$ 0.10	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR IVES DA	IVES, DAVID C.		Class: CLASSIFIED			\$ 0.04	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR MORGAN DA	MORGAN, DANIEL P.		Class: CLASSIFIED			\$ 0.12	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR PAINTER BU	PAINTER, BURTON H.		Class: CLASSIFIED			\$ 0.19	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WEBB JO	WEBB, JOE NEIL		Class: CLASSIFIED			\$ 0.10	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WEBB WI	WEBB, WILLIAM B.		Class: CLASSIFIED			\$ 0.02	
TOTAL EMPLOYER-PAID DEDUCTIONS FOR WORRELL GA	WORRELL, GARRY C.		Class: CLASSIFIED			\$ 0.07	
TOTAL ACCOUNT CODE 1 -239-900-000-63200-2600 Extended Calendar Grant Bus Drivers VEC						\$ 0.00	\$ 0.95

2017-2018 EXTENDED YEAR SALARY GRANT (INTERSESSION)
CARROLL COUNTY PUBLIC SCHOOLS

Page: 4
Date: 08/28/18
Time: 10:46:45

		SALARY/GROSS		EXPENSED BENEFITS

TOTAL ALL	\$	43,381.61	\$	3,322.31

VOUCH# PO# MM? EFT? Fis Month Invoice ID DIST? DIST DATE CLEARED CR/ZFT # CR/EFT Date Amount Credit Code
 Fiscal Year: 2018

239 Extended Calendar Grant

1 -239-200-100-61100-6000 EXTENDED CALENDAR

VENDOR:	AMAZON.COM (AMAZON.COM)
1	No No No MARCH RAE INTERCESS Yes 03/13/2018 Yes 81550 03/13/2018 \$ 40.74 1 -101
2	No No No APRIL RAE INTERCESS Yes 04/09/2018 Yes 81773 04/10/2018 \$ 1,995.73 1 -101
VENDOR:	BANK CARD CENTE (BUSINESS CARD)
1	No No No MARCH RAE INTERCESS Yes 03/13/2018 Yes 81570 03/13/2018 \$ 1,180.34 1 -101
VENDOR:	CCSB (CARROLL COUNTY SCHOOL BOARD)
7	No No No MAY INTERCESS FUEL Yes 05/07/2018 Yes 82006 05/08/2018 \$ 42.71 1 -101
VENDOR:	IXL LEARNING (IXL LEARNING)
1	Yes 0368 No No NOVEMBER 5326757 Yes 11/13/2017 Yes 80795 11/13/2017 \$ 7,200.00 1 -101
VENDOR:	LOWE'S COMPANY (LOWE'S)
1	No No No MARCH 23359 Yes 03/13/2018 Yes 81657 03/13/2018 \$ 548.72 1 -101
1	No No No APRIL 24241 Yes 04/09/2018 Yes 81864 04/10/2018 \$ 39.80 1 -101
1	No No No MARCH 24597 Yes 03/13/2018 Yes 81657 03/13/2018 \$ 64.86 1 -101
VENDOR:	MYBINDING (MYBINDING)
1	Yes 0276 No No NOVEMBER 044865 Yes 11/13/2017 Yes 80834 11/13/2017 \$ 1,104.00 1 -101
VENDOR:	ROBERT BOSCH TOOL CORPORATION (ROBERT BOSCH TOOL CORPORATION)
1	Yes 0342 No No OCTOBER 48596367 Yes 10/09/2017 Yes 80608 10/10/2017 \$ 5,756.40 1 -101
VENDOR:	SHONEY'S (SHONEY'S)
1	Yes 0752 No No MARCH RAE INTERCESS Yes 03/13/2018 Yes 81707 03/13/2018 \$ 432.00 1 -101
VENDOR:	SUNSHINE YOGA (SUNSHINE YOGA)
1	Yes 0365 No No OCTOBER 9911 Yes 10/09/2017 Yes 80637 10/10/2017 \$ 519.79 1 -101
VENDOR:	WAL-MART STORES (WAL-MART COMMUNITY)
1	No No No APRIL 00762 RAXJINTER Yes 04/09/2018 Yes 81922 04/10/2018 \$ 71.82 1 -101
1	No No No MARCH 03851 Yes 03/13/2018 Yes 81734 03/13/2018 \$ 232.73 1 -101
1	No No No MARCH 05916 Yes 03/13/2018 Yes 81734 03/13/2018 \$ 803.96 1 -101
Total for 1 -239-200-100-61100-6000	
\$ 20,083.39	

1 -239-223-100-61100-3000 ENIENDES SCHOOL YEAR

VENDOR:	FANCY GAP ELEM (FANCY GAP ELEMENTARY SCHOOL)
2	No No No NOVEMBER REIMB INTERCESS Yes 11/13/2017 Yes 80769 11/13/2017 \$ 100.00 1 -101

1 -239-223-100-61100-8000 EXTENDED CALENDAR GRANT

VENDOR:	AMAZON.COM (AMAZON.COM)
1	No No No NOVEMBER FGES INTER Yes 11/13/2017 Yes 80709 11/13/2017 \$ 603.03 1 -101
VENDOR:	BANK CARD CENTE (BUSINESS CARD)
1	No No No NOVEMBER FGES INTERCESS Yes 11/13/2017 Yes 80728 11/13/2017 \$ 115.84 1 -101
VENDOR:	EAI EDUCATION (EAI EDUCATION)
1	Yes 0343 No No NOVEMBER INV0844800 Yes 11/13/2017 Yes 80765 11/13/2017 \$ 442.60 1 -101
VENDOR:	ETA READING & LANGUGE ARTS (ETA HANDSMIND)
1	Yes 0341 No No OCTOBER 20035850/5175 Yes 10/09/2017 Yes 80522 10/10/2017 \$ 396.90 1 -101

VOUCH#	PG#	MAN?	EFT?	Fis Month	Invoice ID	DIST?	DIST DATE	CLEARED	CK/EFT #	CK/EFT Date	Amount	Credit Code	
VENDOR: ROBERT BOSCH TOOL CORPORATION (ROBERT BOSCH TOOL CORPORATION)													
1		Yes	0770	No	No	JUNE	45006803	Yes	06/27/2018	82573	06/27/2018 \$	1,599.00	1 -101
VENDOR: WAL-MART STORES (WAL-MART COMMUNITY)													
1		No		No	No	NOVEMBER	LESINTERCESSION	Yes	11/13/2017	80909	11/13/2017 \$	693.11	1 -101
Total for 1 -239-229-100-61100-6000											\$	10,377.03	
1 -239-232-100-61100-6000 EXTENDED CALENDAR GRANT													
VENDOR: AMAZON.COM (AMAZON.COM)													
1		No		No	No	NOVEMBER	OES INTER	Yes	11/13/2017	80708	11/13/2017 \$	3,161.82	1 -101
VENDOR: BREAKOUT, INC. (BREAKOUT, INC.)													
2		Yes	0337	No	No	OCTOBER	9607	Yes	10/09/2017	80474	10/10/2017 \$	625.00	1 -101
VENDOR: OAKLAND ELEM (OAKLAND ELEMENTARY SCHOOL)													
1		No		No	No	NOVEMBER	INTERCESS REIM	Yes	11/13/2017	80839	11/13/2017 \$	1,096.35	1 -101
1		No		No	No	JANUARY	INTERCESS REIMS	Yes	01/15/2018	81253	01/15/2018 \$	67.95	1 -101
1		No		No	No	MAY	INTERCESSION	Yes	05/07/2018	82135	05/08/2018 \$	2,152.04	1 -101
2		No		No	No	MAY	INTERCESSION	Yes	05/07/2018	82135	05/08/2018 \$	609.60	1 -101
VENDOR: THE DERBY MAGIC COMPANY (THE DERBY MAGIC COMPANY)													
1		Yes	0302	No	No	OCTOBER	135	Yes	10/09/2017	80665	10/10/2017 \$	533.41	1 -101
Total for 1 -239-232-100-61100-6000											\$	8,246.17	
1 -239-233-100-61100-6000 EXTENDED CALENDAR GRANT													
VENDOR: AMAZON.COM (AMAZON.COM)													
1		No		No	No	DECEMBER	029618733854	Yes	12/11/2017	80947	12/12/2017 \$	305.99	1 -101
VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
5		No		No	No	MAY	INTERCESS FUEL	Yes	05/07/2018	82006	05/08/2018 \$	23.76	1 -101
VENDOR: NASP, INC. (NASP, INC.)													
1		Yes	0347	No	No	OCTOBER	237776	Yes	10/09/2017	80588	10/10/2017 \$	2,240.00	1 -101
2		Yes	0347	No	No	OCTOBER	237776	Yes	10/09/2017	80588	10/10/2017 \$	2,240.00	1 -101
3		Yes	0347	No	No	OCTOBER	237776	Yes	10/09/2017	80588	10/10/2017 \$	3,032.00	1 -101
VENDOR: OLDE HILL MUSIC, INC. (OLDE HILL MUSIC, INC.)													
1		Yes	0348	No	No	OCTOBER	22442	Yes	10/09/2017	80552	10/10/2017 \$	748.95	1 -101
VENDOR: REALLY GOOD STU (REALLY GOOD STUFF)													
1		Yes	0350	No	No	OCTOBER	6240359	Yes	10/09/2017	80602	10/10/2017 \$	140.56	1 -101
VENDOR: SPIS INTER (ST. PAUL SCHOOL)													
1		No		No	No	OCTOBER	INTERCESS REIM	Yes	10/09/2017	80632	10/10/2017 \$	262.75	1 -101
2		No		No	No	NOVEMBER	INTERCESS REIMS	Yes	11/13/2017	80880	11/13/2017 \$	3,637.25	1 -101
1		No		No	No	MARCH	INTERCESSION	Yes	03/13/2018	81709	03/13/2018 \$	1,036.95	1 -101
3		No		No	No	MAY	INTERCESSION	Yes	05/07/2018	82170	05/08/2018 \$	280.00	1 -101
2		No		No	No	NOVEMBER	REIMS INTERCESS	Yes	11/13/2017	80880	11/13/2017 \$	1,370.00	1 -101
VENDOR: WAL-MART STORES (WAL-MART COMMUNITY)													
1		No		No	No	NOVEMBER	HS INTERCESSION	Yes	11/13/2017	80909	11/13/2017 \$	49.97	1 -101
1		No		No	No	NOVEMBER	SP INTERCESSION	Yes	11/13/2017	80909	11/13/2017 \$	517.18	1 -101
Total for 1 -239-233-100-61100-6000											\$	11,410.36	
1 -239-321-100-61100-3000 EXTENDED SCHOOL YEAR													

VOUCH#	PO?	MAN?	BFT?	Fis Month	Invoice ID	DIST?	DIST DATE	CLEARED	CK/EFT #	CK/EFT Date	Amount	Credit Code	
VENDOR: CCHS (CARROLL COUNTY HIGH SCHOOL)													
2	No	No	No	NOVEMBER	INTERCESS REIMB	Yes	11/13/2017	Yes	80733	11/13/2017 \$	11,170.70	1 -101	
VENDOR: JUSTIN MOORE (JUSTIN MOORE)													
1	No	No	No	DECEMBER	POSTAGE REIMB	Yes	12/11/2017	Yes	81036	12/12/2017 \$	36.35	1 -101	
Total for 1 -239-321-100-61100-3000											\$	11,207.05	
1 -239-321-100-61100-6000 EXTENDED CALENDAR GRANT													
VENDOR: ADORMA (ADORMA)													
1	Yes	0334	No	No	OCTOBER	20857373	Yes	10/09/2017	Yes	80450	10/10/2017 \$	1,559.40	1 -101
VENDOR: AMAZON.COM (AMAZON.COM)													
1	No	No	No	NOVEMBER	CCHS INTER		Yes	11/13/2017	Yes	80708	11/13/2017 \$	2,303.06	1 -101
VENDOR: CCHS (CARROLL COUNTY HIGH SCHOOL)													
1	No	No	No	DECEMBER	INTERCESS REIM	Yes	12/11/2017	Yes	80972	12/12/2017 \$	1,774.59	1 -101	
1	No	No	No	NOVEMBER	INTERCESS REIMB	Yes	11/13/2017	Yes	80733	11/13/2017 \$	4,752.75	1 -101	
3	No	No	No	NOVEMBER	INTERCESS REIMB	Yes	11/13/2017	Yes	80733	11/13/2017 \$	2,060.44	1 -101	
2	No	No	No	MAY	INTERCESSION	Yes	05/09/2018	Yes	82209	05/09/2018 \$	17,500.22	1 -101	
VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
1	No	No	No	MAY	INTERCESS FUEL	Yes	05/07/2018	Yes	82006	05/08/2018 \$	676.73	1 -101	
VENDOR: G'VILLE ELEM (GLADEVILLE ELEMENTARY SCHOOL)													
3	No	No	No	MAY	INTERCESSION	Yes	05/07/2018	Yes	82057	05/08/2018 \$	17,500.22	1 -101	
5	No	Yes	No	MAY	INTERCESSION	Yes	05/09/2018	Yes	82057	05/08/2018 \$	17,500.22	1 -101	
VENDOR: HIGHWATER CLAYS (HIGHWATER CLAYS)													
1	Yes	0326	No	No	OCTOBER	1421228	Yes	10/09/2017	Yes	80540	10/10/2017 \$	2,400.00	1 -101
VENDOR: IXL LEARNING (IXL LEARNING)													
1	Yes	0437	No	No	NOVEMBER	8319498	Yes	11/13/2017	Yes	80795	11/13/2017 \$	1,417.00	1 -101
VENDOR: STEVE WEISS MUS (STEVE WEISS MUSIC)													
1	Yes	0352	No	No	NOVEMBER	ORDER 774127A	Yes	11/13/2017	Yes	80882	11/13/2017 \$	3,878.50	1 -101
Total for 1 -239-321-100-61100-6000											\$	38,222.69	
1 -239-327-100-61100-3000 EXTENDED SCHOOL YEAR													
VENDOR: CCIS (CARROLL COUNTY MIDDLE SCHOOL)													
3	No	No	No	NOVEMBER	INTERCESS REIMB	Yes	11/13/2017	Yes	80734	11/13/2017 \$	431.00	1 -101	
1 -239-327-100-61100-6000 EXTENDED CALENDAR GRANT													
VENDOR: CCIS (CARROLL COUNTY MIDDLE SCHOOL)													
1	No	No	No	OCTOBER	INTERCESS REIM	Yes	10/09/2017	Yes	80484	10/10/2017 \$	1,561.16	1 -101	
2	No	No	No	NOVEMBER	INTERCESS REIM	Yes	11/13/2017	Yes	80734	11/13/2017 \$	6,628.83	1 -101	
1	No	No	No	OCTOBER	INTERCESS REIMB	Yes	10/09/2017	Yes	80484	10/10/2017 \$	517.95	1 -101	
1	No	No	No	JUNE	INTERCESS REIMB	Yes	06/11/2018	Yes	82281	06/12/2018 \$	154.02	1 -101	
2	No	No	No	NOVEMBER	INTERCESS REIMB	Yes	11/13/2017	Yes	80734	11/13/2017 \$	778.12	1 -101	
4	No	No	No	DECEMBER	INTERCESS REIMB	Yes	12/11/2017	Yes	80973	12/12/2017 \$	70.01	1 -101	
1	No	No	No	MAY	INTERCESSION	Yes	05/07/2018	Yes	82006	05/08/2018 \$	516.67	1 -101	
2	No	No	No	MAY	INTERCESSION	Yes	05/07/2018	Yes	82006	05/08/2018 \$	12,721.75	1 -101	
VENDOR: CCSB (CARROLL COUNTY SCHOOL BOARD)													
2	No	No	No	MAY	INTERCESS FUEL	Yes	05/07/2018	Yes	82006	05/08/2018 \$	16.60	1 -101	

CARROLL COUNTY PUBLIC SCHOOLS
 VENDOR PAYMENTS VOUCHER REPORT BY ACCOUNT CODE AND VENDOR ID
 Executed By: tannyq

PAGE: 5
 TIME: 10:06:38
 DATE: 08/28/2018

VOUCH#	PO?	NAM?	EFT?	Fls	Month	Invoice ID	DIST?	DIST DATE	CLEARED	CK/EFT #	CK/EFT Date	Amount	Credit Code	

VENDOR: CHESS HOUSE (CHESS HOUSE)														
1	Yes	0298	No	No	OCTOBER	2113829	Yes	10/09/2017	Yes	80494	10/10/2017	\$ 359.95	1 -101	
VENDOR: DICK BLICK (BLICK ART MATERIALS)														
1	Yes	0335	No	No	OCTOBER	8255320	Yes	10/09/2017	Yes	80489	10/10/2017	\$ 581.15	1 -101	
VENDOR: SWEETWATER SOUND (SWEETWATER)														
1	Yes	0311	No	No	OCTOBER	16058492	Yes	10/09/2017	Yes	80639	10/10/2017	\$ 4,815.62	1 -101	
												\$	28,721.01	
Total for 1 -239-327-100-61100-6000												\$	181,975.69	
Total for Extended Calendar Grant												\$	181,975.69	

CARROLL COUNTY PUBLIC SCHOOLS
 VENDOR PAYMENTS VOUCHER REPORT BY ACCOUNT CODE AND VENDOR ID
 Executed By: tannyq

PAGE: 7
 TIME: 10:06:38
 DATE: 08/28/2018

VOUCH#	PO?	NAM?	EFT?	Fls	Month	Invoice ID	DIST?	DIST DATE	CLEARED	CK/EFT #	CK/EFT Date	Amount	Credit Code	

TOTAL for FISCAL YEAR 2018 :												\$	181,975.69	
												\$	181,975.69	
TOTAL PAYMENTS :												\$	181,975.69	

Charlottesville Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

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 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

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
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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

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 2018 end of year results, many students in most grade levels made significant progress on the PALS, grade level designations and SOL tests. There were also a number of students who were considered recovery students in SOL testing in fourth grade. In

addition, based on student informal feedback at the end of the year, students began to see themselves as readers and writers in a way that had not before.

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 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 11 until April 25, 2018. 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 ABLL 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, AIMSweb fluency, and SOL scores in grades three and four. They were typically below grade level expectations and were 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 one hundred ninety five total students enrolled in the cohort, one hundred forty-one students were economically disadvantaged (72.3%), one hundred and seven students were African American (54.8%), forty-six students were Hispanic (13%), ten were Asian (9.1%), and the remaining forty-four students were Caucasian (40.7%). Thirty-five students spoke English as a second language (18%) and twenty students with disabilities were enrolled in the program (10.2%).

Content Areas addressed: Literacy (reading, writing, spelling skills), iSTEM content connections in math, science, social studies, art, music, physical education woven into small group reading lessons each day

Length of program: academic year, 2017-2018

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

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

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 *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 were involved in some of the incentive and motivational aspects of attending the *Extending the Bridges of Literacy* program in future years. We held monthly attendance incentive raffles for both teachers and students and a number of local businesses contributed to the effort throughout the year.

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 were a number of barriers and aides to the EBL program last year. One of the modifications this year to the program was that the selection of the students would occur at the beginning of the year rather than at the end of the year. Teachers and administrators gave feedback that the previous year, we had created out lists too early and either children moved or the selection of the students based on the previous grade level's teachers were not necessarily who the teachers would have selected for this upcoming EBL session. Therefore, we chose to select students after the school year began in an effort to select the students who best matched the program's objectives. Because we live in a city with a six mile radius, transportation was not a significant issue for our students again this year. 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. From this funding, we were able to purchase the materials that we needed to instruct from and to pay our teachers for their time.

Although there were significant barriers, some perhaps did impact the outcome measures of the EBL program. Due to the obligations of the teachers in and outside of school, we saw a decrease in the number of teachers that were willing to teach for the program. Therefore, we were not able to offer as many slots for students as we had in the past year. Also, due to the fact that we made the decision to invite students after

school started, schools had to quickly put together rosters, send out letters of notification to parents, and arrange transportation. It probably put more stress on the administrators in charge of the program than if we had invited them before school let out. 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 disappointing 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	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	K-4 Avg.	Grade 5
BME	81%	n/a	n/a	86%	92%	(k, 3, 4) 86%	
CES	n/a	89%	94%	84%	79%	87%	
GES	n/a	86%	94%	84%	96%	90%	
JVES	n/a	87%	84%	88%	87%	88%	
JES	n/a	85%	82%	79%	77%	81%	
VES	n/a	93%	90%	93%	91%	92%	
Walker							37%
Division	81%	88%	89%	86%	87%	87%	37%

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 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.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement

Instrument: PALS (Entry Level Summed Score)

Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
Kindergarten (2nd semester only)	Number of Students Assessed	6	5	4	0
	Pre-test Average Score	31	35.6	29.25	Not applicable
	Post-test Average Score	84.2	85.6	82.5	Not applicable
	Net Change	+53.2	+50.6	+53.25	Not applicable
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
1*	Number of Students Assessed	42	28	20	6
	Pre-test Average Score	44.5	43.0	42.9	46

	Post-test Average Score	41.1	41.4	39.5	42
	Net Change	-3.4	-1.6	-3.4	-4
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
2	Number of Students Assessed	44	30	25	7
	Pre-test Average Score	36.8	36.3	34.7	33.9
	Post-test Average Score	57.8	57.9	56.9	55.6
	Net Change	+21	+21.6	+22.2	+22.6
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
	Number of Students Assessed	57	45	25	7

3	Pre-test Average Score	55.7	54.5	57.1	56.1
	Post-test Average Score	64.4	63.0	64.5	65.4
	Net Change	+9.4	+9	+14.5	+9.4
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
4	Number of Students Assessed	40	28	28	4
	Pre-test Average Score	72.9	71.8	74.1	68
	Post-test Average Score	83.0	81.4	82.9	83.8
	Net Change	+10.1	+9.6	+12.9	+15.8
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
	Number of Students Assessed	6	5	5	1

5	Pre-test Average Score	77.3	80.8	81.6	65
	Post-test Average Score	86.8	89.4	91.2	56
	Net Change	+9.8	+8.6	+9.6	+9

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 kindergarten and second grade and 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.

On the PALS, the trend is a smaller 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. There are a number of variables which impact these results for all 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.

Using the quarterly expectations for student performance levels, classroom teachers designate which students are reading on, above, slightly below, and significantly below grade level expectations. These designations were done at the end of the first quarter and at the end of the fourth quarter and took into account student performance across all assessments to include those in this report.

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: Reading Level Designation (on or above grade level)

Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
Kindergarten *second semester only	Number of Students Assessed	6	5	4	0
	Pre-test Average Score	0	0	0	Not applicable
	Post-test Average Score	2	2	1	Not applicable
	Net Change	+2	+2	+1	Not applicable
1	Number of Students Assessed	42	28	20	6
	Pre-test Average Score	9	6	6	1
	Post-test Average Score	18	13	8	2

	Net Change	+9	+7	+2	+1
2	Number of Students Assessed	60	43	35	5
	Pre-test Average Score	11	7	7	0
	Post-test Average Score	19	11	9	1
	Net Change	+8	+4	+2	+1
3	Number of Students Assessed	57	45	25	7
	Pre-test Average Score	21	17	11	5
	Post-test Average Score	31	24	15	4
	Net Change	+10	+7	+4	-1
	Number of Students Assessed	40	28	28	4

4	Pre-test Average Score	10	8	7	1
	Post-test Average Score	13	6	9	1
	Net Change	+13	-2	+2	+0
5	Number of Students Assessed	6	5	5	1
	Pre-test Average Score	2	2	2	0
	Post-test Average Score	3	3	3	0
	Net Change	+1	+1	+1	+0

Enter an explanation of the data here.

Based on the data above, the EBL students made gains in the overall numbers of students that went from below grade level designations at the beginning of the year versus the end of year. In all, there were forty-three students were on grade level at the end of the year that were not at the beginning of the year. There seemed to be more of impact on this designation in the earlier grades which research strongly supports. We also acknowledge that while we give guidelines for teachers in order to call the designations, they have to work with multiple assessment

measures in order to come up with the designation. In all, this is more of a subjective measure that may not be as accurate as a PALS summed score or an SOL assessment in reading.

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

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>					
Metric: Student Achievement					
Instrument: SOL Reading CAT					
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic

3	Number of Students Assessed	57	45	25	7
	Pre-test Average Score	Not applicable-first time taking CAT			
	Post-test Average Score	375.2	370.1	365.7	367.4
	Net Change	Not applicable-first time taking CAT			
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic
4	Number of Students Assessed	40	28	28	4
	Pre-test Average Score (2017)	367.5	359.9	372.2	361.6
	Post-test Average Score (2018)	398.0	400.3	402	365.3
	Net Change	+30.5	+40.4	+29.8	+3.7
Grade Level	Reporting Area	All Students	Reporting Group: SES	Reporting Group: African American	Reporting Group: Hispanic

5	Number of Students Assessed	6	5	5	1
	Pre-test Average Score (2017)	355.6	355.6	355.6	329
	Post-test Average Score (2018)	375.2	375.2	375.2	306
	Net Change	+19.6	+19.6	+19.6	-23

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 40.3% of the students in EBL receive a 400 or above and five 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, 57.5% of the students met pass proficient and six were in the 375-399 range. Fourteen students who had not met the 400 criteria the previous year achieved the pass proficient status this year and were considered recovery students. Among some of the notable statistics are that individual students went from a 415 to a 515, a 364 to a 479, a 385 to a 467, and a 351 to a 440. Even though some did not meet the criteria of a pass proficient score of 400, there were still huge gains in performance from the previous year. For example, one student went from a 267 to a 393 on the grade level assessment.

Our fifth grade results were not as strong as we had hoped but we believe there were some overall gains for the students. Students actually increased in terms of their scaled score in fifth grade as compared to how our EBL students performed the previous year. Two students who had not passed the SOL in fourth grade did pass in fifth grade. In contrast to the fourth grade results, our Hispanic population had a greater net loss in terms of the subgroup results but there was only one student in the cohort. However, our gains overall and with SES and black students were significant considering the rigor of the fifth grade standards.

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, 2018-19. 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 adding additional kindergarten groups at the second semester. We also are looking at the correlations between MAP, which is a new assessment for us, and performance at the end of the year assessments to see if there is a correlation. At the teachers' requests, we are adding in more time for some needed breaks and will be bringing tutors in to work with EBL students during those breaks.

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY17			
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role		State Local
See report below			
Total			\$165,186.7 \$41,296.67
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
			State Local
Total Employee Benefits 2000			\$28184.99 \$7,046.25
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
Not applicable			State Local
Total Purchased Contractual Services			\$0 \$0
4000 Internal Services			Source of Funds
Not applicable			State Local
Total Internal Services			\$0 \$0
5000 Other Services			Source of Funds
Not applicable			State State
Total Other Services			\$0 \$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..			Source of Funds
Description (please provide detailed cost calculations)			State Local
See images below			
Total Materials and Supplies			\$6,677.47 \$1,669.37
			State Local
Total Project Expenses			\$200,049.16 \$50,012.29

EBL Personnel Wages- 1000

LOC_DES	NAM_LAS_LC	NAM_FIR_LC	SUPPLE_3
Jackson-Via Elementary	Bell	Marica	4,326.00
Johnson Elementary	Bower	Lorena	4,498.00
Venable Elementary	Bradley	Laurel	5,896.00
Johnson Elementary	Branson	Emily	4,948.00
Clark Elementary	Bruner	Ariel	2,468.00
Clark Elementary	Bullock	Kelly	6,229.00
Burnley-Moran	Busching	Carol	5,180.00
Greenbrier Elementary	Emanuel	Donna	5,552.00
Jackson-Via Elementary	Franklin	Nikki	4,870.00
Walker Upper Elementary	Gaylord	Jennifer	5,896.00
Clark Elementary	Gillette	Joshua	4,498.00
Clark Elementary	Graves	Diane	2,593.00
Jackson-Via Elementary	Hall	Laura	5,180.00
Greenbrier Elementary	Harris	Patrice	4,716.00
Greenbrier Elementary	Hodgson	Amy	4,302.00
Venable Elementary	Hunter	Leslie	5,896.00
Burnley-Moran	Johnston	Mary	4,716.00
Venable Elementary	Kohstall	Patricia	4,498.00
Jackson-Via Elementary	Krovetz	Tess	4,245.00
Greenbrier Elementary	Kumar	Kavita	4,639.00
Greenbrier Elementary	Lapin	Nicole	4,362.00
Venable Elementary	Lee	Damonia	1,620.00
Greenbrier Elementary	McCloud	Rebecca	2,071.00
Venable Elementary	Mimms	Nancy	6,229.00
Venable Elementary	Minor	Karen	4,717.00
Venable Elementary	Moore	Eloise	6,229.00
Jackson-Via Elementary	Morgan	Michelle	4,245.00
Johnson Elementary	Mull	Marsha	2,036.00

Clark Elementary	Natale	Caitlin	4,302.00
Johnson Elementary	Peltier	Amy	2,791.00
Clark Elementary	Proffitt	Kaitlyn	3,061.00
Johnson Elementary	Rickabaugh	Nancy	5,027.00
Jackson-Via Elementary	Samuels	Iesha	4,147.00
Venable Elementary	Scudder	Sharyl	5,829.00
Jackson-Via Elementary	Sizemore	Michel	4,948.00
Johnson Elementary	Smith	Diana	4,639.00
Jackson-Via Elementary	Smith	Portland	6,014.00
Clark Elementary	Snead	Linsey	4,147.00
Walker Upper Elementary	Stromberg	Kaylei	4,065.00
Jackson-Via Elementary	Taylor	Juwan	1,598.00
Clark Elementary	Wood	Aja	4,245.00
Jackson-Via Elementary	Yoder	Bonnie	4,795.00
	Total EBL Supplements		186,263.00

6000 Expenses:

										PAGE 2				
DATE - 08/27/18			CHARLOTTESVILLE CITY SCHOOLS											
TIME - 10:46:19			TRANSACTION ACTIVITY REPORT											
PRG00 - GL 5632			07/01/17 TO 06/30/18											
REPT - IDEA			EXTENDED LEARNING GRANT					15.2100.1000.1100.1421.EL42						
DATE	VENDOR NAME	VEND	JOURNAL	REF	INVS	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE	
02/28/18	ADJUSTING J/E - PR022818		AJE	000006							723.81			
03/13/18	ADJUSTING J/E - PR031518		AJE	000001							550.07			
03/27/18	ADJUSTING J/E - PR033018		AJE	000006							1248.16			
04/11/18	ADJUSTING J/E - PR041118		AJE	000001							618.90			
04/27/18	ADJUSTING J/E - PR043018		AJE	000006							5190.46			
05/14/18	ADJUSTING J/E - PR051518		AJE	000001							685.29			
05/30/18	ADJUSTING J/E - PR053118		AJE	000006							694.01			
09/29/17	ADJUSTING J/E - PR092917		AJE	000006							68.44			
10/12/17	ADJUSTING J/E - PR101217		AJE	000001							101.06			
10/27/17	ADJUSTING J/E - PR103117		AJE	000006							838.67			
11/24/17	ADJUSTING J/E - PR112417		AJE	000001							577.75			
11/28/17	ADJUSTING J/E - PR113017		AJE	000006							930.20			
12/13/17	ADJUSTING J/E - PR121317		AJE	000001							793.46			
12/28/17	ADJUSTING J/E - PR122817		AJE	000006							4731.23			
CLOSING BALANCE HOURLY PAY									.00	.00	73600.76	20220.87	.00	52779.89
**SUBTOTAL FOR HOURLY PAY								73000.76	.00		20220.87	.00	52779.89	
										20220.87				
										73000.76		20220.87		
										.00		.00		
										26532.00		26532.00		
25.2100.1000.1100.2100.EL42 FICA														
OPENING BALANCE									.00	.00	26532.00	.00	.00	26532.00
CLOSED ACTIVITY										.00		.00	.00	
01/11/18	ADJUSTING J/E - FR00011818		AJE	000003							78.90			
01/31/18	ADJUSTING J/E - FR00013118		AJE	000008							77.47			
01/31/18	ADJUSTING J/E - EL001118		AJE	000019							891.65			
03/11/18	ADJUSTING J/E - EL001118		AJE	000023							1960.33			
02/15/18	ADJUSTING J/E - FR00021518		AJE	000003							42.11			
02/28/18	ADJUSTING J/E - FR00022818		AJE	000008							58.38			
02/28/18	ADJUSTING J/E - EL002158		AJE	000023							891.65			
02/28/18	ADJUSTING J/E - EL00222818		AJE	000024							967.89			
03/13/18	ADJUSTING J/E - FR00031318		AJE	000003							42.09			
03/27/18	ADJUSTING J/E - FR00032718		AJE	000008							95.48			
04/11/18	ADJUSTING J/E - FR00041118		AJE	000003							17.34			
04/27/18	ADJUSTING J/E - FR00042718		AJE	000008							397.47			
04/30/18	ADJUSTING J/E - APPR043018		AJE	000016							891.65			
04/30/18	ADJUSTING J/E - EL043018		AJE	000020							878.72			
05/14/18	ADJUSTING J/E - FR00051418		AJE	000003							52.42			
05/30/18	ADJUSTING J/E - FR00053018		AJE	000008							46.23			
09/19/17	ADJUSTING J/E - EL001917		AJE	000012							876.74			
09/29/17	ADJUSTING J/E - FR00092917		AJE	000008							5.24			
09/30/17	ADJUSTING J/E - EL003017		AJE	000022							463.06			
10/12/17	ADJUSTING J/E - FR00101217		AJE	000001							7.73			
10/12/17	ADJUSTING J/E - EL101217		AJE	000012							876.74			
10/27/17	ADJUSTING J/E - FR00102717		AJE	000008							62.63			
10/31/17	ADJUSTING J/E - EL103117		AJE	000016							491.78			
11/14/17	ADJUSTING J/E - FR00111417		AJE	000003							44.20			
11/14/17	ADJUSTING J/E - EL111417		AJE	000014							1173.66			
11/28/17	ADJUSTING J/E - FR00112817		AJE	000008							71.15			
11/30/17	ADJUSTING J/E - EL113017		AJE	000017							1055.76			
12/13/17	ADJUSTING J/E - FR00121317		AJE	000003							60.71			
12/18/17	ADJUSTING J/E - FR00121817		AJE	000008							360.44			

DATE - 08/27/18
 TIME - 10.46.19
 PROG - GL.5611
 REPT - IDBA

CHARLOTTESVILLE CITY SCHOOLS
 TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

PAGE 1

25.2180.1000.1100.2100.RE42

DATE	VENDOR NAME	VENDOR	JOURNAL REF	INVT	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE	
12/19/17	ADJUSTING J/E - EBL121617		AJE	000015						1426.53			
12/20/17	ADJUSTING J/E - EBL121917		AJE	000016						1269.44			
	CLOSING BALANCE	EICN						.00	.00	29532.00	14861.77	.00	9670.23
**SUBTOTAL FOR FICA							24832.00	.00	24532.00	14861.77	.00	9670.23	

25.2180.1000.1100.2210.RE42 VRS RETIREMENT													
	OPENING BALANCE							.00	.00	28869.00	.00	.00	28869.00
	CLOSED ACTIVITY							.00		.00	.00		
01/31/18	ADJUSTING J/E - EBL013118		AJE	000020						4181.69			
02/28/18	ADJUSTING J/E - EBL022818		AJE	000024						2064.75			
04/30/18	ADJUSTING J/E - EBL043018		AJE	000020						1447.86			
09/30/17	ADJUSTING J/E - EBL092917		AJE	000022						199.62			
10/31/17	ADJUSTING J/E - EBL103117		AJE	000016						149.61			
11/30/17	ADJUSTING J/E - EBL113017		AJE	000017						389.21			
12/20/17	ADJUSTING J/E - EBL121917		AJE	000016						464.68			
	CLOSING BALANCE	VRS RETIREMENT						.00	.00	28869.00	8879.42	.00	19969.58
**SUBTOTAL FOR VRS RETIREMENT							28869.00	.00	28869.00	8879.42	.00	19969.58	

25.2180.1000.1100.2211.RE42 VRS HEALTH CREDIT													
	OPENING BALANCE							.00	.00	2176.00	.00	.00	2176.00
	CLOSED ACTIVITY							.00		.00	.00		
01/31/18	ADJUSTING J/E - EBL013118		AJE	000020						315.19			
02/28/18	ADJUSTING J/E - EBL022818		AJE	000024						155.63			
04/30/18	ADJUSTING J/E - EBL043018		AJE	000020						109.13			
09/30/17	ADJUSTING J/E - EBL092917		AJE	000022						15.05			
10/31/17	ADJUSTING J/E - EBL103117		AJE	000016						10.60			
11/30/17	ADJUSTING J/E - EBL113017		AJE	000017						26.67			
12/20/17	ADJUSTING J/E - EBL121917		AJE	000016						35.02			
	CLOSING BALANCE	VRS HEALTH CREDIT						.00	.00	2176.00	669.29	.00	1506.71
**SUBTOTAL FOR VRS HEALTH CREDIT							2176.00	.00	2176.00	669.29	.00	1506.71	

25.2180.1000.1100.2212.RE42 DISABILITY PREMIUMS													
	OPENING BALANCE							.00	.00	.00	.00	.00	.00
	CLOSED ACTIVITY							.00		.00	.00		
	CLOSING BALANCE	DISABILITY PREMIUMS						.00	.00	.00	.00	.00	.00
**SUBTOTAL FOR DISABILITY PREMIUMS							.00	.00	.00	.00	.00	.00	

25.2180.1000.1100.2300.RE42 FLEXCOMP/HEALTH INSURANCE													
	OPENING BALANCE							.00	.00	.00	.00	.00	.00
	CLOSED ACTIVITY							.00		.00	.00		

DATE - 06/27/18
 TIME - 10.46.19
 PROG - GL.5611
 REPT - IDEA

CHARLOTTESVILLE CITY SCHOOLS
 TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

PAGE 4

25.2180.1000.1100.2300.EL82

DATE	VENDOR NAME	VEND#	JOURNAL	REP	INVT	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE
01/16/18	ADJUSTING J/E - RECLASS66		AJE	000012							153.08		
	CLOSING BALANCE		FLEECOMP/HEALTH INSURANCE						.00	.00	.00	153.08	153.08-
**SUBTOTAL FOR FLEECOMP/HEALTH INSURANCE								.00	.00	.00	153.08	.00	153.08-

DATE	VENDOR NAME	VEND#	JOURNAL	REP	INVT	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE
25.2180.1000.1100.2400.EL82 VRS GLI													
	OPENING BALANCE								.00	.00	2318.00	.00	2318.00
	CLOSING BALANCE								.00	.00	.00	.00	
01/31/18	ADJUSTING J/E - HLB013118		AJE	000020							335.65		
02/28/18	ADJUSTING J/E - HLB022018		AJE	000024							165.76		
04/30/18	ADJUSTING J/E - HLB443018		AJR	000020							116.24		
05/30/17	ADJUSTING J/E - HLB032917		AJE	000022							16.02		
10/31/17	ADJUSTING J/E - HLB103117		AJE	000018							11.28		
11/30/17	ADJUSTING J/E - HLB113017		AJE	000017							20.51		
12/30/17	ADJUSTING J/E - HLB123017		AJE	000016							37.11		
	CLOSING BALANCE		VRS GLI						.00	.00	2318.00	712.77	1605.23
**SUBTOTAL FOR VRS GLI								2318.00	.00	2318.00	712.77	.00	1605.23

DATE	VENDOR NAME	VEND#	JOURNAL	REP	INVT	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE
25.2180.1000.1100.3500.EL82 DISABILITY PLAN 1 & 2													
	OPENING BALANCE								.00	.00	.00	.00	.00
	CLOSING BALANCE								.00	.00	.00	.00	.00
**SUBTOTAL FOR DISABILITY PLAN 1 & 2								.00	.00	.00	.00	.00	.00

DATE	VENDOR NAME	VEND#	JOURNAL	REP	INVT	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE
25.2180.1000.1100.6000.EL82 OTHER MATERIALS/SUPPLIES													
	OPENING BALANCE								.00	.00	74299.24	.00	74299.24
	CLOSING BALANCE								.00	.00	.00	.00	
02/14/18	AMAZON CAPITAL SERVICES	15333	P/O	093749									14.97
02/22/18	AMAZON CAPITAL SERVICES	15333	A/P	093749									14.97-
04/04/18	KROGER CO INC	2178	P/O	094379									70.12
04/04/18	KROGER CO INC	2178	P/O	094380									.00
04/04/18	KROGER CO INC	2178	P/O	094381									51.93
04/04/18	KROGER CO INC	2178	P/O	094382									56.86
04/04/18	AMAZON CAPITAL SERVICES	15333	P/O	094383									107.00
04/12/18	AMAZON CAPITAL SERVICES	15333	P/O	094472									81.76
04/19/18	AMAZON CAPITAL SERVICES	15333	A/P	094383									107.00-
04/26/18	AMAZON CAPITAL SERVICES	15333	A/P	094472									81.76-
05/03/18	KROGER CO INC	2178	A/P	094379									70.12-
05/03/18	KROGER CO INC	2178	A/P	094381									51.93-
05/03/18	KROGER CO INC	2178	A/P	094382									56.86-
05/08/18	JUNNYA EDDY	16153	P/O	094850									85.89
05/17/18	JUNNYA EDDY	16153	A/P	094850									85.89-
06/05/18	KROGER CO INC	2178	P/O	095202									46.38
06/07/18	KROGER CO INC	2178	A/P	095202									46.38-

DATE - 08/27/18
 TIME - 10.46.19
 PROG - GL5611
 REPT - IDEA

CHARLOTTESVILLE CITY SCHOOLS
 TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

PAGE 5

25.2180.1000.1100.6000.ELAR2

DATE	VENDOR NAME	VEND	JOURNAL	REP	INVB	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	BEGINN BALANCE	
09/01/17	CENTER FOR THE COLLABORA	4494	P/D					091424				863.52		
09/01/17	CENTER FOR THE COLLABORA	4494	P/D					091425				863.52		
09/01/17	CENTER FOR THE COLLABORA	4494	P/D					091426				863.52		
09/01/17	CENTER FOR THE COLLABORA	4494	P/D					091427				863.52		
09/01/17	CENTER FOR THE COLLABORA	4494	P/D					091428				863.52		
09/01/17	CENTER FOR THE COLLABORA	4494	P/D					091429				863.52		
09/12/17	JENIFER DAVIS	539	P/D					091604				72.46		
09/20/17	SUNTRUST BANK CARD	7041	P/D					091737				313.60		
09/21/17	JENIFER DAVIS	539	A/P					091604				72.46-		
09/21/17	HAND2MIND	1834	P/D					091763				1643.05		
09/28/17	CENTER FOR THE COLLABORA	4494	A/P					091424				863.52-		
10/02/17	AMAZON CAPITAL SERVICES	15333	P/D					091928				541.31		
10/04/17	SUNTRUST BANK CARD	7062	P/D					091988				379.21		
10/05/17	CENTER FOR THE COLLABORA	4494	A/P					091423				863.52-		
10/05/17	CENTER FOR THE COLLABORA	4494	A/P					091426				863.52-		
10/05/17	CENTER FOR THE COLLABORA	4494	A/P					091427				863.52-		
10/05/17	CENTER FOR THE COLLABORA	4494	A/P					091428				863.52-		
10/05/17	CENTER FOR THE COLLABORA	4494	A/P					091429				863.52-		
10/19/17	SUNTRUST BANK CARD	7041	A/P					091737				313.60-		
10/19/17	HAND2MIND	1834	A/P					091763				1643.05-		
10/19/17	SUNTRUST BANK CARD	7062	A/P					091988				379.21-		
10/26/17	AMAZON CAPITAL SERVICES	15333	A/P					091928				540.24-		
11/09/17	AMAZON CAPITAL SERVICES	15333	A/P					091928				1.07-		
11/17/17	AMAZON CAPITAL SERVICES	15333	P/D					092457				48.81		
11/30/17	AMAZON CAPITAL SERVICES	15333	A/P					092657				48.81-		
12/08/17	JENIFER DAVIS	539	P/D					092974				12.39		
12/14/17	JENIFER DAVIS	539	A/P					092974				12.39-		
02/22/18	AMAZON CAPITAL SERVICES	15333	A/P			93749	102415	02/22/18			14.97			
04/19/18	AMAZON CAPITAL SERVICES	15333	A/P			84383	94383	103008	04/19/18		167.00			
04/26/18	AMAZON CAPITAL SERVICES	15333	A/P			094472	94472	103081	04/26/18		81.74			
05/03/18	KROGER CO INC	2178	A/P			094381	094381	103112	05/03/18		51.93			
05/03/18	KROGER CO INC	2178	A/P			094382	042304	103112	05/03/18		56.86			
05/03/18	KROGER CO INC	2178	A/P			094379	324980	103112	05/03/18		70.12			
05/17/18	JUANITA EDDY	16153	A/P			094850	94850	103331	05/17/18		85.09			
06/07/18	KROGER CO INC	2178	A/P			095202	95202	103496	06/07/18		46.38			
09/21/17	JENIFER DAVIS	539	A/P			091604	91604	100653	09/21/17		72.46			
09/28/17	CENTER FOR THE COLLABORA	4494	A/P			091424	110105	100784	09/28/17		803.52			
10/05/17	CENTER FOR THE COLLABORA	4494	A/P			091428	110086	100861	10/05/17		803.52			
10/05/17	CENTER FOR THE COLLABORA	4494	A/P			091429	110096	100861	10/05/17		803.52			
10/05/17	CENTER FOR THE COLLABORA	4494	A/P			091427	110098	100861	10/05/17		803.52			
10/05/17	CENTER FOR THE COLLABORA	4494	A/P			091426	110101	100861	10/05/17		803.52			
10/05/17	CENTER FOR THE COLLABORA	4494	A/P			091425	110103	100861	10/05/17		803.52			
10/19/17	HAND2MIND	1834	A/P			091763	091774	101025	10/19/17		1643.05			
10/19/17	SUNTRUST BANK CARD	7041	A/P			091737	91737	101055	10/19/17		313.60			
10/19/17	SUNTRUST BANK CARD	7062	A/P			091988	91988	101058	10/19/17		379.21			
10/26/17	AMAZON CAPITAL SERVICES	15333	A/P			091928	91928	101161	10/26/17		540.24			
11/09/17	AMAZON CAPITAL SERVICES	15333	A/P			091928	091928	101324	11/09/17		1.07			
11/10/17	AMAZON CAPITAL SERVICES	15333	A/P			092457	092457	101563	11/10/17		48.81			
12/14/17	JENIFER DAVIS	539	A/P			092974	092974	101670	12/14/17		12.39			
	CLOSING BALANCE							OTHER MATERIALS/SUPPLIES	.00	.00	74299.24	8346.84	.00	65952.40
**SUBTOTAL FOR OTHER MATERIALS/SUPPLIES								74299.24	.00		8346.84			65952.40

DATE - 06/27/18
 TIME - 10:46:19
 PROG - GL5611
 REPT - IDEA

CHARLOTTENVILLE CITY SCHOOLS
 TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

PAGE 6

25.2180.1000.1310.1116.EL42

DATE	VENDOR NAME	VENDOR	JOURNAL	REP	INVT	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE	
										74295.24	8366.84	.00		

25.2180.1000.1310.1116.EL42	COORDINATOR													
	OPENING BALANCE								.00	.00	66866.42	.00	.00	66866.42
	CLOSED ACTIVITY								.00	.00	.00	.00	.00	
	CLOSING BALANCE	COORDINATOR												
									.00	.00	66866.42	.00	.00	66866.42
**SUBTOTAL FOR COORDINATOR								66866.42	.00	66866.42	.00	.00	66866.42	

25.2180.1000.1310.2100.EL42	FICA													
	OPENING BALANCE								.00	.00	1000.00	.00	.00	1000.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00	
09/30/17	ADJUSTING J/E - ELB032817	AJE	000022											
											93.55			
10/31/17	ADJUSTING J/E - ELB103117	AJE	000016											
											65.91			
11/30/17	ADJUSTING J/E - ELB113017	AJE	000017											
											178.21			
12/20/17	ADJUSTING J/E - ELB121917	AJE	000016											
											217.82			
	CLOSING BALANCE	FICA												
									.00	.00	1000.00	555.49	.00	444.51
**SUBTOTAL FOR FICA								1000.00	.00	1000.00	555.49	.00	444.51	

25.2180.1000.1310.2210.EL42	VRS RETIREMENT													
	OPENING BALANCE								.00	.00	500.00	.00	.00	500.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00	
09/30/17	ADJUSTING J/E - ELB092917	AJE	000022											
											42.95			
10/31/17	ADJUSTING J/E - ELB103117	AJE	000016											
											61.48			
11/30/17	ADJUSTING J/E - ELB113017	AJE	000017											
											134.12			
12/20/17	ADJUSTING J/E - ELB121917	AJE	000016											
											2708.10			
	CLOSING BALANCE	VRS RETIREMENT												
									.00	.00	500.00	2946.65	.00	2446.65
**SUBTOTAL FOR VRS RETIREMENT								500.00	.00	500.00	2946.65	.00	2446.65	

25.2180.1000.1310.2211.EL42	VRS HEALTH CREDIT													
	OPENING BALANCE								.00	.00	100.00	.00	.00	100.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00	
09/30/17	ADJUSTING J/E - ELB092917	AJE	000022											
											3.24			
10/31/17	ADJUSTING J/E - ELB103117	AJE	000016											
											4.64			
11/30/17	ADJUSTING J/E - ELB113017	AJE	000017											
											10.11			
12/20/17	ADJUSTING J/E - ELB121917	AJE	000016											
											204.11			
	CLOSING BALANCE	VRS HEALTH CREDIT												
									.00	.00	100.00	222.10	.00	122.10
**SUBTOTAL FOR VRS HEALTH CREDIT								100.00	.00	100.00	222.10	.00	122.10	

25.2180.1000.1310.2212.EL42	DISABILITY PREMIUMS													

TIME - 10.46.19
 PROG - GL.5611
 REPT - IDEA

TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

25.2180.1000.1310.2212.EL82

DATE	VENDOR NAME	VEND	JOURNAL	REF	INVB	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	INCUMBANCES	MONTHS BALANCE

	OPENING BALANCE								.00	.00	.00	.00	.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00
	CLOSING BALANCE		DISABILITY PREMIUMS						.00	.00	.00	.00	.00

	**SUBTOTAL FOR DISABILITY PREMIUMS							.00	.00	.00	.00	.00	.00

25.2180.1000.1310.2300.EL82			FLEXCOMP/HEALTH INSURANCE										
	OPENING BALANCE								.00	.00	.00	.00	.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00
	CLOSING BALANCE		FLEXCOMP/HEALTH INSURANCE						.00	.00	.00	.00	.00

	**SUBTOTAL FOR FLEXCOMP/HEALTH INSURANCE							.00	.00	.00	.00	.00	.00

25.2180.1000.1310.2400.EL82			VRS GLT										
	OPENING BALANCE								.00	.00	100.00	.00	100.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00
09/30/17	ADJUSTING J/E - EL8092917		AJE	000022							3.45		
10/31/17	ADJUSTING J/E - EL8103117		AJE	000016							4.94		
11/30/17	ADJUSTING J/E - EL8113017		AJE	000017							10.77		
12/20/17	ADJUSTING J/E - EL8121917		AJE	000016							217.38		
	CLOSING BALANCE		VRS GLT						.00	.00	100.00	236.54	.00

	**SUBTOTAL FOR VRS GLT							100.00	.00	100.00	236.54	.00	136.54

25.2180.1000.1310.2500.EL82			DISABILITY PLAN 1 & 2										
	OPENING BALANCE								.00	.00	.00	.00	.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00
	CLOSING BALANCE		DISABILITY PLAN 1 & 2						.00	.00	.00	.00	.00

