

ESY-YRS FY 24 ANNUAL REPORT

Targeted Extended/Enriched School Year and Year-Round School
Grant Program



EXECUTIVE SUMMARY

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Transmittal Letter



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120
RICHMOND, VA 23218-2120

November 1, 2024

The Honorable Luke E. Torian, Chair
House Appropriations Committee
4222 Fortuna Plaza, Suite 659
Dumfries, VA 22025

The Honorable Sam Rasoul
House Education Committee
P.O. Box 13842
Roanoke, VA 24037

The Honorable L. Louise Lucas, Chair
Senate Finance and Appropriations Committee
P.O. Box 396
Richmond, VA 23218

The Honorable Ghazala F. Hashmi
Senate Education and Health Committee
P.O. Box 396
Richmond, VA 23218

Dear Senators Lucas and Hashmi, and Delegates Torian and Rasoul:

I am pleased to submit the Targeted Extended/Enriched 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 I36M of Chapter 1, 2023 Acts of Assembly](#).

If you have questions or require additional information relating to this transmittal, please do not hesitate to contact Brendon Albon, Assistant Superintendent of School Quality, at 804-750-8117, or by email at Brendon.Albon@doe.virginia.gov.

Sincerely,

Dr. Lisa Coons
Superintendent of Public Instruction

LC/EC/ba
Enclosure

c. The Honorable Glenn Youngkin
The Honorable Aimee Guidera
Virginia Board of Education

OVERVIEW OF THE GRANT PROGRAM

This Executive Summary encompasses the activity of the Targeted Extended/Enriched School Year and Year-Round School grant program for fiscal year 2024. In the [2012 JLARC report Review of Year-Round Schools](#), key findings related to student participation in a year-round calendar highlighted improved Standards of Learning (SOL) test scores for certain group student groups, including economically disadvantaged students, black students, Hispanic students, and limited English proficient (LEP) students. Following this report, funding for Targeted Extended/Enriched