	**SUBTOTAL FOR DISABILITY PLAN 1 & 2							.00	.00	.00	.00	.00	.00

25.2180.0000.3100.3410.EL89			OTHER TRANSPORTATION										
	OPENING BALANCE								.00	.00	38740.00	.00	38740.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00
	CLOSING BALANCE		OTHER TRANSPORTATION						.00	.00	38740.00	.00	38740.00

	**SUBTOTAL FOR OTHER TRANSPORTATION							38740.00	.00	38740.00	.00	.00	38740.00

25.2180.1000.2220.1131.EL89			NURSES										
	OPENING BALANCE								.00	.00	7117.00	.00	7117.00
	CLOSED ACTIVITY								.00	.00	.00	.00	.00
01/31/18	ADJUSTING J/E - EL8011218		AJE	000019							444.82		

DATE - 08/27/18
 TIME - 10.46.19
 PRG# - GL.5611
 REPT - IDEA

CHARLOTTESVILLE CITY SCHOOLS
 TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

PAGE 8

25.2180.1000.2220.1131.EL89

DATE	VENDOR NAME	VEND#	JOURNAL	REF	INV#	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE	
01/31/18	ADJUSTING J/E - ELB013118		AJE								1616.71			
01/28/18	ADJUSTING J/E - ELB021518		AJE								444.01			
01/26/18	ADJUSTING J/E - ELB022818		AJE								1016.71			
04/30/18	ADJUSTING J/E - APRHBL0415		AJE								565.00			
04/30/18	ADJUSTING J/E - EBL043018		AJE								452.00			
09/19/17	ADJUSTING J/E - ELB091517		AJE								376.67			
09/10/17	ADJUSTING J/E - ELB092917		AJE								263.17			
10/12/17	ADJUSTING J/E - EBL101217		AJE								376.67			
10/31/17	ADJUSTING J/E - EBL103117		AJE								376.67			
11/14/17	ADJUSTING J/E - EBL111417		AJE								798.92			
11/30/17	ADJUSTING J/E - EBL113017		AJE								821.82			
12/19/17	ADJUSTING J/E - EBL121917		AJE								904.00			
12/20/17	ADJUSTING J/E - EBL121917		AJE								1004.46			
	CLOSING BALANCE	MURSES							.00	.00	7117.00	8862.43	.00	1745.43

**SUBTOTAL FOR MURSES 7117.00 .00 7117.00 8862.43 .00 1745.43

DATE	VENDOR NAME	VEND#	JOURNAL	REF	INV#	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE	
	OPENING BALANCE								.00	.00	544.00	.00	.00	544.00
	CLOSED ACTIVITY								.00		.00	.00		
01/31/18	ADJUSTING J/E - ELB013118		AJE								77.78			
02/28/18	ADJUSTING J/E - ELB022818		AJE								77.78			
04/30/18	ADJUSTING J/E - EBL043018		AJE								34.58			
09/10/17	ADJUSTING J/E - ELB092917		AJE								29.13			
10/31/17	ADJUSTING J/E - EBL103117		AJE								28.81			
11/30/17	ADJUSTING J/E - EBL113017		AJE								62.87			
12/20/17	ADJUSTING J/E - EBL121917		AJE								76.84			
	CLOSING BALANCE	FICA							.00	.00	544.00	378.79	.00	165.21

**SUBTOTAL FOR FICA 544.00 .00 544.00 378.79 .00 165.21

DATE	VENDOR NAME	VEND#	JOURNAL	REF	INV#	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE	
	OPENING BALANCE								.00	.00	6161.00	.00	.00	6161.00
	CLOSED ACTIVITY								.00		.00	.00		
01/31/18	ADJUSTING J/E - ELB013118		AJE								165.93			
02/28/18	ADJUSTING J/E - ELB022818		AJE								165.93			
04/30/18	ADJUSTING J/E - EBL043018		AJE								73.77			
09/10/17	ADJUSTING J/E - ELB092917		AJE								987.90			
10/31/17	ADJUSTING J/E - EBL103117		AJE								1049.19			
11/30/17	ADJUSTING J/E - EBL113017		AJE								2252.36			
12/20/17	ADJUSTING J/E - EBL121917		AJE								163.93			
	CLOSING BALANCE	VRS RETIREMENT							.00	.00	6161.00	4859.01	.00	1301.99

**SUBTOTAL FOR VRS RETIREMENT 6161.00 .00 6161.00 4859.01 .00 1301.99

25.2180.1000.2220.2211.EL89 VRS HEALTH CREDIT

DATE - 04/27/18
 TIME - 12.46.12
 PROG - 06.5611
 RPT - IDEA

CHARLOTTESVILLE CITY SCHOOLS
 TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

PAGE 9

25.2180.1000.2220.2211.EL89

DATE	VENDOR NAME	VEND	JOURNAL	RFP	INVS	CHECK#	DATE	ORIGINAL BUDGET	BUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE	
OPENING BALANCE									.00	.00	588.00	.00	.00	588.00
CLOSED ACTIVITY									.00			.00	.00	
01/31/18	ADJUSTING J/E - EL8013118		AJE		000020						12.50			
02/28/18	ADJUSTING J/E - EL8022818		AJE		000024						12.50			
04/30/18	ADJUSTING J/E - ESL043018		AJE		000020						5.56			
09/30/17	ADJUSTING J/E - EL8092917		AJE		000022						74.45			
10/31/17	ADJUSTING J/E - EBL103117		AJE		000016						79.11			
11/30/17	ADJUSTING J/E - EBL113017		AJE		000017						169.77			
12/20/17	ADJUSTING J/E - EBL121917		AJE		000016						12.35			
CLOSING BALANCE									.00	.00	508.00	366.28	.00	221.72
**SUBTOTAL FOR VRS HEALTH CREDIT								588.00	.00		588.00	366.28	.00	221.72

25.2180.1000.2220.2212.EL89		DISABILITY PREMIUMS												
OPENING BALANCE									.00	.00	.00	.00	.00	.00
CLOSED ACTIVITY									.00			.00	.00	
CLOSING BALANCE									.00	.00	.00	.00	.00	.00
**SUBTOTAL FOR DISABILITY PREMIUMS								.00	.00		.00	.00	.00	.00

25.2180.1000.2220.2300.EL89		FLEXCOMP/HEALTH INSURANCE												
OPENING BALANCE									.00	.00	.00	.00	.00	.00
CLOSED ACTIVITY									.00			.00	.00	
CLOSING BALANCE									.00	.00	.00	.00	.00	.00
**SUBTOTAL FOR FLEXCOMP/HEALTH INSURANCE								.00	.00		.00	.00	.00	.00

25.2180.1000.2220.2400.EL89		VRS GLI												
OPENING BALANCE									.00	.00	593.00	.00	.00	593.00
CLOSED ACTIVITY									.00			.00	.00	
01/31/18	ADJUSTING J/E - EL8013118		AJE		000020						13.32			
02/28/18	ADJUSTING J/E - EL8022818		AJE		000024						13.32			
04/30/18	ADJUSTING J/E - EBL043018		AJE		000020						5.92			
09/30/17	ADJUSTING J/E - EL8092917		AJE		000022						79.30			
10/31/17	ADJUSTING J/E - EBL103117		AJE		000016						84.22			
11/30/17	ADJUSTING J/E - EBL113017		AJE		000017						180.81			
12/20/17	ADJUSTING J/E - EBL121917		AJE		000016						13.16			
CLOSING BALANCE									.00	.00	593.00	390.05	.00	202.95
**SUBTOTAL FOR VRS GLI								593.00	.00		593.00	390.05	.00	202.95

25.2180.1000.2220.2800.EL89		DISABILITY PLAN 1 & 2												
OPENING BALANCE									.00	.00	.00	.00	.00	.00
CLOSED ACTIVITY									.00			.00	.00	

DATE - 08/27/18
 TIME - 10:46:19
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CHARLOTTESVILLE CITY SCHOOLS
 TRANSACTION ACTIVITY REPORT
 07/01/17 TO 06/30/18
 EXTENDED LEARNING GRANT

25,2189,1000,2220,2500,EL89

DATE	VENDOR NAME	VEND#	JOURNAL	REF	INV#	CHECK#	DATE	ORIGINAL MUDGET	SUDGET TRANSFERS	TOTAL FUNDS AVAILABLE	TRANSACTIONS	ENCUMBRANCES	ENDING BALANCE
	CLOSING BALANCE		DISABILITY PLAN 1 & 2						.00	.00	.00	.00	.00
**SUMTOTAL FOR DISABILITY PLAN 1 & 2								.00	.00	.00	.00	.00	.00

Henrico County Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

Virginia Department of Education

**Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools
FY 2018**

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY17 carryover funds plus FY18 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, 6651 Wilson Road, Henrico, VA 23231

Rolfe Middle School, 6901 Messer Road, Henrico, VA 23231

Varina High School, 7053 Messer Road, 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 Program

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

The goal of the Baker-Rolfe-Varina (BRV) 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 (2017-18) and summer sessions (2018). 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, Rolfe Middle, and Varina High all exceeded the target (50%) for the percentage who met their NWEA growth targets in reading. Students at Baker and Varina also exceeded the target (75%) for the percentage of passing scores on SOL tests. Rolfe students missed this benchmark but 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 during the academic year and STEAM instruction over the summer. 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 seventh grader to enroll in a full year language course, participate in individualized tutoring sessions, and receive homework support.

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;

Baker - BRV is an extended school year program for rising 5th grade students during the summer and with the fifth-grade students during the school year. The program operates from October until May. During the school year Baker - BRV meets every Wednesday from 2:45 until 4:45. We met a total of 22 times during the 2017-2018 school year for a total of 44 hours. During the school year, 43 students enrolled and attended regularly; 21 of the students also participated in the summer program: 17 males (39.5%), 26 females (60.4%), 2.3% Hispanic and 97.6 % Black.

During the summer, the program operated for five weeks, Monday-Thursday from 8:00-12:30, for a total of 19 days (85.5 hours) from June 26 - July 27, 2018. The main content areas addressed during the summer program are Language Arts, Math and Science/STEM. Students work on their reading skills through a shared novel study with added re-teaching and instruction of reading skills. In the Math portion students receive more practice with fourth grade standards that they had trouble with and are also exposed to fifth grade math content. In the Science portion our focus is on the fourth grade Science standards. During the Summer 2017 program, 24 students enrolled and attended regularly: 15 females (62.5%), 9 males (37.5%).

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 summer, Baker - BRV employed three teachers and two instructional assistants and during the school year BRV employed four teachers. All Baker - BRV staff works at Baker during the school year in grades 3-5 so the teachers know the students prior to the program starting and have a good understanding about either previous Standards of Learning that should have been mastered or future Standards of Learning that will be taught. The Baker - BRV teachers work collaboratively with the fifth grade teachers to discuss and plan lessons. Our fifth grade teachers give constant feedback about what they're seeing in the classroom and our Baker - BRV teachers work to support the teachers. Our coordinator is a fifth grade teacher and often works as the liaison between BRV and the classroom.

Communication with parents is a crucial component of Baker - BRV and all parents are encouraged to join the Bloomz group, which is an online communications application that allows communication between the program and parents. Teachers are able to post about what is going on at Baker - BRV or if something is needed and parents can see and respond to those posts instantly. We also work to form partnerships with local businesses within the community. During the Summer program we received gift card donations from McDonald's and Chick-Fil-A, where

students could redeem the card for a free frozen treat. We would hand these out to students who worked especially hard that day, or who had made a significant improvement with behavior or understanding. This incentive motivated students to work hard and attend Baker - BRV during the summer.

During the school year we had a short-term partnership with the Department of Forestry, and volunteers came in on three occasions to conduct nature lessons with the students. The students were given opportunities to learn more about the nature that surrounds their community and Baker Elementary. As we move forward with the program we will continue to work on increasing our parent communication through monthly Baker - BRV newsletters. We will also work to collaborate with parents and have them come in and volunteer with the program, especially when we move in to our college and career research and planning. We will also work to re-establish our partnership with the Department of Forestry and we will look to form new partnerships with other community groups. During the upcoming school year, we will also work with nearby shelters to conduct a collection and donation during the holidays.

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 have been no barriers to the program's implementation. Baker - BRV teachers plan together once a week after school and have monthly meetings to review BRV implementation and student progress and any issues that have arisen in the program. During the 2017-2018 school year, Baker - BRV teachers attended the National Science Teachers Association Conference in Baltimore to learn new and different approaches to science and STEM instruction. Baker - BRV continues to reach out to local businesses as well as businesses within the Richmond area to build those community partnerships.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*. In addition, you may choose to report on up to *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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth target				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	37	34	10	--
Pre-test Average Score 16-17 Cohort	63.3%	63.8%	64.5%	--
Post-test Average Score 17-18 Cohort	59.5%	55.9%	50.0%	--
Net Change	-3.8 percentage points	-7.9 percentage points	-14.5 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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. Nationally, 50% of students meet their growth target in any given year.

In 2017-18, 59.5% of all Baker-BRV students met their NWEA growth target in reading. Black and economically disadvantaged students performed slightly worse with 55.9% and 50.0% hitting their reading growth targets respectively. In 2016-17, the percentage of students who met

their NWEA growth target in reading for all, black, and economically disadvantaged students was 63.3%, 63.8%, and 64.5% respectively. This represents a one-year decline of 3.8 percentage points for all students, 7.9 percentage points for black students, and 14.5 percentage points for economically disadvantaged students.

Despite the one-year declines, Baker-BRV students still achieved the goal of 50% of students meeting their growth targets for all groups of students in reading in 2017-18. Program components that have led to this success include teacher led novel studies that allow for skill practice as well as book discussion. Students read two novels throughout the year, *Hatchet* and *Frindle*. Students worked on reading skills throughout the story, as well as problem solving skills through embedded STEM projects. The teacher led student discussions about common reading skills such as character analysis, plot development, cause and effect scenarios, drawing conclusions and vocabulary expansion. Throughout the course of the novel studies students were required to apply information learned from the story to complete STEM challenges.

Baker-BRV also held two on-site Saturday camps that reviewed reading skills taught in the classroom. During our Saturday camps students participated in hands-on activities where they were required to apply concepts learned in class. Teachers planned SOL review lessons based on 5th Grade teacher feedback that particular SOL standards had posed difficulty for students. Baker-BRV teachers also provided students homework assistance each week where they received additional instruction on skills as needed.

b. Additional Metric #1 (optional)

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 here:

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 Optional Metric

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

Instrument: SOL Exams*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	37	34	10	--
Pre-test Average Score 16-17 Cohort	89.1%	88.7%	89.4%	--
Post-test Average Score 17-18 Cohort	82.9%	83.3%	83.3%	--
Net Change	-6.2 percentage points	-5.4 percentage points	-6.1 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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.

In 2017-18, Baker-BRV students earned a score of 400 or above on 92 of the 111 SOL exams they took for a pass rate of 82.9%. Black students earned a score of 400 or above on 85 of the 102 SOL exams they took for a pass rate of 83.3%. Economically disadvantaged students earned a score of 400 or above on 25 of the 30 SOL exams they took for a pass rate of 83.3%. In 2016-17, the pass rate for all students was 89.1%; for black students it was 88.7%; and for economically disadvantaged students, it was 89.4%. This represents a one-year decline of 6.2 percentage points for all students, 5.4 percentage points for black students, and 6.1 percentage points for economically disadvantaged students. Despite this decline, Baker-BRV students still exceeded the goal of a 75% pass rate for all groups of students in 2017-18.

Program components that have led to this success are teacher led novel study’s that allow for skill practice as well as book discussion. Students read two novels throughout the year, *Hatchet*

and *Frindle*. Students worked on reading skills throughout the story, as well as problem solving skills through embedded STEM projects. The teacher led student discussions about common reading skills such as; character analysis, plot development, cause and effect scenarios, drawing conclusions and vocabulary expansion. Throughout the course of the novel studies students were required to apply information learned from the story to complete STEM challenges.

Baker-BRV also held two on-site Saturday camps that reviewed reading, math and science skills taught in the classroom. During our Saturday camps, students participated in hands-on activities where they were required to apply concepts learned in class. Teachers planned SOL review lessons based on 5th Grade teacher feedback that particular SOL standards had posed difficulty for students. Students also participated in a variety of field trip experiences that made connections between classroom content and the real world. Students were able to visit Luray Caverns to apply rock formation concepts, the Virginia Air and Space Center to apply space relationships, and George Washington's Mount Vernon to learn more about colonial life and the impact that slavery had on agriculture and the Children's Theater to experience a variety of music genres through African American music history and to exhibit proper performance etiquette.

c. Additional Metric #2 (optional)

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 here:

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 Optional Metric

Metric: 100% of ESY students will be promoted

Instrument: Report cards*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	37	34	10	--
Pre-test Average Score 16-17 Cohort	100%	100%	100%	--
Post-test Average Score 17-18 Cohort	100%	100%	100%	--
Net Change	--	--	--	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2017-18, 100% of all students involved in Baker-BRV were promoted to sixth grade. Promotion rates for black and economically disadvantaged students were 100% as well. These promotion rates were the same in 2016-17, which means students involved in Baker-BRV have achieved the program goal for the past two academic years. Program components that have led to this success include additional instruction through homework help each week. Teacher led novel studies that allowed for skill practice as well as book discussions. Students read two novels throughout the year, *Hatchet* and *Frindle*. Students worked on reading skills throughout the story, as well as problem solving skills through embedded STEM projects. The teachers led student discussions about common reading skills such as character analysis, plot development, cause and effect scenarios, drawing conclusions and vocabulary expansion. Throughout the course of the novel studies, students were required to apply information learned from the story to complete STEM challenges.

Throughout the program students also utilized math and science skills to complete STEM challenges, students practiced measurement skills, force and motion, mixtures and solutions, and more. Baker-BRV also held two on-site Saturday camps that reviewed reading, math and science skills taught in the classroom. During our Saturday camps students participated in hands-on activities where they were required to apply concepts learned in class. Teachers planned SOL

review lessons based on 5th Grade teacher feedback that particular SOL standards had posed difficulty for students. Students also participated in a variety of field trip experiences that allowed for connections to be made between classroom content and the real world. Students were able to visit Luray Caverns to apply rock formation concepts, the Virginia Air and Space Center to apply space relationships, and George Washington's Mount Vernon to learn more about colonial life and the impact that slavery had on agriculture and the Children's Theater to experience a variety of music genres through African American music history and to exhibit proper performance etiquette.

9. Describe your 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 here:

We will continue to cultivate student interest and engagement in BRV through school-based activities. Our fifth grade teachers will also encourage students to participate with the program and we will have information fliers available to parents on back-to-school nights and open house. As we look forward to future groups of rising fifth graders we will plan to hold information sessions for both students and parents early on to promote interest and knowledge of the program. Parents will also be informed on how our program continues through both middle and high school. 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 –Baker Elementary School (BRV Grant – Part 1 of 3)

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Anne Barry	Summer and afterschool teacher	\$2,935.20	0
Amanda Davis	Summer and afterschool teacher	\$2,360.64	0
Charlotte Harmon	Summer and afterschool teacher	\$1,000.24	0
Paige Michanco	Summer and afterschool teacher	\$1,683.65	0
Ashley Pride	Summer and afterschool teacher	\$2,615.74	0
Riley Kuff	Summer and afterschool teacher, program coordinator	\$3,698.60	0
Charlie Goad	Program coordinator	\$2,846.62	0
Ta’Keah Otey	Summer instructional assistant	\$440.14	0
Renarda Shelton	Summer instructional assistant	\$132.05	0
Total		\$10,078.84	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Anne Barry		\$223.58	0
Amanda Davis		\$180.61	0
Charlotte Harmon		\$76.52	0
Paige Michanco		\$128.81	0
Ashley Pride		\$200.10	0
Riley Kuff		\$282.93	0
Charlie Goad		\$217.76	0
Ta’Keah Otey		\$33.67	0
Renarda Shelton		\$10.11	0
Total Employee Benefits 2000		\$1,354.09	\$0

3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
	State	Local
Admission fees (Science Museum, Metro Zoo, Virginia Aquarium, Virginia Air & Space Museum, Luray Caverns)	\$3,511.50	
Charter Bus (Newton Bus, Winn Bus,	\$5,735.00	
Mad Science Workshops (Hands On Science)	\$520.00	
Sylvia Tabb Lee	\$200.00	
Total Purchased Contractual Services	\$9,966.50	\$0
4000 Internal Services	Source of Funds	
	State	Local
School bus Transportation	\$2,423.67	
Total Internal Services	\$2,423.67	\$0
5000 Other Services	Source of Funds	
	State	State
Conference Travel (National Science Teachers Association)	\$2,056.34	
Parent Workshops, Family Night refreshments	\$1,052.02	
Total Other Services	\$3,108.34	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Food/Refreshments (parent meetings, field trips)	1052.02	
K2 Trophies (t-shirts)	550.48	
Books	584.52	
CDW - Supplies	800.00	
Total Materials and Supplies	\$2,987.02	\$0
	State	Local
Total Project Expenses	\$29,918.46	\$0

FY17 carryover funds plus FY18 new funds (BRV Grant - Part 2 of 3)

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, 6651 Wilson Road, Henrico, VA 23231
Rolfe Middle School, 6901 Messer Road, Henrico, VA 23231
Varina High School, 7053 Messer Road, 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 Program

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

Please see the BRV Student Prep Program Executive Summary at the beginning of the document.

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 extended school year portion of BRV at Rolfe began in August 2017 and is currently running through August 2018. Twenty-eight rising sixth graders, thirty rising seventh graders and twenty-seven rising eighth graders made up our total of 85 students. The breakdown of the student demographics were 92% African American and 8% other. About 78% of our students qualify for low socioeconomic status. The school year portion of the program operated each day during advisory blocks from 9:59-10:29 AM. To support our goal to increase grade level performance and individual student academic growth and achievement, we had community and parent volunteers to come in and read to students during advisory to encourage students to read more for information and leisure. The program also utilized the advisory blocks to focus on curriculum weaknesses, STEAM, college/career readiness, goal setting, organization skills, quarterly grade checks, testing strategies and targeted literacy by providing relatable text.

The summer portion of Rolfe BRV began operating on June 25, 2018 and ceased on August 2, 2018. The program operated every Monday through Thursday, except July 4, from 7:30 AM to 1:30 PM. This summer we had an increase in student participation. Last summer we had 60% of the enrolled students actually participate, and this summer session we were at 75% participation. There were a total of 23 total operational days and one administrative day for staff to set up classrooms, assign the

technology to teachers (iPads), distribute materials for lessons and finalize lesson plans. The program consisted of 6 rotational classes: Mathematics, English, STEAM (Science, Technology, Engineering, Arts, and Math), Art, PE, and Health.

As part of our plan to offer exposure to educational opportunities, students visited the Specialty Center for Engineering at Highland Springs High School, the Specialty Center for Communications and Media Relations at Varina High School. The specialty center visits took place during the school year, while the University visits were scheduled during the summer session. The visits and tours of these sites were facilitated by BRV staff and parent volunteers.

“Hometown Heroes” was this summer’s theme. In support of the theme, the staff created thematic lessons around student generated attributes of a Hero. All lesson plans were connected to the theme. The program sought to provide students with cross-curricular lessons and experiences with a project based learning approach. Over a two week period in June 2018, teachers collaborated and built lessons in which students would be able to connect prior knowledge from one class to the next. Holistically, critical thinking skills and analysis were highlighted in all content areas. Students worked to solve real world issues using their content knowledge. And created end of the year presentations to illustrate how they used what they learned to problem solve and exhibited the attributes of a Hometown Hero!

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;

Student, parent and teacher focus groups were conducted at the conclusion of the 2017 school year. Rolfe BRV teachers assisted with facilitating advisory lessons, monitored grades quarterly and helped attend the various educational field trips planned for students. To prepare BRV students for academic success, our program provided students with academic support through Advisory periods daily. Teachers spent on average 2.5 hours per week facilitating lessons on mindfulness, realistic academic goal setting, practical organizational skills, conflict resolution and tutored BRV students in math and English.

Students participated in college tours at Virginia Union University, Virginia State University, and Howard University. The schools provided lecture/ self-guided materials for their campuses. While on these college tours, teachers spoke with students on the benefits of obtaining a degree, GPA’s needed to attend the institution, demographics of the universities visited and encouraged students to set future goals.

Rolfe BRV teachers created interactive lessons using QR codes with the Ipad technology. In class, students used a QR code to access their daily agenda, links to activities and cyber tours. Several teachers used the Ipad technology to implement explorative lessons and attended the educational field trips. A STEAM component was added to the program in conjunction with the Deeper Learning Model and the Henrico Learner Profile. Teachers and students worked to apply life-ready skills and

core content knowledge across disciplines; participate in hand-on learning driven by inquiry, collaboration, and critical thinking; and broaden their interests and expand their talents in STEAM-related fields.

Parental involvement increased this past year. Parents attended three different family engagement events (two parent informational nights and one summer presentation). Parents also volunteered as classroom readers and to chaperone field trips. Parents donated supplies to pack into SOL goodie bags as a form of encouragement for students as they took their end of the year assessments and cheered students entering the building on SOL testing days. In addition, parents helped the program to function appropriately by maintaining consistent contact with coordinators and teachers.

To increase student motivation, Rolfe BRV partnered with Timone Brown and Michael “Masestro” Turner, two motivational speakers from the Richmond-Henrico area and examples of Hometown Heroes. In addition, Chick-fil-A and McDonald’ provided free gift cards as incentives for students who passed at least one SOL test. The incentives encouraged students to perform at their best ability and helped to support our program’s aims. PTA helped provide tutors for students struggling in content areas. All students passed at least one SOL test.

Rolfe BRV partnered with Baker Elementary, Varina High School and Highland Springs High School. Rolfe BRV students visited Baker Elementary to read and promote literacy. One of our program’s aims for 2018-2019 is to continue to increase the number of students who enroll in specialty centers and honors courses. Rolfe BRV students visited Varina High School’s Center for Communications/Media Relations and Highland Spring’s Engineering Specialty Centers. Students learned about expectations of each program, program aims, program requirements and workforce experiences. While at Highland Springs, students successfully completed an entry level engineering activity. Students worked in pairs to create a standing structure that would support the weight of a tennis ball using only one piece of paper, straws, and scotch tape. At Varina, students participated in a mock taping of Varina 411, a student lead live news broadcast. Students acted as broadcast journalist, weather anchors, television hosts, producers, and production crew.

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 were no barriers to successful program implementation. Aides to the programs implementation would include the level of parental support for our program and our partnerships with Chick fil-A, Baker, Varina and Highland Springs High. This year we focused more on getting our parents involved. Parents were invited into the building to read with our students for thirty minutes in support of our Reaching Readers program. Books used for the program were loaned to us by the English Department. Chick fil A helped to aide our program by providing incentives

for students throughout the school year and summer session. Professional development was conducted in house this year with the STEAM coordinator. The amount of planning time for teachers this year helped greatly as they were able to collaborate along with the STEAM Coordinator to provide STEAM lessons for the summer. We are seeing a huge change in motivation for our students in the program due to the change of lesson structure. Students are enjoying the interactive, exploratory cross curricular STEAM lessons.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*. In addition, you may choose to report on up to *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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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 targets.

Instrument: NWEA MAP Reading Test*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	91	82	54	--
Pre-test Average Score 16-17 Cohort	46.2%	46.8%	41.0%	--
Post-test Average Score 17-18 Cohort	52.7%	53.7%	48.1%	--
Net Change	+6.5 percentage points	+6.9 percentage points	+7.1 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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. Nationally, 50% of students meet their growth target in any given year.

In 2017-18, 52.7% of all BRV-Rolfe students met their NWEA growth target in reading. Black students performed slightly better at 53.7% meeting their reading growth targets and economically disadvantaged students performed worse with 48.1% hitting their reading growth targets. In 2016-17, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students was 46.2%, 46.8%, and 41.0% respectively. This represents a one-year increase of 6.5 percentage points for all students, 6.9 percentage points for black students, and 7.1 percentage points for economically disadvantaged students.

BRV-Rolfe students have yet to consistently achieve the goal of 50% of students from all groups meeting their growth targets in reading but the trend data are encouraging. Program components

that have already shown success and/or will be implemented to achieve the 50% threshold include providing additional academic support throughout the school year. Academic supports include weekly grade checks, consultation with students on organization and planning/ self-advocacy, learning strategies and technology for academic support, during school tutoring, in class observation and support and intervention plans. In addition, implementing STEAM lesson plans throughout the summer sessions where students are exploring learning and using data from Comprehensive School Improvement meetings to tailor lessons for students that address weaknesses.

b. Additional Metric #1 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	90	81	53	--
Pre-test Average Score 16-17 Cohort	62.0%	62.1%	61.4%	--
Post-test Average Score 17-18 Cohort	70.8%	70.5%	70.5%	--
Net Change	+8.8 percentage points	+8.4 percentage points	+9.1 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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.

In 2017-18, BRV-Rolfe students earned a score of 400 or above on 201 of the 284 SOL exams they took for a pass rate of 70.8%. Black students earned a score of 400 or above on 179 of the 254 SOL exams they took for a pass rate of 70.5%. Economically disadvantaged students earned a score of 400 or above on 117 of the 166 SOL exams they took for a pass rate of 70.5%. In 2016-17, the pass rate for all students was 62.0%, for black students it was 62.1%, and for economically disadvantaged students it was 61.4%. This represents a one year increase of 8.8 percentage points for all students, 8.4 percentage points for black students, and 9.1 percentage points for economically disadvantaged students. Students involved in BRV-Rolfe have yet to exceed the goal of a 75% pass rate for all groups, but the trend data are encouraging.

Program components that already shown success and/or will be implemented to achieve the 75% threshold include using data from Comprehensive School Improvement meetings to tailor lessons for students that address weaknesses, implementing a Reaching Readers program component where parents come into the building to read nonfiction text with students and promote literacy, strictly monitoring student progress throughout the school year, implementing STEAM lesson plans throughout the summer sessions where students are exploring learning and lastly providing academic support throughout the school year. These supports include weekly grade checks, consultation with students on organization and planning/ self-advocacy, learning strategies and technology for academic support, during school tutoring, in class observation and support and intervention plans.

c. Additional Metric #2 (optional)

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 here:

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 Optional Metric

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

Instruments: Transcript, Verified Credits*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	32	29	18	--
Pre-test Average Score 16-17 Cohort**	31.8%	31.7%	27.5%	--
Post-test Average Score 17-18 Cohort***	53.1%	55.2%	61.1%	--
Net Change	+21.3 percentage points	+23.5 percentage points	+33.6 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

**2016-17 percentages reflect students who were in 7th grade since no 8th grade students were in the program.

***2017-18 was the first year this program served 8th grade students, therefore the transcripts of only these students were analyzed.

Enter an explanation of the data here:

In 2017-18, 53.1% of eighth grade students involved in BRV-Rolfe enrolled in at least one advanced course during their middle school careers. These enrollment figures were higher for eighth grade black, 55.2%, and eighth grade economically disadvantaged, 61.1%, students. In 2016-17, 31.8% of sixth and seventh grade students, no eighth grade students were involved in BRV-Rolfe, enrolled in at least one advanced course during their middle school careers. The percentage for black students was 31.7% and for economically disadvantaged students it was 27.5%. While no student group has yet to achieve the goal of 80%, these figures represent a one year increase of 21.3 percentage points for all students, 23.5 percentage points for black students and 33.6 percentage points for economically disadvantaged students.

Program components that will be implemented to achieve the 80% threshold include adding a mandatory foreign language enrollment component for all 7th and 8th grade BRV students, collaborating with guidance to schedule all BRV students in a foreign language starting in the 7th grade (this is a program change) and providing academic support for students throughout the

school year. These supports include individualized tutoring sessions for students and homework support.

9. Describe your 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 here:

In efforts to sustain the Rolfe BRV program, BRV students will be grouped together during advisory block when BRV specific topics are addressed. For example, our students will explore background information on colleges before the visit, then participate in a reflection activity upon return. During advisory blocks the guidance department will assist students with specialty center and tech center applications. Students will also continue to receive support with academics, organization, and social skills. Rolfe Academy will continue to function as after school tutoring for both BRV and all Rolfe students in the content areas.

Partnerships have been developed within the community that will help the program function at the conclusion of funding. Community partnerships with Chick-fil-A, Henrico Federal Credit Union, Henrico Fire Department, Antioch Baptist Church, PTSA, local colleges, and universities have been developed to sustain the program. Chick-fil-A provides our program with incentives for student achievement on their NWEA tests in the form of gift cards. Additionally, Rolfe BRV will continue to utilize the Henrico Credit Union partnership to hold informational sessions to promote financial literacy and college financial preparation. PTSA provides volunteers/parents to support our reading programs and encourage our students. We will continue to partner with the BRV program at Varina High to complete community service projects throughout the school year. 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 –Rolfe Middle School (BRV Grant - Part 2 of 3)

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Andrew Badgett	Teacher	1,728.00	
Sara Badgett	Teacher	1,296.00	
Jacqueline Barnes	Teacher	4,700.00	
Sarah Bradsher	Teacher	1,584.00	
Maleka Brown	Teacher	1,296.00	
Rayna Dudley	Program Coordinator	6,104.00	
Sharne Francis	Program Coordinator	7,084.00	
Tiffany Freeman	Teacher	1,800.00	
Alethea Gibbs	Teacher	1,728.00	
Christine Guise	Teacher	1,668.00	
Anna Hastings	Teacher	1,500.00	
Philip Markowski	Teacher	1,440.00	
Kirsten Morvan	Teacher	1,428.00	
Stephanie Nelson	Teacher	1,475.00	
Gordon Reardon	Teacher	1,800.00	
Scott Rizzi	Teacher	150.00	
Duane Whirley	Teacher	1,800.00	
Kathryn Williams	Teacher	2,142.03	
Total		\$40,723.03	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Andrew Badgett		132.18	
Sara Badgett		99.15	
Jacqueline Barnes		359.55	
Sarah Bradsher		121.17	
Maleka Brown		99.14	
Rayna Dudley		466.96	
Sharne Francis		541.93	
Tiffany Freeman		137.70	
Alethea Gibbs		132.19	
Christine Guise		127.61	
Anna Hastings		114.75	

Philip Markowski	110.16	
Kirsten Morvan	109.23	
Stephanie Nelson	112.84	
Gordon Reardon	137.70	
Scott Rizzi	11.47	
Duane Whirley	137.70	
Kathryn Williams	121.17	
	\$3,072.60	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		
	Source of Funds	
	State	Local
Charter bus (Newton Bus Service)	9420.00	
Etiquette/Protocol School	1880.00	
Kings Dominion STEAM Education Day	3976.18	
Total Purchased Contractual Services	\$15,276.18	\$0
4000 Internal Services		
	Source of Funds	
	State	Local
Pupil Transportation	5000.43	
Total Internal Services	\$5,000.43	\$0
5000 Other Services		
	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
BSN Sports (t-shirts)	568.17	
Food/Refreshments (Parent Meeting/ field trips) Virginia Tech, Concepts in Catering, IM Catering	3289.77	
STEAM Supplies	91.50	
Total Materials and Supplies	\$3,949.44	\$0
	State	Local
Total Project Expenses	\$68,021.68	\$0

FY17 carryover funds plus FY18 new funds (BRV Grant - Part 3 of 3)

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, 6651 Wilson Road, Henrico, VA 23231
Rolfe Middle School, 6901 Messer Road, Henrico, VA 23231
Varina High School, 7053 Messer Road, 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 Program

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

Please see the BRV Student Prep Program Executive Summary at the beginning of the document.

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 2017-2018 school year, ten freshmen students participated in a one-credit elective course called the College Success Seminar. The class make-up is seven males and three females; there are seven African American and three Caucasian students. Eleven sophomore students participated in a one-credit elective course called the Principles of Leadership during the 2017-2018 school year. The class make-up is six males and five females; there are eight African American and three Caucasian students. Fifteen junior students participated in a one-credit elective course called Introduced to Humanities. In addition to the 181 instructional days, students participated in an additional three hours of directed study tutoring weekly. Varina High School's demographic population make-up is African American (68%), Caucasian (26%), and Hispanic (4%).

Throughout the summer of 2018, students completed online modules that focused on strengthening their reading and writing skills for a total of eight hours each week from June 25-August 13, 2018. Twenty rising freshmen and sophomores participated

in summer school P.E. that combined reading strategies from the modules into daily instruction. Twenty-seven rising juniors and seniors participated in either working a summer job, volunteering, or interning with a specific local business from June 20 through August 15. Additionally, the rising juniors participated in summer modules to prepare them for a future SAT and completed a summer reading project. Students participated in an instructional boot camp from August 13, 2018 from 8am to 4pm. Consequently, students have had a total of 225 instructional days and spent a total of 1, 246 instructional hours from September 2017 to August 13, 2018.

The College Success Seminar curriculum focuses 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 Principles of Leadership course, students continue to focus on college and career exploration with an emphasis on highlighting how history, literature, culture, and media impact social norms and leadership opportunities. The learning objectives in the course align closely with the instructional goals in collaboration with the history, English, art, and science courses. Additionally, students continued to learn how leaders have developed through history, analyze their qualities, and implement those lessons at Varina High School. To develop the course curriculum, the teacher integrated content from all core courses, including art, to tie the content together in with real-life experiences through field trips. Each field trip aligned with a tenant in the course curriculum, driven by core content teachers and Standards of Learning in history, science, math, and English.

The Introduction to Humanities course focused on preparing and supporting students to be successful in their honors and AP courses while receiving tutoring and support for the SAT test. The juniors also sat for their very first SAT assessment this school year and continue to tour state colleges and universities.

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;

All teachers who instructed the College Success Seminar students during the 17-18 school year attended a beginning of the year meeting to discuss the reading strategies be implemented, as well as to learn about each student's learning style and future goals. Teachers participated in quarterly surveys to evaluate the student's strengths and weaknesses. Many teachers were excited to incorporate the reading strategies because they benefited all students in their classrooms. Regarding the teacher surveys, a very clear line of communication was established between the grant coordinator, the teacher, the student, and his/her family. Each teacher completed a checklist of strengths and areas to improve for each student. During the quarterly parent meeting, the grant coordinator reviewed the results with the parents/guardians and the student. Then, the entire team created a long-term course goal to keep

communication lines clear and open for a specific outcome. As soon as a teacher had a concern, it was addressed and further strategies were implemented.

Parents and families of program students met quarterly and completed satisfaction surveys that consisted of scales, true/false responses, and reflective questions 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 in conjunction with the school's "College Night." Family members met with the grant coordinator, the director of School Counseling, and administration to discuss student progress, goals, and learning objectives. Current parents and guardians of students in the program participated in program activities including goal setting and recruitment activities. Based on information from parent satisfaction surveys, the Director of School Counseling and grant coordinator provided an ACT/SAT and College Readiness workshop during the fall of 2017 and ACT/SAT prep for juniors to take the spring 2018 SAT.

The grant coordinator has created community partnerships with Junior Achievement and local businesses to develop leadership qualities that included guest speakers and will include mentorship partners during the 2017-2018 school year. Local business allowed students to have internships during the summer, but these partnerships are fluid from year to year and unreliable. In 2018-2019, we will continue mentorships and branch out to the local YMCA to seek internship and volunteer opportunities. Additionally, in 2018, senior students will be focusing on public speaking skills and will work with local radio stations and public speakers to complete internship activities and 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;

There have been no barriers to successful implementation. The College Success Seminar was able to successfully incorporate Junior Achievement connections and turn several of these connections into internships in the community for our students. Many community members, however, are willing to be a part of the program with their time and volunteer opportunities for students in their organization. The grant coordinator is working with restaurants to provide food for parent/guardian meetings; additionally, local businesses will sponsor meals for summer functions. The Henrico Education Foundation is willing to support materials, supplies, and cultural experiences for students in the near future if need be. The Satisfaction Survey responses show the importance of the cultural experiences and college tours, so we will continue to work on establishing connections that can aid us in making those experiences happen for our students.

In the 2017-2018 academic year, 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. The training enables teachers to change their approach to teaching reading, writing, and grammar. Each grade focuses on a specific component of the skill that builds to the AP English Language and Literature course. In 2018-2019, English teachers of CSS students will participate in quarterly professional development and training in best practices in reading instruction led by our school Reading Specialist. Teachers will use the following texts: *The Reading Strategies Book* and *7 Keys to Comprehension*.

8. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***. In addition, you may choose to report on up to ***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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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 targets

Instrument: NWEA MAP Reading Test*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	7	4	4	--
Pre-test Average Score 16-17 Cohort	85.7%	88.9%	75.0%	--
Post-test Average Score 17-18 Cohort	57.1%	75.0%	50.0%	--
Net Change	-28.6 percentage points	-13.9 percentage points	-25.0 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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. Nationally, 50% of students meet their growth target in any given year.

In 2017-18, 57.1% of all Varina-BRV students met their NWEA growth target in reading. Black students performed better with 75.0% hitting their growth target in reading and economically disadvantaged students performed worse with 50.0% meeting their growth target in reading. In 2016-17, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students was 85.7%, 88.9%, and 75.0% respectively. This represents a one-year decrease of 28.6 percentage points for all students, 13.9 percentage points for black students, and 25.0 percentage points for economically disadvantaged students. It should be noted that the NWEA reading exam is only administered to 9th grade students.

While the declines are concerning, more than 50% of all students hit their reading growth targets for the 2017-18 academic year. Program components that have already shown success include

the continued and deeper use of rigorous close reading instruction from Laying the Foundation, the use of formative assessments to monitor progress and differentiate instruction, and a widened exposure to literature that requires students to think critically.

b. Additional Metric #1 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	39	27	21	--
Pre-test Average Score 16-17 Cohort	82.4%	82.0%	80.0%	--
Post-test Average Score 17-18 Cohort	90.0%	89.4%	89.4%	--
Net Change	+7.6 percentage points	+7.4 percentage points	+9.4 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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.

In 2017-18, BRV-Varina students earned a score of 400 or above on 108 of the 120 SOL exams they took for a pass rate of 90.0%. Black students earned a score of 400 or above on 76 of the 85 SOL exams they took for a pass rate of 89.4%. Economically disadvantaged students earned a score of 400 or above on 59 of the 66 SOL exams they took for a pass rate of 89.4%. In 2016-17, the pass rate for all students was 82.4%, for black students it was 82.0%, and for economically disadvantaged students it was 80.0%. This represents a one year increase of 7.6 percentage points for all students, 7.4 percentage points for black students, and 9.4 percentage points for economically disadvantaged students. Students involved in BRV-Varina have consistently exceeded the goal of a 75% pass rate.

Program components that have influenced the high SOL pass rate include professional development activities for teachers of grant students from Laying the Foundation, increased focus on reading instruction in College Success Seminar Courses, incorporation of summer reading assignments, and exposure to a variety of literary works. All English department teachers taught Laying the Foundation lessons which instilled a level of rigor that required BRV-Varina students to think critically, collaborate, and write at a rigorous level. Teacher participation in this training aided BRV-Varina students tremendously in growing their reading abilities. In all college success seminar courses, students regularly focused on increasing reading skills and reading different genres of literature. This exposure provided students with an increased ability to interact with texts placed in front of them on SOL assessments because they were able to make text to text connections and build background knowledge from texts they have read and discussed in class. Summer reading assignments and summer modules prevented students from succumbing to the “Summer Slide” and losing valuable skills. The assignments and modules were rigorous and scaffolded learning so that students could work independently and gain skills. The focus on reading and incorporating literacy into the program helped our students to succeed on SOL assessments.

c. Additional Metric #2 (optional)

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 here:

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 Optional Metric

Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 12th grade.

Instrument: Verified Credits*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	39	27	21	--
Pre-test Average Score 16-17 Cohort	90.0%	85.7%	87.5%	--
Post-test Average Score 17-18 Cohort	92.3%	92.6%	95.2%	--
Net Change	+2.3 percentage points	+6.9 percentage points	+7.7 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2017-18, 92.3% of students involved in BRV-Varina enrolled in at least one advanced level course by 12th grade. The percentages were slightly higher for black, 92.6%, and economically disadvantaged, 95.2%, students. In 2016-17, 90.0% of students involved in BRV-Varina enrolled in at least one advanced level course during their high school careers. The percentages were slightly lower for black, 85.7%, and economically disadvantaged, 87.5%, students. BRV-Varina students have consistently surpassed the goal of 80% of students enrolling in at least one advanced level course during their high school careers.

Program components that have influenced the high percentage of students enrolling in advanced level courses include supporting our students with study sessions, working with their teachers and school counseling department, and attending cross-curricular field trips. Students were provided with dates of EOC SOL tutoring and boot camps. For the EOC Reading and Writing SOLs, boot camps and study sessions were held once per week as part of the College Success Seminar class. Teachers completed progress reports for each College Success Seminar student, and those reports were used to set goals and plan additional tutoring/support as needed. Students met with their school counselor regularly to learn additional study skills and review academic progress. Field trips were planned to build connections between content and experience. On these trips, BRV-Varina students had the opportunity to visit cultural landmarks and have hands-on experiences with what they were learning in the classroom.

9. Describe your 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 here:

In the 2018-2019 academic year, a program component for our 12th grade students will be added; this is the first year that we will service all grade levels. We utilize the free Google classroom platform for the module so we are able to continue summer modules for reinforcement and practice. The program can also utilize Henrico Education Foundation funds for materials supplies for the summer boot camp and solicit area restaurants to provide snacks for students on boot camp day. Henrico County Public Schools 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 –Varina High School (BRV Grant - Part 3 of 3)

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Jared Shope	Summer Teacher	3,809.95	0
Emily Stains	Teacher, Program Coordinator	13,872.27	0
Ashley Walker	Program Coordinator	1,000.00	0
Jason Ward	Teacher	7,443.40	0
Dustin Young	Summer Teacher	1,950.17	0
Total		\$28,075.79	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Jared Shope		1,649.39	0
Emily Stains		4,157.37	0
Ashley Walker		76.50	0
Jason Ward		3,342.85	0
Dustin Young		991.09	0

Total Employee Benefits 2000	\$10,140.70	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		
	Source of Funds	
	State	Local
Admission fees (Poe Museum, Newseum, Lewis Ginter Botanical Gardens)	713.00	0
National Math and Science Initiative	23163.50	
Charter Bus (Winn) Newseum, Virginia Tech, Old Dominion	4729.00	
		0
Total Purchased Contractual Services	\$28,605.50	\$0
4000 Internal Services		
	Source of Funds	
	State	Local
Transportation (field trips)	1368.93	
Total Internal Services	\$1,368.93	\$0
5000 Other Services		
	Source of Funds	
	State	State
Conference registration (VSRA, NCTE)	3338.10	
Total Other Services	\$3,338.10	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Food/Refreshments (parent meetings, SOL Boot camp, Virginia Tech)	1053.08	
The Supply Room	234.84	
College Board	1140.00	
Custom Ink (t-shirts)	481.75	
Total Materials and Supplies	\$2,909.67	\$0
	State	Local
Total Project Expenses	\$74,438.69	\$0

Virginia Department of Education

**Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools
FY 2018**

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY17 carryover funds plus FY18 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
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
804-652-3370

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

Extended School Year Program

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

The goal of the Brookland Cub Institute is to improve sixth, seventh, and eighth 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. During the summer session students attended reading, writing, math, and study skill sessions for an hour each daily. In addition, students attended weekly field trips that drew connections between classroom content and the world around them.

Brookland Cub Institute objectives are to:

1. Ensure that 50% of students meet their individual NWEA reading growth targets;
2. Ensure that students have a pass rate of 75% or greater for all SOL subject areas; and
3. Ensure that 80% of students enroll in at least one advanced level course by 8th grade.

2017-18 was year two for the Cub Institute extended school year program. Data for the students enrolled in the program's second year reflects the need for continued and regular academic assistance as students did not meet the benchmarks for any of the three objectives listed above. Going forward students will receive daily instruction in math or reading, intensive after school tutoring, and 6th grade teachers will be asked to recommend Cub Institute students for advanced level coursework.

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 2017 – 2018 school year, our 6th, 7th and 8th graders participated in Cub Institute from October 18, 2017 thru April 19, 2018. The students met twice weekly (Wednesday – Math and Thursday – Reading) for tutoring for a total of 46 after school tutoring days. Each session ran for 70 minutes. Of the 85 students that participated in Cub Institute during the 2017 – 2018 school year, twenty-five were 6th graders; thirty-three were 7th graders and 27 were 8th graders. Three of our 6th graders were enrolled in 7th grade Math so they met with the 7th graders on Wednesday afternoons. 51 of the students are African American; 17 are Caucasian with 12 of the Caucasian students being Hispanic; one is Asian; one is American Indian or Alaskan Native and three of our students are of more than one race. Of these 85 students 73% percent of the students are economically disadvantaged. Funds from the grant were used to provide a selection of books for the students. Students were able to choose a book from the library and use that as their independent reading selection.

The Cub Institute students have had 203 days of instruction during the 2016 – 2017 school year. On thirty-nine days during the months of October to April, the students met after school for remediation in math and reading. Students meet weekly from 3:30 to 4:45 (1.25 hours per day), with 6th graders meeting on Wednesdays and 7th graders meeting on Thursdays. The students alternated reading one week and math the next week or vice versa. Cub Institute also met for twenty-three days this summer. The rising 7th and 8th graders attended ESY four days a week beginning June 21st and ending on August 2nd. During the ESY day, students attended reading, writing, math, and study skill sessions for an hour each daily.

From June 28th –Aug. 8th students participated in hour long rotations of activities by licensed teachers on Monday through Wednesday. Students worked in small groups

in the areas Math, Reading, Writing and Study Skills. The summer sessions allowed students to get extra help on key concepts, retain information from the previous school year and get a head start on new concepts. Summer lessons were tailored to meet content specific needs. On Thursdays students participated in field trips to the Virginia Living Museum, Nauticus, and The Money Museum that connected to the information they were learning during the week. The experiences allowed students to extend their learning by participating in activities outside of the classroom. They were able to better understand topics and build cultural understandings. Students explored rock formations, the rock cycle, and the erosion of caverns, read an article “Creepy Cave Crawlers” and completed math problems relating to finance; learned more about Virginia biomes, life, history, and culture; toured the Battleship Wisconsin; learned about early immigrants and their American descendants; learned the history of notes, bills and coins, information about collections, the open market and the role of the Federal Reserve Bank in driving stability in our nation's financial system as well as the value of gold and silver.

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;

Thirteen teachers tutored in the afterschool program. Seventh grade had the largest number of students participating. Our leadership team and teachers helped develop and implement the program by providing ongoing feedback on how and what services we provided for the students. Parents played an integral role by ensuring their children were participating in the free program. Parents participated in our evening meetings and our Saturday field trips. Evening meetings allowed parents reaffirm the purpose of the Cub Institute, to ask questions, and make suggestions for the program. These were open sessions where parents could meet with teachers to ask questions about their students’ progress and performance in the program. The parents were pleased with our decision to go on the field trips on Saturdays. Due to work schedules, many of them would not have been able to go with us during the school day. One partnership we were able to take advantage of was with Child Care Resources. They were able to provide afterschool snacks to Cub Institute. The snacks provided helped to refuel our students to keep them learning after school. They are willing to work with us again during the next school year.

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 were no barriers to successful implementation. Transportation provided neighborhood pickup during the summer to facilitate an increase in student attendance over the summer. Nutrition Services provided snacks and meals and Technology provided computer technology for students during the summer session.

8. Data on the impact of the program. You are required to report on the metric, *Student*

Achievement. In addition, you may choose to report on up to *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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets.				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	76	52	63	--
Pre-test Average Score 16-17 Cohort	40.3%	37.3%	44.4%	--
Post-test Average Score 17-18 Cohort	35.3%	28.8%	34.9%	--
Net Change	-4.8 percentage points	-8.5 percentage points	-9.5 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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. Nationally, 50% of students meet their growth target in any given year.

In 2017-2018, 35.5% of all Cub Institute students met their NWEA growth target in reading. Black and economically disadvantaged students performed slightly worse with 28.8% and 34.9% hitting their reading growth targets respectively. In 2016-17, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students was 40.3%, 37.3%, and 44.4% respectively. This represents a one-year decline of 4.8 percentage points for all students, 8.5 percentage points for black students, and 9.5 percentage points for economically disadvantaged students.

Cub Institute students have yet to consistently achieve the goal of 50% of students from all groups meeting their growth targets in reading. Program components that will be implemented to achieve the 50% threshold include students continuing to meet after school two days a week. In addition, for the 2018-2019 school year we will extend Cub Institute’s after school program by two weeks. Students who did not meet their NWEA growth target in reading and did not pass the SOL in reading during the 2017-2018 school year will have that subject daily. During the second semester of the 2018 – 2019 school year, identified students from these groups will also meet with a tutor during the school day for 45 – 90 minutes twice a week.

b. Additional Metric #1 (optional)

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 here:

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 Optional Metric

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

Instrument: SOL Exams*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	78	53	66	--
Pre-test Average Score 16-17 Cohort	36.1%	33.0%	33.6%	--
Post-test Average Score 17-18 Cohort	41.3%	41.5%	38.3%	--
Net Change	+5.2 percentage points	+8.5 percentage points	+4.7 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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.

In 2017-18, Cub Institute students earned a score of 400 or above on 90 of the 218 SOL exams they took for a pass rate of 41.3%. Black students earned a score of 400 or above on 61 of the 147 SOL exams they took for a pass rate of 41.5%. Economically disadvantaged students earned a score of 400 or above on 69 of the 180 SOL exams they took for a pass rate of 38.3%. In 2016-17, the pass rate for all students was 36.1%, for black students it was 33.0%, and for economically disadvantaged students it was 33.6%. This represents a one-year increase of 5.2 percentage points for all students, 8.5 percentage points for black students, and 4.7 percentage points for economically disadvantaged students. Despite these increases, students involved in Cub Institute have yet to exceed the goal of a 75% pass rate for all groups.

Program components that will be implemented to achieve the 75% threshold include students meeting with the Cub Institute Coordinators to discuss SOL scores from spring 2018 and ways to improve their scores before taking the reading and math SOLs in spring 2019. Additional

teachers were hired during the 2017 – 2018 school year so that the students were able to meet weekly afterschool for both math and reading.

c. Additional Metric #2 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcripts, Verified Credits*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	23	17	17	--
Pre-test Average Score 16-17 Cohort**	8.3%	10.0%	5.6%	--
Post-test Average Score 17-18 Cohort***	52.2%	47.1%	47.1%	--
Net Change	+43.9 percentage points	+37.1 percentage points	+41.5 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

**2016-17 percentages reflect students who were in 7th grade since no 8th grade students were in the program.

***2017-18 was the first year this program served 8th grade students, therefore the transcripts of only these students were analyzed.

Enter an explanation of the data here:

In 2017-2018, 52.2% of eighth grade students involved in Cub Institute enrolled in at least one advanced course during their middle school careers. These enrollment figures were slightly lower for eighth grade black, 47.1%, and eighth grade economically disadvantaged, 47.1%, students. In 2016-2017, 8.3% of sixth and seventh grade students, no eighth grade students were involved in Cub Institute, enrolled in at least one advanced course during their middle school careers. The percentage for black students was 10.0% and for economically disadvantaged students it was 5.6%. While no student group has yet to achieve the goal of 80%, these figures represent a one-year increase of 43.9 percentage points for all students, 37.1 percentage points for black students and 41.5 percentage points for economically disadvantaged students.

To increase these percentages, during the 2017 – 2018 school year, teachers of advanced courses recommended students who would benefit from Cub Institute. Many of these students will enroll in Cub Institute for the 2018-2019 school year. In addition, in fall 2018 teachers of 6th grade advanced courses will make student recommendations for Cub Institute during the first nine weeks of school. This recruitment of students for advanced courses will bring enrollment above the 80% threshold.

9. Describe your 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 here:

Cub Institute is now offered to Brookland students in rising 6th through rising 8th grade. We have partnered with Child Care Resources to provide meals to the students participating in afterschool tutoring. We have not had any contributing partners that are currently able provide consistent financial or resource support beyond one-time contributions but we continue to search. Cub Institute has become an important intervention for students who are catching up to their peers. Teachers continue to identify students who would benefit from participation in the program. Cub Institute students are being empowered to become peer mentors/tutors to other Cub Institute students. 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 – Brookland Middle School

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18

Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)

Start-up Years 4+: Local Match Based on Local Composite Index

NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.

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.		Source of Funds	
Names of Individuals	Project Role	State	Local
Michelle Abrams-Terry	Teacher	689.68	
Monica Bailey	Instructional Assistant	2,465.65	
Michelle Boyd	Teacher	155.33	
Meghan Daly	Teacher	155.35	
James Dockum	Teacher	1,012.73	
Mary Doss	Teacher	3,643.75	
Ashton Goodwillie	Teacher	2,512.50	
Julie Harrison	Teacher	2,788.46	
Shannan Jacobs	Teacher	726.97	
April Johnson	Teacher	832.61	
Staci M Lee	Program Coordinator	811.46	
Sharon Middleton	Teacher	633.76	
Tiffany Morgan	Teacher	3,662.50	
Kirsten Morvan	Program Coordinator	473.79	
Sydney Mosley	Teacher	3,850.00	
Emily Nolte-Shotwell	Teacher	3575.00	
Theresa Powell	Instructional Assistant	2,480.32	
LaTisha Robertson	Teacher	577.83	
Lisa Sales	Program Coordinator	2,840.73	
Amanda Hendrick	Teacher	341.76	
Dana Thomas	Teacher	3,831.25	
Silvanus Thrower	Program Coordinator	4,062.58	
Anthony Varick	Teacher	789.11	
Nicole Williams	Teacher	621.34	
Sharmeka Williams	Teacher	124.28	
Robin Woodfolk	Teacher	3,306.25	
Total		\$ 46,964.99	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.		Source of Funds	
		State	Local
Michelle Abrams-Terry		52.76	
Monica Bailey		188.62	
Michelle Boyd		11.89	

Meghan Daly	11.88	
James Dockum	77.45	
Mary Doss	289.08	
Ashton Goodwillie	192.21	
Julie Harrison	213.30	
Shannan Jacobs	55.59	
April Johnson	63.70	
Staci M Lee	62.07	
Sharon Middleton	48.51	
Tiffany Morgan	280.18	
Kirsten Morvan	36.21	
Sydney Mosley	294.53	
Emily Nolte-Shotwell	273.49	
Theresa Powell	189.74	
LaTisha Robertson	54.52	
Lisa Sales	217.33	
Amanda Hendrick	26.12	
Dana Thomas	293.09	
Silvanus Thrower	321.10	
Anthony Varick	60.38	
Nicole Williams	47.52	
Sharmeka Williams	9.51	
Robin Woodfolk	252.93	
Total Employee Benefits 2000	\$3,623.70	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		
	Source of Funds	
	State	Local
Charter Bus (Victory Travel, James River)	7171.00	
Admission fees (Frontier Culture Museum, Air and Space Museum)	826.00	
Total Purchased Contractual Services	\$7997.00	\$0
4000 Internal Services		
	Source of Funds	
	State	Local
School Bus field trip	90.30	
Total Internal Services	\$90.30	\$0
5000 Other Services		
	Source of Funds	
	State	State
Total Other Services	\$0	\$0

6000 Materials and Supplies - List all supplies, materials, and services charged to the project.		
Description (please provide detailed cost calculations)	Source of Funds	
	State	Local
Booksource	6731.60	
Classroom supplies (Reimbursement L. Sales)	75.22	
Fingerprints (t-shirts)	462.00	
Total Materials and Supplies	\$7,268.82	\$0
	State	Local
Total Project Expenses	\$65,944.81	\$0

Virginia Department of Education

**Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools
FY 2018**

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY17 carryover funds plus FY18 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
Fairfield Middle School
5121 Nine Mile Road
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);

Extended School Year Program

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 to:

1. Ensure that 50% of BMLP students meet their individual NWEA reading growth targets;
2. Ensure that BMLP students have a pass rate of 75% or greater for all SOL subject areas; and
3. Ensure that 80% of BMLP students enroll in at least one advanced level course by 8th grade.

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. During the academic year, students were provided after school tutoring to supplement school day instruction and prepare them for SOL exams.

Results data from the 2017-18 academic year demonstrates the need for an extended school year program. Fairfield students as a whole, and for each reporting group, missed the benchmark for each of the objectives listed above. Fairfield BMLP's emphasis on math and English content is designed to help students perform better on both NWEA and SOL assessments in the 2018-19 academic year. 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. Extended remediation to reinforce core content and small group sessions focused on test taking strategies 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 Project (BMLP) Summer 2017 program operated for twenty-three days, (six weeks at four days a week for six hours a day). The dates of operation for the BMLP Summer 2017 program were July 10 – August 17 on Monday through Thursday. The content addressed for the BMLP summer program included English, math, STEM (with math focus), Technology, and LOTUS (with English focus). The BMLP 2017-2018 extended academic year program consisted of 1.5 hours of afterschool tutoring for 18 days. The BMLP extended academic year program 2017-2018 was focused on remediation in English, math, and STEM (with math focus) and review before SOL testing in English and math. The dates of operation for the BMLP 2017-2018 extended program were April 16 – May 24. The student enrollment in grades 7 and 8 by demographics was 86% African American, 3% Hispanic and White with 62% economically disadvantaged.

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 BMLP teachers were key to the implementation of the program. At the beginning of the program, teachers met to plan the program components: weekly themes, community connections, social issues, content alignment in math and English, career planning and field trips. The teachers received professional development through VCU in integrating reading in the curriculum for English and STEAM components for math. The teachers planned high-interest, English and math rich curriculum that allowed students to use 21st century skills to solve real-world problems. The weekly themes included Government with Equity and Justice, Art with Advocacy, Non-profit with Health and Poverty, Medical Services with Health and Poverty, Engineering with Environment, and Community with Literacy and the teachers aligned the lessons with the themes. Field trips were planned as culminating activities that included lessons and interactive activities both during the field trip and upon return from the field trip. The teachers were involved in motivating the selected students and in communicating with parents about the program. As the BMLP program continued, teachers received training in the Deeper Learning model then enhanced the program curriculum to reflect increased community connections and development of career planning. During the school year the BMLP teachers provided additional support to students in preparation for the SOL testing.

The BMLP parents were part of the implementation process from student recruitment to enrollment. Parents came to a Meet and Greet to learn about the program goals then were updated weekly on program content, weekly themes, community speakers, and student progress. The parents were invited to attend the community connection speaker events. An update about the field trips with content connections and advice was provided weekly. The parents continued to provide feedback via email throughout the program. There were also two Community Nights when parents attended a dinner and viewed the student end-products of the BMLP program. During these presentations the students, families, staff, and community partners worked together to celebrate the students' learning objectives. At the end of the program the parents took a survey about the program and suggested updates. Overall, the parents helped meet objectives by providing support at home, contacting the staff, and providing feedback about program components.

The BMLP program was supported for the second year by the Richmond Police Department, Richmond ACLU, Virginia Commonwealth University School of Arts, Central Virginia Food Bank, Feedmore, Richmond SPCA, Dominion, Chesapeake Bay Foundation, James River Park System, NBC 12, K2 Design, STYLE Weekly, and the Martin Agency. In addition, numerous businesses and organizations made presentations to students or hosted field trips: U.S. Census Bureau, Capital One and Capital One Coders, Plus Cosmetology School, Meenoo Fulgate with Ethical Choices Program, Healthy Hearts Initiative, Virginia Union University Department of Science and Leadership Cohort, Cornerstone Community Farms, US National Park Service and RVA Visitors Center. The BMLP is committed to locating presenters and field trip opportunities that inspire the students and meet the weekly learning theme and objectives. Overall, the current community partners were an asset in providing the

high-interest curriculum connections that allow students to meet the program objectives.

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 were no barriers to the successful implementation of the program. Transportation for the extended school year and summer session was provided by the school division and facilitated student participation. Students were provided breakfast and lunch through HCPS Nutrition Services during the summer. Afterschool snacks were also provided. Several BMLP teachers attended the Deeper Learning conference by Michael Fullen and provided professional development for the other BMLP teachers. Using the training, teachers updated and extended the existing lesson plans and included additional outreach to the community of presenters. HCPS and Virginia Commonwealth University provided professional development in building English activities, mindful learning, and STEM.

8. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***. In addition, you may choose to report on up to ***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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	64	62	44	--
Pre-test Average Score 16-17 Cohort	50.0%	51.5%	46.0%	--
Post-test Average Score 17-18 Cohort	46.9%	46.8%	45.5%	--
Net Change	-3.1 percentage points	-4.7 percentage points	-0.5 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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. Nationally, 50% of students meet their growth target in any given year.

In 2017-18, 46.9% of all Fairfield BMLP students met their NWEA growth target in reading. Black and economically disadvantaged students performed slightly worse with 46.8% and 45.5% hitting their reading growth targets respectively. In 2016-17, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students was 50.0%, 51.5%, and 46.0% respectively. This represents a one-year decline of 3.1 percentage points for all students, 4.7 percentage points for black students, and 0.5 percentage points for economically disadvantaged students.

Fairfield BMLP students have yet to consistently achieve the goal of 50% of students from all groups meeting their growth targets in reading. Program components that will be implemented

to achieve the 50% threshold include beginning with rising 5th grade students during the summer before they enter the 6th grade at FMS. With an early introduction to the program, the students will have more opportunities to experience lessons in English. Instead of a short pre-testing remediation curriculum, students in Fairfield BMLP will receive remediation services for an 18-week period. A mentor teacher will be assigned to all Fairfield BMLP program students with a weekly check of academic progress. Monthly academic lessons that align with deeper learning content connections to focus on advanced level skills and content are scheduled. Additional lessons, activities, speakers, and projects are available on the Fairfield BMLP online group in Schoology. Fairfield BMLP parents will be included in online group information, weekly remediation, and academic updates. School counseling will help identify Fairfield BMLP program students who are academically struggling and students who can enter the program to receive support to improve reading scores and advanced level class scheduling.

b. Additional Metric #1 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: ESY students will have a combined pass rate of 75% or greater for all subject areas calculated using accreditation rules.				
Instrument: SOL Exams*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	67	64	47	--
Pre-test Average Score 16-17 Cohort	52.1%	51.1%	50.5%	--
Post-test Average Score 17-18 Cohort	51.7%	50.3%	51.0%	--
Net Change	-0.4 percentage points	-0.8 percentage points	+0.5 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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.

In 2017-18, Fairfield BMLP students earned a score of 400 or above on 109 of the 211 SOL exams they took for a pass rate of 51.7%. Black students earned a score of 400 or above on 99 of the 197 SOL exams they took for a pass rate of 50.3%. Economically disadvantaged students earned a score of 400 or above on 76 of the 149 SOL exams they took for a pass rate of 51.0%. In 2016-17, the pass rate for all students was 52.1%, for black students it was 51.1%, and for economically disadvantaged students it was 50.5%. This represents a one-year decline of 0.4 percentage points for all students, 0.8 percentage points for black students, and a one year increase of 0.5 percentage points for economically disadvantaged students. Students involved in Fairfield BMLP have yet to exceed the goal of a 75% pass rate for all groups.

Program components that will be implemented to achieve the 75% threshold include implementing extended student remediation, teacher mentors, and school counseling services. Students in Fairfield BMLP will receive 18 weeks of remediation services and additional services such as organization, time management, and goal setting identified throughout the school year in content classes. A teacher mentor is assigned to meet with students weekly on an 18-week basis to improve skills, help with remediation, and contact appropriate individuals if increased services are required. Target teachers have advanced level experience in core content focusing on English and math including STEM training. Goals for SOL and NWEA testing will be established and a learning plan will be monitored to improve student success. Students will participate in Fairfield BMLP program sessions on a monthly basis to develop problem solving, critical thinking, literacy, and test taking skills. Additional English and reading skills will be offered through learning activities and other core classes to focus on skill improvement. Mentor teachers will contact parents with skills assessments, weekly progress updates, and extended learning opportunities on a weekly basis. Fairfield BMLP students will attend SOL Study Camps offered by reading teachers during the pre-SOL test sessions. Identifying areas of weakness for extended remediation, having teacher mentors to monitor academic progress, and including school counseling for student support services will help students reach the threshold.

c. Additional Metric #2 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcripts, Verified Credits*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	20	19	15	--
Pre-test Average Score 16-17 Cohort	18.6%	17.6%	22.0%	--
Post-test Average Score 17-18 Cohort	40.0%	36.8%	33.3%	--
Net Change	+21.4 percentage points	+19.2 percentage points	+11.3 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

**2016-17 percentages reflect students who were in 7th grade since no 8th grade students were in the program.

***2017-18 was the first year this program served 8th grade students, therefore the transcripts of only these students were analyzed.

Enter an explanation of the data here:

In 2017-18, 40.0% of eighth grade students involved in Fairfield-BMLP enrolled in at least one advanced course during their middle school careers. These enrollment figures were slightly lower for eighth grade black, 36.8%, and eighth grade economically disadvantaged, 33.3%, students. In 2016-17, 18.6% of sixth and seventh grade students, no eighth grade students were involved in Fairfield BMLP, enrolled in at least one advanced course during their middle school careers. The percentage for black students was 17.6% and for economically disadvantaged students it was 22.0%. While no student group has yet to achieve the goal of 80%, these figures

represent a one-year increase of 21.4 percentage points for all students, 19.2 percentage points for black students and 11.3 percentage points for economically disadvantaged students.

Program components that will be implemented to achieve the 80% threshold include beginning Fairfield BMLP in an earlier grade level (rising 5th) grade. Targeting the students in earlier grade levels allow the teachers to implement advanced program skills earlier and allow the students to progress to advanced classes during the next two years. Since it is difficult to move students into an advanced curriculum after 6th grade in all subjects except English, this change will help students reach the advanced curriculum objective. School counselors and grade level teachers will help identify students who would benefit by additional advanced curriculum early in the school year so students can participate in extended year remediation and activities.

Current rising 6th and 7th grade students will have a mentor throughout the school year to help with remediation and advanced curriculum skills. After the summer program for rising 6th and 7th grade program students the teachers, students, and school counselors will meet to enhance the student curriculum including adding advanced level classes. The program enrollment for black and economically disadvantaged students remains similar so implementing the increased timeline, teacher mentors, and counseling help will increase the student achievement.

9. Describe your 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 here:

The BMLP program teachers continually search for community connections that make the student learning experience both stimulating and interesting. The Building Mindful Learners Project summer and extended year program will be offered in additional grade levels at FMS. For the extended year, the students will be paired with teacher mentors who will help students develop time management, organization, technology, and communication skills. The teacher mentors will monitor student achievement and meet with students once a week from October through March. In addition, BMLP students at all grade levels will receive remediation and tutoring services in core contents as well as extended learning experiences throughout the school year by attending monthly community sessions that include social issues, career connections, focus on English and math content, and project learning. Henrico County Public Schools is committed to improving educational opportunities for Fairfield 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 – Fairfield Middle School

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
David Belton	Teacher	1,775.00	0
Vanessa Bigdeli	Teacher	2,550.00	0
Jill Blom	Program Coordinator	1,421.00	0
Brittany Gifford	Teacher	2,100.00	0
Benjamin Goode	Teacher	2,325.00	0
Nichole Gross	Teacher	4,342.50	0
Amanda Hall	Program Coordinator, Teacher	4,505.00	0
Michael Hill	Teacher	3,322.16	0
Karyn Hill	Program Coordinator	5,456.60	0
Shawn Horst	Teacher	3,822.16	0
Marta Kruger	Nurse	1,651.16	0
Chelsea Lee	Teacher	4,621.18	0
Jade Miller	Teacher	2,608.24	0
Leah Powell	Teacher	4,118.85	0
Kimberly Revis.	Nurse	88.46	0
Cara Sederbaum	Teacher	472.16	0
Leah Segar	Teacher	1,672.16	0
Leah Wiedenhoft	Teacher	1,637.50	0
Total		\$48,489.13	0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
David Belton		135.79	0
Vanessa Bigdeli		195.08	0
Jill Blom		108.70	0

Brittany Gifford	160.65	0
Benjamin Goode	177.86	0
Nichole Gross	324.53	0
Amanda Hall	344.63	0
Michael Hill	254.15	0
Karyn Hill	417.43	0
Shawn Horst	284.75	0
Marta Kruger	126.32	0
Chelsea Lee	353.52	0
Jade Miller	191.87	0
Leah Powell	307.44	0
Kimberly Revis.	6.76	0
Cara Sederbaum	36.13	0
Leah Segar	127.92	0
Leah Wiedenhoft	125.26	0
Total Employee Benefits 2000	\$3,678.79	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		
	Source of Funds	
	State	Local
Charter Bus (James River)	1,660.00	
Richmond Peace Education Center, Duron Chavis, David Coogan Art 180	1,428.00	
Total Purchased Contractual Services	\$3,088.00	\$0
4000 Internal Services		
	Source of Funds	
	State	Local
Pupil Transportation and Field Trips	9,980.32	
Total Internal Services	\$9,980.32	\$0
5000 Other Services		
	Source of Funds	
	State	State
Conference-New Pedagogies (Fairmont Hotel, American Express Travel)	11,519.89	
Total Other Services	\$11,519.89	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Food/Refreshments (parent meetings, field trips) Jason’s Deli	1636.20	0
Geurnsey Office Products	5164.83	0

Quill Corp	618.93	0
K2 Trophies	3385.70	0
School Health Corp.	114.95	0
Classroom Supplies (reimbursement A. Hall)	253.65	0
Total Materials and Supplies	\$11,174.26	\$0
	State	Local
Total Project Expenses	\$87,930.39	\$0

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY17 carryover funds only

The final report must include the following:

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

Henrico County Public Schools
Wilder Middle School
6900 Wilkinson Road
Henrico, VA 23227

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 Program

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 objectives, 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 2017-18 academic year and the 2018 six-week summer session. Over the past two years, Wilder CRC students have generally met the 50% NWEA reading benchmark, have consistently exceeded the combined pass rate on the Standards of Learning tests of 75%, and enrolled nearly 100% of their students in at least one advanced course. 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 extended program for CRC lasted 23 days in the summer of 2017. Students received instruction from 7:30am to 1:00pm. During the summer, the teachers worked 8 hour days on an extended contract of 239 days. CRC at Wilder ran in two phases, First, the extended program ran from June 26, 2017 to August 3, 2017. Second, the normal school year beginning on September 5, 2017 and ending June 15, 2018. Classes taught were: English 6, 7, and 8; Math 6, Math 7, Algebra, Geometry, US1, US2, World History, Life Science, Physical Science, and Earth Science.

For the summer of 2017, the student demographics were: 93.1% Black, 3.7% Caucasian, 1.9% Asian, .6% Hispanic, and .6% other. There were 165 students in the program, 61- 6th graders, 58- 7th graders, and 46- 8th graders.

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 were instrumental in carrying out the program including teaching the classes, running team meetings, chaperoning field trips, and giving and receiving professional development. Part of the professional development goals for the summer of 2017 was implementing AVID strategies within CRC classrooms and schoolwide. A math coach and an art teacher helped to integrate AVID strategies in other classrooms. With that, the art teacher introduced organization methods in her art classes as well as learning logs to help students reflect on their learning. She also implemented a survey for learning types and was able to personalize her instruction better. As a result of AVID training, the math teachers have implemented quick

writes in their classes, to see if students can explain their understanding of math topics. They have even introduced debate in their classes for math problems that are more open ended. In summer 2018 four new teachers were AVID trained.

Furthermore, in the summer of 2018, we sent four teachers to an ASCD conference for new ideas to integrate into CRC and Wilder. Specifically, the goal is to improve family and community engagement, which is a goal for the county overall. This group has already identified six goals to help improve the situation: 1) a survey for parents about family involvement, 2) generate lists for parents on how they can support the school, 3) establish consistent communication with parents, 4) form a teacher-parent engagement committee, 5) determine community based events during the school year, and 6) provide ways for teachers to engage the parents and community in staff meetings.

Parents helped by providing educational support as needed and attending events to help better prepare their student plan for college. Parents attended a program focusing on the Advanced College Academy presented by J. Sargeant Reynolds and Tucker High School.

The grant has also helped CRC partner with the James River Association, Agecroft Hall, the Richmond Black History Museum for off-site field trips. Each of these activities helps give students a more in-depth experience to the content they would normally learn. These experiences are tied directly to the SOLs they are taught and includes writing activities that support ELA goals.

To continue the goal of exposing them to new college environments, students visited the campuses of William and Mary, Virginia State, and Christopher Newport University. Furthermore, J. Sargeant Reynolds and Tucker High School was a partner for our parent night so that they could learn about the Advanced College Academy option they have in Henrico. In June, Carmax sent a dozen employees to volunteer for the SOL celebration we had for our CRC and Wilder students at the end of the year. We also have “fun days” where local vendors visit Wilder MS during the summer. These included: King of Pops, the Hot Dog Wagon, and Kona Ice.

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 have been no barriers to successful implementation. Since this was the 5th year of the program, most services have become institutionalized. Students use school busses for the summer program just as they would for the regular school day. Breakfast and lunch has also been easy to plan for, and in fact, is free to the county. We can also plan for professional development because the school calendar is planned months in advance and always includes days for professional development. Finally, the building principal was able to attend his second AVID Summer Institute which helped facilitate more schoolwide AVID training than in prior years.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*. In addition, you may choose to report on up to *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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: 50% of ESY students will meet their individual NWEA MAP growth targets				
Instrument: NWEA MAP Reading Test*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	135	125	80	--
Pre-test Average Score 16-17 Cohort	51.3%	51.4%	54.9%	--
Post-test Average Score 17-18 Cohort	57.8%	56.0%	47.5%	--
Net Change	+6.5 percentage points	+4.6 percentage points	-7.4 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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. Nationally, 50% of students meet their growth target in any given year.

In 2017-18, 57.8% of all Wilder-CRC students met their NWEA growth target in reading. The percentage of black, 56.0%, and economically disadvantaged students, 47.5%, students meeting their growth targets in reading was lower. In 2016-17, the percentage of students who met their NWEA growth target in reading for all, black, and economically disadvantaged students was 51.3%, 51.4%, and 54.9% respectively. This represents a one year increase of 6.5 percentage points for all students, 4.6 percentage points for black students, and a one year decrease of 7.4 percentage points for economically disadvantaged students.

Most groups of Wilder-CRC students achieved the 50% benchmark for the 2017-18 academic year. Program components that have already shown success and/or will be implemented to achieve the 50% threshold for all groups include extending time students have with the content during the summer. This provides 23 more days with English content. During this time, students actively learn new content for the next school year. They are not being remediated, rather, getting a head start on the upcoming school year. Reading and writing skills are also implemented in each of the core subject areas, so students learn to transfer these skills from one classroom to the next, helping to reinforce skills as they learn new content.

Along with the extra time, teachers set goals for students specifically for NWEA in the fall. Because CRC takes a team approach, it’s easy for the CRC teachers to monitor student growth in reading. Students also have choice in the books they want to read so that it will engage the reader

b. Additional Metric #1 (optional)

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 here:

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 Optional Metric

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

Instrument: SOL Exams*

Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	138	128	82	--
Pre-test Average Score 16-17 Cohort	86.3%	86.2%	86.0%	--
Post-test Average Score 17-18 Cohort	81.7%	81.7%	81.3%	--
Net Change	-4.6 percentage points	-4.5 percentage points	-4.7 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

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.

In 2017-18, Wilder-CRC students earned a score of 400 or above on 402 of the 492 SOL exams they took for a pass rate of 81.7%. Black students earned a score of 400 or above on 370 of the 453 SOL exams they took for a pass rate of 81.7%. Economically disadvantaged students earned a score of 400 or above on 239 of the 294 SOL exams they took for a pass rate of 81.3%. In 2016-17, the pass rate for all students was 86.3%, for black students it was 86.2%, and for economically disadvantaged students it was 86.0%. This represents a one year decrease of 4.6 percentage points for all students, 4.5 percentage points for black students, and 4.7 percentage points for economically disadvantaged students. Students involved in Wilder-CRC have consistently exceeded the 75% benchmark.

The extended summer program is instrumental in SOL success. Having additional time for teaching content helps students make connections across the curriculum and have time to go

more in-depth with learning. For example, students had the opportunity to visit the Richmond Black History Museum and test water quality with the James River Association in the summer of 2017. The added time in the summer also means having more time during the school year for special learning opportunities. For example, in May of 2018, CRC students were able to go to the Virginia Capitol Building for Rule of Law Day. This was a full day experience where students were able to meet and talk with legislators and members of the Virginia Courts System.

Teachers also used data from benchmark tests and other assessments to group students into stations for targeted remediation. This approach makes remediation more student-centered since the teacher can now target instruction to small groups, instead of a whole-class approach that might not meet every student’s needs. This is part of the “high expectations” culture created with CRC students. High expectations are reinforced with college trips, field trips, and CRC mottos.

c. Additional Metric #2 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: 80% of ESY secondary school students will enroll in at least one advanced level course by 8th grade.				
Instrument: Transcripts, Verified Credits*				
Reporting Area	All Students	Reporting Group: Black	Reporting Group: ECD	Reporting Group:
Number of Students Assessed 17-18 Cohort	141	130	82	--
Pre-test Average Score 16-17 Cohort	100%	100%	100%	--
Post-test Average Score 17-18 Cohort	99.3%	99.2%	98.8%	--
Net Change	-0.7 percentage points	-0.8 percentage points	-1.2 percentage points	--

*Percentages are reflective of students in the ESY program, not all students in the school.

Enter an explanation of the data here:

In 2017-18, 99.3% of students involved in Wilder-CRC enrolled in at least one advanced level course by 8th grade. The percentages were slightly lower for black, 99.2%, and economically disadvantaged, 98.8%, students. In 2016-17, 100.0% of students involved in Wilder-CRC enrolled in at least one advanced level course during their middle school careers. This represents a one-year decrease of 0.7 percentage points for all students, 0.8 percentage points for black students, and 1.2 percentage points for economically disadvantaged students. Wilder-CRC students have consistently surpassed the goal of 80% of students enrolling in at least one advanced level course during their middle school careers. This is mainly achieved by succeeding on the first two metrics and having the CRC counselor meet with each student to discuss their options. In addition, every sixth grade student is placed in an advanced level science course. If successful in that advanced science course in sixth grade, students continue into advanced science courses in seventh and eighth grades.

9. Describe your 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 here:

As mentioned, four teachers have already been trained on how to foster parent and community engagement. Along with that, new teachers will receive continued training in AVID strategies that have been at the heart of CRC for the last five years. By the end of summer 2018, they will have been introduced to Writing, Inquiry, Collaboration, Organization, and Reading skills.

The Henrico Education Foundation will be a collaborative partner with the idea to extend the Community Learning Center initiative at Wilder. Currently, HEF is working with Glen Lea Elementary school, a feeder into Wilder Middle School, on a 21st Century Grant project. The idea would be to extend this grant into Wilder with 2018-2019 being the planning year. 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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18

Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)

Start-up Years 4+: Local Match Based on Local Composite Index

NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.

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.

Names of Individuals	Project Role	Source of Funds	
		State	Local
Lauren Aldrich	Teacher	1,208.84	
Dana Billett	Program Coordinator	8,177.41	
Rachel Boykin	Teacher	12.43	
Sharon Bradshaw	Teacher	3,135.82	
Sandra Bynum	Teacher	8,438.78	
Samantha Compton-Newman	Teacher	6,877.63	
Kenneth Davis	Program Coordinator	5,918.84	
Harry Dell	Teacher	631.25	
Meighan Dober	Teacher	6,718.26	
Thomas Golden	Teacher	1,600.00	
Nicholas Ingraham	Teacher	6,718.26	
Braylon Jackson	Teacher	1,956.25	
Rhonda Kass	Teacher	7,912.21	
Taleesa Meeks	Teacher	6,718.26	
Rebecca Morrish	Teacher	7,207.77	
Daniel Nicholas	Teacher	6,760.45	
Simone Robinson	Teacher	6,562.60	
William Sharp	Teacher	7,553.76	
Lynette Sharp	Teacher	700.00	
Emily Williams	Teacher	550.00	
Total		\$95,358.82	\$0

2000 Employee Benefits - Please list the amount of employee benefits charged to the project.

	Source of Funds	
	State	Local
Lauren Aldrich	297.98	
Dana Billett	1,874.04	
Rachel Boykin	0	
Sharon Bradshaw	239.89	
Sandra Bynum	646.51	
Samantha Compton-Newman	1,695.34	
Kenneth Davis	1,214.18	
Harry Dell	48.28	

Meighan Dober	1,656.05	
Thomas Golden	122.40	
Nicholas Ingraham	1,656.05	
Braylon Jackson	149.65	
Rhonda Kass	1,950.36	
Taleesa Meeks	1,656.05	
Rebecca Morrish	1,776.72	
Daniel Nicholas	1,666.45	
Simone Robinson	1,617.68	
William Sharp	1,862.00	
Lynette Sharp	53.55	
Emily Williams	42.07	
Total Employee Benefits 2000	\$20,225.25	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		
	Source of Funds	
	State	Local
Admission fees (Agecroft Hall, James River Association, Black History Museum)	\$2070.00	0
Charter Bus (James River, Winn Bus, Newton)	\$8111.60	0
AVID Membership	3585.00	
Total Purchased Contractual Services	\$13,766.60	\$0
4000 Internal Services		
	Source of Funds	
	State	Local
Pupil Transportation	\$9,125.25	0
Total Internal Services	\$9,125.25	\$0
5000 Other Services		
	Source of Funds	
	State	State
AVID Conference Registration and Teacher Reimbursement	\$3252.07	0
Lodging (Wyndham, Sheraton, Marriott)	\$4011.82	0
Amer. Express Travel Services	\$3124.08	0
ASCD Conference Registration	\$2828.00	0
Total Other Services	\$13,215.97	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Nasco, Amazon, Ball Office	\$5491.37	
Food/Refreshments (parent meetings, field trips	\$ 42.07	

Total Materials and Supplies	\$5,533.44	\$0
	State	Local
Total Project Expenses	\$157,225.33	\$0

Virginia Department of Education

**Annual Report for a Start-Up Grant for an Extended School Year Program for School
Divisions or Individual Schools**

FY 2018 Funds

Name of School: CodeRVA Regional High School
(Fiscal Agent: Henrico County Public Schools)

Address: 1405 Cummings Drive, Suite 10
Richmond, VA 23220

Grant Coordinator: Tracy Walker
(804) 968-1820
tracy.walker@coderva.org

Type of Program: Extended Year School

I. Executive Summary

A. Goals

The overarching goal for the program was to *expand the traditional school year to advance student progress toward high school completion by providing personalized learning opportunities for credit acceleration via supplemental coursework, additional learning time to master course content, engagement with the business community, and academic and career planning.* The objectives outlined in the grant proposal are identified below, inclusive of the outcome for each.

B. Objectives

Three objectives were developed to guide the planning project.

- 1. Objective 1:** 75% of students will complete a minimum of one high school credit during the extended year program.

Outcome 1: 100% of students completed at least one high school credit during the extended school year program. In addition, most students completed two or more courses, including combinations of high school course credits and dual enrollment course credits. The table below outlines the number of students who completed course credits during the extended school year session.

Course Credits Completed							
1 High School Course	2 High School Courses	3 High School Courses	4 High School Courses	1 Dual Enrollment Course	1 HS Course, 1 DE Course	2 HS Classes, 2 DE Courses	3 HS Classes, 2 DE Courses
13	25	4	2	3	6	12	2

- 2. Objective 2:** 85% of students needing additional time to master course content will demonstrate growth in course content during the extended school year program.

Outcome 2: For trimester 3, 68 CodeRVA students (74.7%) were working towards course completion in the main content areas (English, mathematics, history, science). The remaining 23 students (25.3%) were completing coursework for dual enrollment (SDV100 or HLT 155), Health & PE, or Economics and Personal Finance. Overall, 100% of students made progress to obtain at least one course credit during the extended school year.

- 3. Objective 3:** 95% of continuing CodeRVA students will review their academic and career plan during the extended school year program.

Outcome 3: The Academic Case Managers met with 83 of 91 students (91.2%) during the extended school year to develop an initial academic and career plan. Although this fell short of our initial objective of meeting with 95% of all students during the summer, the student services department has identified this as an area of growth for the 2018-2019 academic year, inclusive of summer 2019.

C. Strategies Utilized

- 1. Teacher retention and recruitment.** Teacher and staff recruitment for the 2018-2019 academic year continued into the beginning of Trimester 3, with all instructional and support staff in place to begin July 1. Additional staff hired to begin July 1 included: 2 science teachers, 1 mathematics teacher, 1 computer science teacher/mathematics teacher, 1 English/reading intervention teacher, 1 global studies teacher, 1 outreach coordinator, 1 academic case manager, 1 college and career services coordinator, 1 data management specialist and 1 computer science technology specialist. Only those instructional and support staff hired prior to October 1, 2017 were included in the budget for ESY FY18. All teachers were involved in instructional activities during Trimester 3.
- 2. Student services (transportation and cafeteria).** Since CodeRVA is a regional high school, it relies on the 13 partnering school divisions to provide transportation. This extended school year grant allowed CodeRVA to provide transportation to all 93 students through reimbursement to the partnering school divisions. Meetings were held with transportation directors to identify the students who were to participate and to develop a plan for transporting these students to CodeRVA as their regular school year transportation logistics also changed during summer. Each school division identified hubs or pickup locations and notified parents directly. CodeRVA then worked with each division to determine cost for extended school year transportation and the process to reimburse each school division appropriately.

Cafeteria services continued through Henrico County Public Schools and identified one menu option for breakfast and for lunch. As Henrico's summer school ended August 9, CodeRVA had to determine how to provide lunch for students for the week of August 12 - 16. CodeRVA partnered with Feed More to provide hot meals for students at no cost during the final week of the extended school year.

D. Results

Overall results for the start-up grant were positive and student gains were evident (see Section V: Impact of Data on program). Funding provided by the start-up grant allowed

CodeRVA to provide summer transportation for our extended year school program, for students to participate in business partnership opportunities, complete volunteer experiences, and complete physical education requirements by going to the YMCA each week of the six-week summer trimester. The unique experiences for students during this extended program were inclusive of having additional time to complete course requirements, but for most students, trimester 3 allowed an opportunity to accelerate course completion.

At a minimum, at least one course was completed during this time. The highest number of courses completed were 2 high school courses and 2 one-credit dual enrollment courses (n=12), while a small number completed 3 high school courses and 2 one-credit dual enrollment courses (n=2). Two of three students who actively participated in the English VPT (Virginia Placement Test) testing for dual enrollment coursework passed the test during trimester 3 (67% passing).

II. Logistical Description of Project:

The planning project began implementation of initiatives and tasks in September 2017 with the identification of students in need of high-speed internet access at home. These students were provided with Kajeet SmartSpot 800 devices in order to complete online coursework at home. Additional activities are defined below by the timeframe in which they occurred.

- September/October 2017 - Identification of students in need of high-speed internet; provide students with Kajeet SmartSpot 800 devices for use at home
- February/March 2018
 - initial identification for potential trimester 3 coursework based on current progress and grades
 - began discussions with the 13 partnering school division transportation directors to review and finalize a plan for providing student transportation during trimester 3
- April/May 2018
 - initial development of the daily schedule for extended school year
 - initial outreach to business partners for summer enrichment opportunities
 - contacted the Richmond YMCA and Diversity Thrift to establish community service opportunities for students during the extended school year
 - developed a plan for review of student academic and career plans during the extended school year
 - finalized schedule for student engagement opportunities with business partners
- June 2018
 - finalized coursework needs for extended school year
 - identified students needing enrichment during trimester 3 for SOL and VPT testing

- July/August 2018
 - parents and students notified of transportation logistics for extended school year
 - instructional and support staff planning week involved reviewing student data and groupings to maximize support for personalized learning during extended school year
 - community service for the Richmond SPCA involved 13 students for a total of 7.5 hours, while Diversity Thrift involved 9 students for a total of 10 hours (see community involvement section below for more detailed information)
 - business engagement opportunities involved two visits for 53 students (see community involvement section below for more detailed information)
 - Academic Case Managers met with all students to review and revise their academic and career plans and to set goals, inclusive of identifying one of three pathways: Associate’s Degree pathway (earning a 60 credit associate’s degree), Applied pathway with no dual enrollment coursework, or an Applied pathway with some mix of dual enrollment coursework
 - staff reflection on efficacy of extended school year program and development of considerations for the following extended school year program (2019)

III. Description of Teacher, Parent, and Community Involvement

- A. **Teacher Involvement.** Planning sessions with teachers were held throughout the months preceding trimester 3 (see Section II). This included planning for students who were in need of additional course completion time, students in need of enrollment in new course, Math VPT testing, orientation for dual enrollment, individual student meetings with Academic Case Managers and the School Counselor, and administrative planning meetings. Each department (science, math, global studies, student services) met on a regular basis, reporting back to the administrative staff responsible for summer planning. Teachers were allowed the opportunity to set the master schedule for summer instructional activities as well as to incorporate tutoring activities once new staff arrived on July 1.
- B. **Parent Involvement.** Parents were involved in the planning process for new student orientation, held in August 2018, while current students were still in session. Parents of returning students were surveyed to determine what information they wish they had prior to the beginning of the last school year, and to provide additional suggestions for planning new parent orientation meetings.
- C. **Community involvement** in the planning process for trimester 3 culminated in several industry partner and community enrichment opportunities. On July 23, Capital One hosted 33 CodeRVA students for a site visit to provide an opportunity to learn more about the IT work environment at their location. This enrichment opportunity specifically focused on the various types of work in the IT field at their location as well as how they incorporate agile methodologies into the

workplace. On August 9, Snag hosted 20 CodeRVA students at their Innsbrook location. This enrichment experience included learning more about the organization and rotated through work stations to better understand Snag's opportunities in the areas of storyboarding, implementation, development operations, and help desk support. Capital One and Snag continue to partner with CodeRVA to provide additional opportunities for the upcoming academic year.

On July 18, a NASA rocket launch simulation was led by Charles Cook, formerly a contractor with the 45th Space Wing Launch Ops USAF. This event was intended to serve as a team-building activity for students. Mr. Cook led the students through team operations leading to the "go/no go" decision made during a rocket launch. Students were able to apply skills for successful team implementations of their assigned duties and learn about different areas of the types of occupations needed in this situation.

Additional community involvement involved providing students an opportunity to go to the Downtown Richmond YMCA once per week during the summer to complete physical education activities, once per week to the Richmond SPCA and Diversity Thrift for volunteering experience and participated in inclusivity trainings provided by the Virginia Center for Inclusivity Communities.

IV. Description of Barriers and Aides to Program Implementation

During the course of planning for the summer trimester (trimester 3), potential scheduling conflicts arose between students needing to complete ongoing coursework, students beginning new coursework, students needing to complete dual enrollment prerequisite coursework, and community engagement activities. The school counselor and Director worked closely with instructional staff to develop a course rotation schedule that met the needs of all students for completion of coursework. A master schedule was finalized to encompass a three-rotation schedule each full day of classes where the first two trimesters consisted of a four-rotation schedule. The three-rotation schedule allowed for instructional staff to provide direct instruction for a longer period of time while also allowing flexibility for transportation to and from the YMCA for physical education time and visits to two business partners: Capital One and Snag.

One additional conflict arose from students taking time off during the summer for family and other events and thus progressed more slowly through trimester 3 course content. To address this issue, students were scheduled into study hall rotations where they focused on making progress towards completion of their coursework under the direct supervision of that content area's instructional staff.

V. Data on Impact of the Program

CodeRVA students were able to take advantage of an extended school year to accelerate in mathematics and global studies (integrated English and history). For mathematics, a number of students were able to either: 1) needed extended time for successful course completion; 2) began the course in April-June and then had an opportunity to complete it during extended school year; or 3) completed it solely during extended school year (trimester 3). The numbers of students by mathematics courses were:

- Math Analysis - 13 (14.3%)
- Algebra II - 17 (18.6%)
- Geometry - 17 (18.6%)
- Algebra I - 1 (1%)

In all, 48 of 91 students (52.7%) were afforded an opportunity to either complete a mathematics course during extended school year, or accelerate in course completion. For global studies, content is integrated for English and history. Global Studies I encompasses English 9 and World Geography, while Global Studies II encompasses English 10 and World History II. CodeRVA did not offer students an opportunity for course acceleration in these courses during the extended school year; however, there were students who were in need of additional time to complete course requirements and/or to receive enrichment to retake their SOL test from trimester 2. Four students were completing Global Studies I (4.4%) and four students were completing Global Studies II (4.4%). A summary of Global Studies I and II extended school year programming included:

- *Global Studies I* (English 9 & World Geography) - 4 students completing coursework ; 4 first-time SOL testers
- *Global Studies II* (English 10 & World History II) - 4 students completing coursework; 4 first-time SOL testers; 3 students receiving enrichment to retake SOL

In addition to student progress towards course completion in English and mathematics, students also completed coursework in the following areas:

- Biology - 6
- Chemistry - 8
- Physics - 8
- Health & PE 9 - 3
- Health & PE 10 - 28
- Economics & Personal Finance - 18
- Computer Science I - 11
- World Language - 3
- SDV 100 (Dual Enrollment) - 24
- HLT 115 (Dual Enrollment) - 16

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>					
Metric: Student Progress					
Instrument: Percentage Progress through Online Course Content					
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Hispanic	Reporting Group: Free/Reduced Lunch
Number of Students Assessed	68	31	26	10	27
Pre-test Average Score	38%	42%	30%	49%	34%
Post-test Average Score	97%	99%	93%	99%	94%
Net Change	Growth of 59% Course Completion	Growth of 57% Course Completion	Growth of 63% Course Completion	Growth of 50% Course Completion	Growth of 60% Course Completion

Explanation of the data:

At CodeRVA, students complete instructional content in a blended learning environment. Online course content was managed by teachers through the use of Edgenuity. Edgenuity provided data regarding percentage progress in each individual course in addition to student performance. Teachers then provided face-to-face instruction to enhance and assess student academic performance. Data provided in the table above provides the overall percentage for course completion in all courses during trimester 3 only (June 15 – August 16). Sixty-eight students were in need of additional course completion or were to begin a new course in the summer to be able to take dual enrollment coursework. These 68 students were only at a 38% completion status at the beginning of trimester 3 and were able to bring that percentage up to 97% of courses completed overall by the end of trimester 3. This demonstrated course growth of 59% during the trimester 3 period. Additional data provided in the data breaks down this progress in course completion growth by race/ethnicity and SES status.

VI. 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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18 Funds			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Gwendolyn Ashworth	School Counselor/Summer School Coordinator	\$8,409.05	
Rebecca Hall	Mathematics Instructor	\$9,235.74	
Whitney Powell	Science Instructor	\$8,023.88	
Joy Beatty	Global Studies Instructor	\$8,409.05	
Salman Parvaiz	Science Instructor		\$8,923.74
Kakim Fung	Computer Science Instructor		\$8,023.33
Erin Hill	Global Studies Instructor		\$8,023.33
Emily Cooper	Mathematics Instructor		\$8,023.33
Christy Ruffin	Office Manager		\$6,056.34
Michael Bolling	Executive Director		\$15,158.93
Total		\$34,077.72	\$54,209.00
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Gwendolyn Ashworth		\$3,197.94	
Rebecca Hall		\$3,518.22	
Whitney Powell		\$3,125.08	
Joy Beatty		\$3,222.14	
Salman Parvaiz			\$2,688.68
Kakim Fung			\$2,533.53
Erin Hill			\$2,528.79
Emily Cooper			\$2,543.70
Christy Ruffin			\$2,717.02
Michael Bolling			\$3,970.87
Total Employee Benefits 2000		\$13,063.08	\$16,982.59

3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
	State	Local
Kajeet Hot Spots with 12-month data plans (20)	\$10,383.16	
Tuition – J. Sargeant Reynolds Community College (40 students @ 1 course credit each)	\$6,664.00	
Edgenuity course for world language	\$750.00	
Lease equipment/copier services	\$600.00	\$30.83
Total Purchased Contractual Services	\$18,397.16	\$30.83
4000 Internal Services		
	State	Local
Total Internal Services	\$0	\$0
5000 Other Services		
	State	Local
Daily transportation services for all students from 13 partnering school divisions* (<i>*Note: we do not yet have invoices from all 13 partner school divisions. This amount will most likely increase</i>)	\$82,092.70	
Transportation services for students to the YMCA, Capital One, and Snag during the summer session	\$1,771.29	
Total Other Services	\$83,863.99	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..		
Description (please provide detailed cost calculations)	State	Local
Office supplies	\$749.30	
Educational Supplies	\$224.73	
Total Materials and Supplies	\$974.03	\$0
	State	Local
Total Project Expenses	\$150,406.81	\$71,222.42

A. 1000 Personnel Services

State funding provides for three teachers and one school counselor at their daily rate for the length of the program and one planning week (28 extended-hour days = 35, 8-hour days). Other school staff salaries and benefits are provided in-kind/

Staff were representative of each of the five departments at CodeRVA: administration, student services, mathematics, global studies, and science. Their assignments during trimester 3 included coordination of planning, implementation and assessment in their respective departments as well as serving on the summer planning committee.

B. 2000 Employee Benefits

Funding in this category supported employee benefits during the extended year school session. Four faculty were supported by state funding and 6 were supported by local funds.

C. 3000 Purchased/Contractual Services

Provided 20 Kajeet hotspots and filtered internet access (12 months) for students lacking high-speed internet access at home to continue their studies beyond the school day. Funding supported students taking a one-credit dual enrollment course during the summer trimester. In addition, expenses provided student access to online courses through our online content provider, Edgenuity. Additional support covered the lease of copier equipment during trimester 3.

D. 4000 Internal Services

N/A

E. 5000 Other Services

Provided transportation services for all 93 students from 13 partnering school divisions to attend school during the summer session. Additional transportation funding supported students attending local business partner presentations (Capital One, Snag) as well as weekly visits to the Downtown Richmond YMCA for students to complete physical education activity requirements.

F. 6000 Materials and Supplies

Funding in this category was utilized to provide paper, copier services, and office supplies to support instruction.

Loudoun County Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

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 2018

This report must be submitted to Meg Foley by e-mail at kim.powell@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds).

FY 18 funds

The final report must include the following:

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

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

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

10. Grant Coordinator contact information

Miriam Hughey-Guy, miriamhugheyguy@gmail.com, 703-408-8737

11. Type of program (Extended School Year or Year-round School)

Year-round School

12. 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, one week in the spring and one week in the summer. Participation is optional, but classroom teachers identify students who they think will benefit from attending intersession extending a special invitation 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 \(SOLs\)](#). This goal specifically includes providing additional instructional support to the following reporting groups: English learners, students with disabilities, and economically disadvantaged as well as students struggling in the core areas.

In the school year 2017-18, MCCS K-5 students continued to participate in school-wide assessments in math and reading three times a year. Additionally, 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 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. Unfortunately, we did not get a lot of interest in the Saturday Academy classes this year due to conflicts in families' schedules and inclement weather. Therefore, students were invited to participate in afterschool classes.

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 and fifth grade SOL math assessments showed a decline in the pass rate from the previous year. Science and Virginia Studies' results continue to exceed the state pass rate for accreditation. MCCS continues to be fully accredited based on the results of the SOLs.

Implement RTi (Response to Intervention) for Chronic Absenteeism by:

- a. Promoting consistent and regular attendance for all students at Tier 1 (e.g., explicitly teaching school rules, displaying attendance data, encouraging parents and students to track attendance).
MCCS held 3 parent sessions where the importance of regular school attendance was shared, along with state attendance law. The Principal held sessions in every classroom which discussed attendance requirements, and shared that all students MUST come to school every day, unless they are sick (with vomiting or fever). Teachers encouraged regular attendance as part of their positive behavior support management plan. They reached out to every family of an absent child. Attendance articles were included in the school newsletter quarterly.
- b. Identifying and initiating individualized interventions with students at risk of falling into patterns of chronic absenteeism at Tier 2 (e.g., establishing routines where a student must check in or check out with an adult at the start and end of each day, assigning student/peer mentors/ buddies, providing more routine attendance reports to a student's parents).
The school counselor collaborated with the attendance secretary and offered support to any student that started a pattern of tardiness. Parents were contacted and the counselor offered support during the day, as needed. Attendance letters explaining attendance policies and laws were sent to all parents for any child ~~that~~ who had missed more than 3 days of school or had 3 occurrences of tardiness each quarter.
- c. Conducting comprehensive and intensive interventions for students engaging in chronic absenteeism at Tier 3 (e.g., functional behavioral assessments, ongoing consultations with physicians, mental health professionals, family members, court officials if appropriate).
Attendance conferences were held with parents for any chronic attendance or tardiness that occurred after letters were sent home initially. Attendance plans developed with parents were in place for students with chronic absence or tardiness.
- d. Identified students with chronic attendance will receive special invitations to attend Intersessions in order to make up for learning loss.

Students were invited to attend intersessions to receive intervention during our 4 extended weeks of school.

- e. Continue to foster a positive school culture by using goal-based incentives and rewards to motivate attendance and positive behaviors. Printable reports will make it easy for parents to stay involved and support attendance goals and classroom expectations. Quarterly reports were provided to each family as part of the quarterly feedback and report cards.
- f. All students with perfect and improved attendance will be recognized monthly. Teachers recognized students as part of their positive support program. The counselor offered regular positive feedback to students with improved attendance.

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 (20 days)

After-School Intervention (8 weeks/3 days/week)

Hours of instruction per day: Intersessions (6.5 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 22, 2018

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

Dates of operation: Intersessions:

(Fall-10/10-20/17) (Spr.-3/19-23/18) (Sum.-6/18-22/18)

After School Classes- (M-Th., [Jan.01/18](#)-[April04/18](#))

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

Student enrollment total by Demographi cs: Total- 144 Students

Asian –3

	Black -10
	Hispanic-12
	White-104
	Two or More-11
	ELL-7
	SWD-21
	Economically Disadvantaged-12
	Gifted-5
<i>Grades :</i>	K(24), 1 st (24), 2 nd (24), 3 rd (24), 4 th (26), 5 th (21)
<i>Intersession Enrollment:</i>	
	Fall: 80 students attended Fall Intersession
	Spring: 75 students attended Spring Intersession
	Summer: 67 students attended Summer Intersession
<i>Programs:</i>	Intersession (1 two-week session and 2 one-week sessions-Full Day)
	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 principal along with the STEAM Coordinator reported the progress of Intersessions and interventions after each quarter. The School Mission Team comprises of school staff, parents, Board of Directors, and community members.
- 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 School Board has a committee focused on the progress of the charter schools. This committee and the Director of LCPS Elementary Schools met monthly with MCCS 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) The MCCS STREAM coordinator and school staff attended and presented at the state VCE conference.

j) Four teachers attended Space Camp in July.

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 awarded grant funding for the past three years. Even though MCCS was not awarded funds for the ~~2014~~2018-19 school year, the principal, parents, and Board of Directors will continue their commitment toward the project. Local fundraising activities will continue ~~to occur~~ to cover the costs of some of the STREAM activities. With the assistance of our grant coordinator, we continue to search for other funding sources.

8. Data on the impact of the program. You are required to report on the metric, ***Student Achievement***. In addition, you may choose to report on up to 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 assessment instruments were used to measure the progress of student achievement throughout the year in k-5 reading, 3-5 math, 5th grade science, and 4th grade Virginia Studies. 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-1st--5th grades, SOL released items- Math (3-5), Va. Studies (4th), Science (5th)

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 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: Phonological Awareness Literacy Screening - PALS-K									
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 Assessed	23	0	2	3	2	2	0	16	1
Pre-test Average Score	54.90	n/a	31	36.66	88.5	31	n/a	67.87	77
Post-test Average Score	92.7	n/a	80	87.33	90	80	n/a	94.4	102
Net Change	37.8	n/a	49	50.67	1.5	49	n/a	25.53	25

Enter an explanation of the data here: The information above reveals a 37.8 passing rate on the PALS at the end of the school year. Approximately 93% of the kindergarten students passed the PALS benchmark. Students who did not pass the PALS benchmark were invited to the summer intersession and will be reassessed in August. The students who continue to need remediation will receive immediate targeted instruction by their first grade teachers and instructional assistants.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement

Instrument: Developmental Reading Assessment 1-5

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)	121	11	23	15	7	10	12	104	11
Pre-test Avg. Score -1 st	8.79	6	4.66	3	14	11	8	8.55	4
Post-test Avg. Score	18	18	8.5	18.8	34	20.7	17	19.5	11
Net Change	9.2	13	3.84	16.8	20	9.7	9	10.97	7
Pre-test Avg. Score -2 nd	21.84	n/a	24	n/a	n/a	24	16	17.61	26.33
Post-test Avg. Score	34.84	n/a	27	n/a	n/a	30	28	30	42.8
Net Change	13		3			6	12	12.39	16.47
Pre-test Avg. Score -3 rd	22.85	16	12	12	38	4	16	28.22	29
Post-test Avg. Score	37.75	22	16	18.66	38	12	22	42.21	39
Net Change	14.9	6	4	6.66	0	8	6	13.99	10
Pre-test Avg. Score -4 th	38	37	35.5	37	28	40	37	39.7	39
Post-test Avg. Score	48	39.5	46.7	39.5	28	50	39.5	47.8	50
Net Change	10	2.5	11.2	2.5	0	10	2.5	8.1	11
Pre-test Avg. Score -5 th	50	n/a	39	n/a	50	49	n/a	46.1	60
Post-test Ave Score.	59.5	n/a	47.5	n/a	60	60	n/a	54.1	70
Net Change	9.5	n/a	8.5	n/a	10	11	n/a	8	10

Enter an explanation of the data here: Students in grades 1-5 were administered the Developmental Reading Assessment (DRA) in the fall and spring. The results for each grade are as follows:

1st grade – The average gain for all 1st graders was 9.2. All reporting groups except students with disabilities and multi-race students met the end of the year DRA benchmark.

2nd grade- The average gain for all 2nd graders was 13. All students met the end of the year DRA benchmark. There were no students in the following reporting groups: EL, ED, Asian.

3rd grade – The average gain for all 3rd graders was 14.9. However, the average for all students meeting was 37.25. The DRA benchmark is 38 or above. The only reporting groups meeting the benchmark were Asian, Whites, and Multi-race students.

4th grade- The average gain for all 4th graders was 10. The reporting groups meeting the 48 DRA benchmark were Blacks, Whites, and Multi-race students. EL, Hispanics, and ED students revealed one grade level progress performing at the 38 DRA level going into

5th grade-The average gain for all 5th graders was 9.5. The reporting group not meeting the 58-60 DRA benchmark was students with disabilities performing at 47.5, one grade level below. There were no students in the following reporting groups: EL, ED, Hispanic.

All students performing below the DRA level at their grade levels were invited to attend summer intersession. The students in grades 1-4 returning to MCCS in 2018-19, will be re-assessed in August to determine targeted instruction for those who continue to fall short of the benchmark.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement

Instrument: 3-5 SOL Math Released Items and 2018 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
Number of Students Assessed	72	6	14	9	6	5	6	51	4
Pre-test Average Score	62.39	22.3	35.84	29.10	39.22	49.25	32.11	46.22	40.38
Post-test Average Score	70.5	54.2	60	51.5	72.6	64.8	57.3	73	77.6
Net Change	8.11	31.9	24.16	22.4	33.38	15.55	25.19	26.78	37.22

Enter an explanation of the data here: The students in grades 3-5 were assessed in the fall with the 3-5 SOL Math Released Items and again in the spring with the 3-5 SOL 2018 Math Assessment. Gains were noted in all students. The passing rate for the all students in 3-5 grades was 70.5, meeting the state requirement of 70 passing rate. The reporting groups meeting the benchmark were Asians (72.6), Whites (73), and Mult-race (77.6). Targeted instruction will be provided to the rising 4th and 5th graders who did not meet the passing score.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement

Instrument: SOL Virginia Studies Released Items and 2018 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
Number of Students Assessed	26	3	5	4	3	2	3	16	2
Pre-test Average Score	30.55	22.5	27.04	25.75	31.36	30.9	25.5	31.62	27.95
Post-test Average Score	78.6	62	68.16	64.5	68.66	77.16	66	78.66	74.66
Net Change	48.05	39.5	41.12	38.75	37.3	46.26	40.5	47.04	46.71

Enter an explanation of the data here: The Virginia Studies SOL data above reveal a 48.5 gain in the passing rate as measured by the SOL assessment in Virginia Studies. While MCCS students successfully met the benchmark, the following reporting groups that fell short of passing were EL, SED, ED, Blacks.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement

Instrument: 5th Grade SOL Science Released Items and 2018 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
Number of Students Assessed	21	0	6	2	2	2	0	17	1
Pre-test Average Score	58.36	n/a	43.7	25.65	66.25	54.05	n/a	56.76	67.6
Post-test Average Score	72	n/a	67	60.5	76	66	n/a	72.16	86.3
Net Change	13.64	n/a	23.3	34.85	9.75	11.95	n/a	15.4	18.7

Enter an explanation of the data here: Twenty-one 5th graders were administered the fall and spring SOL Science Assessments. The results reveal a 13.64 [point increase](#) in the passing rate for all 5th graders in the spring. 72% of all students passed. There were no students in the EL and Hispanic reporting groups. 43 % of students with disabilities, 39.5% of economically disadvantaged students, and 34% of Blacks students did not pass.

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 Attendance and Tardiness.

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
Number of Students	144	7	10	12	104	11	7
Percent of Students Present	95.98	95.62	97.06	97.83%	95.64%	95.78%	97.86
	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
Number of Tardiness	530	103	122	72	65	84	84
Number of Excused	866	200	153	125	163	173	140
Number of Unexcused	52	9	14	15	1	3	9

Enter an explanation of the data here:

*We had several rounds of flu and strep throughout the school over the course of the year. However, MCCS met the attendance

requirement for the 2017-18 school year as well as addressed tardiness throughout the year.

9. Describe your 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 here:

The MCCS Board is committed to the success and continuation of the modified school year calendar and extended learning opportunities for all K-5 students by offering engaging STREAMS lessons during the regular school hours, Intersessions, and after-school interventions for identified students. 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, the school will consider a sliding scale fee for extended learning opportunities to assist with the cost of Intersession and transportation. With great disappointment, MCCS did not receive VDOE YRE funding for the 2018-19 school year. However, we will continue to apply for VDOE Year-Round funds to supplement the expenses needed to educate the Middleburg Community Charter School students.

We would like to express our gratitude and appreciation for the funds we did received in the past 3 years.

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Amy Lutter Salary (10.3 months)	STREAM Coordinator	\$44,650.80	\$11,162.70
Ashley Sullivan	Intersession Instructor	\$3,318.40	\$829.60
Aubrey Bowling	Intersession Instructor	\$1,691.20	\$422.80
Caryn Humprey	Intersession Administrative Assistant	\$3,133.12	\$783.32
Cora Lee Khambatta	Intersession Instructor	\$707.20	\$176.80
JENNIFER PITTS	Intersession Teacher Assistant	\$848.80	\$212.20
Karah Morgan	Intersession Instructor/Intervention Instructor	\$1,251.20	\$312.80
KATELYN BARNHILL	Intervention Instructor	\$544.00	\$136.00
Katie Brennen	Intersession Instructor	\$3,332.00	\$833.00
KELLEY COLLINS	Intersession Instructor/Intervention Instructor/Summer STREAM Coordinator	\$2,087.61	\$521.90
LORA WEBSTER	Intersession Teacher Assistant	\$1,686.40	\$421.60
MacKenzie Escobar	Intersession Instructor	\$3,332.00	\$833.00
Morgan Nichol	Intervention Instructor	\$1,227.20	\$306.80
Rhonda Hatter	Intersession Instructor	\$992.00	\$248.40

Rochelle Proctor- Adm. Stipend	Interession Administrator	\$8,608.00	\$2,152.40
Susan McGroddy	Interession Coordinator/Administrative Asst.	\$3,133.31	\$783.32
Susan McGroddy	Interession planning	\$1,644.99	\$411.25
Taryn Browning	Interession Instructor	\$985.60	\$246.40
Tracey Pierscinski	Interession Instructor	\$2,461.60	\$615.40
Mandy McGroddy	Interession Teacher Assistant	\$580.00	\$145.10
THERESA FOWLER	Interession Teacher Assistant	\$448.00	\$112.00
TSEBAOT DEJENE (SUB)	Interession Substitute Teacher	\$183.60	\$45.90
Denise Fumagli	Interession Substitute Teacher	\$163.20	\$40.80
Total		\$87,010.23	\$21,753.49
c			
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.	Source of Funds		
	State	Local	
N/A			
Total Employee Benefits 2000	\$0	\$0	
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds		
	State	Local	
Miriam Hughey-Guy-Consultant Services	\$5,568.00	\$1,392.00	
Project Zero -	\$981.86	\$245.47	
Planning Book System	\$9.60	\$2.40	
VCE Conference Registration	\$1,024.00	\$256.00	
On-Site PD Training	\$1,077.60	\$269.40	
On-Site/On-Line Arts Integration Course	\$140.00	\$35.00	
PD for staff- Strengths-based Classrooms	\$820.00	\$205.00	
Registration & Lodging STEM Conference & materials	\$949.18	\$237.29	
PD for staff -Integrating Digital Learning	\$1,201.60	\$300.00	
VDOE PD Math Training	\$400.00	\$100.00	
Registration PD online reading course for 2	\$800.00	\$200.00	

Space Camp	\$4,494.72	\$1,123.68
Total Purchased Contractual Services	\$17,466.56	\$4,366.24
4000 Internal Services		
	Source of Funds	
	State	Local
Verizon	\$327.13	\$81.78
Technology Services	\$1,133.02	\$283.26
Colonial Commercial Cleaning, LLC	\$7,179.32	\$1,794.83
Washington Gas	\$288.40	\$72.10
Holtzman Propane	\$286.33	\$71.58
SNL Lawncare	\$243.13	\$60.78
Dominion Virginia Power	\$990.04	\$247.51
Xerox Corp	\$395.48	\$98.87
LCPS: Repairs & Maintenance	\$1,812.73	\$453.18
Total Internal Services	\$12,655.58	\$3,163.89
5000 Other Services		
	Source of Funds	
	State	State
Transportation	\$9,531.46	\$2,382.86
Field Trips Transportation and Program Expenses	\$2,163.20	\$540.80
	\$761.00	\$190.25
	\$258.40	\$64.60
	\$452.20	\$113.05
	\$216.60	\$54.15
	\$167.20	\$41.80
	\$881.76	\$220.44
	\$724.00	\$181.00
Food Services during Fall Intersession for F/R	\$1,256.51	\$314.12
Total Other Services	\$16,412.33	\$4,103.07

6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
	State	Local
Description (please provide detailed cost calculations)		
Dreambox (K-3) for Math	\$1,766.40	\$441.60
STEAM supplies	\$1,048.45	\$262.11
Instructional Supplies	\$1,826.57	\$456.64
Safari Montague Subscription 2017/18	\$1,000.00	\$250.00
Books and Materials	\$1,437.60	\$359.40
Art Supplies	\$42.05	\$10.51
Intersession Supplies	\$1,097.98	\$274.50
Copier paper, toner, and supplies	\$1,176.80	\$294.20
Shipping and Handling	\$220.80	\$55.20
Printing	\$192.00	\$48.00
Intervention Reading Kits	\$409.20	\$102.30
Brain Pop	\$1,916.00	\$479.00
Moby Max (4-5)	\$160.00	\$40.00
RazKids/Learning A-Z	\$640.00	\$160.00
K-5 Reading Study Units	\$1,470.40	\$367.60
Total Materials and Supplies	\$14,404.25	\$3,601.06
	State	Local
Total Project Expenses	\$147,948.97	\$37,287.77

Funds remaining in the FY17 budget will be carried over into the FY19 school year to help defray the costs of expenses needed for extended learning opportunities in the Year-round Education program.

Lynchburg Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

**Annual Report
Lynchburg City Schools
Extending Opportunities for Success Grant**

FY 2017 – 2018

August 28, 2018

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

This report is reflective of FY17 carryover funds for Lynchburg City Schools

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 12th 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

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 second implementation grant, which was intended to be complete on June 30, 2018, was extended by VDOE for an

additional year through June 30, 2019. This document for the Annual Report covers both SY 2017-2018 as well as summer 2018 data. 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. In February 2017 the LCS School Board adopted a school calendar for the 2017-2018 school year that included a Fall Intersession in October. While there was only one Intersession period scheduled, schools had the opportunity to seek additional time to support extended learning opportunities outside of the regular school day. LCS has an approved amendment for schools who do not maximize funds during Intersession can use the funds to support remediation opportunities for students outside the regular school day. Furthermore, LCS was given the flexibility to reallocate grant funds to schools in need of support of extended day services to schools that have an identified need. During the 2017-2018 school year, there were six schools that provided additional remediation services for students during after school and weekends. Student participation has fluctuated across the three years of grant implementation. There was a 48% increase in participation between October 2015 and October 2016, a 13% increase in participation between February 2016 and February 2017, and a 19% decrease in participation between October 2016 and October 2017. LCS is confident that opportunities provided during Intersession, afterschool programming, and weekend programs were meaningful and helped increase student achievement for participating students.

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. During the 2017-2018 school year, before school opportunities were offered to students who attended Empowerment Academy.

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 2016 through March 2018 is shown below:

Subject/Grade	2014-15	2015-16	2016-17	2017-2018
Grade 3 Math	15	76	80	71
Grade 4 Math	47	60	68	58
Grade 5 Math	55	70	72	55
Grade 6 Math	25	76, 60 (6A Math)	60, 69 (6A Math)	73, 83 (6A Math)
Grade 7 Math	43	13, 76 (7A Math)	22, 83 (7A Math)	37, 83 (7A Math)
Grade 8 Math	61	34	33	33
Algebra I	8	92 (MS), 31 (HS)	88 (MS), 21 (HS)	84 (MS), 25 (HS)
Algebra II	49	57	100, 64 (HS)	98 (MS), 69 (HS)
Geometry	44	44	13	13

Subject/Grade	2014-15	2015-16	2016-17	2017-2018
Grade 3 Reading	70	58	60	54
Grade 4 Reading	84	66	73	84
Grade 5 Reading	61	70	76	78
Grade 6 Reading	75	67	67	67
Grade 7 Reading	46	64	66	65
Grade 8 Reading	71	53	61	60
Grade 9 Reading	Not available	71	63	73
Grade 10 Reading	Not available	70	69	77
Grade 11 Reading	57	65	62	74

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, 2016-17, and 2017-18 to the 2014-15 baseline year is as shown below:

Subgroup	2014-15	2015-16	2016-17	2017-18
All Students	93%	94%	94%	92%
Black Students	90%	89%	90%	85%
White Students	96%	98%	97%	95%
Hispanic Students	94%	95%	89%	100%
Economically Disadvantaged Students	88%	89%	88%	79%
Students With Disabilities	95%	91%	89%	67%
Other	90%	96%	96%	93%

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 9th 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 80% in 2015-16 and then increased to 85% in 2016-17. Results for 2017-2018 were unavailable at the time of this report. 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 2017-18 data will not be available until the end of September, 2018)

Subgroup	2014-15	2015-16	2016-17	2017-18
All Students	82%	86%	86%	N/A
Black Students	74%	80%	80%	N/A
White Students	90%	93%	95%	N/A
Economically Disadvantaged Students	76%	88%	81%	N/A
Students with Disabilities	74%	79%	67%	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. According to preliminary data results for 2017-2018, LCS increased Federal Reading scores by 2% overall from 2016-2017. The Federal Math scores increased by 4% overall from 2014-15 to 2015-16 and by another 1% in 2016-17. According to preliminary data results for 2017-2018, LCS increased Federal Math scores by 2% overall from 2016-2017.

Performance Results

The preliminary federal accountability SOL results for the 2017-18 school year show that LCS continues to improve. While the average scores across Virginia for reading show a 1 point decrease this year and a 2 point decrease in math, LCS reading scores rose 1 point (and 4 points over the last four years) and our math scores rose 2 points (7 points over the last four years).

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. The achievement gap between white and black students has remained nearly the same in both subjects over the last four years.

Preliminary Federal Accountability Reading SOL Results by Subgroup	2014-15	2015-16	2016-17	2017-18
All Students	67%	69%	70%	71%
Black Students	53%	55%	55%	58%
White Students	85%	88%	88%	88%
Economically Disadvantaged Students	56%	57%	57%	60%
Students with Disabilities	29%	32%	33%	37%

Preliminary Federal Accountability Math SOL Results by Subgroup	2014-15	2015-16	2016-17	2017-18
All Students	64%	68%	69%	71%
Black Students	52%	55%	57%	60%
White Students	78%	83%	83%	84%
Economically Disadvantaged Students	55%	58%	59%	61%
Students with Disabilities	30%	35%	34%	38%

In addition, LCS has increased the number of fully accredited schools within the division since 2014-2015 baseline data. Please refer to the chart below that shows school numbers and percentage increase of fully accredited schools:

Fully Accredited Schools within LCS	Number of Schools (out of 16 schools)	Percentage of Division
2014-15	2 schools	13%
2015-16	3 schools	19%
2016-17	5 schools	31%
2017-18	7 schools	44%
2018-19 *Preliminary data results*	12 schools	75%

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 9-11, 2017. Program hours across the division included 7 schools operating at 4 hours, 1 school operating at 4.25 hours, 2 schools operating at 4.5 hours, 2 schools operating at 5 hours, 2 schools operating at 5.5 hours, and 1 school operating at 6 hours. At the elementary level (grades K-5), 414 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. While there was only one Intersession period scheduled in October 2018, schools had the opportunity to seek additional time to support extended learning opportunities outside of the regular school day. LCS has an approved amendment for schools who do not maximize funds during Intersession can use the funds to support remediation opportunities for students outside the regular school day. Furthermore, LCS was given the flexibility to

reallocate grant funds to schools in need of support of extended day services to schools that have an identified need. During the 2017-2018 school year, there were seven schools that provided additional remediation services for students during after school and weekends.

More specifically:

- i. **Bedford Hills Elementary School** held a winter and a spring after school tutorial program 1.5 hours a day two days a week. The six week winter program focused on reading skills with identified students in grades K-5. The six week spring program focused on reading and math SOL prep for selected third through fifth grade students.
- ii. **Paul Munro Elementary School** held an after school tutorial program on Mondays and Wednesdays for 1 hour each day. The program started at the end of January 2018 and concluded mid May 2018. Identified students in 3rd through 5th grades participated in the reading and math program.
- iii. **Sheffield Elementary School** held tutoring sessions during the second semester (February – April 2018). Two fourth grade students participated in the tutoring program one hour each week.
- iv. **William M. Bass Elementary School** is a year round elementary school with four scheduled intersessions (August, October, February, April). Identified K-5 students attended the week long Intersession program for four hours each day.
- v. **Hutcherson Early Learning Center** held a two week summer program in June 2018. Identified Pre-K students attended a three hour morning program that focused on literacy and math in preparation for Kindergarten.
- vi. **E.C. Glass High School** held after school remediation for students who needed additional time to master standards in core content areas. These opportunities provided extended instructional support for students who needed additional help in receiving a passing grade and/or verified credit towards graduation. Student attendance varied during after school hours each week. The following courses were available for students: Algebra I and II, Geometry, Biology, World History I & II, Geography, and Government. In addition, Saturday SOL Prep Sessions were held on 5 Saturdays for 3 hours (April 14-May 19). The following courses were available for students to obtain additional instructional support: Algebra I and II, Geometry, Biology, Chemistry, Earth Science, World History I and II, VA and US History, as well as AP courses (Physics, US History, Biology, Calculus, German, and French).
- vii. **Heritage High School** held after school remediation for students who needed additional time to master core content areas across reading, math, science, and social studies. Students attendance varied during the after school hours each week.

II. After School Credit Recovery – 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. During the 2017-2018 school year, a before school tutoring program was established for students in efforts to provide SOL remediation, and reteaching of pertinent concepts in mathematics. A tutor from a local college institution came to Empowerment

Academy approximately 125 hours to work with four students. The tutor used pre-assessment data as a foundation to identify areas of need for each student. Each student worked with the tutor on an individual basis as each student had varying needs and learning styles. Students who received Algebra I tutoring help also took the Algebra I SOL Test. While two out of the four students passed the SOL, the other two students improved their score from the previous school year.

III. Senior Intensive -- This program occurred during the month of June 2018. Three 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 three students who participated, all three students (100%) earned credits needed to graduate. Furthermore, two students from Heritage High School participated in the division wide summer school program. Both of these students obtained the required verified credits needed for graduation.

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 14 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 2-July 20, 2018. At the Elementary Summer Bridge Program, 210 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, 109 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 2-July 20, 2018 with students attending 4.25 hours per day for 14 days. . The focus of the middle school program is to prepare current 6th through 8th graders for success in the coming school year with a focus on literacy and math. Schools either required or recommended students to attend summer school. Based on enrollment, there were 33 sixth grade students, 44 seventh grade students, and 39 eighth grade students participating (116 total middle school students).

At the PETAL Secondary Summer Program, 14 students participated. This summer program promotes accelerated learning in math by furthering academic achievement and narrowing the achievement gap for recommended students in middle school and high school.

At the time of this report, there were 12 full course scholarships (\$150 each) and 1 half scholarship (\$75.00) awarded to 13 students during the summer high school remedial for credit summer school. 13 out of the 13 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 2017-2018 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 during the October 2017 Intersession. 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. There were approximately 56 students who took advantage of the daily sessions. In addition, 2 CNA (Certified Nursing Assistant) students from one high school 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 third school year using the Extended Opportunities for Success grant, LCS continued to experience similar barriers as during the first and second 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. During the 2017-2018 school year, the teachers and director of the program had to get students interested and motivated to participation in remediation services. Many of these students held jobs and work hours were typically during the afternoon/evening. Thankfully, a schedule was developed to hold small group tutoring sessions before school with students who were able to make adjustments in their schedule.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*. In addition, you may choose to report on up to 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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment Created by Teacher		
Grade Level: 1st Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	5	0	5	2
Pre-test Average Score	60%	0%	60%	50%
Post-test Average Score	85%	0%	85%	95%
Net Change	25%	0%	25%	45%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 1st Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	5	0	5	2
Pre-test Average Score	50%	0%	50%	40%
Post-test Average Score	85%	0%	85%	80%
Net Change	35%	0%	35%	40%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Pre/Post Assessment - Powerschool

Grade Level: 2nd Grade

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	10	5	5	5
Pre-test Average Score	75%	67%	80%	70%
Post-test Average Score	78%	62%	94%	67%
Net Change	3%	-5%	14%	-3%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Pre/Post Assessment - Powerschool

Grade Level: 2nd Grade

Subject/Course: Math

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	10	5	5	5
Pre-test Average Score	56%	65%	54%	60%
Post-test Average Score	70%	72%	68%	78%
Net Change	14%	7%	14%	18%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 3rd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	4	4	0	2
Pre-test Average Score	29%	29%	0%	25%
Post-test Average Score	40%	40%	0%	35%
Net Change	11%	11%	0%	10%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 3rd Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	4	4	0	2
Pre-test Average Score	38%	38%	0%	40%
Post-test Average Score	51%	51%	0%	83%
Net Change	13%	13%	0%	43%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 4th grade		Subject/Course: Reading		
Reporting Area	All students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	9	5	4	6
Pre-test Average Score	58%	53%	65%	55%
Post-test Average Score	69%	85%	76%	67%
Net Change	11%	32%	11%	12%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 4th grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	9	5	4	6
Pre-test Average Score	64%	64%	65%	62%
Post-test Average Score	76%	70%	76%	73%
Net Change	12%	6%	11%	11%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 5th grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	11	7	4	7
Pre-test Average Score	44%	37%	50%	32%
Post-test Average Score	69%	62%	75%	63%
Net Change	25%	30%	25%	31%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 5th grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Boys
Number of Students Assessed	11	7	4	7
Pre-test Average Score	60%	54%	70%	57%
Post-test Average Score	86%	85%	88%	84%
Net Change	26%	31%	18%	27%

Explanation of Data for Bedford Hills' October 2017 Intersession: In the area of reading it is important to keep focusing on vocabulary and comprehension skills in all grade levels. In the area of math it is important for students to continue to work on basic factors and number sense.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: After School Tutorial Session #1		
Metric: Student Achievement		Instrument: Pre/Post Assessment		
Grade Level: Kindergarten		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	6	5	1	2
Pre-test Average Score	38%	43%	15%	46%
Post-test Average Score	50%	56%	19%	52%
Net Change	12%	13%	4%	6%

Explanation of Data for Bedford Hills Elementary: Students worked on recognition of all 26 letters as well as sounds. Teachers assessed individually with the help of an instructional assistant.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #1**

Metric: Student Achievement **Instrument: Pre/Post Assessment**

Grade Level: 1st **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	8	6	2	4
Pre-test Average Score	49%	57.25%	32.50	52.50%
Post-test Average Score	56%	62.50%	42%	60.50%
Net Change	7%	5.25%	9.50%	8%

Explanation of Data for Bedford Hills Elementary: Students worked on recognition of all 26 letters as well as sounds. Teachers assessed individually with the help of an instructional assistant.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #1**

Metric: Student Achievement **Instrument: Pre/Post Assessment**

Grade Level: 2nd **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	9	4	5	3
Pre-test Average Score	30%	28%	32%	27%
Post-test Average Score	49%	48%	50%	53%
Net Change	19%	20%	18%	26%

Explanation of Data for Bedford Hills Elementary: Assessment focused on skills that showed as deficits on teacher assessments and exit tickets. Skills included main idea, inferencing, and drawing conclusions.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #1**

Metric: Student Achievement **Instrument: Pre/Post Assessment**

Grade Level: 3rd **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Female
Number of Students Assessed	3	1	2	3
Pre-test Average Score	26.67%	20%	30%	26.67%
Post-test Average Score	43.33%	40%	45%	43.33%
Net Change	16.66%	20%	15%	16.66%

Explanation of Data for Bedford Hills Elementary: Pre and posttest both contained skills/objectives that were areas of growth. Focus was placed on comprehension of nonfiction and poetry.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #1**

Metric: Student Achievement **Instrument: Pre/Post Assessment**

Grade Level: 4th **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	13	5	8	5
Pre-test Average Score	61.86%	59.16%	63.55%	65%
Post-test Average Score	72.76%	65%	77.61%	74.16%
Net Change	10.90%	5.84%	14.06%	9.16%

Explanation of Data for Bedford Hills Elementary: Pre and posttest both contained skills/objectives that were areas of growth. Focus was placed on reading comprehension of fiction and nonfiction text.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: After School Tutorial Session #1		
Metric: Student Achievement		Instrument: Pre/Post Assessment		
Grade Level: 5th		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	10	5	5	5
Pre-test Average Score (cut 70%)	35.40%	42.60%	28.2%	37.38%
Post-test Average Score (cut 70%)	41.36%	51.81%	30.84	44.50%
Net Change	• 5.96%	• 9.22%	• 2.64%	• 7.12%

Explanation of Data for Bedford Hills Elementary: Pre and post test both contained skills/objectives that were areas of growth. Focus was placed on reading comprehension of fiction and nonfiction text.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills		Program: After School Tutorial Session #2		
Metric: Student Achievement		Instrument: Pre/Post Assessment - Powerschool		
Grade Level: 3rd		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	10	5	5	4
Pre-test Average Score	41%	44%	39%	43%
Post-test Average Score	52%	48%	49%	51%
Net Change	11%	4%	10%	8%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #2**

Metric: Student Achievement **Instrument: Pre/Post Assessment - Powerschool**

Grade Level: 3rd Grade **Subject/Course: Math**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	9	4	5	3
Pre-test Average Score	44%	25%	53%	53%
Post-test Average Score	63%	55%	70%	63%
Net Change	19%	30%	17%	10%

Explanation of Data for Bedford Hills Elementary: 3rd Grade students showed growth in both reading and math. Students focused on deficit skills in preparation for the 3rd grade SOL Test.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #2**

Metric: Student Achievement **Instrument: Pre/Post Assessment - Powerschool**

Grade Level: 4th Grade **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Female
Number of Students Assessed	6	2	4	5
Pre-test Average Score	67%	53%	73%	70%
Post-test Average Score	73%	88%	86%	94%
Net Change	6%	35%	13%	24%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #2**

Metric: Student Achievement **Instrument: Pre/Post Assessment -Powerschool**

Grade Level: 4th **Subject/Course: Math**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Female
Number of Students Assessed	8	3	5	5
Pre-test Average Score	60%	44%	68%	58%
Post-test Average Score	78%	85%	74%	81%
Net Change	18%	41%	6%	23%

Explanation of Data for Bedford Hills Elementary: 4th Grade students showed progress in both reading and math. Students focused on deficit skills in preparation for the 4th grade SOL Test.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #2**

Metric: Student Achievement **Instrument: Pre/Post Assessment - Powerschool**

Grade Level: 5th Grade **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	13	7	6	6
Pre-test Average Score	53%	53%	53%	52%
Post-test Average Score	64%	62%	58%	58%
Net Change	11%	9%	5%	6%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Bedford Hills **Program: After School Tutorial Session #2**

Metric: Student Achievement **Instrument: Pre/Post Assessment -Powerschool**

Grade Level: 5th **Subject/Course: Math**

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Male
Number of Students Assessed	10	6	5	5
Pre-test Average Score	37%	41%	49%	52%
39%	37%	43%	46%	81%
Net Change	2%	-4%	-6%	-6%

Explanation of Data for Bedford Hills Elementary: 5th Grade students showed varying progress in both reading and math. Students focused on deficit skills in preparation for the 5th grade SOL Test.

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Bedford Hills Elementary School:

Bedford Hills Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	77%	82%	73%	73%
History and Social Sciences	86%	95%	87%	N/A
Mathematics	71%	77%	76%	65%
Science	72%	90%	82%	70%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Dearington Elementary SFI

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Power School Paper/Pencil

Grade Level: 3rd

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	12	11	1	1
Pre-test Average Score	69	71	57	71
Post-test Average Score	69	69	71	71
Net Change	0	-2	+14	0

Explanation of 3rd grade Data for DESI: The data showed minimal growth among the students for the three days. The one student with double digit growth is not enough to establish a trend.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Dearington Elementary SFI

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Power School

Grade Level: 4th

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	8	6	1	1
Pre-test Average Score	73.2	75	62.5	50
Post-test Average Score	83.3	68.75	75	100
Net Change	+10.1	-6.25	+12.5	+50

Explanation of 4th grade Data for DESI: The data showed minimal growth among the students for the three days. The one student with growth is not enough to establish a trend. For all students, there was a trend of increased scores.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Dearington Elementary SFI		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Power School Paper/Pencil		
Grade Level: 5th		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	5	3	1	1
Pre-test Average Score	67	68	67	71
Post-test Average Score	72	70	67	83
Net Change	+5	+2	0	+12

Explanation of 5th grade Data for DESI: The data showed minimal growth among the students for the three days. The one student with growth is not enough to establish a trend.

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Dearington Elementary School:

Dearington Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	43%	64%	64%	67%
History and Social Sciences	64%	88%	97%	N/A
Mathematics	32%	74%	71%	77%
Science	51%	65%	77%	79%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric		
School: Heritage Elementary School		Program: October 2017 Intersession
Metric: Student Achievement		Instrument:
Grade Level: Kindergarten		Subject/Course: Reading
Reporting Area	All Students	Reporting Group: (Black Students)
Number of Students Assessed	5	5
Pre-test Average Score	71.80%	71.80%
Post-test Average Score	84.50%	84.50%
Net Change	12.70%	12.70%

Explanation of Data for Heritage Elementary: 5 students were remediated in Math at the K level. All students were African American. Students reviewed SOL K 1b

CURRENT YEAR PRE-POST DATA for REQUIRED Metric		
School: Heritage Elementary School		Program: October 2017 Intersession
Metric: Student Achievement		Instrument:
Grade Level: Kindergarten		Subject/Course: Math
Reporting Area	All Students	Reporting Group: (Black Students)
Number of Students Assessed	5	5
Pre-test Average Score	61.70%	61.70%
Post-test Average Score	65.00%	65.00%
Net Change	3.30%	3.30%

Explanation of Data for Heritage Elementary: 5 students were remediated in Reading at the K level. All students were African American. Students reviewed SOL K.7a

CURRENT YEAR PRE-POST DATA for REQUIRED Metric			
School: Heritage Elementary School		Program: October 2017 Intersession	
Metric: Student Achievement		Instrument:	
Grade Level: 1st Grade		Subject/Course: Reading	
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students
Number of Students Assessed	8	7	1
Pre-test Average Score	51.3%	48.10%	73%
Post-test Average Score	72.00%	72.00%	N/A
Net Change	20.70%	23.90%	N/A

Explanation of Data for Heritage Elementary: Students were given preprimer or primer sight words depending on their individual reading levels. 3 students took the pre assessment and did not take the post. One student took the post assessment and was not in school for the pre-assessment. Students reviewed SOL 1.6 h

CURRENT YEAR PRE-POST DATA for REQUIRED Metric			
School: Heritage Elementary School		Program: October 2017 Intersession	
Metric: Student Achievement		Instrument:	
Grade Level: 1st Grade		Subject/Course: Math	
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students
Number of Students Assessed	8	7	1
Pre-test Average Score	42.90%	34.50%	93%
Post-test Average Score	53.00%	53.00%	N/A
Net Change	10.10%	18.50%	N/A

Explanation of Data for Heritage Elementary: 3 students took the pre assessment and did not take the post. One student took the post assessment and was not in school for the pre-assessment. Students reviewed SOL 1.1 a,b

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 2nd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: White	Reporting Group: Hispanic/Latino
Number of Students Assessed	19	9	7	2
Pre-test Average Score	55%	56.60%	57%	75%
Post-test Average Score	68%	78.20%	60.50%	80%
Net Change	+13	+21.6%	+3.5%	+5%

Explanation of Data for Heritage Elementary: 4 students who took the pre-test were absent for the post test. African American students showed a significant improvement. Students reviewed SOL 2.5 a,b

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 2nd Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: White	Reporting Group: Hispanic/Latino
Number of Students Assessed	19	9	7	2
Pre-test Average Score	61.40%	64.30%	60%	42%
Post-test Average Score	88.20%	85.60%	95.80%	73%
Net Change	26.8%	21.3%	35.80%	31%

Explanation of Data for Heritage Elementary: 4 students who took the pre-test were absent for the post test. Students showed a significant improvement. Students reviewed SOL 2.1 abcd

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 3rd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: Asian	Reporting Group: American Indian
Number of Students Assessed	7	4	1	1
Pre-test Average Score	65.7%	62.50%	100%	40%
Post-test Average Score	63.3%	53.3%	80%	50%
Net Change	-2.4	-9.2	-20	+10

Explanation of Data for Heritage Elementary: Students did not show growth overall. The Asian student is EL scored lower on the post test. One student who took the pre-assessment was not present for the post assessment. Students reviewed SOL 3.5

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 3rd Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: Asian	Reporting Group: American Indian
Number of Students Assessed	7	4	1	1
Pre-test Average Score	30%	27.5%	70%	0%
Post-test Average Score	58.3%	46.70%	80%	30%
Net Change	28.3%	19.2%	10%	30%

Explanation of Data for Heritage Elementary: Student showed a significant improvement in Math. One student who took the pre-assessment was not present for the post assessment. Students reviewed SOL 3.1b

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 4th Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	12	6	3	3
Pre-test Average Score	54.20%	33.5%	72%	78%
Post-test Average Score	63.3%	58.3%	78%	55%
Net Change	+9.1	+24.80	+6	-23

Explanation of Data for Heritage Elementary: 1 student who took the pre-assessment did not take the post-assessment. African American students showed vast improvement. The other category included a Latino student, an Asian EL student and a student of two or more races. Students reviewed SOL 4.6g

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 4th Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	12	6	3	3
Pre-test Average Score	63.3%	56.70%	73.3%	63.3%
Post-test Average Score	80%	72.5%	90%	80%
Net Change	+16.7	+15.8	+16.7	+16.7

Explanation of Data for Heritage Elementary: All students showed improvement on Math. Students reviewed SOL: 4.3 a,b,c,d & 4.4 d & 4.9

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 5th Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	12	8	2	2
Pre-test Average Score	51%	54.6%	48%	40%
Post-test Average Score	80.90%	81.30%	75%	90%
Net Change	+29.90%	+26.70%	27%	50%

Explanation of Data for Heritage Elementary: All students but one improved from the pre to post assessment. 1 student did not take the post-assessment. Students reviewed SOLs 5.5, 5.7, 5.8

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 5th Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	12	8	2	2
Pre-test Average Score	49.20%	47.50%	50%	55%
Post-test Average Score	70.90%	70%	60%	100%
Net Change	+21.70	+22.50	+10	+45

Explanation of Data for Heritage Elementary: All students improved during Intersession. 1 student did not take the post-assessment. Students reviewed SOLs: 5.3, 5.7, 5.15, 5.18, 5.19

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Heritage Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument:		
Grade Level: 5th Grade		Subject/Course: Science		
Reporting Area	All Students	Reporting Group: African American	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	12	8	2	2
Pre-test Average Score	43.60%	48.10%	47.50%	22.50%
Post-test Average Score	65.50%	67.50%	60%	60%
Net Change	+21.9	+19.4	+12.5	+37.5

Explanation of Data for Heritage Elementary: All students but one showed growth during the week. One student did not take the post-assessment. Students reviewed 5.1, 5.4, 4.2.

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Heritage Elementary School:

Heritage Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	59%	67%	65%	72%
History and Social Sciences	80%	83%	81%	N/A
Mathematics	54%	67%	69%	67%
Science	63%	70%	71%	71%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric**School: Hutcherson Early Learning Center****Program: Summer Bridge – June 2018****Metric: Student Achievement****Instrument: Letter Recognition (Bb, Ss, Mm, Tt, Pp, Dd)****Grade Level: Pre-K****Subject/Course: Literacy**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: Other (2 Hispanic / 1 Asian)	Reporting Group: White
Number of Students Assessed	29	24	3	2
Pre-test Average Score	9/18	10/18	6/18	7/18
Post-test Average Score	13/18	13/18	10/18	16/18
Net Change	+4	+3	+4	+9

Explanation of Data for Hutcherson Early Learning Center: 49 students enrolled, 37 students attended at least 5 out of 8 days, 29 students present for Pre and Post Assessment. Small sample does not reflect gains by some students, nor does literacy/math assessment reflect social gains.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric**School: Hutcherson Early Learning Center****Program: Summer Bridge – June 2018****Metric: Student Achievement****Instrument: Number Recognition (1-9)****Grade Level: Pre-K****Subject/Course: Math**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: Other (2 Hispanic / 1 Asian)	Reporting Group: White
Number of Students Assessed	29	24	3	2
Pre-test Average Score	5/7	5/7	4/7	6/7
Post-test Average Score	6/7	6/7	4/7	7/7
Net Change	+1	+1	0	+1

Explanation of Data for Hutcherson Early Learning Center: 49 students enrolled, 37 students attended at least 5 out of 8 days, 29 students present for Pre and Post Assessment. Assessment was not long enough to gather significant information.

Students attending Hutcherson Early Learning Center in 2017-2018 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 2016-2017 academic year as Lynchburg City Schools does not serve three-year old students. While students in the 2017-2018 four-year old program did not participate in the Fall Intersession, extended opportunities were offered to students to participate in a summer bridge program in preparation for Kindergarten. This program was held 4 hours per day during the weeks of June 16-22 and June 23-29 at Hutcherson Early Learning Center. Teachers of the program created an assessment to determine student progress through Letter and Number Recognition.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric**School: Linkhorne Elementary School** **Program: October Intersession, 2017****Metric: Student Achievement** **Instrument: Letter Sounds Assessment****Grade Level: Kindergarten** **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: 2 or more Races
Number of Students Assessed	9	2	5	4
Pre-test Average Score	45	81	26	50
Post-test Average Score	53	88	38	54
Net Change	8	7	12	4

Explanation of Data for Linkhorne Elementary School: Kindergarten utilized a letter sound assessment with all 26 letters and 3 digraphs (th, sh, ch)**CURRENT YEAR PRE-POST DATA for REQUIRED Metric****School: Linkhorne Elementary School** **Program: October Intersession, 2017****Metric: Student Achievement** **Instrument: Teacher created assessment****Grade Level: 1st Grade** **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: 2 or more Races
Number of Students Assessed	6	3	2	1
Pre-test Average Score	65	67	78	78
Post-test Average Score	95	96	100	89
Net Change	30	29	22	11

Explanation of Data for Linkhorne Elementary School: Teacher created assessment, (plot, setting, characters, main idea + 2 writing/sentence correction questions)**CURRENT YEAR PRE-POST DATA for REQUIRED Metric****School: Linkhorne Elementary School** **Program: October Intersession, 2017****Metric: Student Achievement** **Instrument: Powerschool Assessment****Grade Level: 2nd grade** **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: 2 or more Races
Number of Students Assessed	10	5	2	3
Pre-test Average Score	41	33	43	43
Post-test Average Score	79	72	79	91
Net Change	38	39	36	48

Explanation of Data for Linkhorne Elementary School: Powerschool assessment with one reading passage

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Linkhorne Elementary School **Program: October Intersession, 2017**

Metric: Student Achievement **Instrument: Powerschool Assessment**

Grade Level: 3rd Grade **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: 2 or more Races
Number of Students Assessed	12	7	2	3
Pre-test Average Score	42	38	38	40
Post-test Average Score	52	58	50	38
Net Change	10	20	12	-2

Explanation of Data for Linkhorne Elementary School: PowerSchool assessment, 2 passages, 18 questions

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Linkhorne Elementary School **Program: October 2017 Intersession**

Metric: Student Achievement **Instrument: Teacher created pre/post assessments**

Grade Level: 4th Grade **Subject/Course: Reading**

Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: 2 or more Races
Number of Students Assessed	6	1	5	NA
Pre-test Average Score	65	40	58	NA
Post-test Average Score	83	55	73	NA
Net Change	+18	+15	+15	NA

Explanation of Data for Linkhorne Elementary School: Teacher created pre/post test using nonfiction passage in Powerschool

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Linkhorne Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Teacher created pre/post assessments		
Grade Level 5th Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: 2 or more Races
Number of Students Assessed	7	3	4	NA
Pre-test Average Score	43	27	55	NA
Post-test Average Score	57	63	53	NA
Net Change	+14	+36	-2	NA

Explanation of Data for Linkhorne Elementary School: Teacher created Powerschool assessment; 1 passage; nonfiction

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Linkhorne Elementary School:

Linkhorne Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	66%	68%	63%	65%
History and Social Sciences	80%	67%	81%	N/A
Mathematics	65%	66%	70%	56%
Science	58%	66%	62%	42%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: Fall Intersession 2017		
Metric: Student Achievement		Instrument: Phonetic Awareness Assessment		
Grade Level: 1st		Subject/Course: Reading/Phonics		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	9	2	7	1
Pre-test Average Score	56%	100%	67%	100%
Post-test Average Score	56%	50%	67%	100%
Net Change	0%	-50%	0%	0%

Explanation of Data for Paul Munro Elementary: Teacher made phonetic awareness assessment with a focus on short vowel sounds/word families and blends- The teacher administered the pre and post assessments one on one to each student.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: Fall Intersession 2017		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 2nd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	9	3	6	2
Pre-test Average Score	33%	33%	33%	100%
Post-test Average Score	67%	67%	67%	100%
Net Change	34%	34%	34%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessment with a focus on Q1 reading skills/comprehension

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: Fall Intersession 2017		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 3rd Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	10	5	5	2
Pre-test Average Score 57% or higher	30%	40%	20%	50%
Post-test Average Score 75.9% or higher	50%	60%	40%	50%
Net Change	20%	20%	20%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessment with a focus on Q1 Math deficits

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: Fall Intersession 2017		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 3rd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	10	5	5	2
Pre-test Average Score	30%	40%	20%	0%
Post-test Average Score	50%	40%	60%	0%
Net Change	20%	0%	40%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessment with a focus on Q1 reading skills/comprehension

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: Fall Intersession 2017		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 4th Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	9	0	9	1
Pre-test Average Score	44%	0%	44%	0%
Post-test Average Score	78%	0%	78%	100%
Net Change	34%	0%	34%	100%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessment with a focus on Q1 Reading skill deficits /comprehension
 Note- The same students were not present on a day to day basis

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: Fall Intersession 2017		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 5th Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	4	1	3	0
Pre-test Average Score Avg 76.6%	50%	100%	33.3%	0%
Post-test Average Score 97.5%	100%	100%	100%	0%
Net Change	50%	0%	66.6%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessment with a focus on Q1 Math deficits

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: After School Tutorial		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 3rd Grade		Subject/Course: Math 3		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	10	5	5	0
Pre-test Average Score 62% cut score or higher	40%	60%	0%	0%
Post-test Average Score 80%	90%	80%	100%	0%
Net Change	50%	20%	100%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessments with a focus on Q1 and Q2 Math deficits. Starting in March the focus would be Q3 and testing strategies. In addition: 9 out of 10 -90% passed their 2018 Math SOL test

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: After School Tutorial		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 3rd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	9	4	5	2
Pre-test Average Score 63% cut score or higher	56%	50%	60%	0%
Post-test Average Score 80%	56%	25%	80%	0%
Net Change	0%	-25%	20%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessments with a focus 1st semester reading deficits and comprehension. Starting in April the focus was building strong test taking strategies and stamina.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: After School Tutorial		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 4th Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	7	3	4	0
Pre-test Average Score 67%	71%	100%	50%	0%
Post-test Average Score 80%	71%	100%	50%	0%
Net Change	0%	0%	0%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessments with a focus on Q1 and Q2 Math deficits. Starting in March the focus would be Q3 and testing strategies. In addition: 5 out of 7 -71% passed their 2018 Math SOL test

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: After School Tutorial		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 4th Grade		Subject/Course: Reading 4		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	15	5	10	0
Pre-test Average Score 63% cut score or higher	60%	60%	60%	0%
Post-test Average Score 80%	80%	100%	70%	0%
Net Change	20%	40%	10%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessments with a focus 1st semester reading deficits and comprehension. Starting in April the focus was building strong test taking strategies and stamina.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Paul Munro Elementary		Program: After School Tutorial		
Metric: Student Achievement		Instrument: Power School Assessment		
Grade Level: 5th Grade		Subject/Course: Math 5		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Special Needs
Number of Students Assessed	7	1	6	0
Pre-test Average Cut Score Avg Score 60%	57%	100%	50%	0%
Post-test Average	100%	100%	100%	0%
Net Change	43%	0%	50%	0%

Explanation of Data for Paul Munro Elementary: Teacher made Power School assessments with a focus on Q1 and Q2 Math deficits. Starting in March the focus would be Q3 and testing strategies. In addition: 7 out of 7 -100% passed their 2018 Math SOL test

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Paul Munro Elementary School:

Paul Munro Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	84%	88%	89%	90%
History and Social Sciences	94%	93%	91%	N/A
Mathematics	79%	85%	90%	92%
Science	86%	90%	80%	97%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Perrymont Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: PowerSchool Assessment		
Grade Level: 2nd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black or African American students	Reporting Group: Students with Disabilities
Number of Students Assessed	12	1	8	2
Pre-test Average Score	40.8%	20%	46.3%	30%
Post-test Average Score	45.8%	40%	51.3%	40%
Net Change	+5%	+20%	+5%	+10%

Explanation of Data for Perrymont Elementary: While 12 students were assessed, 3 were in a different reporting category than the categories identified above. The cut score was set at 70%.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Perrymont Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: PowerSchool Assessment		
Grade Level: 3rd Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black or African American students	Reporting Group: Students with Disabilities
Number of Students Assessed	6	1	4	2
Pre-test Average Score	36.6%	30%	37.5%	30%
Post-test Average Score	55%	60%	55%	50%
Net Change	+18.4%	+30%	+17.5%	+20%

Explanation of Data for Perrymont Elementary: While 6 students were assessed, 1 was in a different reporting category than the categories identified above. The cut score was set at 70%.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Perrymont Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: PowerSchool Assessment		
Grade Level: 4th Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black or African American students	Reporting Group: Students with Disabilities
Number of Students Assessed	5	3	2	1
Pre-test Average Score	56%	56.7%	55%	50%
Post-test Average Score	70%	60%	85%	50%
Net Change	+14%	+3.3%	+30%	+0%

Explanation of Data for Perrymont Elementary: The cut score was set at 70%.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Perrymont Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: PowerSchool Assessment		
Grade Level: 5th Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black or African American students	Reporting Group: Students with Disabilities
Number of Students Assessed	6	1	5	NA
Pre-test Average Score	73.3%	80%	72%	NA
Post-test Average Score	77%	90%	74.4%	NA
Net Change	+3.7%	+10%	+2.4%	NA

Explanation of Data for Perrymont Elementary: The cut score was set at 70%.

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Perrymont Elementary School:

Perrymont Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	60%	69%	75%	67%
History and Social Sciences	79%	80%	91%	N/A
Mathematics	57%	72%	78%	71%
Science	41%	71%	78%	61%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Robert S. Payne Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: PowerSchool Assessment		
Grade Level: 2nd – 5th Grade		Subject/Course: Science		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Economically Disadvantaged Students
Number of Students Assessed	19	0	19	19
Pre-test Average Score	31%	NA	31%	31%
Post-test Average Score	51%	NA	51%	51%
Net Change	+20	NA	+20	+20

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Robert S. Payne Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: PowerSchool Assessment		
Grade Level: 2nd – 5th Grade		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Economically Disadvantaged Students
Number of Students Assessed	19	0	19	19
Pre-test Average Score	47%	NA	47%	47%
Post-test Average Score	67%	NA	67%	67%
Net Change	+20	NA	+20	+20

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Robert S. Payne Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: PowerSchool Assessment		
Grade Level: 2nd – 5th Grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Economically Disadvantaged Students
Number of Students Assessed	19	0	19	19
Pre-test Average Score	54%	NA	54%	54%
Post-test Average Score	64%	NA	64%	64%
Net Change	+10	NA	+10	+10

Explanation of Data for Robert S. Payne Elementary: Twenty five students enrolled in Robert S. Payne’s October Intersession. The data noted above only includes the nineteen students that completed both the pre and post assessments in reading, math, and science. Data was not available for the other 6 students due to lack of attendance. These students did not attend the final two days of intersession because they went to other programs. This was due to the schedule of working parents that needed to place their child where the hours were longer for childcare. Pre and post assessment data for the students included above indicates the students increased their knowledge in each subject area.

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Robert S. Payne Elementary School:

Robert S. Payne Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	75%	76%	79%	78%
History and Social Sciences	87%	83%	89%	N/A
Mathematics	81%	79%	83%	78%
Science	73%	76%	73%	68%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Sandusky Elementary

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Teacher Created Assessment

Grade Level: 1st

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: Black Students	Reporting Group: White Students	Reporting Group: Economically Disadvantaged
Number of Students Assessed	7	4	3	4
Pre-test Average Score	54.7/70	54/70	56/70	50/70
Post-test Average Score	78.6/70	83/70	72/70	75/70
Net Change	23.9	29	16	25

Explanation of Data for Sandusky Elementary: Increase in performance in regards to the average for all students. All subgroups began with average scores within 6 points of one another. Black students had a larger increase on average compared to white and economically disadvantaged students (many of which were the same students).

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Sandusky Elementary

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Teacher Created Assessment

Grade Level: 1st

Subject/Course: Math

Reporting Area	All Students	Reporting Group: Black Students	Reporting Group: White Students	Reporting Group: Economically Disadvantaged
Number of Students Assessed	9	Pre-5; Post-6	Pre-4; Post-5	Pre-5; Post-8
Pre-test Average Score	46/70	56.6/70	66/70	56.6/70
Post-test Average Score	64.5/70	58/70	81.6/70	64/70
Net Change	18.5	1.4	15.6	7.4

Explanation of Data for Sandusky Elementary: Increase in performance in regards to the average for all students. White students began with a higher average score and made larger gains on average compared to black and economically disadvantaged students. Black students showed the least growth on average.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Sandusky Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Teacher Created Assessment		
Grade Level: 2nd		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: Black Students	Reporting Group: White Students	Reporting Group: Economically Disadvantaged
Number of Students Assessed	4	2	2	3
Pre-test Average Score	62.5/70	50/70	75/70	58/70
Post-test Average Score	81/70	62.5/70	100/70	75/70
Net Change	18.5	12.5	25	17

Explanation of Data for Sandusky Elementary: Increase in performance in regards to the average for all students. White students began with a higher average score and made larger gains on average compared to black and economically disadvantaged students. Gains were made by each subgroup. White students were above the benchmark to begin and met the ending benchmark. Economically disadvantaged students were below the benchmark to begin and met the benchmark at the end. Black students were below the benchmark at the beginning and did not meet the ending benchmark.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: Sandusky Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Teacher Created Assessment		
Grade Level: 2nd		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: Black Students	Reporting Group: White Students	Reporting Group: Economically Disadvantaged
Number of Students Assessed	4	2	2	3
Pre-test Average Score	62.5/70	50/70	75/70	58/70
Post-test Average Score	94/70	87.5/70	100/70	92/70
Net Change	31.5	37.5	25	34

Explanation of Data for Sandusky Elementary: Increase in performance in regards to the average for all students. White students began with a higher average score and made larger gains on average compared to black and economically disadvantaged students. Significant gains were made by each subgroup with each meeting the benchmark. White students were above the benchmark to begin.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Sandusky Elementary

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Teacher Created Assessment

Grade Level: 3rd

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: Black Students	Reporting Group: American Indian Alaska Native	Reporting Group: Economically Disadvantaged
Number of Students Assessed	Pre-11; Post-10	Pre-8; Post-7	2	Pre-10; Post-9
Pre-test Average Score	47/70	53/70	31.5/70	44/70
Post-test Average Score	73/70	77/70	59/70	72/70
Net Change	26	24	27.5	28

Explanation of Data for Sandusky Elementary: Increase in performance in regards to the average for all students. No white students participated. All subgroups made significant gains. Black students began and ended with a higher average than American Indian/Alaska Native and Economically disadvantaged students. American Indian/Alaska Native students did not meet the ending benchmark though significant gains were made. Economically disadvantaged students met the ending benchmark making significant gains.

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Sandusky Elementary School:

Sandusky Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	74%	74%	76%	74%
History and Social Sciences	83%	96%	88%	N/A
Mathematics	81%	85%	83%	72%
Science	76%	92%	82%	73%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Sheffield Elementary School

Program: October 2017 Intersession

Metric: Student Attitude

Instrument: Elementary Attitude Reading Survey

Grade Level: 3rd, 4th, 5th Grades

Subject/Course: Literacy

Reporting Area	All Students	Reporting Group: Black Students	Reporting Group: White Students	Reporting Group: Hispanic Students
Number of Students Assessed	pre- 26/ post-28	pre- 16/post-17	pre- 6/ post-6	pre- 4/ post- 5
Pre-test Average Score	3rd- 44% 4th- 59% 5th- 42%	3rd- 48% 4th- 62% 5th- 36%	3rd- 34% 4th- 28% 5th- 64%	3rd- 34% 4th- n/a 5th- 53%
Post-test Average Score	3rd- 55% 4th- 66% 5th- 53%	3rd- 73% 4th- 78% 5th- 50%	3rd- 92% 4th- 38% 5th- 79%	3rd-73% 4th-n/a 5th- 53%
Net Change	3rd +9% 4th +7% 5th +11%	3rd +25% 4th +16% 5th +14%	3rd +58% 4th +10% 5th +15%	3rd +39% 4th n/a 5th 0%

Explanation of Data for Sheffield Elementary School: The Elementary Reading Attitude Survey (ERAS) provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative (Mckenna, Michael C., & Kear, Dennis J. 1990, May).

The first 10 statements pertain to recreational reading (at home or during free time) and the last 10 statements pertain to academic reading (reading aloud in class, reading stories with the teacher, etc.).

Percentile ranks are specific to grade level.

The following is a how the students intersession goal was that towards reading

PRE-TEST	3 rd Grade	4 th Grade	5 th Grade		POST TEST	3 rd Grade	4 th Grade	5 th Grade
Recreational	45%	41%	42%		Recreational	87%	45%	48%
Academic	47%	75%	49%		Academic	26%	75%	60%
Total	44%	59%	42%		Total	55%	66%	53%

breakdown of who attended responded. Our their attitude would improve.

Sheffield invited third, fourth, and fifth graders who were below level readers to attend intersession in October 2017. With the understanding that student choice builds motivation, and motivation is paramount to student success, this intersession was focused on reading and writing with a Camping theme. Students were surveyed about their attitudes towards reading before we began intersession. The survey was repeated at the end of intersession. Instruction followed a fun, camp-like atmosphere along with the reader’s and writer’s workshop models. As you can see, overall attitudes towards reading improved after attending Sheffield’s intersession.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
School:Sheffield Elementary		Program: After-school tutorial		
Metric: Student Achievement		Instrument: Reading pre-assessment		
Grade Level: 4th grade		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Hispanic Students	Reporting Group: N/A
Number of Students Assessed	2	1	1	N/A
Pre-test Average Score	54%	50%	58%	N/A
Post-test Average Score	67%	62%	72%	N/A
Net Change	13%	12%	14%	N/A

Explanation of Data for Sheffield Elementary School: Teachers (Bakelaar & Wheeler) provided students with a pretest to determine current performance and then a post test to determine growth following weekly sessions after school.

It is worth noting that 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for Sheffield Elementary School:

Sheffield Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	68%	73%	74%	72%
History and Social Sciences	80%	90%	94%	N/A
Mathematics	60%	73%	71%	69%
Science	58%	84%	85%	73%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: T.C. Miller Elementary School		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Teacher Made Pre/Post Test		
Grade Level: Grades 3rd, 4th, 5th Grades		Subject/Course: Math, Science/STEM, Critical Thinking		
Reporting Area	Reporting Area	Reporting Area	Reporting Area	Reporting Area
Number of Students Assessed	Pre-Test: 40 Post-Test: 30	Pre-Test: 10 Post-Test: 8	Pre-Test: 22 Post-Test: 16	Pre-Test: 7 Post-Test: 7
Pre-test Average Score	27.5%	30%	32%	9%
Post-test Average Score	30%	33%	35%	14%
Net Change	2.5%	3%	3%	5%

Explanation of Data for T.C. Miller: TC Miller's October Intersession was held for 3 days from 8:30-12:30 each day. The program was designed to improve critical thinking skills to show a positive correlation for students to solve word problems. Students were given a 3-question pretest on word problems on Day 1. Each day, students rotated through 4 stations where they worked on Math skills, STEM activities, Math & Reading board games, and Critical Thinking skills. A post-test was given to all students on Day 3.

It is worth noting that Intersession programming is one intervention strategy T. 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 assessments chosen by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and other 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 2017-2018 for T. C. Miller Elementary School:

T. C. Miller Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	64%	65%	82%	76%
History and Social Sciences	95%	71%	88%	N/A
Mathematics	63%	70%	81%	78%
Science	81%	66%	80%	93%

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
School: W.M. Bass Elementary		Program: September 2017 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: K and 1		Subject/Course: Math (number identification, counting)		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	K - 14 1st - 7	K - 12 1st - 7	K - 12 1st - 7	K - 2 1st - 3
Pre-test Average Score	K - 27% 1st - 72%	K - 20% 1st - 72%	K - 20% 1st - 72%	K - 25% 1st - 77 %
Post-test Average Score	K- 39% 1st - 100%	K- 29% 1st - 100%	K- 29% 1st - 100%	K- 28 % 1st - 100%
Net Change	K +12 1st +28	K +9 1st +28	K +9 1st +28	K +3 1st +23

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary

Program: September 2017 Intersession

Metric: Student Achievement

Instrument: Powerschool Assessment

Grade Level: K and 1

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	K - 14 1st - 7	K - 12 1st - 7	K - 12 1st - 7	K - 2 1st - 3
Pre-test Average Score	K - 17% 1st - 50%	K - 20% 1st - 72%	K - 20% 1st - 72%	K - 25% 1st - 77 %
Post-test Average Score	K- 34% 1st - 70%	K- 29% 1st - 100%	K- 29% 1st - 100%	K- 28 % 1st - 100%
Net Change	K +17 1st +20	K +9 1st +28	K +9 1st +28	K +3 1st +23

Explanation of K/1 Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses with letter and word identification. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary		Program: September 2017 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: 2nd - 4th		Subject/Course: Math (place value)		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	2nd - 9	2nd - 7	2nd - 7	2nd - 5
	3rd - 9	3rd - 8	3rd - 8	3rd - 2
	4th - 9	4th - 8	4th - 6	4th - 3
Pre-test Average Score	2nd - 23%	2nd - 22%	2nd - 26%	2nd - 19%
	3rd - 18%	3rd - 18%	3rd - 19%	3rd - 23%
	4th - 51%	4th - 51%	4th - 55%	4th - 54%
Post-test Average Score	2nd - 77%	2nd - 77%	2nd - 90%	2nd - 71%
	3rd - 70%	3rd - 68%	3rd - 69%	3rd - 70%
	4th - 68%	4th - 71%	4th - 66%	4th - 68%
Net Change	2nd +54	2nd +55	2nd +64	2nd +52
	3rd +52	3rd +50	3rd +50	3rd +47
	4th +17	4th +20	4th +11	4th +14

Explanation of 2nd-4th Math Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses with place value. Please note that place value had already been taught to students prior to the intersession week. The skill was noted as a deficit; therefore, teachers decided to re-teach the skill. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary		Program: September 2017 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: 2nd - 5th		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	2nd - 9 3rd - 9 4th - 9 5th - 6	2nd - 7 3rd - 8 4th - 8 5th - 6	2nd - 7 3rd - 8 4th - 6 5th - 3	2nd - 5 3rd - 2 4th - 3 5th - 2
Pre-test Average Score	2nd - 38% 3rd - 64% 4th - 45% 5th - 64%	2nd - 34% 3rd - 60% 4th - 41% 5th - 64%	2nd - 34% 3rd - 65 % 4th - 40 % 5th - 67 %	2nd - 12% 3rd - 50 % 4th - 42 % 5th - 75 %
Post-test Average Score	2nd - 64% 3rd - 63% 4th - 58% 5th - 73%	2nd - 60% 3rd - 58% 4th - 59% 5th - 73%	2nd - 60% 3rd - 65 % 4th - 50 % 5th - 75 %	2nd - 32% 3rd - 43 % 4th - 61 % 5th - 71 %
Net Change	2nd +26 3rd -1 4th +13 5th +9	2nd +26 3rd -2 4th +18 5th +9	2nd +26 3rd - 0 4th +10 5th +8	2nd +20% 3rd +7 4th +19 5th -4

Explanation of 2nd – 5th Data for W.M. Bass Elementary: Students were given a Powerschool assessment at the beginning of the week on a particular skill. This skill was taught throughout the week both in whole and small groups. Students were reassessed at the end of the intersession week.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary		Program: September 2017 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: 5th		Subject/Course: Math (SOL 5.4 computation)		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	6	6	3	2
Pre-test Average Score	19%	19%	10%	17%
Post-test Average Score	61%	61%	64%	78%
Net Change	+42	+42	+54	+61

Explanation of 5th Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses with computation. Please note that the skill had already been taught to students prior to the intersession week. The skill was noted as a deficit; therefore, teachers decided to re-teach the skill. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: W.M. Bass Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: K and 1		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	K - 14 1st - 7	K - 12 1st - 7	K - 12 1st - 7	K - 2 1st - 3
Pre-test Average Score	K - 17% 1st - 50%	K - 20% 1st - 72%	K - 20% 1st - 72%	K - 25% 1st - 77 %
Post-test Average Score	K - 34% 1st - 70%	K - 29% 1st - 100%	K - 29% 1st - 100%	K - 28 % 1st - 100%
Net Change	K +17 1st +20	K +9 1st +28	K +9 1st +28	K +3 1st +23

Explanation of K & 1 Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses with letter and word identification. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary		Program: October 2017 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: 2nd - 5th		Subject/Course: Math		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	2nd - 10	2nd - 9	2nd - 6	2nd - 2
	3rd - 10	3rd - 10	3rd - 8	3rd - 1
	4th - 7	4th - 7	4th - 7	4th - 2
	5th - 9	5th - 9	5th - 7	5th - 0
Pre-test Average Score	2nd - 27%	2nd - 28%	2nd - 26%	2nd - 18%
	3rd - 28%	3rd - 28%	3rd - 30 %	3rd - 35%
	4th - 21%	4th - 21%	4th - 21%	4th - 20%
	5th - 47%	5th - 47%	5th - 47%	5th -N/A
Post-test Average Score	2nd - 61%	2nd - 63%	2nd - 66%	2nd - 47%
	3rd - 48%	3rd - 48%	3rd - 51%	3rd - 56%
	4th - 63%	4th - 63%	4th - 63%	4th - 68%
	5th - 54%	5th - 54%	5th - 54%	5th -N/A
Net Change	2nd +34	2nd +35	2nd +40	2nd +29
	3rd +20	3rd +20	3rd +21	3rd +21
	4th +42	4th +42	4th +42	4th +48
	5th +10	5th +10	5th +10	5th - N/A

Explanation of 2nd – 5th Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses. Please note that the skills had already been taught to students prior to the intersession week. The skills were noted as a deficit; therefore, teachers decided to re-teach the skills. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Powerschool Assessment

Grade Level: 2nd - 5th

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	2nd - 10	2nd - 9	2nd - 6	2nd - 2
	3rd - 10	3rd - 10	3rd - 8	3rd - 1
	4th - 7	4th - 7	4th - 7	4th - 2
	5th - 9	5th - 9	5th - 7	5th - 0
Pre-test Average Score	2nd - 64%	2nd - 66%	2nd - 54%	2nd - 50%
	3rd - 28%	3rd - 28%	3rd - 33%	3rd - 67%
	4th - 55%	4th - 55%	4th - 55%	4th - 57%
	5th - 67%	5th - 67%	5th - 65%	5th - N/A
Post-test Average Score	2nd - 55%	2nd - 58%	2nd - 44%	2nd - 33%
	3rd - 52%	3rd - 28%	3rd - 50 %	3rd - 60%
	4th - 70%	4th - 55%	4th - 55%	4th - 70%
	5th - 75%	5th - 67%	5th - 71 %	5th - N/A
Net Change	2nd -9	2nd - 8	2nd -10	2nd -17
	3rd +24	3rd +24	3rd +17	3rd - 7
	4th +15	4th +15	4th +15	4th +13
	5th +8	5th +8	5th +6	5th - N/A

Explanation of 2nd – 5th Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses with computation. Please note that the skill had already been taught to students prior to the intersession week. The skill was noted as a deficit; therefore, teachers decided to re-teach the skill. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary		Program: February 2018 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: 1st - 5th		Subject/Course: Math (fractions)		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	1st - 9	1st - 8	1st - 8	1st - 2
	2nd - 8	2nd - 8	2nd - 8	2nd - 2
	3rd - 8	3rd - 7	3rd - 7	3rd - 1
	4th - 8	4th - 7	4th - 7	4th - 4
	5th - 10	5th - 9	5th - 6	5th - 0
Pre-test Average Score	1st - 63%	1st - 69%	1st - 69%	1st - 75%
	2nd - 30%	2nd - 30%	2nd - 30%	2nd - 33%
	3rd - 50%	3rd - 50%	3rd - 50%	3rd - 50%
	4th - 20%	4th - 20%	4th - 20%	4th - 48%
	5th - 46%	5th - 50%	5th - 50 %	5th - N/A
Post-test Average Score	1st - 69%	1st - 71%	1st - 71%	1st - 57%
	2nd - 77%	2nd - 77%	2nd - 77%	2nd - 62%
	3rd - 64%	3rd - 58%	3rd - 58%	3rd - 50%
	4th - 52%	4th - 48%	4th - 48%	4th - 48%
	5th - 49%	5th - 43%	5th - 49 %	5th - N/A
Net Change	1st +6	1st +2	1st +2	1st -18
	2nd +47	2nd +8	2nd +8	2nd +29
	3rd +14	3rd +14	3rd +14	3rd -0
	4th +32	4th +28	4th +28	4th - 0
	5th +3	5th -7	5th -1	5th - N/A

Explanation of 1st-5th Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses. Please note that the skill had already been taught to students prior to the intersession week. The skill was noted as a deficit; therefore, teachers decided to re-teach the skill. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary

Program: February 2018 Intersession

Metric: Student Achievement

Instrument: Powerschool Assessment

Grade Level: 1st - 5th

Subject/Course: Reading

Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	1st - 9 2nd - 8 3rd - 8 4th - 8 5th - 10	1st - 8 2nd - 8 3rd - 7 4th - 7 5th - 9	1st - 8 2nd - 8 3rd - 7 4th - 7 5th - 6	1st - 2 2nd - 2 3rd - 1 4th - 4 5th - 0
Pre-test Average Score	1st - 63% 2nd -30% 3rd -50% 4th - 20% 5th - 46%	1st - 69% 2nd -30% 3rd -50% 4th - 20% 5th - 50%	1st - 69% 2nd -30% 3rd -50% 4th - 20% 5th -50 %	1st -75% 2nd -33% 3rd -50% 4th - 48% 5th - N/A
Post-test Average Score	1st - 69% 2nd - 77% 3rd - 64% 4th - 52% 5th - 49%	1st - 71% 2nd - 77% 3rd - 58% 4th - 48% 5th - 43%	1st - 71% 2nd - 77% 3rd - 58% 4th - 48% 5th - 49 %	1st -57% 2nd -62% 3rd -50% 4th - 48% 5th - N/A
Net Change	1st +6 2nd +47 3rd +14 4th +32 5th +3	1st +2 2nd +8 3rd +14 4th +28 5th -7	1st +2 2nd +8 3rd +14 4th +28 5th -1	1st -18 2nd +29 3rd -0 4th - 0 5th - N/A

Explanation of 1st – 5th Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses. Please note that the skill had already been taught to students prior to the intersession week. The skill was noted as a deficit; therefore, teachers decided to re-teach the skill. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary

Program: April 2018 Intersession

Metric: Student Achievement

Instrument: Powerschool Assessment

Grade Level: K - 5th

Subject/Course: Math

Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	K - 11 1- 11 2nd - 12 3rd - 30 4th - 22 5th - 38	K - 11 1- 10 2nd - 12 3rd - 27 4th - 17 5th - 34	K - 9 1- 10 2nd - 11 3rd - 20 4th - 13 5th - 25	K- N/A 1st - N/A 2nd - 1 3rd - 3 4th - 4 5th - 3
Pre-test Average Score	K - 50% 1- 60% 2nd -33% 3rd - 50% 4th - 61% 5th - 50%	K - 50% 1- 55% 2nd -33% 3rd - 41% 4th - 50% 5th - 46%	K - 40% 1- 55% 2nd -33% 3rd - 33% 4th - 40% 5th - 50%	K - N/A 1- N/A 2nd -20% 3rd -22% 4th - 25% 5th -30%
Post-test Average Score	K - 55% 1- 70% 2nd - 50% 3rd - 65% 4th - 70% 5th - 75%	K - 55% 1- 60% 2nd - 50% 3rd - 53% 4th - 72% 5th - 72%	K -40% 1- 60% 2nd -50% 3rd - 50% 4th - 50% 5th - 70%	K - N/A 1- N/A 2nd -20% 3rd - 50% 4th - 50% 5th - 30%
Net Change	K +5% 1+10% 2nd +17% 3rd +15% 4th +9% 5th +25%	K +5% 1 +5% 2nd +9% 3rd +12% 4th +22% 5th +26%	K - 0% 1+5% 2nd +17% 3rd +13% 4th +10% 5th +20%	K - N/A 1- N/A 2nd - 0% 3rd +28% 4th +25% 5th - 0%

Explanation of K-5th Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses. Please note that the skill had already been taught to students prior to the intersession week. The skill was noted as a deficit; therefore, teachers decided to re-teach the skill. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: W.M. Bass Elementary		Program: April 2018 Intersession		
Metric: Student Achievement		Instrument: Powerschool Assessment		
Grade Level: K- 5th		Subject/Course: Reading		
Reporting Area	All Students	Reporting Group: (Black Students)	Reporting Group: (Economically Disadvantaged)	Reporting Group: (Students w/Disabilities)
Number of Students Assessed	K - 11	K - 11	K - 9	K- N/A
	1- 11	1- 10	1- 10	1st - N/A
	2nd - 12	2nd - 12	2nd - 11	2nd - 1
	3rd - 30	3rd - 27	3rd - 20	3rd - 3
	4th - 22	4th - 17	4th - 13	4th - 4
	5th - 38	5th - 34	5th - 25	5th - 3
Pre-test Average Score	K - 17%	K - 17%	K - 22%	K - 0
	1- 50%	1- 38%	1- 38%	1- 0
	2nd - 50%	2nd - 50%	2nd - 50%	2nd -0%
	3rd - 31%	3rd - 28%	3rd - 31%	3rd - 24%
	4th - 49%	4th - 33%	4th - 27%	4th - 20%
	5th - 35%	5th - 30%	5th - 55%	5th - 33%
Post-test Average Score	K - 50%	K -50 %	K - 40%	K - 0
	1- 50%	1- 60%	1st -60 %	1-0
	2nd - 50%	2nd - 50%	2nd - %	2nd - 0%
	3rd - 55%	3rd - 40%	3rd - 48%	3rd - 24%
	4th - 65%	4th - 55%	4th - 55%	4th -60%
	5th - 50%	5th - 35%	5th - 40%	5th - 50%
Net Change	K +33%	K +33%	K +18 %	K -0
	1- 0%	1st +10 %	1+10 %	1-0
	2nd - 0%	2nd 0%	2nd - %	2nd -0
	3rd +24%	3rd +12%	3rd +17%	3rd +4%
	4th +6%	4th +22%	4th+28%	4th +40%
	5th +15%	5th +5%	5th -15%	5th +17%

Explanation of K-5th Data for W.M. Bass Elementary: Teachers utilized pre - assessment data to determine areas of strengths and weaknesses. Please note that the skill had already been taught to students prior to the intersession week. The skill was noted as a deficit; therefore, teachers decided to re-teach the skill. Teachers gave students a post assessment at the end of the week to determine what students understood by the end of intersession.

It is worth noting that Intersession programming 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 selected by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and students with disabilities. 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

2017-2018 for William M. Bass Elementary School:

William M. Bass Elementary	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	53%	56%	54%	59%
History and Social Sciences	56%	74%	79%	N/A
Mathematics	59%	56%	56%	61%
Science	46%	65%	55%	64%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: P. L. Dunbar Middle School for Innovation

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: 9 Weeks Report Card Grads

Grade Level: 6-8

Subject/Course: English

Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Students with Disabilities
Number of Students Assessed	31	7	24	4
Pre-test Average Score	69.8	70.6	68.9	73.3
Post-test Average Score	71.8	66.8	72.6	76.8
Net Change	+2	-3.8	+3.7	+3.5

Explanation of Data for P. L. Dunbar Middle School for Innovation: Students experienced an overall 2 point gain on their class GPA for English. White students average GPA decreased 3.8 points and 4.3 points. Black and students with disabilities' scores increased by .1 points respectively.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: P. L. Dunbar Middle School for Innovation

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: 9 Weeks Report Card Grads

Grade Level: 6-8

Subject/Course: Math

Reporting Area	All Students	Reporting Group: White Students	Reporting Group: Black Students	Reporting Group: Students with Disabilities
Number of Students Assessed	31	7	24	4
Pre-test Average Score	72.6	85.8	73.9	74.5
Post-test Average Score	75.2	82	74	70.2
Net Change	+2.6	-3.8	+1	-4.3

Explanation of Data for P. L. Dunbar Middle School for Innovation: Students experienced an overall 2.6 point gain on their class GPA for math. White and SPED students average GPA decreased 3.8 points and 4.3 points respectively. Black students' scores increased by .1 points.

It is worth noting that Intersession programming is one intervention strategy P.L. Dunbar Middle School for Innovation 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 selected by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and students with disabilities. 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

2017-2018 for P.L. Dunbar Middle School for Innovation:

P.L. Dunbar Middle School for Innovation	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	70%	71%	70%	77%
History and Social Sciences	90%	88%	85%	N/A
Mathematics	72%	69%	71%	78%
Science	76%	79%	80%	83%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Linkhorne Middle School

Program: October 2017 Intersession

Metric: Student Achievement

Instrument: Math Pre- & Post- Test

Grade Level: 6-8 Grades

Subject/Course: Math

Reporting Area	All Students	Reporting Group: #1 White	Reporting Group: #2 Black	Reporting Group: #3 SWD
Number of Students Assessed	38	8	27	9
Pre-test Average Score	59.8%	56.5%	33.3%	48.3%
Post-test Average Score	70.12%	75.6%	40.7%	53.88%
Net Change	10.32	19.1	7.4	5.58

Explanation of Data for Linkhorne Middle School: Students were invited to Intersession for Fall 2017 and assessed in mathematics achievement in order to address areas needing improvement. Students who attended the session (38 students) took a pre-test and a post-test in order to gain growth data during the Intersession period (October 9-11, 2017). Of the students tested on the pre- and post-test, 8 were white, 27 were black, and 9 had an IEP/were students with disabilities. The net change for each reporting group was as follows: Group #1 (white) increased 19.1 percentage points, Group #2 (black) increased only 7.4 percentage points, and Group #3 (SWD) increased 5.58 percentage points. This data illustrates that LMS needs to continue to focus on methods and interventions to increase the achievement for students in these categories and close the existing gap.

It is worth noting that Intersession programming is one intervention strategy Linkhorne Middle School for Innovation 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 selected by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and students with disabilities. 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 2017-2018 for Linkhorne Middle School for Innovation:

Linkhorne Middle School	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	66%	64%	64%	66%
History and Social Sciences	80%	83%	81%	N/A
Mathematics	69%	62%	64%	62%
Science	70%	72%	75%	66%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Sandusky Middle School

Program: Intercession 2017

Metric: Student Achievement

Instrument: Pre/Post Test - Powerschool

Grade Level: 6th – 8th

Subject/Course: Math

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Hispanic
Number of Students Assessed	37	6	26	0
Pre-test Average Score	58.4%	54.5%	56.5%	0
Post-test Average Score	71.58%	60.6%	70.46%	0
Net Change	13.18%	6.1%	13.96%	0

Explanation of Data for Sandusky Middle School: Sixth grade students focused on decimals, percentages and fraction values.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Sandusky Middle School

Program: Intercession 2017

Metric: Student Achievement

Instrument: Pre/Post Assessment - PowerSchool

Grade Level: 8th

Subject/Course: English

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Hispanic
Number of Students Assessed	7	2	7	0
Pre-test Average Score	62.3	64	62	0
Post-test Average Score	82	82	82	0
Net Change	19.7	18	20	0

Explanation of Data for Sandusky Middle School: Nine (9) students came to Intercession, seven (7) scores were recorded. Students focused on summarizing fiction (SOL 8.5j) and writing effective sentences (SOL 8.8)

It is worth noting that 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 selected by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and students with disabilities. 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 2017-2018 for Sandusky Middle School:

Sandusky Middle School	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	66%	66%	65%	65%
History and Social Sciences	83%	77%	73%	N/A
Mathematics	67%	71%	64%	64%
Science	73%	75%	73%	61%

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	2017-2018
E. C. Glass High School	86	85	87	TBD
Heritage High School	84	86	89	TBD

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 9th grade retention.

The formula looks at the following categories:

- The number of students beginning a 9th 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	2017-2018
E. C. Glass High School	84%	86%	85%	TBD
Heritage High School	80%	85%	89%	TBD

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	2017-2018
E. C. Glass High School	79%	77%	81%	TBD
Heritage High School	77%	76%	81%	TBD

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School		Program: Fall Intersession – October 2017		
Metric: Student Achievement		Instrument: Teacher Assessment		
Grade Level: 11th & 12th Graders		Subject/Course: Math/Alg. 1		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	6	4	2	5
Pre-test Average Score	443.20/600	351/600	405.5/600	363.2/600
Post-test Average Score	470.8/600	370/600	436/600	380.8/600
Net Change	^27.6pts	^19.5pts	^30.5pts	^17.6pts

Explanation of Data for E.C.Glass High School: Small group instruction was provided to students that had previously failed their Alg. 1 SOL. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School		Program: After School Programming		
Metric: Student Achievement		Instrument: Teacher Assessment		
Grade Level: 9th Grade		Subject/Course: Math/Alg. 1		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	16	4	11	11
Pre-test Average Score	30.81/100	36.5/100	28.54/100	31.54/100
Post-test Average Score	74.43/100	100/100	62.81/100	72/100
Net Change	^50pts	^63.5pts	^34.27pts	^40.46pts

Explanation of Data for E.C. Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School		Program: After School Programming		
Metric: Student Achievement		Instrument: Teacher Assessment		
Grade Level: 10th Graders		Subject/Course: Math/Alg. 2		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	3	2	1	0
Pre-test Average Score	58/100	52/100	72/100	
Post-test Average Score	84/100	79/100	94/100	
Net Change	^26pts	^27pts	^22pts	

Explanation of Data for E.C. Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School

Program: After School Programming

Metric: Student Achievement

Instrument: Teacher Assessment

Grade Level: 10th Graders

Subject/Course: Math/Geometry

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	6	2	4	4
Pre-test Average Score	37/100	29/100	41.25/100	35/100
Post-test Average Score	81.8/100	85/100	80.25/100	79/100
Net Change	^44.8pts	^56pts	^39pts	^44pts

Explanation of Data for E.C.Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School

Program: After School Programming

Metric: Student Achievement

Instrument: Teacher Assessment

Grade Level: 9th Graders

Subject/Course: English/English 9

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	6	3	3	3
Pre-test Average Score	2.3/4	2.6/4	2/4	2/4
Post-test Average Score	3.5/4	3.6/4	3.33/4	3.33/4
Net Change	^1.2pts	^1pt	^1.33pts	^1.33pts

Explanation of Data for E.C.Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School		Program: After School Programming		
Metric: Student Achievement		Instrument: Teacher Assessment		
Grade Level: 10th Grade		Subject/Course: English/ World Lit. 2		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	20	9	11	8
Pre-test Average Score	364/600	370/600	359/600	361/600
Post-test Average Score	430/600	445/600	417/600	425/600
Net Change	^66pts	^75pts	^58pts	^64pts

Explanation of Data for E.C.Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School		Program: After School Programming		
Metric: Student Achievement		Instrument: Teacher Assessment		
Grade Level: 10th Grade		Subject/Course: Science/Biology		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	85	54	29	31
Pre-test Average Score	375/600	423/600	298/600	333.87/600
Post-test Average Score	456/600	473.5/600	422/600	431/600
Net Change	^81pts	^50.5pts	^124pts	^97.13pts

Explanation of Data for E.C.Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School

Program: After School Programming

Metric: Student Achievement

Instrument: Teacher Assessment

Grade Level: 11th Grade

Subject/Course: History/AP US History

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	72	62	4	8
Pre-test Average Score	28.21/40	28/80	24.5/40	25.12/40
Post-test Average Score	33.07/40	33/40	23.87/40	27.93/40
Net Change	^4.86pts	^5pts	-63pts	^2.81pts

Explanation of Data for E.C.Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: E. C. Glass High School

Program: After School Programming

Metric: Student Achievement

Instrument: Teacher Assessment

Grade Level: 9th Grade

Subject/Course: History/World History 1

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	35	24	11	12
Pre-test Average Score	53/100	56/100	46/100	43/100
Post-test Average Score	82/100	86/100	72/100	72/100
Net Change	^29pts	^30pts	^26pts	^29pts

Explanation of Data for E.C.Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-

assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric				
School: E. C. Glass High School		Program: After School Programming		
Metric: Student Achievement		Instrument: Teacher Assessment		
Grade Level: 9th Grade		Subject/Course: History/World Geography		
Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: Econ. Dis
Number of Students Assessed	54	49	4	5
Pre-test Average Score	1.43/5	1.44/5	1.5/5	1.2/5
Post-test Average Score	3.28/5	3.24/5	4.25/5	2.4/5
Net Change	^1.85pts	^1.88pts	^2.75pts	^1.2pts

Explanation of Data for E.C.Glass High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and economically disadvantaged students.

It is worth noting that Intersession and After School Programming two intervention strategies E. C. Glass High 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 selected by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and students with disabilities. Data shows that students are making gains to increase student achievement in reading, math, science, and social studies. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2017-2018 for E. C. Glass High School:

E. C. Glass High School	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	71%	75%	80%	81%
History and Social Sciences	81%	77%	81%	N/A
Mathematics	55%	66%	73%	89%
Science	67%	72%	74%	80%

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Empowerment Academy **Program: Algebra I Tutoring**

Metric: Student Achievement **Instrument: A compilation of questions from released SOL tests derived from the DOE website.**

Grade Level: 10th-11th Grades **Subject/Course: Algebra I**

Reporting Area	All Students	Reporting Group: Black Students	Reporting Group: Hispanic/Latino Students	Reporting Group: Economically Disadvantaged
Number of Students Assessed	4	3	1	2
Pre-test Average Score	48%	51%	45%	39%
Post-test Average Score	79%	83%	75%	73%
Net Change	31%	32%	30%	34%

Explanation of Data for Empowerment Academy: The tutor came approximately 125 hours to work with four students. The initial hope was for her to work with six students but two of the six did not show. The tutor used the pre-test as a foundation to identify the areas of need for each student (as all students had various areas of strength and weakness). Based on the information gleaned from the assessment, the tutor planned activities for each student to complete that assisted him/her in their learning process. Calculator tricks to formative assessments in the form of problem-solving (a lot of which included the students making their thinking visible by walking the tutor through their thought process while solving equations using the white boards) were incorporated in the learning process during each individual's tutor session. The amount of instructional time and areas of focus were based on each individual student. Each student worked with the tutor individually as they were all unique in their areas of need and learning styles. 2 out of 4 passed the SOL while the other 2 improved their scores from last year. Without the one on one help from the tutor I do not think these numbers would have as successful!

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Heritage High School		Program: EOS After School Program		
Metric: Student Achievement		Instrument: Grades		
Grade Level: 9 - 12		Subject/Course: English		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Hispanic
Number of Students Assessed	23	16	6	1
Pre-test Average Score	60.73%	58.87%	63.5%	85%
Post-test Average Score	75.26%	73.44%	79%	82%
Net Change	14.53	14.57	15.5	<2>

Explanation of Data for Heritage High School: There was positive increase based on the net change between each group. The tutoring affected the final outcome.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Heritage High School		Program: EOS After School Program		
Metric: Student Achievement		Instrument: Grades/SOL Scores		
Grade Level: 9 -12		Subject/Course: Mathematics		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Hispanic
Number of Students Assessed	139	85	46	8
Pre-test Average Score	69.1%	67.76%	69.3%	70.5%
Post-test Average Score	81.87%	79,9%	81.56%	83.75%
Net Change	12.77	12.14	12.25	13.25

Explanation of Data for Heritage High School: There was positive increase based on the net change between each group. The tutoring affected the final outcome.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Heritage High School		Program: EOS After School Program		
Metric: Student Achievement		Instrument: Grades		
Grade Level: 9-12		Subject/Course: Science		
Reporting Area	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Other
Number of Students Assessed	6	6	0	0
Pre-test Average Score	48.66%	48.66%	0	0
Post-test Average Score	62.3%	62.3%	0	0
Net Change	13.64	13.64	0	0

Explanation of Data for Heritage High School: Based on the positive net change, the tutoring program made a difference in the final scores.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

School: Heritage High School		Program: EOS After School Program		
Metric: Student Achievement		Instrument: Grades		
Grade Level: 9 – 12		Subject/Course: History		
	All Students	Reporting Group: Black	Reporting Group: White	Reporting Group: Hispanic
Number of Students Assessed	8	8	0	0
Pre-test Average Score	59.5^%	59.5%	0	0
Post-test Average Score	68%	68%	0	0
Net Change	8,5	8.5	0	0

Explanation of Data for Heritage High School: Based on the net change result. The students' average grade improved.

Explanation of Data for Heritage High School: Teachers identified students that were at risk of failing of their SOL test and invited them for after school instruction to work on individual deficits and to review for the SOL testing over all. Teachers developed formative assessments to measure growth. A pre-assessment was given and a follow-up post assessment was given to each student. Student were divided into three reporting groups. The above data reflects the pre/post data for student overall, white students, black students, and Hispanic students.

It is worth noting that Intersession and After School Programming two intervention strategies Heritage High 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 selected by the school to determine student progress.

Assessment data is disaggregated by participating grade levels which includes all students, white students, black students, and students with disabilities. Data shows that students are making gains to increase student achievement in reading, math, science, and social studies. Furthermore, the following chart shows federal accountability pass rates from 2014-2015 to 2017-2018 for Heritage High School:

Heritage High School	2014-2015 Baseline Year	2015-2016 EOS Year 1	2016-2017 EOS Year 2	2017-2018 EOS Year 3
English	76%	83%	78%	77%
History and Social Sciences	77%	75%	71%	N/A
Mathematics	63%	69%	63%	86%
Science	71%	70%	63%	77%

9. Describe your 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 here:

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 2018-2019. 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. While the 2018-2019 calendar does not include days dedicated to Intersession, schools will continue to have the opportunity to provide extended learning to students. School Principals must reach out to the Coordinator of Extended Learning Time, to inquire about funding for after school programming. Schools will be required to adhere to the goals and objectives outlined within the EOS Grant as well as provide a detailed plan including instructional focus, criteria for student selection, design of program, assessment for monitoring student data through pre and post assessments, and a proposed budget. Upon review of school plans, it will be determined if an amendment will be needed.
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 2018-2019 school year, LCS will explore options to offer additional extended learning time opportunities for students. 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).

LYNCHBURG CITY SCHOOLS: Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2017-2018 (as of August 27, 2018)	20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)	NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.		
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.			
			Source of Funds	
	Name of Individuals	Project Role	State	Local
BASS	Monica Hendricks	Principal	\$ -	\$ 2,751.96
	Shirley Cofflin	Sept 2017 Intersession IA	\$ 300.00	
	Elaine Wilder	Sept/Oct 2017 7 Feb 2018 Intersession IA	\$ 1,050.00	
	Caitlin Bowyer	Sept 2017/Feb 2018/April 2018 Intersession Teacher	\$ 1,183.00	
	Venita Clark	Sept 2017 & Feb 2018 Intersession Teacher	\$ 819.00	
	Casey Cobb	Sept 2017 Intersession Teacher	\$ 364.00	
	Christen Ramsey	Sept 2017 & April 2018 Intersession Teacher	\$ 819.00	
	Samantha Grimwood	Sept 2017 & April 2018 Intersession Teacher	\$ 728.00	
	Heather Jones	Sept 2017 Intersession Teacher	\$ 364.00	

	Kristin Williams	Oct 2017 & April 2018 Intersession Teacher	\$ 910.00	
	Tami Simone	Oct 2017 & Feb 2018 Intersession Teacher	\$ 910.00	
	Mary Jo Jimenex	Oct 2017 & April 2018 Intersession Teacher	\$ 819.00	
	Shana West	Oct 2017 & April 2018 Intersession Teacher	\$ 910.00	
	Margaret Cummins	Oct 2017 & April 2018 Intersession Teacher	\$ 819.00	
	Thomas Brown	Oct 2017 Intersession Teacher	\$ 455.00	
	Sindria Gray	Oct 2017 Intersession IA	\$ 345.00	
	Kathryn Farver	Feb 2018 Intersession Teacher	\$ 455.00	
	Rebecca Witt	Feb/April 2018 Intersession Teacher	\$ 819.00	
	Benjamin Hastoglis	Feb/April 2018 Intersession Teacher	\$ 819.00	
	Thomas Sippie	Feb 2018 & April 2018 Intersession Teacher	\$ 819.00	
	Chrishonda Davis	Feb/April 2018 Intersession IA	\$ 607.50	
	Mariah Potter	Feb/April 2018 Intersession IA	\$ 750.00	
	Shasta Sprouse	Feb/April 2018 Intersession IA	\$ 750.00	
	Vanessa Nowlin	Feb/April 2018 Intersession IA	\$ 750.00	
	Paige Pitcher	April 2018 Intersession IA & Teacher	\$ 355.00	
	Kim Patsell	April 2018 Intersession Teacher	\$ 273.00	
	Olivia Stoffregen	April 2018 Intersession Teacher	\$ 273.00	
	Casey Stanley	April 2018 Intersession Teacher	\$ 364.00	
	Christine Wilmington	April 2018 Intersession Teacher	\$ 364.00	
	Emma Williams	April 2018 Intersession Teacher	\$ 364.00	

	Lisa Swisher	April 2018 Intersession IA	\$ 375.00	
	Teresita Clay	April 2018 Intersession IA	\$ 225.00	
BHES	Sherri Steele	Principal	\$ -	\$ 3,469.18
	LaToya Harris	Oct 2017 Intersession Teacher	\$ 481.00	
	Taylor McDonald	Oct 2017 Intersession Teacher	\$ 481.00	
	Tracie Tkacik	Oct 2017 Intersession Teacher	\$ 481.00	
	Deborah Tosi	Oct 2017 Intersession Teacher	\$ 481.00	
	Nicole Boyd	Oct 2017 Intersession IA	\$ 202.50	
	Katie Lyford	Oct 2017 Intersession IA	\$ 202.50	
	Michelle Melendez	Oct 2017 Intersession IA	\$ 202.50	
	Michelle Ravizza	Oct 2017 Intersession IA	\$ 202.50	
	Gloria Phillips	Oct 2017 Intersession IA	\$ 202.50	
	Marvina Brown	Oct 2017 Intersession Secretary	\$ 214.00	
	Gilda Reichert	Oct 2017 Intersession Coordinator	\$ 429.00	
BHES After School				
	Gilda Reichert	After School Coordinator	\$ 871.00	
	Cheslsey Dews	After School Coordinator/Teacher	\$ 838.50	
	Marie Achilles	After School IA	\$ 375.00	
	Ashley Atkins	After School IA	\$ 206.25	
	Michelle Ravizza	After School IA	\$ 356.25	
	Margaret Smith	After School IA	\$ 393.75	
	Nicole Boyd	After School IA	\$ 206.25	

	Hannah Munson (Lee)	After School IA	\$ 206.25	
	Marvina Brown	After School Secretary	\$ 188.11	
	Beth Edwards	After School Secretary	\$ 197.94	
	Kevin Conway	After School Teacher	\$ 559.00	
	Kiana Darby	After School Teacher	\$ 825.50	
	Adrian Holmes	After School Teacher	\$ 325.00	
	Tracie Tkacik	After School Teacher	\$ 325.00	
	Shaina Darby	After School Teacher	\$ 188.50	
	Mary Martinez	After School Teacher	\$ 429.00	
	Alison "Tate" Culbret	After School Teacher	\$195.00	
	Carrie Cruz	After School Teacher	\$ 32.50	
DESI	Dani Rule	Principal	\$ -	\$ 2,751.96
	Michael Christmas	Oct 2017 Intersession Teacher	\$ 559.00	
	Sarah Coleman	Oct 2017 Intersession Teacher	\$ 559.00	
	Jacquelyn Phillips	Oct 2017 Intersession Teacher	\$ 559.00	
	Brittany Willis	Oct 2017 Intersession Teacher	\$ 559.00	
	Taylor Womack	Oct 2017 Intersession Teacher	\$ 559.00	
	Tari Wainwright	Oct 2017 Intersession IA	\$ 247.50	
	Terri Elazazy	Oct 2017 Intersession Secretary	\$ 247.50	
HELC	Polly Smith	Principal	\$ -	\$ 2,674.70
	Jane Ruehle	Summer Program Coordinator	\$ 1,196.00	
	Valerie Logan	Summer Program Nurse	\$ 832.00	

	Courtney Braxton	Summer Program Secretary	\$ 588.75	
	Kim Arnold	Summer Program IA	\$ 480.00	
	Priscilla Bass	Summer Program IA	\$ 480.00	
	Vanessa Leeson	Summer Program IA	\$ 480.00	
	Karen Shasken	Summer Program IA	\$ 480.00	
	Brittany Fields	Summer Program Teacher	\$ 910.00	
	Ruth Anne Oertle	Summer Program Teacher	\$ 1,033.50	
	Angela Lafon	Summer Program Teacher	\$ 819.00	
	Yasmine Williams	Summer Program Teacher	\$ 962.00	
HES	Sharon Anderson	Principal	\$ -	\$ 3,058.92
	Lloliza Marshall	Oct 2017 Intersession Teacher	\$ 520.00	
	Emily Gatzke	Oct 2017 Intersession Teacher	\$ 520.00	
	Santina Knight	Oct 2017 Intersession Teacher	\$ 520.00	
	Wendy Ozmar	Oct 2017 Intersession Teacher	\$ 520.00	
	Sandy Schaack	Oct 2017 Intersession Teacher	\$ 520.00	
	Heather Mullins	Oct 2017 Intersession Teacher	\$ 520.00	
	Kathermine McGuire	Oct 2017 Intersession Teacher	\$ 520.00	
	Jamie Cooksey	Oct 2017 Intersession Teacher	\$ 520.00	
	Brianne White	Oct 2017 Intersession Teacher	\$ 520.00	
	Blair Phelps	Oct 2017 Intersession Teacher	\$ 520.00	
	Gail Young	Oct 2017 Intersession Teacher	\$ 520.00	
	Lisa Bowyer	Oct 2017 Intersession IA	\$ 255.00	
	Susan James	Oct 2017 Intersession IA	\$ 232.50	
	Jaime Barrios	Oct 2017 Intersession IA	\$ 232.50	

	Michelle Short	Oct 2017 Intersession IA	\$ 232.50	
	Janet Ford-Rogers	Oct 2017 Intersession IA	\$ 232.50	
	Darlene Walker	Oct 2017 Intersession Secretary	\$ 277.50	
	Amy Stone	Oct 2017 Intersession Coordinator	\$ 507.00	
	Paulette Ford	Oct 2017 Intersession Nurse	\$ 198.75	
LES	Karen Dearden	Principal		\$ 2,751.96
	Brittany Libertore	Oct 2017 Intersession Teacher	\$ 637.00	
	Sandra Phillips	Oct 2017 Intersession Teacher	\$ 611.00	
	Brittany Hammons	Oct 2017 Intersession Teacher	\$ 637.00	
	Chris Quiqq	Oct 2017 Intersession Teacher	\$ 637.00	
	Alexandra Connelly	Oct 2017 Intersession Teacher	\$ 637.00	
	Barbara Reid	Oct 2017 Intersession Teacher	\$ 637.00	
	William Maurice	Oct 2017 Intersession Teacher	\$ 637.00	
	Caroline Kuhn	Oct 2017 Intersession Teacher	\$ 637.00	
	Skyler Wimer	Oct 2017 Intersession Teacher	\$ 637.00	
	Melissa Reynolds	Oct 2017 Intersession Teacher	\$ 637.00	
	Kristy Genung	Oct 2017 Intersession Teacher	\$ 637.00	
	Karen Quigg	Oct 2017 Intersession IA	\$ 307.50	
	Joseph Philips	Oct 2017 Intersession IA	\$ 307.50	
	Kelly Word	Oct 2017 Intersession IA	\$ 292.50	
	Lawan Thornhill	Oct 2017 Intersession IA	\$ 292.50	
	Gwen Miller	Oct 2017 Intersession Secretary	\$ 315.00	
	Melissa Hester	Oct 2017 Intersession Coordinator	\$ 533.00	

PES	Karen Nelson	Principal	\$ -	\$ 3,007.14
	Kay Vankuren	Oct 2017 Intersession Teacher	\$ 461.50	
	Caroline Taylor	Oct 2017 Intersession Teacher	\$ 416.00	
	Madeline Reed	Oct 2017 Intersession Teacher	\$ 461.50	
	Hannah Walker	Oct 2017 Intersession Teacher	\$ 461.50	
	Bethany Duff	Oct 2017 Intersession IA	\$ 191.25	
	Kristen Banks	Oct 2017 Intersession IA	\$ 191.25	
	Jessica Caggiano	Oct 2017 Intersession IA	\$ 191.25	
	Deajah Garland	Oct 2017 Intersession IA	\$ 191.25	
	Melissa Johnson	Oct 2017 Intersession Secretary	\$ 217.50	
PMES	Donna Baer	Principal	\$ -	\$ 2,569.60
	Stephanie Arrington	Oct 2017 Intersession Teacher	\$ 58.50	
	Jacqueline Campbell	Oct 2017 Intersession Teacher	\$ 598.00	
	Mary Jill Davis	Oct 2017 Intersession Teacher	\$ 598.00	
	Kirsten Filiberto	Oct 2017 Intersession Teacher	\$ 442.00	
	Allison Kappler	Oct 2017 Intersession Teacher	\$ 637.00	
	Letitia Lowery	Oct 2017 Intersession Teacher	\$ 598.00	
	Wully Rojas	Oct 2017 Intersession Teacher	\$ 143.00	
	Cynthia Sheldrake	Oct 2017 Intersession Teacher	\$ 234.00	
	Shelia Hughes	Oct 2017 Intersession IA	\$ 270.00	
	Howard Scott	Oct 2017 Intersession IA	\$ 270.00	
	Elizabeth Huffman	Oct 2017 Intersession Secretary	\$ 292.50	
PMES After School Program				

	Lauren Austen	After School Teacher	\$ 533.00	
	Mary Jill Davis	After School Teacher	\$ 429.00	
	Kirsten Filiberto	After School Teacher	\$ 351.00	
	Elizabeth Rinckel	After School Teacher	\$ 364.00	
	Wully Karen Rojas	After School Teacher	\$ 390.00	
	Cindy Sheldrake	After School Teacher	\$ 299.00	
	Beth Huffman	After School Secretary	\$ 345.00	
	Mary Smith	After School IA	\$ 378.75	
	Tony Little	After School Teacher	\$ 156.00	
	Katelyn Ross	After School Teacher	\$ 156.00	
	Howard Scott	After School IA	\$ 15.00	
	Sheila Hughes	After School IA	\$ 15.00	
RSP	Kellie Baldwin	Principal	\$ -	\$ 2,468.24
	Ashlee Hicks	Oct 2017 Intersession Teacher	\$ 624.00	
	Hannah Deel	Oct 2017 Intersession Teacher	\$ 624.00	
	Meghan Rickert	Oct 2017 Intersession Teacher	\$ 624.00	
	Kelsey Roark	Oct 2017 Intersession Teacher	\$ 624.00	
	Virginia (Ginny) Shank	Oct 2017 Intersession Teacher	\$ 624.00	
	Latyoa Jones	Oct 2017 Intersession IA	\$ 307.50	
	Tara Mayhew	Oct 2017 Intersession IA	\$ 285.00	
	Alora Tayman	Oct 2017 Intersession IA	\$ 285.00	
	Tammy Kinney	Oct 2017 Intersession IA	\$ 270.00	
	Deborah F. Lacy	Oct 2017 Intersession IA	\$ 270.00	
	Vickie Waller	Oct 2017 Intersession Secretary	\$ 330.00	

	Diane Stratton	Oct 2017 Intersession Coordinator	\$ 507.00	
SES	Derrick Womack	Principal	-	\$ 2,919.55
	Catherine Straw	Oct 2017 Intersession Teacher	\$ 123.50	
	Cynthia Capps	Oct 2017 Intersession Teacher	\$ 123.50	
	Cindi Bowen	Oct 2017 Intersession Teacher	\$ 351.00	
	Leah Carwile	Oct 2017 Intersession Teacher	\$ 351.00	
	Anne Fanning	Oct 2017 Intersession Teacher	\$ 351.00	
	Laurie Robertson	Oct 2017 Intersession Teacher	\$ 351.00	
	Gwendolyn Robinson	Oct 2017 Intersession Teacher	\$ 474.50	
	Sarah Rowland	Oct 2017 Intersession Teacher	\$ 474.50	
	Sarah Stram	Oct 2017 Intersession Teacher	\$ 474.50	
	McKinley Tucker	Oct 2017 Intersession Teacher	\$ 351.00	
	Shelia Carter	Oct 2017 Intersession IA	\$ 213.75	
	Holly Dupere	Oct 2017 Intersession IA	\$ 213.75	
	LeAnn Glass	Oct 2017 Intersession IA	\$ 213.75	
	Susan Wodke	Oct 2017 Intersession IA	\$ 213.75	
	Linnie Snead	Oct 2017 Intersession Secretary	\$ 213.75	
SHF	Lisa Lee	Principal	\$ -	\$ 2,743.91
	Christina Bakelaar	Oct 2017 Intersession Teacher	\$ 520.00	
	Brianna Decker	Oct 2017 Intersession Teacher	\$ 520.00	
	Hunter Hook	Oct 2017 Intersession Teacher	\$ 520.00	
	Judy Trent	Oct 2017 Intersession Teacher	\$ 520.00	
	Melinda Wheeler	Oct 2017 Intersession Teacher	\$ 520.00	

	Melissa Falls	Oct 2017 Intersession Teacher	\$ 520.00	
	Joan Barylski	Oct 2017 Intersession IA	\$ 225.00	
	Julie Pettinger	Oct 2017 Intersession IA	\$ 225.00	
	Cheryl Ptak	Oct 2017 Intersession IA	\$ 225.00	
	Haley Wohlford	Oct 2017 Intersession IA	\$ 225.00	
	Linda Chicette	Oct 2017 Intersession Secretary	\$ 225.00	
	Teresa Avery	Oct 2017 Intersession Coordinator	\$ 520.00	
SHF After School Program				
	Christina Bakelaar	After School Tutor	\$ 312.00	
	Melinda Wheeler	After School Tutor	\$ 338.00	
TCM	Amy Huskin	Principal	\$ -	\$ 2,834.52
	Tamara Johnson	Oct 2017 Intersession Teacher	\$ 442.00	
	Heather Hill	Oct 2017 Intersession Teacher	\$ 442.00	
	Christina Crawford	Oct 2017 Intersession Teacher	\$ 442.00	
	Elizabeth Brown	Oct 2017 Intersession Teacher	\$ 442.00	
	Wanda Mays	Oct 2017 Intersession IA	\$ 187.50	
	Kellie Smith	Oct 2017 Intersession IA	\$ 180.00	
	Julie Haupt	Oct 2017 Intersession IA	\$ 180.00	
	Darlene McDaniel	Oct 2017 Intersession Secretary	\$ 180.00	
	Courtney Hudson	Oct 2017 Intersession Coordinator	\$ 507.00	
DMS	Derrick Brown	Principal	\$ -	\$ 2,919.55
	Germaine Calloway	Guidance Director	\$ -	\$ 2,569.25

	Catherine Bragg	Oct 2017 Intersession Teacher	\$ 396.50	
	Michael Chambers	Oct 2017 Intersession Teacher	\$ 487.50	
	Jared Covington	Oct 2017 Intersession Teacher	\$ 487.50	
	Zachary Guca	Oct 2017 Intersession Teacher	\$ 409.50	
	Amy Jennings	Oct 2017 Intersession Teacher	\$ 487.50	
	Rachel Shaw	Oct 2017 Intersession Teacher	\$ 507.00	
	Rodney Allen	Oct 2017 Intersession IA	\$ 236.25	
	Jerett Martin	Oct 2017 Intersession IA	\$ 236.25	
	Carlton Payne	Oct 2017 Intersession IA	\$ 236.25	
	Lauri Sites	Oct 2017 Intersession IA	\$ 236.25	
	Annie Terry	Oct 2017 Intersession IA	\$ 236.25	
	Jason Fleshman	Oct 2017 Intersession Coordinator	\$ 429.00	
	Cherise Ramos	Oct 2017 Intersession Nurse	\$ 409.50	
	Karen Bell	Oct 2017 Intersession Secretary	\$165.00	
LMS	Karin Blay	Principal	\$ -	\$ 2,496.80
	Laura Cassler	Guidance Director	\$ -	\$ 2,569.25
	Bandon Burgett	Oct 2017 Intersession Teacher	\$ 637.00	
	Aaron Carroll	Oct 2017 Intersession Teacher	\$ 637.00	
	Kristen Leclerc	Oct 2017 Intersession Teacher	\$ 637.00	
	Kimberley Martin	Oct 2017 Intersession Teacher	\$ 637.00	
	Catherine Selzler	Oct 2017 Intersession Teacher	\$ 611.00	
	Elizabeth Short	Oct 2017 Intersession Teacher	\$ 637.00	
	Nathan Sullivan	Oct 2017 Intersession Teacher	\$ 448.50	
	Sandra Cook	Oct 2017 Intersession IA	\$ 277.50	

	Jessenia Bustamante	Oct 2017 Intersession IA	\$ 292.50	
	Janet Romanzak	Oct 2017 Intersession Secretary	\$ 315.00	
	Lucille Jones	Oct 2017 Intersession Coordinator	\$ 507.00	
SMS	Mathew Mason	Principal	\$ -	\$ 2,919.52
	Rebekah Melton	Guidance Director	\$ -	\$ 2,025.68
	Kathryn Arnold	Oct 2017 Intersession Teacher	\$ 559.00	
	Kimberly Gregory	Oct 2017 Intersession Teacher	\$ 559.00	
	Miranda Heath	Oct 2017 Intersession Teacher	\$ 559.00	
	JoAnne Howard	Oct 2017 Intersession Teacher	\$ 559.00	
	Gretchen Morgan	Oct 2017 Intersession Teacher	\$ 559.00	
	Stacy Sterne	Oct 2017 Intersession Teacher	\$ 559.00	
	Korey Davis	Oct 2017 Intersession IA	\$ 247.50	
	Sheri Jamerson	Oct 2017 Intersession IA	\$ 266.25	
	Lee Merritt	Oct 2017 Intersession Secretary	\$ 247.50	
	Ashley Bullock	Oct 2017 Intersession Coordinator	\$ 494.00	
ECG	Jeff Garrett	Principal	\$ -	\$ 3,923.65
	Tracy Miller-Goode	Guidance Director	\$ -	\$ 2,832.61
	Rebecca Cyrus	Oct 2017 Intersession Teacher	\$ 403.00	
	Adam Dupere	Oct 2017 Intersession Teacher	\$ 403.00	
	Tammy Fortune	Oct 2017 Intersession Teacher	\$ 83.96	
	Deena Melvin	Oct 2017 Intersession Teacher	\$ 403.00	
	Demetra Payne	Oct 2017 Intersession Teacher	\$ 403.00	
	Aaron Reid	Oct 2017 Intersession Teacher	\$ 403.00	

	Jamie Wommack	Oct 2017 Intersession Teacher	\$ 403.00	
	Lisa Swan	Oct 2017 Intersession Secretary	\$ 225.00	
	Karen Bucklew	Oct 2017 Intersession Coordinator	\$ 390.00	
ECG After School Tutoring				
	Krista Rawls-Fanning	After School Teacher	\$ 5,408.00	
	Bryce Woerner	After School Teacher	\$ 5,869.50	
	Paige Harris	After School Teacher	\$ 1,690.00	
	Katherine Lesnak	After School Teacher	\$ 2,749.50	
	Demetra Payne	After School Teacher	\$ 3,666.00	
	Rebecca Cyrus	After School Teacher	\$ 227.50	
	Lauren Dodgion	After School Teacher	\$ 2,652.00	
	Mary Marshall	After School Teacher	\$ 682.50	
	David McDonald	After School Teacher	\$ 572.00	
	Siana Edward-Brookins	After School Teacher	\$ 2,242.50	
	Malinda Rivers	After School Teacher	\$ 1,222.00	
	Lynell Farrington	After School Teacher	\$ 2,047.50	
	Tracy Gonzalez	After School Teacher	\$ 1,248.00	
	Shelby Wambold	After School Teacher	\$ 162.50	
	Jennifer Lithgow	After School Teacher	\$ 663.00	
	Samuel McGarrity	After School Teacher	\$ 390.00	
	Emily Scott	After School Teacher	\$ 318.50	
	Christine Guske-	After School Teacher	\$ 234.00	

	Pawlas			
	Jermaine Johnson	After School Teacher	\$ 143.00	
	Adam Dupere	After School Teacher	\$ 13.00	
	Karen Bucklew	Saturday Sessions Coordinator	\$ 234.00	
	Rod Camden	Sat Session Teacher	\$ 65.00	
	Sarah Gray	Sat Session Teacher	\$ 325.00	
	Andrew Kramer	Sat Session Teacher	\$ 52.00	
	Magdalena Markovinovic	Sat Session Teacher	\$ 104.00	
	Julie Mayhew	After School Teacher	\$ 39.00	
	Meghan MacNair	After School Teacher	\$ 78.00	
	Jared Palmer	Sat Session Teacher	\$ 52.00	
	Melissa Rogers	Sat Session Teacher	\$ 71.50	
	Lisa Hodges	Sat Session Teacher	\$ 65.00	
	Deena Melvin	Sat Session Teacher	\$ 195.00	
	Tina Oliver	Sat Session Teacher	\$ 65.00	
	Paul Arslain	Sat Session Teacher	\$ 130.00	
	Karyn Barra	After School Teacher	\$ 234.00	
	Emily Davis	Sat Session Teacher	\$ 130.00	
	Melanie Eisele	After School Teacher	\$ 78.00	
	Charles Harding	After School Teacher	\$ 273.00	
	Linda Harding	Sat Session Teacher	\$ 65.00	
	Catherine Philips	Sat Session Teacher	\$ 474.50	
	Rebecca Eubankl	Sat Session Teacher	\$ 162.50	
HHS	Tim Beatty	Principal	\$ -	\$ 3,774.78

	Sarada Hester	Guidance Director	\$ -	\$ 2,219.43
	Brad Bradley	Oct 2017 Intersession Teacher	\$ 507.00	
	Tanya Clay	Oct 2017 Intersession Teacher	\$ 507.00	
	Kendra Henderson	Oct 2017 Intersession Teacher	\$ 455.00	
	Blythe Lavender	Oct 2017 Intersession Teacher	\$ 247.00	
	Wyndie Mayfield	Oct 2017 Intersession Teacher	\$ 507.00	
	Sarah Norman	Oct 2017 Intersession Teacher	\$ 507.00	
	Amy Poindexter	Oct 2017 Intersession Teacher	\$ 507.00	
	Robert Quel	Oct 2017 Intersession Teacher	\$ 507.00	
	Charles Torrence	Oct 2017 Intersession Teacher	\$ 507.00	
	Andrew Sheldrake	Oct 2017 Intersession Teacher	\$ 507.00	
	Tina Smith	Oct 2017 Intersession Teacher	\$ 351.00	
	Susan Smith	Oct 2017 Intersession Secretary	\$ 589.76	
	Merrill Burton	Oct 2017 Intersession IA	\$ 202.50	
	Bernette Beckles	Oct 2017 Intersession Coordinator	\$ 429.00	
	HHS After School Tutoring			
	Wendy Yates	After School Teacher	\$ 2,886.00	
	Blythe Lavendar	After School Teacher	\$ 2,964.00	
	Tanya Clay	After School Teacher	\$ 2,223.00	
	Machelle Berger	After School Teacher	\$ 78.00	
	Christopher Chung	After School Teacher	\$ 923.00	
	Andrew Napierkowski	After School Teacher	\$ 715.00	

	Amy Poindexter	After School Teacher	\$ 1,365.00	
	Benita Roberts	After School Teacher	\$ 1,313.00	
	Amanda Kissel	After School Teacher	\$ 1,287.00	
	Robert Quel	After School Teacher	\$ 52.00	
	Stephanie Campbell	After School Teacher	\$ 1,508.00	
	Dennis Coan	After School Teacher	\$ 52.00	
	Katelyn Alley	After School Teacher	\$ 481.00	
	Andrew Sheldrake	After School Teacher	\$ 1,248.00	
	Dorothy Dawson	After School Teacher	\$ 1,560.00	
	Sarah Norman	After School Teacher	\$ 234.00	
	Kelly Bryant	After School Teacher	\$ 416.00	
	Philmika Reid	After School Teacher	\$ 104.00	
	Sarada Hester	After School Teacher	\$ 156.00	
HHS Senior Intensive				
	Kelly Bryant	Teacher	\$ 988.00	
E.A.	Kasey Crabbe	Director	\$ -	\$ 2,919.55
	Tara Fesler	Oct 2017 Intersession Coordinator	\$ 169.00	
	Tina Oliver	Oct 2017 Intersession Teacher	\$ 260.00	
	Heather Strubhar	Oct 2017 Intersession Teacher	\$ 338.00	
	Bethany Eglund	Tutor	\$ 1,875.00	
FTHill	Cathy Viar	Director		\$ 3,376.96

ADMIN	Sarah Campbell	Coordinator Extended Learning Time	\$ 41,802.80	
Transportation	Bus Dispatch Planning			\$ 2,700.00
Custodial	Varying Custodial			\$ 3,672.00
TOTAL			\$ 211,310.82	\$ 74,920.67
2000 Employee Benefits - Please list the amount of employee benefits charged to the project				
			Source of Funds	
			State	Local
	FICA		\$ 15,463.11	
TOTAL Employee Benefits			\$ 15,463.11	\$ -
3000 Purchased/Contractual Services - Include wages and contract or consultant staff costs				
			Source of Funds	
			State	Local
	Beacon of Hope	October Intersession	\$ 4,686.40	\$ -
TOTAL Purchased/Contractual Services			\$ 4,686.40	\$ -
4000 Internal Services				
			Source of	

			Funds	
			State	Local
	EC Glass	Sept 13 College Night	\$ 76.91	
	EC Glass	Oct 2017 Intersession	\$ 513.25	
	Heritage High	Oct 2017 Intersession	\$ 903.77	
	Empowerment	Oct 2017 Intersession	\$ 592.94	
	Dunbar	Oct 2017 Intersession	\$ 988.71	
	Linkhorne Middle	Oct 2017 Intersession	\$ 1,028.56	
	Sandusky Middle	Oct 2017 Intersession	\$ 1,055.12	
	Bedford Hills	Oct 2017 Intersession	\$ 548.29	
	Dearington Elem	Oct 2017 Intersession	\$ 888.18	
	Heritage Elem	Oct 2017 Intersession	\$ 1,052.60	
	Linkhorne Elem	Oct 2017 Intersession	\$ 984.82	
	Paul Munro Elem	Oct 2017 Intersession	\$ 567.98	
	Perrymont Elem	Oct 2017 Intersession	\$ 750.78	
	RS Payne Elem	Oct 2017 Intersession	\$ 398.52	
	Sandusky Elem	Oct 2017 Intersession	\$ 929.86	
	Sheffield Elem	Oct 2017 Intersession	\$ 1,472.19	
	TC Miller Elem	Oct 2017 Intersession	\$ 1,127.94	
	Elementary School Nutrition	Oct 2017 Intersession	\$ 2,668.37	
	Middle School School Nutrition	Oct 2017 Intersession	\$ 803.34	
	High School School Nutrition	Oct 2017 Intersession	\$ 847.74	
	Bedford Hills	After School Bus Dec 4 & 6	\$ 231.81	

	Bedford Hills	After School Bus Dec 11 & 13	\$ 199.75	
	Bedford Hills	After School Bus Jan 3	\$ 103.75	
	Bedford Hills	After School Bus Jan 8 & 10	\$ 100.25	
	Bedford Hills	After School Bus Jan 20-26	\$ 222.77	
	Bedford Hills	After School Bus March 17-23	\$ 81.25	
	Bedford Hills	After School Bus March 24-30	\$ 159.75	
	Bedford Hills	After School Bus April 7-13	\$ 84.50	
	Bedford Hills	After School Bus April 21-27	\$ 92.75	
	Bedford Hills	After School Bus April 28-May 4	\$ 90.00	
	Bedford Hills	After School Bus May 5-11	\$ 113.00	
	Bedford Hills	After School Bus May 12-18	\$ 107.00	
	Paul Munro Elementary	After School Bus Jan 29 & 31	\$ 169.92	
	Paul Munro Elementary	After School Bus Feb 5 & 7	\$ 167.17	
	Paul Munro Elementary	After School us Feb 10-16	\$ 180.09	
	Paul Munro Elementary	After School Bus Feb 24-Mar 3	\$ 154.25	
	Paul Munro Elementary	After School Bus Feb 17-23	\$ 191.09	
	Paul Munro Elementary	After School Bus March 10-16	\$ 73.78	
	Paul Munro Elementary	After School Bus March 17-23	\$ 91.42	
	Paul Munro Elementary	After School Bus March 24-30	\$ 182.84	
	Paul Munro Elementary	After School Bus March 24-30	\$ 131.75	

	Paul Munro Elementary	After School Bus April 7-13	\$ 144.34	
	Paul Munro Elementary	After School Bus April 21-27	\$ 149.84	
	Paul Munro Elementary	After School Bus April 28-May 4	\$ 144.34	
	Paul Munro Elementary	After School Bus May 5-11	\$ 158.09	
	Paul Munro Elementary	After School Bus May 12-18	\$ 72.17	
	ECGlass High School	Sat Session April 14	\$ 143.75	
	ECGlass High School	Sat Session April 28	\$ 332.00	
	ECGlass High School	Sat Session May 5-11	\$ 411.05	
	ECGlass High School	Sat Session May 12-18	\$ 369.80	
	ECGlass High School	Sat Session May 19-25	\$ 350.55	
	Hutcherson	Summer Program June 16-22	\$ 1,649.75	
	Hutcherson	Summer Program June 23-29	\$ 1,575.50	
TOTAL Internal Services			\$ 26,629.94	\$ -
5000 Other Services				
			Source of Funds	
			State	Local
	High School		\$ 2,100.00	

	Scholarships			
	LCS Utilities			\$ 10,000.00
TOTAL Other Services			\$ 2,100.00	\$ 10,000.00
6000 Materials and Supplies - List all supplies, materials, and services charged to the project				
			Source of Funds	
			State	Local
	LMS - October Intersession - Staples	folder and pencils	55.92	
	ECG - After School - Amazon	Pencils, folders, paper	38.80	
	ECG - After School - Amazon	Colored Paper	21.98	
	HES - October Intersession - Walmart - Brianne White	5 types of beads	13.88	
	HES - October Intersession - Walmart/Aldi - Gail Young	Jelly beans, lemonade, sandwich bags, bugles	15.84	

	SHF - October Interession - Scholastic Book Club	Leveled Books for Interession	127.00	
	SHF - October Interession - Teachers Pay Teachers	Instructional materials - camping in the Classroom Pack, Inferences, social skills, speech, and Camping in the Classroom Activities	13.70	
	SHF - October Interession - Walmart	Instructional materials - camping in the Classroom Pack, Inferences, social skills, speech, and Camping in the Classroom Activities	30.44	
	LES - October Interession - Amazon	Plant books, inflatable solar system	118.88	
	PMES - October Interession - Aldi	2 pumpkins, 2 gallon apple cider, candy corn	20.53	
	PMES - October Interession - Halloween City	5 jumbo bright face paint markers	31.95	
	PMES - October Interession - Kroger	gummy worms, cookies	12.96	

	PES - October Intersession - Sam's Club	Crayola Crayons, Spiral Bound Notebooks, glue sticks, post-it notes, pencils	183.82	
	TCM - October Intersession - Walmart	clothespins, folders, portfolios, straws, Spaghetti, table tennis balls, craft sticks, pens	96.18	
	TCM - October Intersession - Walmart	Binder clips, file folders, cardstock, foam boards	32.98	
	BHES - October Intersession & After School - Walmart	Lysol wipes, markers, modeling clay, comp books, post -its, page markers, crayons, filler paper, pencils, copier paper, notebooks, tissues, folders, colored pencils, colored paper	534.24	
	BHES - October Intersession & After School - Walmart	Crayons	34.85	
	BHES - October Intersession & After School - Walmart	copier paper	24.97	

	HELC - Summer 2018 Program School Zone	Go Fish ABC Card Game	164.34	
Elem Summer School	Staples	Pens, Dry Erase Markers	36.00	
	Staples	Masking Tape, Chart Paper	80.77	
	WalMart	Composition Notebooks	2.50	
	WalMart	Dry Erase Markers, Tissues, Index Cards, Anti-Bacterial Hand Sanitizer, Clorox Wipes	78.84	
Secondary Summer School	Staples	Notebook Paper, Dry Erase Markers, Pens, Colored Pencils, Post-it Notes, Pocket Folders, Pencils	229.94	

	WalMart	Colored Pencils, Pocket Folders, Highlighters	19.63	
	Staples	Post its, Avery Labels	27.73	
	Staples	Pocket Folders	7.50	
TOTAL Materials and Supplies			\$ 2,056.17	\$ -
			State	Local
TOTAL Project Expenses With 2017-2018 Funds			\$ 262,246.44	\$ 84,920.67

LYNCHBURG CITY SCHOOLS: Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2018-2019 (as of August 27, 2018)	20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)	NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.		
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.			
			Source of Funds	
	Name of Individuals	Project Role	State	Local
BASS	Monica Hendricks	Principal	\$ -	TBD
BHES	Sherry Steele	Principal	\$ -	TBD
DESI	Dani Rule	Principal	\$ -	TBD
HELC	Polly Smith	Principal	\$ -	TBD
HES	Sharon Anderson	Principal	\$ -	TBD
LES	Lea Gray	Principal		
PES	Karen Nelson	Principal	\$ -	TBD
PMES	Donna Baer	Principal	\$ -	TBD
RSP	Kellie Baldwin	Principal	\$ -	TBD

SES	Derrick Womack	Principal	-	TBD
SHF	Lisa Lee	Principal	\$ -	TBD
TCM	Jeff Guerin	Principal	\$ -	TBD
DMS	Derrick Brown	Principal	\$ -	TBD
		Guidance Director	\$ -	TBD
LMS	Ron Proffitt	Principal	\$ -	TBD
	Laura Cassler	Guidance Director	\$ -	TBD
SMS	Mathew Mason	Principal	\$ -	TBD
	Rebekah Melton	Guidance Director	\$ -	TBD
ECG	Jeff Garrett	Principal	\$ -	TBD
	Tracy Miller-Goode	Guidance Director	\$ -	TBD
HHS	Tim Beatty	Principal	\$ -	TBD
	Sarada Hester	Guidance Director	\$ -	TBD
HHS Senior Intensive				
E.A.	Kasey Crabbe	Director	\$ -	TBD
E.A. Summer Academy				
FTHill	Cathy Viar	Director		TBD

ADMIN	Sarah Campbell	Coordinator Extended Learning Time	TBD	
Elementary Summer School - Summer 2018				
	Annette Miller	Elementary Teacher	\$ 370.50	
	Page Miller	Elementary Teacher	\$ 494.00	
	Robin Einreinhof	Elementary Teacher	\$ 494.00	
	Tammy Heddings	Elementary Teacher	\$ 494.00	
	Kelsey Roark	Elementary Teacher	\$ 494.00	
	Cameron Mason	Elementary Teacher	\$ 494.00	
	Heather Hill	Elementary Teacher	\$ 494.00	
	Jacqueline Campbell	Elementary Teacher	\$ 494.00	
	Laura Buschmann	Elementary Teacher	\$ 494.00	
	Taylor Womack	Elementary Teacher	\$ 494.00	
	Brittany Willis	Elementary Teacher	\$ 494.00	
	Jeanette Davis	Elementary Teacher	\$ 494.00	
	Tamera Perkins	Elementary Teacher	\$ 494.00	
	Karen Dearden	Elementary Teacher	\$ 494.00	
	Kristina Satterfield	Elementary Teacher	\$ 494.00	
	Megan Cunningham	Elementary Teacher	\$ 494.00	
	Sheron Donigan	Elementary Teacher	\$ 494.00	
	Abigail Holman	Elementary Teacher	\$ 494.00	
	Hunter Hook	Elementary Teacher	\$ 494.00	
	Sarah Stram	Elementary Teacher	\$ 494.00	
	Catherine Hazen	Elementary Teacher	\$ 494.00	
	Melissa Reynolds	Elementary Teacher	\$ 370.50	
	Beverly Nyden	Instructional Assistant	\$ 285.00	
	Paul Nyden	Instructional	\$ 285.00	

		Assistant		
	Mary Smith	Instructional Assistant	\$ 285.00	
	Shelia Hughes	Instructional Assistant	\$ 285.00	
	Jennie Dyke	Instructional Assistant	\$ 213.75	
	Betty Brockwell	Secretary	\$ 337.50	
Middle School Summer School - Summer 2018				
	Nora Kluender	Middle School Teacher	\$ 520.00	
	Melissa Martin	Middle School Teacher	\$ 520.00	
	Janice Megginson	Middle School Teacher	\$ 520.00	
	Javera Bolden	Middle School Teacher	\$ 520.00	
	Wyndie Mayfield	Middle School Teacher	\$ 520.00	
	Elizabeth Short	Middle School Teacher	\$ 520.00	
	Jason Giambrone	Middle School Teacher	\$ 520.00	
	Gail Czumak	Middle School Teacher	\$ 520.00	
	Laurie Beth Matthews	Middle School Teacher	\$ 520.00	
	Marisa Guske	Instructional Assistant	\$ 285.00	
	Korrey Davis	Instructional Assistant	\$ 285.00	

	Rosa Jefferson	Instructional Assistant	\$ 285.00	
PETAL Summer School - Summer 2018				
	Dana Wade	Middle School Teacher	\$ 520.00	
	Tina Olive	High School Teacher	\$ 520.00	
	Lawan Thornhill	Instructional Assistant	\$ 225.00	
	Jacquilyn Whitford	Instructional Assistant	\$ 288.75	
	Queen Ward	Instructional Assistant	\$ 288.75	
	Merrill Burton	Instructional Assistant	\$ 288.75	
	Rachel Dalton	Instructional Assistant	\$ 288.75	
	Caroline Kuhn	Elementary Teacher	\$ 500.50	
	Jason Hite	Elementary Teacher	\$ 500.50	
	William Maurice	Elementary Teacher	\$ 500.50	
	Santina Knight	Elementary Teacher	\$ 377.00	
	Lloliza Forrest-Marshall	Elementary Teacher	\$ 500.50	
	Crystal Brown	Elementary Teacher	\$ 494.00	
	Dorrie Self	Elementary Teacher	\$ 500.50	
	Anna Evans	Elementary Teacher	\$ 377.00	
	Tiffany Offutt	Elementary Teacher	\$ 500.50	
	Kristina Enger	Elementary Teacher	\$ 500.50	
	Diane Stratton	Secretary	\$ 356.25	
	Krista Connor	Elementary Teacher	\$ 123.50	
	Maria Ivanoff	Elementary Teacher	\$ 123.50	

TOTAL			\$ 25,622.00	\$ -
2000 Employee Benefits - Please list the amount of employee benefits charged to the project				
			Source of Funds	
			State	Local
	FICA		\$ 1,933.05	
TOTAL Employee Benefits			\$ 1,933.05	\$ -
3000 Purchased/Contractual Services - Include wages and contract or consultant staff costs				
			Source of Funds	
			State	Local
				\$ -
TOTAL Purchased/Contractual Services			\$ -	\$ -
4000 Internal Services				
			Source of Funds	
			State	Local
	Elementary Summer School Transportation		\$ 5,621.00	

	Secondary Summer School Transportation		\$ 6,044.30	
TOTAL Internal Services			\$ 11,665.30	\$ -
5000 Other Services				
			Source of Funds	
			State	Local
TOTAL Other Services			\$ -	\$ -
6000 Materials and Supplies - List all supplies, materials, and services charged to the project				
			Source of Funds	
			State	Local
TOTAL Materials and Supplies			\$ -	\$ -
			State	Local
TOTAL Project Expenses with 2018-2019 Funds			\$ 39,220.35	\$ -

Manassas Park Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

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 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **August 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds).

FY18 Funds

The final report must include the following:

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

Manassas Park City Schools – All four (4) of our schools participate in this project.

Manassas Park High School (Grades 9-12)
8200 Euclid Avenue
Manassas Park, VA 20111

Manassas Park Middle School (Grades 6-8)
8202 Euclid Avenue
Manassas Park, VA 20111

Manassas Park Elementary School (Grades 3-5)
9298 Cougar Court
Manassas Park, VA 20111

Cougar Elementary School (PreK-2)
9330 Brandon Street
Manassas Park, VA 20111

2. Grant Coordinator contact information

Mr. Eric W. Neff Deputy Superintendent eric.neff@mpark.net 703-335-8859	Ms. Lisa Wolf Division Intersession Coordinator lisa.wolf@mpark.net 703-368-2032
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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) enjoys its 2.5 square miles in Northern Virginia surrounded by much larger neighboring divisions, like Prince William and Fairfax County and Manassas City Public Schools. Our small size does not exempt us from the challenges of high needs students. As seen in the Washington Area Board of Education (WABE) report, MPCS has some of the highest percentages of ESOL, socio-economically disadvantaged, and special education populations in Northern Virginia. As a small school division, we are presented with the challenge of meeting the needs of our student population, including these subgroups, with limited resources. The unique circumstances we experience in MPCS along with analysis of our SOL scores and other data requires us to operate in ways different from our neighbors. Based on the JLARC study on Year-Round Schools MPCS moved to make a positive impact on teaching and learning with our extended school year and intersession programming.

This journey began with representatives from our schools and community visiting other school divisions in Virginia to see their models for year-round school programs. This was followed by several community meetings, including staff, community members and students, to share information on potential programs and solicit feedback from stakeholders. A calendar committee was then directed to use the information gathered and feedback from stakeholders to create the 2015-2016 academic school calendar with two one-week intersessions.

The Intersession weeks were designed to provide a week of new learning experiences including both enrichment and remediation sessions for all students PreK-12. They were placed at the end of the first and third quarter to maximize their impact on reinforcing foundational skills and assist with review and academic boot camps close to AP and other end of year exams. Through this grant we were able to provide transportation for all students for the intersession program. We partnered with the Child and Adult Care Food Program (CACFP) to be able to provide free breakfast and lunch for all students during intersession weeks, as well. Field trips and real life, hands on experiences were an essential part of the intersession program, grant moneys enabled us to maximum student experiences outside of the buildings and to bring in experts and specialists to provide sessions beyond the typical curriculum and course offerings, for example cosmetology and life guard training.

Intersession enrichment and remediation sessions were planned with two focuses, 1. the general themes outlined by the stakeholders in the community forums, and 2. the Virginia Standards of Learning. The themes developed by the community and division educators were; Educational Improvement, College and Career Exploration, Fine Arts, STEM, Life Skills, Field Trips, Health and Wellness, Sports/Activities and Mentoring/Community Service/Internships. Course catalogs were created by the intersession coordinators and then teachers, students and parents worked together to identify which sessions would best meet the needs and interests of individual students.

Throughout the three years of extended school year and intersession program we have experienced several benefits for our students in general, and our at-risk subgroups specifically. The academic calendar, including summer school, set up a schedule where our students with the most needs were never out of school for more than three weeks at one time during the school year. JLARC supports this approach and we believe this has had a positive impact on teaching and learning for all students. In addition to that, students have benefited from the intersession weeks 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.

Despite the positive impact of the extended school year and intersession, as we move into 2018-2019 with no state funding for the program the school division is unable to continue this innovative program in its current form. As a small division with limited resources, the additional compensation costs associated with this program is not something we can take over in our budget. Although the calendar will look different in the coming year, we are committed to the goals and mission of the extended school year and intersession program and will continue to incorporate them into the experiences we provide our students moving forward.

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 2017-18 academic year. 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 were asked to design activities for active engagement and 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 were then asked to examine the course offerings and to prioritize individual choices of intersession activities. Efforts were made by building coordinators to provide each student with one of his/her top two choices. Those ten days consisted of enrichment and remedial experiences for students and attendance was optional. Dates of intersessions were October 16-20, 2017 and April 23-27, 2018.

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	Outdoor Cooking	Computer Programing	SAT Prep
MS	Lego Brick Films	Party Bites	Drama	Stained Glass Creations	BMX
ES	Ozobots: Hack Creativity	Top Chef	Math Mania	Dig It (Gardening)	Travel Agent
ES	Camp Curiosity	STEAM	Math Trails	Cooks and Books	Theatre

Manassas Park City Schools has an enrollment of 3,541 students, ranging in age from 4 – 19 years old. 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 are a variety of services provided within the sub-group.

All content areas are addressed 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.

Beginning in August of 2014 with a presentation by central office staff to the Manassas Park City Council and School Board sharing the findings of the JLARC study we have worked to routinely share out information and solicit feedback from all our stakeholders. Faculty, staff, students and community members participated in the initial planning grant visits to other school divisions, as well as the community round tables held in 2014-2015. Throughout the 3 years of extended school year and intersession programming in MPCS staff, students and community members have been surveyed twice a year, at the completion of each intersession week, to share their experiences and help us to maintain and improve our program to best meet the needs of all students.

At the start of the intersession program, a team of teacher leaders was created including one division coordinator and two building coordinators for each school. This intersession team worked to operate a transparent program that was responsive to the needs of students and reflected the priorities identified by stakeholders at the community round tables. As a part of the intersession's mission, coordinators were tasked with establishing partnerships to enhance the program and the community. Some examples of such partnerships include the Manassas Park Community Center, MP Police and Fire Departments, History Alive, Special Olympics of Virginia, SySTEMic Solutions, NOVA BMX and several local businesses and restaurants. Since April 2015, MPCS has hosted a Special Olympics event during each of our intersession weeks, hosting over 200 athletes and approximately 100 volunteers and peer buddies during each event.

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.

Over the last three years of extended school year and intersession programming we have experienced many challenges to the implementation of the program. Although, we have seen positive feedback from students and families regarding the intersession program through surveys, there has been a constant vocal minority unhappy with the decreased amount of time off during the summer months. Some of this is a result of the fear of change among the staff and community. The change in calendar had a more specific impact on staff with children in other school divisions, causing an increased need for day care and loss of family time due to an academic calendar different from surrounding divisions.

The change to the academic school year increased the contracts of our transportation staff (drivers and attendants) as well as our support staff (nurses, food services, and instructional assistants) by ten days. This increased expense on our small school division with limited resources was significant. Grant money, fortunately, enabled us to provide for this increase in compensation. In addition, we were able to provide free breakfast and lunch to students during the intersession program through a partnership with the Child and Adult Care Food Program (CACFP). This was a critical piece of the program, especially given that 60% of our student population receives free or reduced lunch.

As a smaller school division, our faculty and staff often wear many hats to be able to maximize the services we provide for our students. The intersession team of teacher leaders created and implemented this outstanding program. However, the planning time required to make this happen was significant and was all done as secondary job, with coordinators running their own classrooms as their primary responsibility. The stress of such a task caused about a 50% turnover rate in the building coordinator positions.

Intersession weeks were optional for students. For our teachers, they were designed as half a week of professional development and half a week of classroom time with intersession students. This structure posed several challenges in the implementation of the program. At the elementary level, we experienced attendance rates near 80% of students. This was exciting and exactly what we hoped for, but then set up the challenge of providing high quality experiences for students with roughly 50% of the teaching staff available, while the other half was engaged in professional development, team planning and collaborative work. At the secondary level, the situation was quite the opposite. The attendance rates varied from year to year, but on average we saw about 30% of students in attendance at our secondary campus. This impacted the morale of the faculty and staff at that level and led to some questioning of the importance of the program. The overwhelming difference in the experience of the staff members across the division ultimately led to a feeling of inequity of workload and decreased investment in the intersession program.

On the other hand, the initial loud voices of the opposed minority in the community lessened over the years. As students were able to experience enrichment and remediation sessions during intersession that added to their life experiences, broadened their knowledge base and gave them new skills and passions to pursue we slowly but surely brought more and more community members on board. Throughout the 3 years of intersession programming the students who attended the program were overwhelmingly positive about their experiences and most community members expressed positive feelings regarding the program and its growth.

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.) *Assessments should have been administered to students before and after implementation of the program to assess program impact, which is 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 2018-2019 School Accreditation Detail Report. SOL results for reading and math from 2015-16, 2016-17, and 2017-18 are used for comparison each of the schools. Student performance of all students and subgroups is compared for each year. MPCS has operated under the extended school year calendar for all three of the academic school years shown in the data. The state accreditation calculations did change in the 2017-18 school year to include student growth as a factor.

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: 2015-16, 2016-17, 2017-18 SOL Results (Reading and Math)

Reporting Area	All Students	Reporting Group: Hispanic	Reporting Group: Economically Disadv.	Reporting Group: African American
2015-16 Reading Scores Math Scores	65 67	61 62	58 52	57 64
2016-17 Reading Scores Math Scores	73 65	67 59	67 58	74 65
2017-18 Reading Scores Math Scores	89 81	91 83	88 80	77 71
Net Change 2015-16 to 2017-18	Reading: +24 Math: +14	Reading: +30 Math: +21	Reading: +30 Math: +28	Reading: +20 Math: +7

Enter an explanation of the data here.

The results from Cougar Elementary (K-2) and Manassas Park Elementary (3-5) show a continued upward trend in both reading and math for all students as well as the subgroups identified above. Although, some of the increase can be contributed to the addition of student growth as a factor in calculating the performance pass rates, we believe the extended school has had a positive impact on our elementary campus. Although there is a slight dip in the math scores during the 2016-17 school year, the overarching trend is positive. We believe this dip is a product of the developmental skill level of many of our English Language learners at the elementary levels. Division-wide math scores rebound at the middle and high school after the foundational skills have been built up.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement (Manassas Park Middle School)

Instrument: 2015-16, 2016-17, 2017-18 SOL Results (Reading and Math)

Reporting Area	All Students	Reporting Group: Hispanic	Reporting Group: Economically Disadv.	Reporting Group: African American
2015-16 Reading Scores Math Scores	74 89	66 85	65 85	81 91
2016-17 Reading Scores Math Scores	74 89	69 88	69 88	78 83
2017-18 Reading Scores Math Scores	86 92	86 92	82 92	78 90
Net Change 2015-16 to 2017-18	Reading: +12 Math: +3	Reading: +20 Math: +7	Reading: +17 Math: +7	Reading: -3 Math: -1

Enter an explanation of the data here.

With the addition of growth in the calculation for accreditation, we have seen reading scores that were stagnant jump up significantly in all areas, except for our African American subgroup of students. This subgroup has remained flat between the 2016-17 and 2017-18 school years and has decreased by three points over the three-year period. Math scores have seen more modest growth over the period shown. Our African American population saw a drop in math scores during the 2016-17 school year, but rebounded back into the 90% range during 2017-18.

CURRENT YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement (Manassas Park High School)

Instrument: 2015-16, 2016-17, 2017-18 SOL Results (Reading and Math)

Reporting Area	All Students	Reporting Group: Hispanic	Reporting Group: Economically Disadv.	Reporting Group: African American
2015-16 Reading Scores Math Scores	85 75	83 70	77 70	81 75
2016-17 Reading Scores Math Scores	81 71	76 68	77 70	84 73
2017-18 Reading Scores Math Scores	90 81	88 78	88 78	94 81
Net Change 2015-16 to 2017-18	Reading: +5 Math: +6	Reading: +5 Math: +8	Reading: +11 Math: +8	Reading: +13 Math: +6

Enter an explanation of the data here.

Over this three-year period, we have seen an increase in both reading and math scores across the board. Reading scores for all students and for our Hispanic student population dipped down during 2016-17, but have increased nicely in 2017-18. Once again, this increase is in part due to the change in calculations for accreditation at the state level to include growth as a factor. Like reading, there was a dip in the math scores in 2016-17 for all students and subgroups, except economically disadvantaged, and then scores rebounded in 2017-18. Overall, we are pleased with the growth seen through the life of the extended school year grant.

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 2018-2019 School Accreditation Detail Report. SOL results from reading and math from 2015-16, 2016-17, and 2017-18 are used for comparison. 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 has operated under the extended school year calendar for all three of the academic school years shown.

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 (School Division)

Instrument: 2015-16, 2016-17, 2017-18 SOL Results (Reading and Math)

Reporting Area	All Students	Reporting Group: English Learners	Reporting Group: Students with Disabilities	Reporting Group:
2015-16 Reading Scores Math Scores	71 77	55 64	36 49	
2016-17 Reading Scores Math Scores	74 75	66 69	51 43	
2017-18 Reading Scores Math Scores	88 86	88 87	67 68	
Net Change from 2015-16 to 2017-18	Reading: +17 Math: +9	Reading: +33 Math: +23	Reading: +31 Math: +19	

Enter an explanation of the data here.

MPCS is very pleased with the results. Across the division all students and the two subgroups shown saw significant increases. Although we know the calculation change contributes to the growth seen in the 2017-18 school year, we are extremely pleased to see increases of 33% and 31% for our English Language Learners and Students with Disabilities in the reading scores. Math scores have moved around a little bit over the three years, but overall shown huge gains especially for the two subgroups shown above.

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 additional metric chosen was surveys that were conducted after intersessions to determine satisfaction with intersession experiences. Students and community members were asked to complete surveys regarding their satisfaction with the extended school year calendar. Results show favorable satisfaction from all groups.

**Intersession Favorability Rating –
Community Surveys**

Fall 2017

Community Survey

My child(ren) enjoyed the sessions they experienced at the intersession program.

Strongly agree	58	42%
Agree	41	30%
Neutral	16	12%
Disagree	11	8%
Strongly disagree	11	8%

Overall, I was pleased with the Fall Intersession.

Strongly agree	54	39%
Agree	36	26%
Neutral	15	11%
Disagree	14	10%
Strongly disagree	18	13%

I would recommend the Intersession Program to other community members.

Strongly agree	49	36%
Agree	33	24%
Neutral	19	14%
Disagree	14	10%
Strongly disagree	22	16%

Secondary Students

The sessions I attended were related to my needs and interests.

Strongly agree	37	52%
Agree	20	28%
Neutral	8	11%
Disagree	3	4%
Strongly disagree	3	4%

I enjoyed the sessions I attended during the intersession week.

Strongly agree	46	65%
Agree	14	20%
Neutral	8	11%
Disagree	1	1%
Strongly disagree	2	3%

Overall, I had a great experience at the Intersession Program.

Strongly agree	37	52%
Agree	22	31%
Neutral	7	10%
Disagree	3	4%
Strongly disagree	2	3%

Elementary Students

I enjoyed the activities I did during the week.

Agree	404	84%
Somewhat Agree	67	14%
Disagree	9	2%

I tried something new I've never done before during Camp Creation.

Agree	327	81%
Somewhat Agree	67	17%
Disagree	9	2%

Spring 2018

Community Survey

My child(ren) enjoyed the sessions they experienced at the intersession program.

Strongly agree	58	42%
Agree	41	30%
Neutral	16	12%
Disagree	11	8%
Strongly disagree	11	8%

Overall, I was pleased with the Spring Intersession.

Strongly agree	54	39%
Agree	36	26%
Neutral	15	11%
Disagree	14	10%
Strongly disagree	18	13%

What aspects of the intersession program would you like to see in future programs in MPCs?

Top 5 Picks

Real-world, hands on experiences

Outdoor & sporting activities

Field trips

Volunteer & service opportunities

Career & trade experiences.

Secondary Students

The sessions I attended were related to my needs and interests.

Strongly agree	101	52%
Agree	48	25%
Neutral	32	16%
Disagree	6	3%
Strongly disagree	8	4%

I enjoyed the sessions I attended during the intersession week.

Strongly agree	116	59%
Agree	42	22%
Neutral	25	13%
Disagree	3	2%
Strongly disagree	9	5%

Overall, I had a great experience at the Intersession Program.

Strongly agree	106	54%
Agree	47	24%
Neutral	23	12%
Disagree	9	5%
Strongly disagree	10	5%

Enter an explanation of the data here.

The data above shows the results of several different surveys given out to students and the community. The first chart shows the community's favorability ratings of the program beginning in 2015 before the start of the program and then again at the end of each year since. As the chart reflects, the community's support and opinion of the intersession has grown over the life of the program and has been generally positive since the beginning.

The next data shown comes from the post intersession surveys given to students and community members at the end of each intersession week during the 2017-2018 school year. These results show that the students attending intersession programming are having positive experiences and that like the favorability ratings the community is pleased with the quality and benefit of the program.

Elementary Students

I enjoyed the activities I did during the week.

Agree	171	78%
Somewhat Agree	37	17%
Disagree	12	5%

I tried something new I've never done before during Camp Creation.

Agree	162	74%
Somewhat Agree	30	14%
Disagree	28	13%

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.

When MPCCS began this journey 4 years ago with community roundtable meetings it was clear very early in the process that funding was a major concern for the community, particularly in terms of fears that local taxes would increase to operate under this new calendar model and run intersession programming. The community was pleased that state funding, minus a local match of \$60,000, was available to afford the division the opportunity to take this innovative step. As we looked to the 2018-2019 school year with no state funding, the division began conversations with stakeholders regarding the feasibility of continuing the extended school year and intersession program. In December 2017, the school division made the decision to return to a more traditional academic school year similar to how it operated prior to the extended school year and intersession program. This decision was made largely due to the challenge of continuing to provide the additional financial commitment to implement the program. Although the division has decided not to continue the intersession in its current form, the division did pursue a shared split grant based on the divisions LCI of 0.275. Through the shared split grant, we will be able to offer Discovery Days at the elementary campus and continue to build on the mission and goals developed with the intersession program. At the secondary campus, we plan to use available carried over Extended School Year grant money to continue programs like our College Caravan, bringing industry experts into classrooms, and enhancing learning through field trip experiences. The relationships between students and staff, expanded understanding of what classrooms and learning look like and the focus on developing new passions and experiences to spread a love of learning will forever stay with our students and staff. In addition to the impact on the culture of the division, this grant has allowed us to purchase a variety of non-consumable materials and supplies that can be used for future intersession-like programs at all levels. Week long intersession programs may not be here in years to come, but the spirit of the program lives on in.

It should be noted that there is \$39,387.92 of state funding and \$7,877.58 of local match funding that will be carried over into the 2018-19 school year. These funds will be used to continue programs like our College Caravan, bringing industry experts into classrooms and enhancing classroom learning with field trips.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Total		\$0	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Total Employee Benefits 2000		\$0	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
		State	Local
Total Purchased Contractual Services		\$0	\$0

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

Newport News Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY17 carryover and FY18 new funds

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
- Gildersleeve Middle, 1 Minton Drive, 23606
- Hidenwood Elementary, 501 Blount Point Road, 23606
- Jenkins Elementary, 80 Menchville Road, 23602
- Lee Hall Elementary, 17346 Warwick Boulevard, 23603
- McIntosh Elementary, 185 Richneck Road, 23608
- 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 F. Tyler, Extended Learning Administrator,
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 and 2016 Virginia Department of Education extended learning grants. WE LEAP, the Wonderful Extended Learning, Enrichment and Advancement Program, was originally designed to provide students in three Denied Accreditation elementary schools with Saturday and summer enrichment programs including academic support, art, music, health and fitness, and STEM, reinforced with programming from community partners provided cultural engagement and enrichment activities.

Last year we expanded the program for a total of 10 schools: five elementary schools that have been denied accreditation, three elementary schools that are partially accredited-reconstituted, one elementary school that is partially accredited with warning, and one fully accredited middle school, which is a feeder school for elementary schools in the grant.

The NNPS proposal envisioned a multi-tiered approach that draws heavily on lessons learned during the first- and second-year grant experiences:

- A first-semester WE LEAP session will expose students in targeted schools to museums and enrichment activities. 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 will add focus to instructional gaps and continue with motivational enrichment programming.
- From October to May the program will occur three days per week: Tuesdays will focus on reading and math academics, Wednesdays will focus on history and STEM enrichment, and Thursdays will be a teacher planning day. Saturday educational field trips will occur on the third Saturday of each month.
- A five-week long Summer Program for Arts, Recreation and Knowledge(SPARK) will extend students' learning past the traditional school year.
- A one-day Jump Start Resource Fair in August will bring 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 will provide academic support year-round, for a total of 262 additional hours of learning. That equals 40 additional days, or two more months, spent on educational enrichment.

As part of the summer component, students will be exposed to coursework from their upcoming grade, giving them a jump start on success. WE LEAP will also engage the services of the school division's Family and Community Engagement Specialist Department, who will conduct workshops for the families of participating students.

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 luncheon to announce the initiative, educate community leaders about the program, and recruit additional partners. The breakfast will be structured to include key 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 and Community Engagement Specialist 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.
 - 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 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*. In addition, you may choose to report on up to *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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

- 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.

In December 2017, Newport News Public Schools contracted The Shaffer Evaluation Group to evaluate its Extend Learning Programs. Newport News Public Schools sought an evaluation study of its five-week long Summer Program for Arts, Recreation and Knowledge, also known as SPARK. SPARK is part of the year-long WE-LEAP program, which provides weekday, Saturday, and summer enrichment programs—including academic support, art, music, health and fitness, and STEM—reinforced with programming from community partners, providing cultural engagement and enrichment activities. The intent of SPARK is to extend students' learning past the traditional school year and expose them to coursework from their upcoming grade, giving them a jump start on success. This program, which is offered free to kindergarten through eighth-grade students enrolled in NNPS and includes meals and transportation, offers a wide range of learning opportunities, including:

- Early Learning Lab
- Reading & Math Camp
- Partner-provided enrichment experiences in Art, Athletics & Recreation, Career-Readiness, Museum Field Trips, and STEM

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: Reading SOL

Reporting Area	All Students	Reporting Group: Students with Disabilities	Reporting Group: ELL	Reporting Group: Black Students	Reporting Group: White Students
Number of Students Assessed	3260	466	272	2158	414
Pre-test Average Score	408	355	380	402	423
Post-test Average Score	408	358	378	403	419
Net Change	0	+3	-2	+1	-4

Enter an explanation of the data here:

- The Pre-test SOL results of students that attended the WE LEAP Program in SY1617, SPARK in Summer 2017, or both from grades 3rd – 8th listed in the Reporting Groups above are from the 2016-2017 school year.
- The Post-test SOL results of students that attended the WE LEAP Program in SY1617, SPARK in Summer 2017, or both from grades 3rd – 8th listed in the Reporting Groups above are from the 2017-2018 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

Math SOL

b. Additional Metric #1 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>					
Metric: Student Achievement					
Instrument: Math SOL					
Reporting Area	All Students	Reporting Group: Students with Disabilities	Reporting Group: ELL	Reporting Group: Black Students	Reporting Group: White Students
Number of Students Assessed	3253	462	270	2153	411
Pre-test Average Score	412	361	396	405	423
Post-test Average Score	412	366	404	405	426
Net Change	0	+5	+8	0	+3

Enter an explanation of the data here:

- The Pre-test SOL results of students that attended the WE LEAP Program in SY1617, SPARK in Summer 2017, or both from grades 3rd – 8th listed in the Reporting Groups above are from the 2016-2017 school year.
- The Post-test SOL results of students that attended the WE LEAP Program in SY1617, SPARK in Summer 2017, or both from grades 3rd – 8th listed in the Reporting Groups above are from the 2017-2018 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.

10. Describe your 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 here:

- 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 5,000 plus students in 2016, and 6,000 plus students in 2017 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 one additional elementary school site and one middle school site for the 2017-18 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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
<ul style="list-style-type: none"> See excel file for detailed information. 			
Total		\$0	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
<ul style="list-style-type: none"> See excel file for detailed information. 		State	Local
Total Employee Benefits 2000		\$0	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
<ul style="list-style-type: none"> See excel file for detailed information. 		State	Local
Total Purchased Contractual Services		\$0	\$0
4000 Internal Services			Source of Funds
<ul style="list-style-type: none"> See excel file for detailed information. 		State	Local

Total Internal Services	\$0	\$0
5000 Other Services	Source of Funds	
<ul style="list-style-type: none"> • See excel file for detailed information. 	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
<ul style="list-style-type: none"> • See excel file for detailed information. 		
Total Materials and Supplies	\$0	\$0
	State	Local
Total Project Expenses	\$0	\$0

Radford Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report.

The June 2018 payroll was paid in fiscal year 2019 on July 12. The rest of the expenses were paid in fiscal year 2018. All were FY 2018 funds; no carryover from FY 2017.

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 12th Street, Radford, Virginia 24141

2. Grant Coordinator contact information;

Rob Graham, rgraham@rcps.org (540) 731-3647

Ellen Denny, edenny@rcps.org, (540) 731-3647

Jamie Little, jolittle@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

Goal: To continue to expand the learning opportunities available to students in grades Pre-K-12 in an effort to increase academic achievement and success, particularly with students who make up subgroups of disadvantaged, students with disabilities, and black students.

Objectives:

- **Maximize the use of time through the school year and during the summer break to provide Radford City students more learning opportunities.**
 - **Strategies:** Provide before and after school remedial tutoring and remediation days during fall, winter, and spring holidays as well as during the summer break to add additional learning opportunities which increase student achievement and reduce academic regression due to lengthy breaks. Teachers specifically encouraged the participation of students in poverty.
 - RCPS sponsored before and after school remedial tutoring on regular school days, remediation days during holidays as well as during the summer.
 - RCPS held academic and experiential camps and activities after school hours, during holiday breaks, and through the month of June 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.
 - RCPS extended the calendar year and provided transportation and food service for students by increasing summer enrichment opportunities, STEAM camps, and swim instruction.

- **Provide additional learning opportunities for students who are suspended or have truancy issues.**
 - **Strategies:** Night school, complete with dinner, was held at John Dalton and Radford High School so students who are suspended or chronically absent have an opportunity to make up work and not fall behind their classmates.
 - RCPS students who were suspended from school during the school day were required to attend night 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 were disadvantaged were paired with an RCPS graduation coach to provide tutoring and academic support. In addition, transportation and food services were afforded to the students participating.

- **Explore innovative enrichment activities for all students, especially those in subgroups of disadvantaged students, students with disabilities and black students who would be unable to participate in such activities without the support of this funding due to economic hardships.**
 - **Strategies:** Innovative grade level field trips to Jamestown, VA, Washington DC, and Richmond, VA, etc. to reinforce standards of

learning objectives and provide valuable learning experiences, especially with disadvantaged students, students with disabilities, and black students who may not be able to experience these opportunities due to economic hardships.

- Innovative grade level field trips – VT Science Festival, Richmond; Jamestown/Williamsburg; DC; RU Science Festival; Barnes & Noble Mini Maker Faire
- Enrichment Camps – STEAM Holiday Camp; Woodrow Wilson Camp; Swim Camp; STEAM/Coding Summer Camp; Full STEAM Ahead Camp; Adaptive STEAM Camp; Comic Books Camp; Zentangle Camp; Maker’s Camp; Unplugged Coding Camp; Harry Potter STEAM Express Camp; Outdoor Adventure Camp
 - brought innovative teaching and learning opportunities to our targeted student populations.
- Enrichment Activities - Mini Maker Faire; Reading Night; Community Forum – STEM Activities (McHarg); flag football; Spring Maker Faire
- Competitions – Robotics, choir, culinary
- Summer Tutoring -- 11 hours; 6 students

Impact Examples:

Hours of expanded learning opportunities	The extended schedule provided an additional 4,700+ hours dedicated to student tutoring and enrichment
RHS/DIS Night School	Seventy-nine students attended and participated in the academic tutoring. In the past these students would have missed valuable time serving their suspensions at home.
Graduation Coach	Of the 10 at-risk students who received the bulk of the graduation coach’s services, all 10 graduated from Radford High School.
Total STEAM and other summer camps offered at the elementary school levels.	McHarg Elementary – A total of 115 students attended Summer STEAM Enrichment. Sixty-three were GG1 and 12 were GG2. Belle Heth Elementary – A total of 57 students attended Summer Enrichment Camps. Thirty-seven were GG1 and 10 were GG2.
McHarg Elementary Swim Camp	Thirty-two new swimmers attended. Fifteen were GG1 and 6 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 8 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, 2017, and extended through June, 2018.

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 (does not include field trips and similar enrichment opportunities):

	Grade	GG1	GG2	GG3	Total Enrollment
McHarg Elementary	Pre-K	21	4	3	24
(tutoring + camps)	K	16	3	1	18
	1	20	3	1	46
	2	26	4	3	39
Belle Heth Elementary	3	27	5	2	36
(tutoring + camps)	4	18	5	0	25
	5	36	8	0	42
	6	18	4	2	29
Dalton Intermediate	7	20	7	0	35
	8	12	2	1	24
Radford High School	9	23	4	3	26
	10	25	5	3	36
	11	15	5	0	22
	12	33	4	3	40

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, continued to be positive and supportive. Higher educational institutions (New River Community

College, Radford University, and Virginia Tech) communicated events and programs that would benefit RCPS students, especially the students living in 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 neighboring institutes of higher education 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;

Again, the rewards of the school year grant overshadowed the barriers that were present in implementing the program. Teachers continued to report 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, through 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.

Though there were not true barriers identified this year, the program does require an above average amount of organizational time. Considerations to continuing 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.

The Start Up of the program has been identified as a barrier for the previous two years. Experience with the ESY program has allowed us to no longer identify this as a barrier. The start-up process continues to be time consuming, but all parties have a good understanding of their roles and responsibilities at this point in time.

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***. In addition, you may choose to report on up to ***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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

The goal of the Extended School Year grant was to continue to expand the learning opportunities available to students in grades Pre-K-12 in an effort to increase academic achievement and success, particularly with students who make up subgroups of disadvantaged, students with disabilities, and black students. The assessment instrument used to assess the program’s impact on achievement in the content areas of English and Math was the SOL test for each content area (comparison of 2016-17 passing rates to those of 2017-18). Our goal was to continue to expand learning opportunities, which we did, and our resulting SOL pass rates indicate an overall positive increase in the majority of subgroups across schools. Results for each school and for the district will be discussed separately and in detail.

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.

MCHARG ELEMENTARY, Grades K-2 (No SOL tests administered)			
EXTENDED LEARNING OPPORTUNITIES			
	Remedial Tutoring	Enrichment Activities	Summer Camps
# Students	17	School-wide events - 394 students	115 Total; 63 GG1; 12 GG2
# Hours	438	n/a	40 camp hours offered
Notes		<u>Enrichment Activities Offered:</u> Reading Night Community Forum STEM Activities Kindergarten Fair STEAM Holiday Camp	<u>Summer Camps Offered:</u> STEAM/Coding Full STEAM Ahead Swim School Full STEAM Ahead to Kindergarten

McHarg Elementary School is a K-2 school whose teachers are dedicated to serving the particular needs of their students, as evidenced by the number of extra hours devoted this past year to their students through the ESY initiative. The camps they offered were creative and fun, focusing (with the exception of Swim Camp) on the school’s STEAM initiatives. Swim Camp was a huge success, affording 32 young students the opportunity to learn to swim under the instruction of a certified instructor who also serves as our high school swim team coach.

BELLE HETH ELEMENTARY, Grades 3-6									
Passing Rates: ENGLISH and MATH SOL Tests									
ENGLISH					MATH				
Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities	Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities
% Passed 2016	76.33	53.85	65.56	39.13	% Passed 2016	80.23	60.38	68.42	45.45
% Passed 2017	79.92	53.7	70.43	55.07	% Passed 2016	82.14	65.31	72.08	52.17
Net Change	+3.59	-.14	+4.87	+15.94	Net Change	+1.91	+4.93	+3.65	+6.72
EXTENDED LEARNING OPPORTUNITIES									
	Remedial Tutoring		Enrichment Activities			Summer Camps			
# Students	87		School-wide events - 486 students Flag Football – 60 students			57 Total; 37 GG1; 10 GG2			
# Hours	1,933		n/a			62 camp hours offered			
Notes			<u>Enrichment Activities Offered:</u> VT Science Festival RU Science Festival Barnes & Noble Mini Maker Faire Belle Heth Mini Maker Fair Spring Maker Faire Flag Football			<u>Summer Camps Offered:</u> Adaptive STEAM Comic Books Zentangle Maker's Camp Unplugged Coding Harry Potter STEAM Express Outdoor Adventure			

Belle Heth's 2018 SOL pass rates (not taking into account recovery and growth) improved in every identified area with the exception of English GG2 students, in which the scores remained essentially the same as last year. This group of teachers spends a tremendous amount of time and effort studying data, getting to know their students individually, and responding accordingly to the needs of each. They are an enthusiastic group who have taken full advantage of the ESY initiative, and their efforts are certainly reflected in the student test scores.

DALTON INTERMEDIATE, Grades 7-8									
Passing Rates: ENGLISH and MATH SOL Tests									
ENGLISH					MATH				
Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities	Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities
% Passed 2016	76.63	46.43	63.09	13.51	% Passed 2016	75.83	50.00	57.29	29.17
% Passed 2017	78.29	58.82	63.53	31.91	% Passed 2016	75.58	51.72	57.63	36.67
Net Change	+1.66	+12.39	+44	+18.40	Net Change	-0.25	+1.72	+0.34	+7.50
EXTENDED LEARNING OPPORTUNITIES									
	Remedial Tutoring			Enrichment Activities			Night School		
# Students	67			Varied, depending on activity School-wide events/field trips – 262 students			17		
# Hours	400			n/a			285.5		
Notes				<u>Enrichment Activities Offered:</u> Field trip to Richmond, VA Field trip to Jamestown and Williamsburg Field trip to Washington, DC Robotics, drama, choir competitions			These hours represent time that suspended students spent in school rather than at home. They worked on assigned classwork that they would have otherwise missed. Night school students also had access to certified teachers for tutoring.		

Dalton Intermediate School has shown overall improvement in their English and math SOL pass rates as well. (Data shown does not reflect recovery and growth). Every area of focus showed positive growth with the exception of “Math: All Students” in which there was a relatively negligible change in passing rate from last year to this. The teachers at DIS are very positive and student-centered, providing a number of enrichment opportunities that benefit all students, especially those who are economically disadvantaged and do not otherwise have access to opportunities similar to those offered.

RADFORD HIGH									
Passing Rates: ENGLISH and MATH SOL Tests									
ENGLISH					MATH				
Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities	Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities
% Passed 2016	79.78	68.75	63.21	28.57	% Passed 2016	67.17	59.46	58.60	27.66
% Passed 2017	86.04	58.06	74.31	27.59	% Passed 2017	71.26	48.28	57.66	27.27
Net Change	+6.26	-10.69	+11.10	-0.99	Net Change	+4.10	-11.18	-.94	-0.39
EXTENDED LEARNING OPPORTUNITIES									
	Remedial Tutoring	Enrichment Activities	Night School	Graduation Coach					
# Students	73	Varied, depending on activity	62	Tutored a number of seniors, concentrating his time on the ten most needy. Of those ten, all ten graduated from Radford High School.					
# Hours	324	n/a	607.75	SOL Writing Test Results SOL Reading Test Results 2017 – 0/10 Pass 2017 – 0/7 Pass 2018 – 10/10 Pass 2018 – 7/7 Pass Average 44 hours/student					
Notes		<u>Enrichment Activities Offered:</u> Robotics, drama, choir, culinary competitions RU Science Fair	These hours represent time that suspended students spent in school rather than at home. They worked on assigned classwork that they would have otherwise missed. Night school students also had access to certified teachers for tutoring.	Our graduation coach worked closely with a number of students but spent the bulk of his efforts on ten GG1 seniors who were in danger of not graduating. The students who worked with the graduation coach faced many challenges in addition to their academic ones, and the coach's dedication to these students – personally and academically -- proved invaluable to their success.					

Radford High School showed either positive growth or a relatively negligible difference in SOL pass rates in all but one focus area when comparing this year's results to last. (Growth and recovery not included in analysis). Students in GG2 showed negative growth in pass rates in both English and math. Though the number of GG2 students in our high school is low, and it takes very few tests to sway the results in either direction, RCPS as a division needs to continue its efforts to better serve this population of students.

RCPS DISTRICT Passing Rates: ENGLISH and MATH SOL Tests									
ENGLISH					MATH				
Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities	Reporting Area	Reporting Group: All Students	Reporting Group: GG2	Reporting Group: Economically Disadvantaged	Reporting Group: Students w/ Disabilities
% Passed 2016	77.97	54.55	63.14	20.83	% Passed 2016	70.80	56.36	58.10	28.17
% Passed 2017	81.44	58.46	67.74	30.26	% Passed 2017	73.41	50.00	57.64	31.75
Net Change	+3.47	+3.92	+4.60	+9.43	Net Change	+2.61	-6.36	-0.46	+3.58

RCPS’s goal for the Extended School Year was to continue to expand the learning opportunities available to students in grades Pre-K-12 in an effort to increase academic achievement and success, particularly with students who make up subgroups of disadvantaged, students with disabilities, and black students. The data above shows that at the District level, we need to continue to focus on improving the passing rates of both economically disadvantaged and black students, especially in the area of mathematics. (The passing rates recorded above do not take into account any student growth toward meeting state benchmarks).

11. Describe your 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 here:

Though we unfortunately were not accepted for the ESY grant for the coming year, we will continue to support the Graduation Coach and Night School programs. We will also encourage teachers to continue to provide remediation (tutoring) and enrichment (field trips, camps, etc.) opportunities throughout the school year.

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). **Detailed report at end of document

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Radford City Schools Personnel	Tutoring & Enrichment Services	\$180,013.75	\$22,572.49
Total		\$180,013.75	\$22,572.49
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Benefits Related to the Tutoring/Enrichment Services above (Social Security/Medicare)		\$11,805.77	\$3,751.60
Total Employee Benefits 2000		\$11,805.77	\$3,751.60
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
		State	Local
Professional Services/Development		\$134.86	\$7,500.00
Total Purchased Contractual Services		\$134.86	\$7,500.00

4000 Internal Services	Source of Funds	
	State	Local
Total Internal Services	\$0	\$0
5000 Other Services	Source of Funds	
	State	State
Reimbursement for travel and lodging	\$12,534.26	\$0.00
Total Other Services	\$12,534.26	\$0.00
6000 Materials and Supplies - List all supplies, materials, and services charged to the project.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Instructional Materials and Supplies	\$7,751.36	\$17,020.30
Total Materials and Supplies	\$7,751.36	\$17,020.30
	State	Local
Total Project Expenses	\$212,240.00	\$50,844.39

**Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program
2017-2018**

1000 Personnel Services		Source of funds	
Name of Individuals	Project Role	State	Local
McHarg Elementary School			
Angela McCauley	Teacher	411.25	
Anne Goodman	Teacher	866.25	
Blenna Patterson	Teacher	3027.5	
Brieanna Worrell	Teacher	1942.5	
Donita Anderson	Teacher	341.25	
Dana Dehart	Teacher	4077.5	
Emily Eagle	Teacher	3027.5	
Jane Cox	Teacher	385	
Jerry Eller	Teacher	945	
Jessica McMurray	Teacher	735	
Kay Ellerman	Teacher	323.75	
Karen Radford	Teacher	778.75	
Kelly Wheeler	Teacher	533.75	
Lennie Bondurant	Teacher	595	
Lori Keister	Teacher	1863.75	
Nicole Watson	Teacher	1688.75	
Rachel Waff	Teacher	700	
Ranglette Dobson	Teacher	2318.75	
Sandra Findley	Teacher	87.5	
Stephanie Shull	Teacher	3535	
Stephanie Sutphin	Teacher	595	
Tracie Shelton-Farmer	Teacher	280	
Mike Brown	Principal		
Lisa McMahaon	Paraprofessional		452.76
Total McHarg Elementary School		29,058.75	452.76
		29,058.75	
Belle Heth Elementary School			
Andrea Guynn	Teacher	4532.5	
Andrew Graham	Teacher	770	
Angela Thompson	Teacher	875	
Anne Rehak	Teacher	4506.25	
Barabara Patterson	Teacher	140	
Bari Trussell	Teacher	490	

Bethany Worrell	Teacher	1732.5	
Brittany Akers	Teacher	4261.25	
Candace Davis	Teacher	1137.5	
Carolyn Wojtera	Teacher	140	
Daniela Brunner	Teacher	2380	
Darlene Lane	Teacher	1260	
Fay Bowen	Teacher	437.5	
Frank Leighton	Teacher	227.5	
Galen Weyer	Teacher	428.75	
Georgeanne Lavery	Teacher	227.5	
Heather Rowland	Teacher	3421.25	
Holly Billings	Teacher	761.25	
Jeantte Croteau	Teacher	2537.5	
Jennifer Zienuis	Teacher	4086.25	
Kayla Angle	Teacher	577.5	
Keely Jones	Teacher	1058.75	
Kenneth Keister	Asst Principal/ Program Admin	1303.75	4,198.75
Kimberly Luckett	Teacher	3640	
Lori Blackwell	Teacher	140	
Mariah Howell	Teacher	4313.75	
Matthew Whelan	Teacher	87.5	
Michelle Saunders	Teacher	796.25	
Michelle Schafer	Teacher	1347.5	
Nicole Burgard	Teacher	2948.75	
Pierson Prioleau	Teacher	507.5	
Richard Fisher	Teacher	1513.75	
Robin Hoosier	Teacher	5258.75	
Samatha Hayes	Teacher	140	
Sarah Stoots Contreras	Teacher	1548.75	
Savannah McBride	Teacher	122.5	
Shannon Kessler	Teacher	1242.5	
Stacy Page	Teacher	4147.5	
Tara Grant	Principal	428.75	4,828.75
Toni Wright-Franklin	Teacher	227.5	
Tonia Singleton	Teacher	577.5	
Suzanne Woolwine	Teacher	455	
Joan Sutphin	Paraprofessional	0	812.54
		0	
Total Belle Heth Elementary School		66,736.25	9,027.50

Dalton Intermediate School

Amber Alley	Teacher	1137.5	
Beverly Edwards	Teacher	402.5	
Brian Dye	Teacher	4392.5	
Daniel Hill	Teacher	1050	
Kelly Morris	Teacher	1137.5	
Kristy Bryant	Teacher	735	
Patrick Puckett	Teacher	367.5	
Reuben Miller	Teacher	2117.5	
Sandra Curd	Teacher	402.5	
Suzanne Saunders	Teacher	367.5	
Tamara Dye	Teacher	1575	
Valerie Wheeler	Teacher	1330	
Total Dalton Intermediate School		15,015.00	0.00

Radford High School

Amber Bebout	Teacher	1706.25	
Brenda Bell	School Pysch	166.25	
Brandi Ray	Teacher	455	
Cameron Sellers	Teacher	297.5	
Caroline Hickam	Teacher	5652.5	
Cecil Hickam	Teacher	11462.5	910.00
Deborah Reedy	Teacher	577.5	
Eirin Kiser	Teacher	945	
Jennifer Eller	Teacher	5390	
Jodie Moody	Teacher	6037.5	
Katie Owens	Teacher	603.75	
Kim Reese	Teacher	1942.5	
Mary Thompson	School Pysch	376.25	
Megan Thompson	Teacher	175	
Melissa Martin	Teacher	612.5	
Robert Freeman	Assistant Principal	1907.5	
Scott Larimer		1487.5	
Total Radford High School		39,795.00	910.00
		39,795.00	

School Board Office

Frank Taylor	Teacher	28665	
Charleen Jordan	Teacher	166.25	
Ellen Denny	Director of Instruction/ Grant Administrator	577.5	2,046.15
Robert Graham	Superintendent	0	2,756.70

Kerri Long	CFO	0	677.20
Gracie Duncan	Bus driver	0	1,267.42
Maureen Langdon	Bus driver	0	1,030.60
George Bulson	Bus driver	0	280.58
Judi Simpkins	Bus driver	0	280.58
Jamie Little	Grant Administrator	0	3,843.00
Total School Board Office		29,408.75	12,182.23

Total 1000		180,013.75	22,572.49
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2000 Employee Benefits		Source of funds	
Name of Individuals	Project Role	State	Local
McHarg Elementary			
Angela McCauley	Teacher	31.46	
Anne Goodman	Teacher	66.27	
Blenna Patterson	Teacher	231.59	
Brianna Worrell	Teacher	148.59	
Donita Anderson	Teacher	26.11	
Dana Dehart	Teacher	311.92	
Emily Eagle	Teacher	160.74	70.85
Jane Cox	Teacher	29.44	
Jerry Eller	Teacher	72.28	
Jessica McMurray	Principal	26.11	30.12
Kay Ellerman	Teacher	24.76	
Karen Radford	Teacher	24.76	34.81
Kelly Wheeler	Teacher	40.83	
Lennie Bondurant	Teacher	45.51	
Lori Keister	Teacher	94.37	48.19
Nicole Watson	Teacher	36.82	92.37
Rachel Waff	Teacher	26.77	26.77
Ranglette Dobson	Paraprofessional	26.11	151.27
Sandra Findley	Teacher	6.69	0.00
Stephanie Shull		112.44	157.97
Stephanie Sutphin		24.09	21.42
Tracie Shelton-Farmer		0.00	21.42
Lisa McMahaon		0.00	32.81
		0.00	
McHarg Elementary School Total		1,567.66	688.00

Belle Heth Elementary School

Andrea Guynn	Teacher	228.91	117.81
Andrew Graham	Teacher	58.88	0.00
Angela Thompson	Teacher	66.92	0.00
Anne Rehak	Teacher	259.04	85.68
Barabara Patterson	Teacher	10.71	0.00
Bari Trussell	Teacher	37.48	0.00
Bethany Worrell	Teacher	89.68	42.84
Brittany Akers	Teacher	240.30	85.68
Candace Davis	Teacher	87.03	0.00
Carolyn Wojtera	Teacher	10.70	0.00
Daniela Brunner	Teacher	10.71	171.36
Darlene Lane	Teacher	96.39	0.00
Fay Bowen	Teacher	33.46	0.00
Frank Leighton	Teacher	17.40	0.00
Galen Weyer	Teacher	32.80	0.00
Georgeanne Lavery	Teacher	17.40	0.00
Heather Rowland	Teacher	224.23	37.48
Holly Billings	Teacher	58.22	0.00
Jeanette Croteau	Teacher	22.75	171.36
Jennifer Zienuis	Teacher	184.06	128.52
Kayla Angle	Teacher	44.17	0.00
Keely Jones	Teacher	80.99	0.00
Kenneth Keister	Asst Principal/ Program Admin	99.73	321.20
Kimberly Luckett	Teacher	278.44	0.00
Lori Blackwell	Teacher	10.71	0.00
Mariah Howell	Teacher	330.00	0.00
Matthew Whelan	Teacher	6.69	0.00
Michelle Saunders	Teacher	51.53	9.37
Michelle Schafer	Teacher	103.07	0.00
Nicole Burgard	Teacher	54.21	171.36
Pierson Prioleau	Teacher	38.81	0.00
Richard Fisher	Teacher	115.79	0.00
Robin Hoosier	Teacher	273.76	128.52
Samatha Hayes	Teacher	10.71	0.00
Sarah Stoots Contreras	Teacher	118.48	0.00
Savannah McBride	Teacher	0.00	9.37
Shannon Kessler	Teacher	62.90	32.13
Stacy Page	Teacher	199.45	117.81
Tara Grant	Principal	32.80	369.40
Toni Wright-Franklin	Teacher	17.40	0.00
Tonia Singleton	Teacher	44.17	0.00
Suzanne Woolwine	Teacher	34.80	0.00

Joan Sutphin	Paraprofessional	0.00	62.18
Total Belle Heth Elementary		3,795.68	2,062.07
Dalton Intermediate School			
Amber Alley	Teacher	87.02	
Beverly Edwards	Teacher	30.79	
Brian Dye	Teacher	336.01	
Daniel Hill	Teacher	80.32	
Kelly Morris	Teacher	87.01	
Kristy Bryant	Teacher	56.23	
Patrick Puckett	Teacher	28.11	
Reuben Miller	Teacher	161.96	
Sandra Curd	Teacher	30.79	
Suzanne Saunders	Teacher	28.11	
Tamara Dye	Teacher	120.47	
Valerie Wheeler	Teacher	101.75	
Total Dalton Intermediate School		1,148.57	0.00
Radford High School			
Amber Bebout	Teacher	130.53	
Brenda Bell	School Pysch	12.72	
Brandi Ray	Teacher	34.81	
Cameron Sellers	Teacher	22.75	
Caroline Hickam	Teacher	432.39	
Cecil Hickam	Teacher	876.85	69.61
Deborah Reedy	Teacher	44.17	
Eirin Kiser	Teacher	72.25	
Jennifer Eller	Teacher	412.30	
Jodie Moody	Teacher	461.85	
Katie Owens	Teacher	46.18	
Kim Reese	Teacher	148.59	
Mary Thompson	School Pysch	28.78	
Megan Thompson	Teacher	13.38	
Melissa Martin	Teacher	46.86	
Robert Freeman	Assistant Principal	145.92	
Scott Larimer		113.79	
Total Radford High School		3,044.12	69.61
School Board Office			
Frank Taylor	Teacher	2,192.85	

Charleen Jordan	Teacher	12.72	
David Sable	Teacher	0.00	
Ellen Denny	Teacher	44.17	156.53
Robert Graham	Teacher	0.00	210.88
Kerri Long	CFO	0.00	51.81
Gracie Duncan	Bus driver	0.00	96.96
George Bulson	Bus driver	0.00	21.46
Maureen Langdon	Bus driver	0.00	78.83
Judi Simpkins	Bus driver	0.00	21.46
Jamie Little	Grant Administrator	0.00	293.99
Total School Board Office		2,249.74	931.92

Total 2000		11,805.77	3,751.60
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Source of funds

3000 Purchased/Contractual Services
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State Local

McHarg Elementary

Sharon Jones	Staff Professional development		1,875.00
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Belle Heth Elementary School

Sharon Jones	Staff Professional development		1,875.00
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Dalton Intermediate School

Sharon Jones	Staff Professional development		1,875.00
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Radford High School

Sharon Jones	Staff Professional development	0.00	1,875.00
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Radford City Schools Cafeteria Fund	Reimbursement for meals for December enrichment camps	134.86	
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		134.86	7,500.00
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Source of funds

4000 Internal Services

State Local

0.00 0.00

5000 Other Services

Source of funds

State Local

Radford High School

Radford High School	Reimbursement for Airline tickets for China trip	7,818.00	
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VACORP	International travel insurance for China trip	2,000.00	
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Radford High School	Reimbursement for Lodging for Robotics competition	1260.03	
Radford High School	Reimbursement for Lodging for Drama Competition	599.7	
Radford High School	Reimbursement for Lodging for Robotics competition	856.53	

		12,534.26	0.00
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			Source of funds
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			State	Local
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6000 Materials and Supplies

McHarg Elementary

McHarg Elementary School	STEM supplies for the ESY program	293.92	
McHarg Elementary School	Reimbursement for summer camp supplies	797.29	
Sycom	Laptops for use with ESY program	750.00	1,778.07
Clinton Learning Solutions, Inc.	Technology equipment	625.00	2,477.00
Total MchHarg Elementary School		2,466.21	4,255.07

Belle Heth Elementary School

Belle Heth Elementary	Summer enrichment camp supplies	653.44	
Sycom	Laptops for use with ESY program	750.00	1,778.08
Clinton Learning Solutions, Inc.	Technology equipment	625.00	2,477.00
Total Belle Heth Elementary School		2,028.44	4,255.08

Dalton Intermediate School

Sycom	Laptops for use with ESY program	750.00	1,778.07
Clinton Learning Solutions, Inc.	Technology equipment	625.00	2,477.00
Total Dalton Intermediate School		1,375.00	4,255.07

Radford High School

Radford High School	Supplies for Robotics	243.55	
Radford High School	Reimbursement for robotics supplies	199.68	
Frank Taylor	Reimbursement for student field trip and supplies	63.48	
Sycom	Laptops for use with ESY program	750	1778.08
Clinton Learning Solutions, Inc.	Technology equipment	625	2477

Total Radford High School		1,881.71	4,255.08
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School Board Office

Interactive Achievement	Enrichment/ Remediation program for use at all schools		
Istation	Identification program for participation in Before/after program		
IXL	Software program to help with remediation		
Total School Board Office		0.00	0.00

Total 6000		7,751.36	17,020.30
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Summary		Source of funds	
		State	Local
	1000	180,013.75	22,572.49
	2000	11,805.77	3,751.60
	3000	134.86	7,500.00
	4000	0.00	0.00
	5000	12,534.26	0.00
	6000	7,751.36	17,020.30
Total		212,240.00	50,844.39

Breakdown by location

McHarg Elementary School	33,092.62	7,270.83
Belle Heth Elementary School	72,560.37	17,219.65
Dalton Intermediate School	17,538.57	6,130.07
Radford High School	57,255.09	7,109.69
School Board Office	31,793.35	13,114.15
Totals	212,240.00	50,844.39

Roanoke Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

Fiscal Year Funding Source – (L) FY 17 carryover funds and (M) FY 18 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 skills needed to succeed as they transition from one grade level to the next. The Division sought to accelerate, rather than just remediate student 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 academic progress. 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 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 19th 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

Morningside Elementary 1716 Wilson St. SE, Roanoke, Virginia 24013

Preston Park Elementary 3142 Preston Ave. 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

Round Hill Elementary 2020 Oakland Blvd. NW, Roanoke, VA 24012

Westside Elementary at 1616 19th 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, 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 RCPS+ program ran for six weeks or 29 days from June 18– July 27. Each school’s hours were 8 a.m. – 2 p.m. with 5 ½ hours of instruction and 30 minutes for lunch.

The purpose of RCPS+ is to transition students into a new school year by providing early preparation in reading, writing, and mathematics. Rising Kindergarten - 5th 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.

RCPS+ focuses on: (1) increasing student achievement in reading, writing, and mathematics as measured by district benchmarks and spring Standards of Learning (SOL) scores during the 2018-2019 school year; (2) effecting change in student motivation resulting in improved attendance rates during the 2018-2019 school year; and (3) meeting nutritional, instructional, and emotional needs of all students during the 2018 summer break.

ESY Grant Goal: The overall goal for the program is to have seventy-five (75%) of kindergarten through fifth grade students reading on grade level by the end of their current school year.

Objective 1: Increase active reading time in text during the literacy block and throughout the school day for kindergarten through fifth grade students.

- Strategies: Staff will use 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 of Objective 1: Instruction will include 60-90 minutes of active reading during a daily literacy block and throughout the school day.
- Assessment instrument to be used for evaluation and reporting of Objective 1: Instructional coaches will collect an engagement inventory.

Update: objective 1

2017-2018 School Year:

- Teachers, coaches and principals used engagement inventories to measure the time students spent in text. This allowed staff to make adjustments in their instruction and motivation techniques, so they could increase the amount of time in text over the course of the year. Many schools implemented “One School, One book,” leveled literacy classroom libraries for “read to self” activities, book battles, and other high interest reading activities.

- Teachers implemented reading rotations during every language arts block with a major focus on differentiated instruction.
- Staff members modeled and practiced what a good reader looks like and what they do to be successful readers.
- Students practiced with web-based reading applications such as RAZ Kids, Reading Eggs, and Epic Books.

2018 RCPS+:

- Teachers used engagement inventories to measure the time students spent in text. This allowed staff to make adjustments in their instruction and motivation techniques, which allowed them to increase the amount of time in text over the six-week period of instruction.
- Students used high interest materials to improve their reading engagement. This helped increase student stamina on multi-step tasks. Resources included lockout boxes, local monopoly games, STEM fairytales, craft activities, readers' theater productions and other engaging opportunities.
- Teachers implemented cross-curricular activities that required students to practice multiple skills across subject areas. Reading was required throughout the day to accomplish these various activities.

Objective 2: Students will demonstrate grade level reading comprehension by giving written responses to assigned reading tasks.

- Strategies: Teachers will use journal responses, graphic organizers, sentence stems, illustrations, and higher level thinking questions.
- Metric to be used for evaluation and reporting of Objective 2: Seventy-five (75%) percent of students attending the extended summer program will show a sustained or improved accuracy in reading comprehension.
- Assessment instrument to be used for evaluation and reporting of Objective 2: Teachers will use district-wide scoring checklist for monthly writing samples.

Update: Objective 2

2017-2018 School Year:

- Students completed graphic organizers to demonstrate comprehension skills for both whole and small group reading activities.
- Teachers used exits slips to check students' knowledge of specific reading strategies.
- Teachers incorporated reading response journals in a variety of small group reading exercises.
- Staff used total participation techniques that required a written response during whole group reading activities.
- Students used leveled classroom libraries for a "read to self" station that included a written component illustrating their active engagement in a text.

2018 RCPS+:

- Students used mentor texts to improve their writing and demonstrate comprehension of grade level text with “Trait Crate Plus” kits.
- Teachers implemented cross-curricular interactive read alouds each day that required students to complete graphic organizers or total participation responses.
- Students used writing response journals/workbooks during small group rotations to demonstrate their comprehension abilities.

Objective 3: Students who attend the extended summer program will sustain or improve their end of the school year reading levels.

Strategies:

- Strategies: Prescriptive reading curriculum, additional time in text, local field trips, and STEAM (science, technology engineering, art, and mathematics) projects based on literature, and differentiated small group instruction.
- Metric to be used for evaluation and reporting of Objective 3: Eighty (80%) of students attending the extended summer program will sustain or improve their reading levels.
- Assessment instrument to be used for evaluation and reporting of Objective 3: The Fountas & Pinnell Benchmark Assessment System Word Lists will measure reading levels.

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 Takes You Everywhere*. Roanoke City Public Schools worked closely with the Roanoke Public Libraries in creating a theme that helped students become more excited about learning in all content areas. Through state and federal grants, the Roanoke Public Libraries assisted Roanoke City Public Schools in reinforcing our instructional goal and objectives for all students.

The 2018 Summer RCPS+ reading curriculum followed specific components at each site. The curriculum included:

- Weekly themes - Week 1: Reading Around Town, Week 2: Reading Takes You Across the Country, Week 3: Reading Continues to Take You Across the Country, Week 4: Reading Takes You Around the World, Week 5: Reading Takes You Underwater and Underground, Week 6: Reading Takes You Out of This World
- Daily 120 minute reading block that included a whole group enrichment lesson, small group leveled instruction, school-wide read aloud activities, and *Trait Crate Plus* writing activities
- Reading and writing activities that included STEAM, Reader’s Theater, and Breakout Boxes

- Participation in a One Book, One School Project: Grades K-1 – Flat Stanley’s Worldwide Adventures by Jeff Brown and Flat Stanley in Space by Jeff Brown; Grades 2-5 – Hello Universe by Erin Kelly

The 2018 Summer RCPS+ math curriculum followed specific components at each site. The curriculum included:

- Daily 105-minute math block with a focus on developing number sense and problem solving
- Math lessons focused on engineering, problem solving, and number sense as it related to communities, states, countries, and the universe
- Engagement in mathematical challenges that required students to use measurement, geometry, and patterns to create structures that can stand alone using Keva Planks
- Students collaborated in small groups to problem solve through number games, discovery, and investigation

The 2018 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.
- *Science/Enrichment* - Through the use of technology and everyday materials, students explored the following enrichment activities:
 - *Reading Takes You Everywhere* even a desert island: After reading a story, students worked together in teams to design, build, and create items to help survive the teacher created natural disasters (tornados, floods, loss of power). Students created huts, bridges, solar ovens, and even boats to withstand the elements.
 - *Reading Takes You Everywhere* including the world of music: Students created musical stories with handmade instruments including straw kazoos, shakers, and balloon drums. Students explored the effects of tension, materials, and adjusting other physical properties on the sounds created.
 - *Reading Takes You Everywhere* including reporting the weather: Students created a variety of weather instruments including barometers, weather balloons, and rain gauges. Students produced a live weather broadcast by writing reporter scripts and videotaping using a video creation set/green screen.
 - *Reading Takes You Everywhere* into the World of Technology: Students explored a wide variety of coding software and hardware. Students quickly became experts at building their own video games using Boxels. In addition, Puzzlets, Osmos, and Dash and Dots allowed students to think like computer programmers. MakerBot 3D printers allowed students to design and print individualized icons to understand the reasons

behind internet safety.

- *Visual Art* - Students created two pieces of artwork during RCPS+. Projects (grade level appropriate) focused on the elements of art: color, line, shape, pattern, and balance. Both projects “Let’s Travel with Flat Stanley!” and “My Tizzled Topped Tufted Mazurka” correlated with the *Reading Takes You Everywhere* theme. Lessons incorporated steps in the art-making process: brainstorming, preliminary, sketching, planning, and reflecting to generate ideas for art.
- *Music* - Students were exposed to music from all around the world. Each lesson was designed to focus on music literacy skills. Students played Orff instruments (pitched), World drums, and other percussion instruments during music classes. Students worked on vocal skills, movement games, and performed Circle Dances. Students created sounds and movements through storytelling opportunities.
- *Strings and Band* - Rising 5th grade students received weekly group lessons on a band or string instrument. Each lesson focused on music literacy and reinforcing fundamentals of posture, hand position, breathing, and embouchure. Directors focused on tone production and building confidence while playing an instrument.

Students enrolled for each rising grade:

School	Rising K	Rising 1 st	Rising 2 nd	Rising 3 rd	Rising 4 th	Rising 5 th	Total
Fallon Park, Garden City & Morningside	47	82	76	74	74	66	419
Fishburn Park	57	55	47	45	30	44	278
Hurt Park & Fairview	32	75	61	66	49	54	337
Monterey & Preston Park	48	82	73	68	83	66	420
Roanoke Academy & Lincoln Terrace	45	65	68	69	69	69	385
Round Hill & Westside	53	119	104	101	64	92	533

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.

The first barrier is that the RCPS+ program occurs during the months of June and July. All instructional data collected focused 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. To resolve this barrier, RCPS+ presented an engaging, hands-on curriculum that is non-evaluative. Rising students are introduced to new concepts in reading, math, and STEAM lessons. All activities followed a common theme for the 2018 summer. This year’s theme was *Reading Takes You Everywhere*. District reading and math specialists, classroom teachers, and district coordinators did instructional planning for the RCPS+ program. Staff members spent hundreds of hours developing the instructional curriculum for teachers and staff to use.

The second RCPS+ barrier focused on available time to provide 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. To resolve this barrier, reading levels were assessed at the beginning and end of the RCPS+ summer program with the Fontas and Pinnell Benchmark Word List assessment. RCPS+ used this assessment because it was a very quick indicator of student reading levels and it allowed teachers to maintain their instructional time during the program.

Transportation was based on the number of students participating in RCPS+. Roanoke City Public Schools contracted Mountain Valley Transportation for busing services during the regular school year and continued this relationship during RCPS+. Mountain Valley provided transportation to and from school each day along with field trips.

Varieties of organizations were involved in working with Roanoke City Public Schools’ Extended School Year project, RCPS+. Roanoke Valley Public Libraries offered a story time hour and picnic with expanded library resources to students. Roanoke City Parks and Recreation provided swimming lessons and water safety instruction. Mill Mountain Theatre performed *A Year with Frog and Toad* on stage for students. Roanoke Children’s Theatre performed *Charlotte’s Web* as an in school presentation to connect children to literature through play production. Kids Square provided a hands on museum. Natural Bridge allowed students to discover caverns along with touring a Monacan Indian Exhibit.

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 goes to staff with the following questions:

- During the 2018 RCPS+ program, what role did you serve?
- What were the most engaging aspects of the English curriculum? Please explain.
- What recommendations do you have for the English curriculum? Please explain.
- What were the most engaging aspects of the Math curriculum? Please explain.
- What recommendations do you have for the Math curriculum? Please explain.
- What were the most engaging aspects of the STEAM curriculum? Please explain.
- What recommendations do you have for the STEAM curriculum? Please explain.
- Please share one memorable moment from working in the 2018 RCPS+ program.

Concerns focused on the instructional level of certain material presented, read aloud choices that were too long, and not having enough time in the instructional day to complete some tasks. The concerns were very random and spread over all of the six grade levels within the program. Overall, the results of the staff survey were very positive. Roanoke City Public Schools strives to have more and more staff members, students, families, and the Roanoke City community to feel the same way as this 2018 survey response:

As this was my first year doing RCPS+, I was not sure what to expect. I had heard that it was a teacher-friendly set up with multiple student-friendly enrichment activities. Even having such a high recommendation going into the program, I was blown away. I have always loved teaching, but this summer I fell back in love with it all over again. Each day my students were able to explore, discover, work together, problem solve, and grow academically, emotionally, and socially. I could not pick out one specific memorable moment from this summer with RCPS+. However, I will always smile when I remember the multitude of times one of my students would call out, "I got it!!!". They worked so hard this summer, and were able to participate in activities, technology, and projects that many kids would love to get their hands on. This summer working with RCPS+ was an incredible experience that I cannot wait to participate in again next year!

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.

- B. During the 2017-2018, 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. Classroom teachers assessed over 6000 elementary students independently with the BAS within the entire school district. Each student received a reading level based on the <http://www.fountasandpinnell.com/textlevelgradient/>) Fountas and Pinnell Text Level Gradient. Student reading levels were entered into the district data program, eSchoolPLUS. RCPS has a goal for 75% of students to read on grade level by the end of their current school year. The 2017-2018 reading results are included in this report.

- C. During the 2018 RCPS+ program, reading levels were assessed at the beginning and end of the program using the Fontas and Pinnell Benchmark Assessment Word Lists. Staff used this assessment because it is a quick indicator of student reading levels without losing instructional time. It also allowed us to maintain our instructional time during the summer program. The RCPS+ overall results are included in this report.

2018 YEAR PRE-POST DATA for REQUIRED Metric

Metric: Student Achievement Summer 2018 – Fairview, Fall Park, Fishburn Park, Garden City, Hurt Park, Lincoln Terrace, Monterey, Morningside, Preston Park, Roanoke Academy, Round Hill and Westside

Instrument: Fountas and Pinnell Benchmark Assessment System

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: ESL
Number of Students Assessed	4,712	1,889	2,446	814
% of students reading on grade level Fall '17	57.69%	58.02%	57.35%	40.97%
% of students reading on grade level Spring '18	62.12%	62.89%	60.79%	46.68%
Net Change	4.43% increase	4.87% increase	3.44% increase	5.72% increase

Enter an explanation of the data here:

During the 2017-2018, 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. Each student received a reading level based on the Fountas and Pinnell Text Level Gradient. Student reading levels were entered into the district database in the fall 2017 and spring 2018. RCPS has a goal for 75% of students to read on grade level by the end of their current school year. The 2017-2018 reading results are included. This is the first year focusing on 75% of students on grade level by the end of their current year for kindergarten through fifth grades. Even though our district did not meet our overall goal of 75%, students did make progress. Administrators and staff will use this information for instructional planning and programming during the 2018-2019 school year.

2018 YEAR DATA

Metric: Student Achievement Summer 2018 – Fairview, Fall Park, Fishburn Park, Garden City, Hurt Park, Lincoln Terrace, Monterey, Morningside, Preston Park, Roanoke Academy, Round Hill and Westside

Instrument: Fontas and Pinnell Benchmark Assessment Word Lists

Reporting Area	All Students	Reporting Group: White	Reporting Group: Black	Reporting Group: ESL
Number of Students Assessed	1,071	408	533	278
Maintained Reading Level during ESY	97.20%	97.79%	96.06%	98.56%
Increased Reading Level during ESY	52.85%	52.21%	51.59%	52.16%

Enter an explanation of the data here:

During the 2018 RCPS+ program, staff assessed student reading levels at the beginning and end of the program using the Fontas and Pinnell Benchmark Assessment Word Lists. Staff used this assessment because it is a quick indicator of student reading levels without losing significant instructional time. It also allowed staff to maintain our instructional focus during the summer program. The data shows overall, 97.2% of all students that took the assessment at the beginning and end of the program sustained their current reading level. The data shows overall, 52.85% of all students increased their reading level from the beginning of the program until the end.

- D. 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.
- E. 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. 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. Student behavior is very good during RCPS+. Students are engaged in non-evaluative activities that focus on developing a renewed love of learning in reading, mathematics, and STEAM. Students are encouraged to try new things and present their learning through a variety of projects. Students work with local fine arts agencies and take fieldtrips throughout the city in which they live. Students understand that learning is fun.
- F. 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. All budget expenses are included in the following pages. These expenses reflect carry-over funds from the FY17 grant and the FY18 grant award.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY 17 (L) carry over and FY (18)			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.		Source of Funds	
Names of Individuals	Project Role	State	Local
<i>Names of individuals and staff positions are listed after the expense report.</i>			
FY 17 (L)		45391.80	3709.57
FY 18 (M)		672635.12	210782.15
Total		\$718,026.92	\$214,491.72
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.		Source of Funds	
		State	Local
FY 17 (L)		9656.72	789.18
FY 18 (M)		51708.16	16363.43
Total Employee Benefits 2000		\$61,364.88	\$17,152.61
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		Source of Funds	
		State	Local
FY 17 (L)		18790.46	1535.62
FY 18 (M)		200664.30	62724.54
Total Purchased Contractual Services		\$219,454.76	\$64,260.16
4000 Internal Services		Source of Funds	
		State	Local
FY 17 (L)		730.80	59.72

FY 18 (M)	890.40	277.28
Total Internal Services	\$1,621.20	\$337.00
5000 Other Services	Source of Funds	
	State	State
FY 17 (L)	0	0
FY 18 (M)	1565.31	489.68
Total Other Services	\$1,565.31	\$489.68
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
FY 17 (L)	364845.25	29816.37
FY 18 (M)	127037.28	32261.23
Materials and supplies are listed after the expense report.		
Total Materials and Supplies	\$491,882.53	\$62,077.60
	State	Local
Total Project Expenses	\$1,493,915.60	\$358,808.77

Fallon Park, Garden City, Morningside

<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
Dennis	Lisa	Patrick Henry	Library Media Specialist	Fallon Park
Andrews	Natalie	Woodrow Wilson	Secretary	Fallon Park
Capps	Andrew	New Hire	Teacher - Music	Fallon Park
Bailey	Lauren	Fallon Park	Teacher - 3rd Grade	Fallon Park
Boone	Emily	Fairview	Teacher - STEAM - Elementary	Fallon Park
Bryant	Nicole	Fairview	Teacher - STEAM - Elementary	Fallon Park
Carney	Anne	Fallon Park	Teacher - 3rd Grade	Fallon Park
Colo	Martha	Fallon Park	Teacher - 1st Grade	Fallon Park
Dagan	Carol	Fallon Park	Teacher - Kindergarten	Fallon Park
Deaton	Jennifer	Garden City	Teacher - 5th Grade	Fallon Park
Evans	Chelsea	Garden City	Teacher - 5th Grade	Fallon Park
Fisher	Mary	Garden City	Teacher - 1st Grade	Fallon Park
Futrell	Margaret	Morningside	Teacher - 2nd Grade	Fallon Park
Gray	Bethany	Fallon Park	Teacher - 5th Grade	Fallon Park
Greer	Ashley	Morningside	Teacher - Kindergarten	Fallon Park
Hawryliw	Christine	Fallon Park	Teacher - 2nd Grade	Fallon Park
Hott	Sarah	Fallon Park	Teacher - ELL	Fallon Park
King	Stephane	Fallon Park	Teacher - 2nd Grade	Fallon Park
Kotchish	Jacob	Fleming	Teacher - Art - Elementary	Fallon Park
Lawson	Mary	Morningside	Teacher - 1st Grade	Fallon Park
Lloyd	Anette	Fleming	Teacher - Art - Elementary	Fallon Park
McGhee	Ann	Fallon Park	Teacher - ELL	Fallon Park
Melvin	Matthew	Fallon Park	Teacher - Physical Education	Fallon Park
Murphy	Timothy	2018-19 HIRE	Teacher - Music	Fallon Park
Orris	Stacie	Fallon Park	Teacher - Reading Specialist	Fallon Park
Painter	Rhonda	Fairview	Teacher - Music	Fallon Park
Pero	Kathleen	Grandin Court	Teacher - 4th Grade	Fallon Park
Poindexter	Kay	RAMS	Teacher - Physical Education	Fallon Park
Ring	Ellen	Fishburn Park	Teacher - STEAM - Elementary	Fallon Park
Sain	Channing	Crystal Spring	Teacher - Physical Education	Fallon Park
Shamy	Jennifer	RAMS	Teacher - Art - Elementary	Fallon Park
Swanson	Rhonda	Garden City	Teacher - 4th Grade	Fallon Park
Temple	Kathryn	Fallon Park	Teacher - Kindergarten	Fallon Park
Thompson	Kathryn	Morningside	Teacher - 4th Grade	Fallon Park

Uhl	Evelyn	Fallon Park	Teacher - Reading Specialist	Fallon Park
Wasson	Myra	Fallon Park	Teacher - 4th Grade	Fallon Park
Wilburn	Brian	Garden City	Teacher - 3rd Grade	Fallon Park

Fishburn Park

<u>Last</u>	<u>First</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Shelton	Jaime	Grandin Court	Library Media Specialist	Fishburn Park
Guess	Natasha	Westside	Secretary	Fishburn Park
Byers	Julie	Fishburn Park	Teacher - Reading Specialist	Fishburn Park
Carter	Shannon	Grandin Court	Teacher - 2nd Grade	Fishburn Park
Costine	Harold	Round Hill	Teacher - 4th grade	Fishburn Park
Croy	Amy	Round Hill	Teacher - Physical Education	Fishburn Park
Gibson	Kim	Wasena	Teacher - 4th grade	Fishburn Park
Gordon	Jason	Grandin Court	Teacher - Physical Education	Fishburn Park
Gray*	Allison	Grandin Court	Teacher - 5th Grade	Fishburn Park
Huffman	Lori	RAMS	Teacher - Music	Fishburn Park
Kotchish	Jacob	Fleming	Teacher - Art - Elementary	Fishburn Park
Lawson	Megan	Fishburn Park	Teacher - 4th Grade	Fishburn Park
Mabry	Debra	Grandin Court	Teacher - 1st Grade	Fishburn Park
Matko	Laurie	Garden City	Teacher - ELL	Fishburn Park
May	Teri	Grandin Court	Teacher - Kindergarten	Fishburn Park
McFarland	Angie	Grandin Court	Teacher - Reading Specialist	Fishburn Park
Painter	Rhonda	Fairview	Teacher - Music	Fishburn Park
Ring	Ellen	Fishburn Park	Teacher - 2nd Grade	Fishburn Park
Roberts	Tamara	Virginia Heights	Teacher - 5th Grade	Fishburn Park
Salvo	Solange	Woodrow Wilson	Teacher - ELL	Fishburn Park
Scott	Ashley	Fishburn Park	Teacher - 3rd Grade	Fishburn Park
Shamy	Jennifer	RAMS	Teacher - Art - Elementary	Fishburn Park
Sidwell	Bambi	Grandin Court	Teacher - 3rd Grade	Fishburn Park
Straub	Mary	Grandin Court	Teacher - 2nd Grade	Fishburn Park
Sweetenberg	Angelia	Grandin Court	Teacher - 1st Grade	Fishburn Park
Veinote	Kingna	Fishburn Park	Teacher - Kindergarten	Fishburn Park
Venable	Jasmin	Morningside	Teacher - Reading Specialist	Fishburn Park
Wilks	Kimberly	Grandin Court	Teacher - 3rd Grade	Fishburn Park
Richards	Kit	Fishburn Park	Teacher - STEAM - Elementary	Fishburn Park
Wilkinson	Joshua	Patrick Henry	Teacher - STEAM - Elementary	Fishburn Park

Hurt Park and Fairview

<u>Last</u>	<u>First</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Whitaker	Jeannie	Virginia Heights	Library Media Specialist	Hurt Park
Jeffries	Belinda	Fairview	Secretary	Hurt Park
Allen	Amber	Virginia Heights	Teacher - 1st Grade	Hurt Park
Altizer	Lisa	Fairview	Teacher - Kindergarten	Hurt Park
Beckwith	Deonne	Fairview	Teacher - 2nd Grade	Hurt Park
Bell	Charles	Hurt Park	Teacher - 4th Grade	Hurt Park
Bryson	Sue	Fallon Park	Teacher - Reading Specialist	Hurt Park
Campbell	Kathleen	Fairview	Teacher - Kindergarten	Hurt Park
Chastang	Haley	Fairview	Teacher - STEAM - Elementary	Hurt Park
Childress	Cassy	Breckinridge	Teacher - STEAM - Elementary	Hurt Park
Day	Carolyn	Virginia Heights	Teacher - 5th Grade	Hurt Park
Deacon	Casey	Virginia Heights	Teacher - 4th Grade	Hurt Park
Dickenson	George	Highland Park	Teacher - Music	Hurt Park
Eplion	Tammy	Fallon Park	Teacher - 2nd Grade	Hurt Park
Fonder	Ann	Virginia Heights	Teacher - 1st Grade	Hurt Park
Gibson	Tina	Hurt Park	Teacher - 5th Grade	Hurt Park
Gray	Allison	Preston Park	Teacher - ELL	Hurt Park
Guffey	Jennifer	Hurt Park	Teacher - 3rd Grade	Hurt Park
Haston	Rosemary	Virginia Heights	Teacher - 3rd Grade	Hurt Park
Hayden	Sharon	Hurt Park	Teacher - Reading Specialist	Hurt Park
Holland-Deskins	Sherrial	Fallon Park	Teacher - 1st Grade	Hurt Park
Horsley	Mandy	Westside	Teacher - STEAM - Elementary	Hurt Park
Lawson	Amanda	Hurt Park	Teacher - 2nd Grade	Hurt Park
Lewis	Miranda	Monterey	Teacher - 3rd Grade	Hurt Park
Martin Sr	Bobby	Fleming	Teacher - Physical Education	Hurt Park
Melvin	Matthew	Fallon Park	Teacher - Physical Education	Hurt Park
Minnix	Andrew	Fairview	Teacher - 4th Grade	Hurt Park
Prim	Blake	Highland Park	Teacher - Art - Elementary	Hurt Park
Rybitski	Sarah	Hurt Park	Teacher - Kindergarten	Hurt Park
Sojka	Joanna	Fairview	Teacher - ELL	Hurt Park
Stanley	Scott	Fairview	Teacher - 5th Grade	Hurt Park

Stewart	Amber	Fairview	Teacher - 3rd Grade	Hurt Park
Tallet-Klotzer	Deborah	Virginia Heights	Teacher	Hurt Park
Thielecke	Caroline	Fairview	Teacher - Reading Specialist	Hurt Park
Thompson	Leah	Round Hill	Teacher - Art - Elementary	Hurt Park
Turner	Lenora	Fleming	Teacher - Music	Hurt Park
Wilson	Denise	Fairview	Teacher - Kindergarten	Hurt Park

Monterey and Preston Park

<u>Last</u>	<u>First</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Carpinteyro de Marquez	Patricia	Round Hill	Instructional Assistant - ELL	Monterey
Rock	Sandra	Preston Park	Library Media Specialist	Monterey
Ford	Tina	Preston Park	Secretary	Monterey
Ayles	Jennifer	Monterey	Teacher - 3rd Grade	Monterey
Bias	Elizabeth	Breckinridge	Teacher - Physical Education	Monterey
Blair	Gordon	Round Hill	Teacher - STEAM - Elementary	Monterey
Caldwell	Valerie	Monterey	Teacher - 3rd Grade	Monterey
Campbell	Chris	Preston Park	Teacher - Kindergarten	Monterey
Coles	Kirsten	Monterey	Teacher - 5th Grade	Monterey
Cundiff	Kirsten	Monterey	Teacher - Kindergarten	Monterey
Fasnacht	Jessica	Preston Park	Teacher - ELL	Monterey
Fickey	Kim	Monterey	Teacher - 2nd Grade	Monterey
Fischer	Kristin	Preston Park	Teacher - 3rd Grade	Monterey
Fitzgerald	Cecelia	Preston Park	Teacher - 1st Grade	Monterey
Fuch	Eric	Fallon	Teacher - 5th grade	Monterey
Fulton	Amanda	Monterey	Teacher - Kindergarten	Monterey
Gomez	Laura	Woodrow Wilson	Teacher - ELL	Monterey
Greene	Michelle	Preston Park	Teacher - 4th Grade	Monterey
Haga	Kristin	Monterey	Teacher - 2nd Grade	Monterey
Heslep	Michelle	Monterey	Teacher - Kindergarten	Monterey
Keene	Jessica	Hurt Park	Teacher - Physical Education	Monterey
Kotchish	Jacob	Fleming	Teacher - Art - Elementary	Monterey
Laughlin	Tracy	Monterey	Teacher - 1st Grade	Monterey
Lloyd	Anette	Fleming	Teacher - Art - Elementary	Monterey
Murphy	Timothy	2018-19 HIRE	Teacher - Music	Monterey
Neighbors	Sarah	Monterey	Teacher - 1st Grade	Monterey
Oefelein	Erin	Highland Park	Teacher - ELL	Monterey
Painter	Rhonda	Fairview	Teacher - Music	Monterey
Ragland	Jennifer	Preston Park	Teacher - 1st Grade	Monterey
Ralph	Amy	Monterey	Teacher - Reading Specialist	Monterey
Rice	Cynthia	Preston Park	Teacher - 2nd Grade	Monterey

Small	April	Preston Park	Teacher - Reading Specialist	Monterey
Snay	Abigail	Monterey	Teacher - 3rd Grade	Monterey
Suggs	Latasha	Monterey	Teacher - 4th Grade	Monterey
Surprenant	Kelly	Monterey	Teacher - 4th Grade	Monterey
Tyree	Chaz	Preston Park	Teacher - 5th Grade	Monterey
Vandeberg	Daniel	Fairview	Teacher - STEAM - Elementary	Monterey

Lincoln Terrace and Roanoke Academy

<u>Last</u>	<u>First</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Carl	Jeanie	Virginia Heights	Interpreter	RAMS
Reed	Tammy	Virginia Heights	Interpreter	RAMS
Cole	Lindsay	RAMS	Library Media Specialist	RAMS
Painter	Lisa	Patrick Henry	Secretary	RAMS
Wilson	Karen	Fleming	Secretary	RAMS
Azar	Gabriella	Fairview	Teacher - 1st Grade	RAMS
Bard	Crystal	RAMS	Teacher - Kindergarten	RAMS
Belcher	Micki	RAMS	Teacher - Reading Specialist	RAMS
Bonds	Pauline	RAMS	Teacher - 4th Grade	RAMS
Brown	Deirdre	RAMS	Teacher - 2nd Grade	RAMS
Critzler	Kayleigh	RAMS	Teacher - 3rd Grade	RAMS
Dowe	Pawnee	Lincoln Terrace	Teacher - Kindergarten	RAMS
Falin	Kelly	Lincoln Terrace	Teacher - 1st Grade	RAMS
Ferguson	Janelle	RAMS	Teacher - 2nd Grade	RAMS
Ferris	David	Fairview	Teacher - 2nd Grade	RAMS
Fleming	Katherine	RAMS	Teacher - 4th Grade	RAMS
Gray	Sarah	Round Hill	Teacher - ELL	RAMS
Hartley	Ellen	Fallon Park	Teacher - 5th Grade	RAMS
Hartman	Andrew	Breckinridge	Teacher - STEAM - Elementary	RAMS
Huffman	Jordan	RAMS	Teacher - 1st Grade	RAMS
Huffman	Lori	RAMS	Teacher - Music	RAMS
Keen	Katherine	Lincoln Terrace	Teacher - ELL	RAMS
Kelley	Caitlin	2018-19 HIRE	Teacher - Music	RAMS
Kendrik	Amanda	Fairview	Teacher - 2nd Grade	RAMS
Leslie	Erin	2018-19 HIRE	Teacher - Art - Elementary	RAMS
Meyn	Nora	Round Hill	Teacher - Reading Specialist	RAMS
Moreland	Crystal	RAMS	Teacher - 5th Grade	RAMS
Morgan	Paula	Lincoln Terrace	Teacher - 4th Grade	RAMS
Morrisette	Susan	Preston Park	Teacher - STEAM - Elementary	RAMS
Perkins	Alisha	RAMS	Teacher - 2nd Grade	RAMS
Poindexter	Kay	RAMS	Teacher - Physical Education	RAMS

Rhodes	Sheilia	RAMS	Teacher - 2nd Grade	RAMS
Rhodes	Sheila	RAMS	Teacher - 4th grade	RAMS
Sain	Channing	Crystal Spring	Teacher - Physical Education	RAMS
Sereno	Miranda	Westside	Teacher - 3rd Grade	RAMS
Shamy	Jennifer	RAMS	Teacher - Art - Elementary	RAMS
Shelor	Kristen	Lincoln Terrace	Teacher - STEAM - Elementary	RAMS
Sweet	Elizabeth	Fairview	Teacher - 5th grade	RAMS
Thorpe	Robin	Lincoln Terrace	Teacher - 5th Grade	RAMS
White	Keiara	Lincoln Terrace	Teacher - 3rd Grade	RAMS

Round Hill and Westside

<u>Last</u>	<u>First</u>	<u>Home School</u>	<u>Summer School Position</u>	<u>Summer School Location</u>
Lewis	Melba	Westside	Instructional Assistant - ELL	Round Hill
Overstreet	Melissa	Round Hill	Library Media Specialist	Round Hill
Jackson	Robin	Westside	Secretary	Round Hill
Allenbaugh	Sarah	Westside	Teacher - 3rd Grade	Round Hill
Allenbaugh	Sarah	Westside	Teacher - 4th Grade	Round Hill
Bell	Dana	Round Hill	Teacher - Reading Specialist	Round Hill
Boyd	Bonnie	Round Hill	Teacher - Kindergarten	Round Hill
Carter	Sarah	Fairview	Teacher - 4th Grade	Round Hill
Clark	Elonda	Round Hill	Teacher - 1st Grade	Round Hill
Cooke	Joseph	Round Hill	Teacher - 5th Grade	Round Hill
Coyne	Jennifer	Round Hill	Teacher - 4th Grade	Round Hill
Dickenson	George	Highland Park	Teacher - Music	Round Hill
Dolan	Alison	Round Hill	Teacher - 2nd Grade	Round Hill
Emery	Forrest	Highland Park	Teacher - Physical Education	Round Hill
Ferguson	Christie	Garden City	Teacher - Physical Education	Round Hill
Fernatt	Melissa	Fleming	Teacher - Art - Elementary	Round Hill
Franklin	Ingrid	Westside	Teacher - 1st Grade	Round Hill
Galbreath	Angela	Westside	Teacher - 2nd Grade	Round Hill
Gibson	Jessica	Westside	Teacher - 5th Grade	Round Hill
Gliniecki	Susan	Westside	Teacher - 1st Grade	Round Hill
Gregory	Lacy	Lincoln Terrace	Teacher - STEAM	Round Hill
Hager	Regina	Round Hill	Teacher - ELL	Round Hill
Hamilton	Shaun	Round Hill	Teacher - 4th Grade	Round Hill
Hanes	Carrie	Round Hill	Teacher - 3rd Grade	Round Hill
Jeffries	Quanya	Breckinridge	Teacher - Physical Education	Round Hill
Kelley	Caitlin	2018-19 HIRE	Teacher - Music	Round Hill
Klumpp	Rachel	Westside	Teacher - ELL	Round Hill
Loftin	Matilda	Grandin Court	Teacher - STEAM - Elementary	Round Hill
Malina	Lillian	Round Hill	Teacher - 4th Grade	Round Hill
McGraw	Kerry	Highland	Teacher - STEAM	Round Hill

		Park		
Millender	Leah	Westside	Teacher - 3rd Grade	Round Hill
Miller-Williams	Tammy	Lincoln Terrace	Teacher - 4th Grade	Round Hill
Moore	Shannon	RAMS	Teacher - 2nd Grade	Round Hill
Parker	Christina	Round Hill	Teacher - 2nd Grade	Round Hill
Potter	Melanie	Grandin Court	Teacher - 1st Grade	Round Hill
Prim	Blake	Highland Park	Teacher - Art - Elementary	Round Hill
Reynolds	Heather	Round Hill	Teacher - 2nd Grade	Round Hill
Rhodes	Rhonda	Round Hill	Teacher - 1st Grade	Round Hill
Roberts	Eric	Round Hill	Teacher - 4th Grade	Round Hill
Rueff	Leslie	Westside	Teacher - Reading Specialist	Round Hill
Schmidt	Mary-Katherine	Round Hill	Teacher - 5th Grade	Round Hill
Skeen	Sarah	Westside	Teacher - 3rd Grade	Round Hill
Spaulding	Jessica	Westside	Teacher - Kindergarten	Round Hill
Spencer	Kevin	Westside	Teacher - STEAM - Elementary	Round Hill
Thompson	Leah	Round Hill	Teacher - Art - Elementary	Round Hill
Turner	Lenora	Fleming	Teacher - Music	Round Hill
Urbanski	Sarah	Westside	Teacher - 1st Grade	Round Hill
Venable	Bethany	Westside	Teacher - ELL	Round Hill
Weddle	Sara	Round Hill	Teacher - 3rd Grade	Round Hill
Yopp	Shannon	Wasena	Teacher - K	Round Hill

Vendor Names – FY17 (L) Purchases

Apple Inc.
 Barnes and Noble Booksellers, INC.
 Boy Scouts of America
 CDW Government, INC.
 Dell Marketing L.P.
 Evolve, INC.
 Frick Paper (Paper Mart)
 GE Money Bank – Walmart
 GE Money Bank (Sams Club Direct)
 GE Money Bank / Amazon
 GL Group
 Lakeshore Equipment Company
 LEGO Dacta Pitsco LLC
 Lowe’s Home Centers, INC.
 Mind Research Institute
 Motter’s Music House, INC.
 Music in Motion INC.
 Musicians Friend INC.
 Office Depot
 Oriental Trading Company, INC.
 Plank Road Publishing, INC.
 Scholastic Book Clubs INC.
 School Specialty
 Staples
 Tangible Play, INC.
 West Music Company, INC.
 Wonder Workshop INC.

Description

IPads
 Books used for curriculum
 Regatta equipment
 Maker Bot Essentials
 Computers
 Ozobot Evo Classroom Kits
 Items used for curriculum
 Items used for curriculum
 Items used for curriculum
 Green Screens for STEAM
 Classroom Leveled Libraries
 STEAM Kits
 Coding Kits
 Items used for curriculum
 ST Math
 Items used for music program
 Items used for music program
 Items used for music program
 Items used for curriculum
 Items used for STEAM program
 Items used for the curriculum
 Trait Crates
 Items used for curriculum
 Items used for curriculum
 Osmo Classroom Kits, Coding Duo
 Items used for the music program
 Wonderpacking Education, Cue-Onyx

Vendor Names – FY18 (M) Purchases

Apple INC.
 Barnes and Noble Booksellers, INC.
 Breakout, INC.
 CDW Government, INC.
 Digital Dream Labs, INC.
 Earlychildhood LLC
 Evolve, INC.
 Follett School Solutions INC.
 GE Money Bank – Walmart
 GE Money Bank (Sams Club Direct)
 GE Money Bank / Amazon

Description

IPads
 Books used with curriculum
 Breakout boxes
 MakerBot Essentials
 Puzzlet Packs
 Items used for curriculum
 Ozobot Evo Classroom Kits
 Library books
 Items used for curriculum
 Items used for curriculum
 Items used for curriculum

Greenwood Publishing Group	Writing strategies books for teachers
Ground Enterprises INC. –Swift Print	Items used for curriculum
Highlights for Children, INC.	Subscriptions for all rising first graders
Lakeshore Equipment Company	STEAM Kits
O’Brien Associates of Richmond	Books used with curriculum
Office Depot	Items used for curriculum
Oriental Trading Company, INC.	Items used for the STEAM curriculum
Pixel Press Technology, LLC.	Bloxels Team Builder Packs
Puzzle Warehouse LLC	Puzzle associated with curriculum
S & S Worldwide, INC.	Maker Space Carts
Scholastic, INC.	Trait Crates
School Specialty	Items used for curriculum
Softsports LLC	Keva Planks
Staples	Items used for curriculum
Staples Contract and Commercial, INC.	Posters printed for curriculum project
Tangible Play INC.	Osmo Classroom Kits, Coding Duo
TSRC, INC.	Items used for STEAM curriculum
West Music Company, INC.	Instruments used for music program
Wonder Workshop, INC.	WonderPacking Education, Cue-Onyx

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 six 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 - 8th grades. We served twenty-two different schools at eight sites during the 2018 RCPS+ program. Over 3000 students enrolled in the 2018 RCPS+ program. Twelve elementary school sites used the Extended School Year funds during the 2017-2018 school year with three more sites included in a new application for FY19.

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, 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 for running the RCPS+ program each year. In addition, the school division continues to develop new partnerships 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.

Rockingham County Public Schools
Extended School Year-Year Round School
Annual Report
Fiscal Year 2018

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

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
540.896.7635

Alisa Sims, Principal
asims@rockingham.k12.va.us
540.896.7635

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

Extended School Year; FY17 carryover funds plus FY18 new funds

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 five successful family nights that included dinner for the entire family and a book for every child in attendance. The family nights included a fine art night, a bicycle rodeo, a math night, a magician, and Breakfast with Santa. FRES offered four popular and well-attended family field trips. Families traveled to Washington DC to visit the National Zoo in October. The second trip was over holiday break and families visited Jump Charlottesville Trampoline Park. Families also enjoyed snow tubing at Bryce Resort in February and in May, students and families filled three charter buses and enjoyed a day at Kings Dominion.

Students participated in four out-of-school reading challenges to supplement after school programs to support reading comprehension. Once again, 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 sixteen times after school to provide the additional time the students needed to achieve in the classroom. There was a concentration on hands on activities with an emphasis on math. After School Enrichment Activities offered included Spanish, LEGO Robotics, Physical Education, Cooking, Art, STEM, Hiking & Nature, Pet Care, and Jump Rope. Students met eight times during the school year. Students enjoyed these activities as evidenced by the 95% attendance rate, an increase of 2% from the previous year. Students also received a subscription to an educational magazine to be delivered to their homes.

The overall school attendance increased 2.2% from the previous year and behavioral infractions were reduced by 50.4%.

This year's summer camp gained popularity as there was a 66% increase in average daily attendance. 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, Luray Zoo, You Made It Pottery, Shenandoah Caverns, bowling, nature activities at Highland Retreat, Explore More Museum, and Pump it Pump.

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 200 extended learning hours were offered through the grant and for the second year every student participated in at least one extended learning opportunity! The program ran from August of 2017 through August of 2018 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 5th grade participated. FRES concluded the year with 170 students; 91 who were economically disadvantaged (received free or reduced meals) and 13 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;

There were no barriers to report but many aids to the program's implementation. The school system aided in transportation and food services and several staff were able to attend the National Family Engagement Conference in Richmond, VA.

8. Data on the impact of the program. You are required to report on the metric, *Student Achievement*. In addition, you may choose to report on up to *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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument: SOL Assessments				
Reporting Area	All Students	Reporting Group: Economically Disadvantaged	Reporting Group: Special Education	Reporting Group:
Number of Students Assessed	77/74	48/35	8/9	
Pre-test Average Score	64.58%	64.58%	50%	
Post-test Average Score	75.58%	54.28%	66.67%	
Net Change	11.09%	-10.3%	16.67%	

Enter an explanation of the data here:

The data is a comparison between the 2016/17 and 2017/18 Reading Standards Of Learning.

There was an increase for all students and the Special Education reporting group. There was a decrease for the Economically Disadvantaged reporting group.

b. Additional Metric #1 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: Student Achievement				
Instrument: PALS Assessment				
Reporting Area	All Students	Reporting Group: Economically Disadvantaged	Reporting Group: Special Education	Reporting Group:
Number of Students Assessed	168	91	13	
Pre-test Average Score	75%	25%	70%	
Post-test Average Score	76%	25%	74%	
Net Change	1%	0	4%	

Enter an explanation of the data here:

The data shown above was calculated from the PALS assessment that was conducted at the beginning of the 2017/18 school year and the conclusion. Two reporting groups demonstrated an increase while one remained the same.

c. Additional Metric #2 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: Extended Learning Activities				
Instrument: Activity Attendance				
Reporting Area	All Students	Reporting Group: Economically Disadvantaged	Reporting Group: Special Education	Reporting Group:
Number of Students Assessed	175/170	93/91	8/13	
Pre-test Average Score	100%	100%	100%	
Post-test Average Score	100%	100%	100%	
Net Change	0	0	0	

Enter an explanation of the data here:

We are very proud that every student participated in an extended learning activity while a majority participated in multiple activities.

9. Describe your 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 here:

The staff at Fulks Run Elementary School, with support of the school system, is diligently working to make extended learning an integrated component of our school program. When

progress is accomplished, prospective investors will see a successful program that has earned their support. Leadership continues to work with a three-year program plan that will call upon financial assistance through Title I funding, local school board funding, and community funding at the conclusion of the three-year grant period. Potential collaborations that could greatly benefit the students may be received from PTA and school fundraising events and involvement from local universities and colleges.

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Matt Krantz	Coordinator		
Total		63310.87	19577.72
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Total Employee Benefits 2000		10555.48	2638.87

3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
	State	Local
Total Purchased Contractual Services	7585.60	1896.40
4000 Internal Services	Source of Funds	
	State	Local
Total Internal Services	\$0	\$0
5000 Other Services	Source of Funds	
	State	State
Total Other Services	12578.41	3144.60
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Total Materials and Supplies	23778.98	5944.74
	State	Local
Total Project Expenses	117809.34	33202.33

Virginia Department of Education

**Annual Report for a Start-Up Grant for an Extended School Year Program for School
Divisions or Individual Schools
FY 2018**

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

FY17 carryover funds plus FY18 new funds

The final report must include the following:

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

Rockingham County Public Schools
Mountain View Elementary School
2800 Rawley Pike
Harrisonburg, VA 22801
540-438-1965

2. *Grant Coordinator contact information;*

Peggy Brubaker, Grant Coordinator
Leslie Kapuchuck, School Principal
Mountain View Elementary School
2800 Rawley Pike
Harrisonburg, VA 22801
pbrubaker@rockingham.k12.va.us

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

Extended School Year August 2017-June 2018

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

The goal of this grant was to provide participating students with learning opportunities and experiences that build academic and social success through providing both the opportunities and the extra time needed for students to achieve grade level benchmarks as well as mature socially and emotionally. These experiences took place in both academic and social settings. The primary target groups of this grant included English Learners, SPED, and economically disadvantaged students as noted as free/ reduced lunch participants.

Strategies included after school tutoring opportunities for students in grades 1-4 and also a variety of after school clubs for students in grades 3-5. A two-week, full day summer camp was also offered in addition to regular summer school program. Bus transportation and snacks were provided for these after school and summer programs so that this would not be a deterrent for student participation. An emphasis was put on students working on the soft skills of the 5 C's of Communication, Critical Thinking, Citizenship, Creativity, and Collaboration in addition to the goal of seeing students moving toward academic grade level benchmarks.

A family component was also implemented to build trust and support between home and school and to enhance parental involvement in the child's academic success. Various school events including family field trips were offered on Saturdays to student's nuclear family. These trips provided educational opportunities and experiences that may otherwise be unattainable to families due to cost and distance. A 4-week class was offered to families that were not familiar with the US school system to help these families understand more about the US school system and more specifically about our school. Information and exercises were taught on how parents can be more involved with their student's education and well-being. Families that participated in this class stated that the information provided was helpful in their understanding of their child's education and how they can actively support and engage in their child's academic growth.

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;

Book Buddies Program/ After-School Tutoring

Twice a week from 3:00-4:00; Total 19 weeks

During the regular school year, identified first graders were invited to participate in a "Book Buddies" program that consisted of twenty-four students. These sessions ran for one hour, twice a week over a span of sixteen weeks. The focus was on reading comprehension. Each student was paired with a mentor from Bridgewater College. After-school tutoring was also provided for identified students in grades 1-4. Eight students spent one hour, twice a week after school with a one-on-one tutor to make good progress on reading. After-school tutoring ran for 12

weeks. The focus of the instruction was on phonics, word study, and book reading. Tutors worked under the supervision of a Reading Specialist. Transportation and snacks were provided for both the Book Buddy program and after-school tutoring to promote participation.

Session 1: 9/18/17- 11/20/17	Number of students: 12	Total number of student hours: 108		
Session 2: 1/22/18- 4/16/2018	Number of students: 20	Total number of student hours: 200	EL Students: 3 Free/reduced lunch students: 4	EL & Free/reduced lunch students: 7

Imagine Learning Computer Program

Offered daily after-school, during school year to select EL students

A literacy computer software program, Imagine Learning, was used by 26 students during and after school for up to 20-minutes each day to work on core reading and academic language skills. This software program provided first language support for EL students.

Grade: K	Number of students: 1	Total number of student hours: 25h, 21m	Grade: 3	Number of students: 6	Total number of student hours: 134h, 46m
Grade: 1	Number of students: 10	Total number of student hours: 79h, 58m	Grade: 4	Number of students: 4	Total number of student hours: 78h, 58m
Grade: 2	Number of students: 5	Total number of student hours: 129h, 3m	Grade: 5	Number of students: 1	Total number of student hours: 28h, 26m

After School Eagle Clubs 3:00-4:10

3 Sessions; Total 24 weeks

Participating students that qualify for Free/ Reduced Lunch Program: 90

Participating EL Students: 55

A strong focus of this year's Eagle Experience was after-school clubs. These clubs were offered to grades 3-5 for one-hour each week for a total of twenty-four weeks. Teachers ran special interest clubs. Transportation and snacks were provided to encourage participation. Club series ran in three seasons; fall, winter, and spring. Students had the option of participating in all three seasons. A total of 118 students participated in the fall, 134 students in the winter, and 156

students participated in the spring clubs. The average attendance of clubs was 94%. The focus of these clubs was to encourage participation in areas of interest while working on growth development of the 5 C's (Communication, Critical Thinking, Citizenship, Creativity, and Collaboration) as defined by the VDOE.

Fall Clubs 8 weeks 9/28/17- 11/16/17	# students in Fall Clubs	Winter Clubs 9 weeks 1/18/18- 4/5/18	# students in Winter Clubs	Spring Clubs 7 weeks 4/12/18- 5/24/18	# students in Spring Clubs
Science Club	25	Jump Rope Club	20	Art Club	25
Ukulele Club	10	Baking Club	15	Garden Club	15
Garden Club	15	International Club	15	Orff Ensemble Club	13
Jump Rope Club	16	Singing Club	13	Nature Club	15
Ultimate Club	20	Tech Know Kids Club	20	Girl's Volleyball Club	20
Community Service	20	Girl's Volleyball	16	Future Leaders Club	14
Baking Club	12	Art Club	35	Baking Clubs (2)	26
				Ultimate Club	28
Total students:	Fall 118		Winter 134		Spring 156
Average Attendance:	Fall 96%		Winter 94%		Spring 94%
Total Hours	Fall 10 hours		Winter 11.25		Spring 8.75

Saturday Family Field Trips

Eagle Experience students and their families were invited to participate in 7 family field trips. These trips were held on Saturdays to maximize family participation. Siblings were also invited on these trips. Family units included as small as one parent with one student up to two parents with 7 students. "Back Home on the Farm", an agriculture experience, and ice-skating were local trips. The Science Museum of Virginia, National Zoo, and National Aquarium were all trips with a distance of 2-3 hours driving times from our school. The focus of these trips was to promote

parent involvement and to provide cultural, physical, and educational experiences that may otherwise be unattainable for these families. Families of EL students and economically disadvantaged students were given priority to attend these trips. A translator also accompanied each trip to assist with communication.

Back Home on the Farm	10/21/2017	Total Families: 47	3 hours
Ice Skating	1/27/2018 2/17/2018 3/3/2018	Total Families: 71	1.5 hours each time
Science Museum of Virginia, Richmond VA	3/17/2018	Total Families: 39	10 hours (including travel)
National Zoo, Washington D.C.	4/14/2018	Total Families: 40	10 hours (including travel)
National Aquarium, Baltimore, MD	5/12/2018	Total Families: 37	12 hours (including travel)

Summer Eagle Day Camps 2 weeks, 6 hours each day

A Summer Eagle Day Camp program ran from 8:00-2:00 for two weeks during summer break for students in rising grades 2-5. Camps were led by teachers and focused on a combination of STEAM, 21st Century Learning, and continuing to promote soft skills of 5 C's. The day camps included a camp providing opportunities for students to learn public speaking and debate skills. Students had an opportunity to practice communication skills among peers and create and present a passion project. Another camp designed and created problem-based Break Out boxes following grade level curriculum that classes in the school to use during the school year. A partnership with Level Up Village provided two enrichment courses that promoted design thinking and one-to-one collaboration on real-world problems between students from around the world. Transportation, breakfast, and lunch were offered to all participating summer camp students. Students had the opportunity to attend one or both weeks of day camps.

June 18-22					
Camp: "Break Out Your Creativity"	16 students	Camp: "Speak Up!"	12 students	Camp: Level Up Village-Global Inventors	18 students
June 25-29					
Camp: "Break Out Your Creativity"	15 students	Camp: "Speak Up!"	16 students	Camp: Level Up Village-Global Scientists	18 students
Total Summer Camp Participants: 70	Total days: 10	Total # hours of instruction: 60 hours	Free/reduced lunch students: 22	EL Students: 22	

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;

Teachers were highly involved in the implementation of the after-school tutoring, after-school Eagle Clubs, as well as the Summer Eagle Day Camps. Teachers were given the opportunity to lead activities within these programs that they were passionate about. This provided an opportunity for teachers to share their passion with the students. Teachers were key in promoting all Eagle Experience programs to their students and the families of the students.

Parents were supportive of the additional learning opportunities that were provided outside of the regular scheduled school day. This was evidenced by the high participation in family activities and permission slips signed to allow students to participate in after-school and summer programs. The family field trips provided opportunity for parents to build relationships within the school community. These types of events allowed school personnel to interact with parents and build goodwill that increase parental participation and support in their child's education.

English Language Learner parents were also invited to participate in the Parents as Educational Partners (PEP) classes. A survey to gauge parent's interest was given to select EL families. Through the survey, parents were able to select various topics pertaining to their child's education that they would like to address in the PEP classes. These classes took place during the school day with 6 families participating in the classes. Various administration and teachers presented during the 4-week class in areas pertaining to the student's education. The class topics included School Structure and Procedures, Health & Nutrition of your Child, Understanding School Curriculum & Homework, and Helping Your Child with Reading. Three translators were available to assist with various languages.

Community involvement in the Eagle Experience program includes partnerships with the local higher education institutions James Madison University, Eastern Mennonite University, and Bridgewater College. Higher-education students were able to volunteer as after-school tutors and with the after-school clubs. Persons from local churches also participated in after-school tutoring. Representatives from various organizations provided presentations to the after-school clubs. A local therapeutic dog organization provided opportunities for students to read to therapy dogs. Local community services provided information to the Parents as Educational Partners classes. A local church that provides services to an immigrant community within our school district supported the Eagle Experience by promoting the programs to the families of students within this population as well as connecting key school leaders of the program to school families outside of the school.

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 in the local universities, retirement communities, religious institutions, and civic clubs. Volunteers were not as reliable as paid staff positions. This often required last minute adjustments within the after-school tutoring and meant that students did not always get one-to-one support with reading. A partnership to promote intergenerational communication and writing skills was proposed to a local retirement community but was not implemented due to the retirement community's involvement with a similar program at another local school.

There were teachers that were willing to provide instruction as a tutor after school but additional tutors were required. It was a challenge to hire qualified tutors outside of the school staff. This challenge pushed back the beginning date of the after-school tutoring.

*7. Data on the impact of the program. You are required to report on the metric, **Student Achievement**. In addition, you may choose to report on up to **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.) As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement in reading				
Instrument: PALS Data				
Reporting Area	All Students	Reporting Group: Free/ Reduced Lunch Students	Reporting Group: EL Students	Reporting Group: SPED Students
Number of Students Assessed	443	182	114	17
Pre-test Average Score	64.24	57.14	59.76	59.63
Post-test Average Score	76.69	71.22	74.68	66.9
Net Change	+12.45	+14.08	+14.92	+7.27

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 all student groups with the most gain in the reporting groups of Free/ Reduced Lunch Students reporting +1.63 growth over all students and the reporting group EL students that showed a gain of +2.47 over all students.

b. Additional Metric #1 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: Student Growth in 5 C's				
Instrument: Student Self-Assessment Rubric to measure growth in 5 C's				
Reporting Area	All Students	Reporting Group: Economically Disadvantaged Students	Reporting Group: EL students	
Number of Students Assessed	135	50	36	
Pre-test Average Score	3.9	3.76	3.7	
Post-test Average Score	4.04	3.94	3.81	
Net Change	+ .14	+ .18	+ .11	

Enter an explanation of the data here:

Students completed a teacher created pre-assessment at the beginning of each club season and summer camps. At the end of each club season and summer camp, students completed a post-assessment. Students scaled their answers (1=Never through 5=Always) from questions that would help them critique their personal abilities for each of the 5 C's. The reporting groups average scores were slightly lower than all students but the average growth was similar in all reporting groups. While growth occurred in all areas of the 5 C's, the growth was minimal. We found measuring soft skills in a student self-assessment to lack validity due to the short period of time growth could occur and not every program provided opportunity for growth in all 5 C's. See appendix A for example of Pre/Post 5 C's Assessment.

c. Additional Metric #2 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric: Parent and student participation in family events.				
Instrument: Attendance of families participating in family events.				
Reporting Area	All Students	Reporting Group: All ELL students	Reporting Group: Free/ Reduced Lunch students	Reporting Group: All SPED students
Attendance	37%	90%	88%	64%

Enter an explanation of the data here:

Families of participating Eagle Experience students at Mountain View Elementary School were invited to attend seven Saturday family field trips. Various means were used to encourage family participation including; letters sent home in native language, telephone calls, and home visits. This data was collected per family and may include more than one sibling that attends school at MVES.

8. Describe your 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 here:

The program model for after school clubs is slowly extending to other schools within our district. Teachers, students, and parents valued the enrichment opportunities of the after school clubs offered this past year. Teachers have a better understanding of their role in facilitating after school clubs and value the opportunity to share these experiences with students. Teachers may be more willing to continue offering these opportunities because of the experiences they have gained from the past year. Club supplies and materials were purchased with grant money that will be able to be used for future clubs. Teachers also utilized community organizations and volunteers to assist with clubs and there may be more opportunities to encourage community resources support this program.

The students and teachers enjoyed the project based learning focus for the extended school year summer camps. Summer camp days were initially lengthened this year to provide opportunity for

field trips. Ultimately, teachers chose to not include field trips so that they could take full advantage of their time to work on the student projects. It was a bit of a struggle to enroll students in the identified target groups even though transportation, breakfast, and lunch were provided. This may be due to after camp childcare complications.

The school's PTO acknowledges the value of the school community building and parent involvement programs and is looking at ways to continue some of these programs through their budget.

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.		Source of Funds	
Names of Individuals	Project Role	State	Local
Adam, Keir	Tutor	129.20	32.30
Alijabar, Jassim	Interpreter	60.80	15.20
Barger, Jesse	After School Club/Summer Camp Teacher	1510	377.5
Behm, Olivia	After School Club/Summer Camp Teacher	1840	460
Brubaker, Margaret	ESY Grant Coordinator	32,332.92	8,083.23
Burgess, Trudy	Substitute during Teacher Development	64	16
Carbone, Kathryn	Substitute during Teacher Development	128	32
Carpenter, Kari	After School Club Teacher	660	132
Coffey, Kathy	Tutor/Teacher	350	87.50
Cooper, Debra	Summer Camp Bus Driver	144	36
Cornett, Mary	Substitute during Teacher Development	256	64
Corum, Elaine	Summer Camp Food Service Worker	413.60	103.40
Deputy, Bethany	After School Club Teacher	270	67.50
Deputy, Leah	Interpreter for events	57.60	14.40
French, Courtney	After School Club Teacher	150	37.5
Gallon, Elizabeth	Teacher-Book Buddy	600	150
Hatton, Kim	Substitute during Teacher Development	64	16
Hearne, Paula	Substitute during Teacher Development	192	48
Hull, Amy	After School Club Teacher	200	50
Jones, Hailey	Substitute during Teacher Development	64	16
Jordan, Crystal	After School Club Sub. Teacher	30	7.50
Kauffman, Vickie	After School Tutor	106.40	26.60
Kirkland, Heather	Substitute during Teacher Development	64	16

Knicely, Erin	Substitute during Teacher Development	64	16
Knicely, Stephanie	Summer Camp Teacher	1,200	300
Koontz, Kim	ESY Program Bus Driver	396.80	99.20
Laprad, Christina	After School Club Teacher	400	100
Lillard, Carrie	After School Club Teacher	690	172.50
Long, Rebecca	Substitute during Teacher Development	64	16
Marshall, Christal	Substitute during Teacher Development	64	16
McGhee, Hayley	After School Tutor/Teacher, Interpreter	903.20	225.80
McIlwee, Morgan	Summer Camp Teacher	1,250	312.50
Moubray, Deborah	ESY Program Bus Driver	120.80	30.20
O'Neill, Amanda	After School Club Teacher	570	142.50
Reish, Martha	Tutor/ Teacher	840	210
Rice, Yolanda	After School Club/Summer Camp Teacher	1,718	429.50
Robertson, Lisa	Summer Camp Teacher	1,400	350
Roeschley, Lisa	After School Club Teacher	350	87.50
Rogers, Amy	EL Tutor	3,792.40	948.10
Routzhan, Andrew	After School Club/Summer Camp Teacher	1,740	435
Rusmisl, Lavonne	Summer Camp Food Service Worker	404.80	101.20
Sauder, Erin	After School Club Teacher	240	60
Shaffer, Mary	After School Club Teacher	540	135
Shank, Barbara	ESY Program Bus Driver	625.60	156.40
Shifflett, Mary	After School Club Teacher	480	120
Shultz, Linda	ESY Program Bus Driver	1,090.80	272.70
Smock, Nicole	After School Club/Summer Camp Teacher	1,980	495
Stebbins Trissel, Rachael	After School Club Teacher	210	52.50
Templeton, Rebecca	After School Club Teacher	300	75
Trice, Jonathan	After School Club Teacher	240	60
Tuck-Miller, Mary	After School Tutor	114	28.50
Water, Lindsay	After School Club Substitute Teacher	60	15
West, Debra	Substitute During Teacher Development	64	16
Whetzel, Morgan	After School Club/Summer Camp Teacher	1,460	365
Total		\$63,058.92	\$15,764.73
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.		Source of Funds	
		State	Local
Health Insurance		10,788	2,697

FICA	4,679.42	1,169.86
Total Employee Benefits 2000	\$15,467.42	\$3,866.86
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.		
	Source of Funds	
	State	Local
Mindplay Software Licenses	433.60	108.40
Imagine Learning Software Licenses	900	225
Sarah Lupo	11,600	2,900
Brian Curry	752	188
Flip Grid	800	200
Total Purchased Contractual Services	\$14,485.60	\$3,621.40
4000 Internal Services		
	Source of Funds	
	State	Local
Total Internal Services	\$0	\$0
5000 Other Services		
	Source of Funds	
	State	Local
Virginia ASCD Conference	464	116
VSRA Conference	900	225
VSUP Conference	667.20	166.80
VA Association of Principal Conference	604.80	151.20
Total Other Services	\$2,636	\$659
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Amazon- Books for classrooms & teacher professional development, after school club & summer camp supplies	4,545.74	1,136.43
Imade 3D Printers for summer camp	2,080	520
Quicks Bus- field trip	3,840	960
Lakeshore Learning- material	194.23	48.56
Scholastic- books	4,974.13	1,243.53
Scholastic News	2,509.90	627.47
Green Valley Book Fair	322.81	80.70

Walmart- club supplies, snacks	2,863.83	640.70
Rocking R Hardware	8.61	2.15
Gopher- club supplies	863.69	215.92
School Specialty	1,411.76	352.94
Sundance Publishing	2,691.53	672.88
Houghton Mifflin Harcourt	3,311.79	827.94
WB Mason- grant office supplies	325.19	81.30
The Teacher Store	161.25	40.31
Muddy Feet Graphics	767.64	191.91
Reading Warehouse	398.92	99.73
Barnes & Noble	60	15
Level Up Village- summer camp curriculum	1,628	407
Success by Design	774.78	193.69
Discraft- club supplies	35.80	8.95
Music Design- club supplies	400	100
Commonwealth Promotions	2,946.93	736.73
Breakout Boxes- materials for summer camp	640	160
MVES- Charter Buses for family field trips	12,947.20	3,236.80
MVES- Books	778.78	194.69
MVES- Club supplies	1,372.82	343.20
MVES-Family field trips admission costs	6,374.36	1593.59
MVES- Kick Start to Kindergarten supplies	105.56	26.39
MVES- Zzish LTD	276	69
MVES- Landscaping materials for clubs	29.09	6.52
Total Materials and Supplies	\$59,640.31	\$14,834.03
	State	Local
Total Project Expenses	\$155,288.07	\$38,746

Appendix A:

Copy of the student self assessment given at beginning of clubs/ summer camps and again at the end to determine growth in any of the 5 C's areas.

Pre/ Post Assessment for Eagle Experience

Directions: Read each question or statement carefully. Then, circle the number that best represents how you would rate yourself.

1) I think "outside the box" with my ideas.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

2) I am able to take risks with my ideas and not be afraid to make mistakes.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

3) I listen to others and their opinions/ideas.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

4) I contribute or add to a group discussion my thoughts and ideas.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

5) I can take responsibility for my team and myself.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

6) I share my thoughts and ideas clearly.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

7) I am confident when I speak to others.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

8) I can solve simple or complex problems that deal with the real world.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
------------	-------------------------------	----------------	------------	-------------

9) I like to ask questions about how things work or why they happen.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
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10) I show all of the character counts pillars daily.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
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11) I help others in and out of school.

1 Never	2 As Little As Possible	3 Sometimes	4 Often	5 Always
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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 Finance Committees no later than October 1 each year.

APPENDIX B

Superintendent's Memo #143-17



COMMONWEALTH of VIRGINIA Department of Education

May 5, 2017

TO: Division Superintendents

FROM: Steven R. Staples, Superintendent of Public Instruction

SUBJECT: Fiscal Year 2018 Planning and Start-Up Grants for Extended School Year or Year-Round School Programs

The 2017 Appropriation Act includes funding in fiscal year 2018 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 (2018-2019) 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 2017-2018 or 2018-2019 school year. Annual startup 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 startup 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 school board for approval. For the specific budget language regarding planning or startup grants, see [Item 138.N](#) of the 2017 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. Planning grant applicants should refer to Attachments A and B; Start-up grant applicants should refer to Attachments C and D.

All school divisions applying for either a planning grant or a startup grant must submit a completed PDF of the relevant application by 5 p.m. on June 30, 2017, to Meg Foley (meg.foley@doe.virginia.gov) at the Virginia Department of Education, Division of Instruction, by 5 p.m. on June 30, 2017. Applications that are not received by the deadline will not be considered. Recipients of start-up grant funds must apply each fiscal year in order to continue receiving start-up grant funds each fiscal year. See the start-up grant instructions for details.

If you have any questions about the application process, please contact Meg Foley (meg.foley@doe.virginia.gov) at the Virginia Department of Education, Division of Instruction, or at (804) 786-0877.

SRS/SMC/kml

Attachments:

- A. [FY17-18 Planning Grant Instructions for Extended School Year-Year Round School Grant-This is a Word document.](#) (Word)
- B. [FY17-18 Planning Grant Application for Extended School Year-Year Round School Grant-This is a Word document.](#) (Word)
- C. [FY17-18 Start-up Grant Instructions for Extended School Year-Year Round School Grant-This is a Word document.](#) (Word)
- D. [FY17-18 Start-up Grant Application for Extended School Year-Year Round School Grant-This is a Word document.](#) (Word)

APPENDIX C

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year Program for School Divisions or Individual Schools FY 2018

This report must be submitted to Meg Foley by e-mail at Meg.foley@doe.virginia.gov by **September 1, 2018**.

Please enter the fiscal year(s) funding utilized to fund the program as reflected in this report (ex. FY18 funds OR FY17 carryover funds plus FY18 new funds). Do not enter the dollar amount.

The final report must include the following:

13. The names and addresses of the school division and participating schools;
14. Grant Coordinator contact information;
15. Type of program (Extended School Year or Year Round School);
16. Executive Summary: goals, objectives, strategies utilized, and results (effect, impact, etc.);
17. 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;
18. 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;
19. 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;
20. Data on the impact of the program. You are required to report on the metric, *Student Achievement*. In addition, you may choose to report on up to *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.) *As indicated in the FY18 application, assessments must have been administered to students before and after implementation of the extended year program to assess program impact.*

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.

<u>CURRENT YEAR PRE-POST DATA for REQUIRED Metric</u>				
Metric: Student Achievement				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

b. Additional Metric #1 (optional)

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 here:

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.

<u>CURRENT YEAR PRE-POST DATA for Optional Metric</u>				
Metric:				
Instrument:				
Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

c. Additional Metric #2 (optional)

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 here:

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 Optional Metric

Metric:

Instrument:

Reporting Area	All Students	Reporting Group:	Reporting Group:	Reporting Group:
Number of Students Assessed				
Pre-test Average Score				
Post-test Average Score				
Net Change				

Enter an explanation of the data here:

12. Describe your 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 here:

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).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program FY18			
Start-up Years 1-3: 20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
Start-up Years 4+: Local Match Based on Local Composite Index			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
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.			Source of Funds
Names of Individuals	Project Role	State	Local
Total		\$0	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Total Employee Benefits 2000		\$0	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
		State	Local
Total Purchased Contractual Services		\$0	\$0

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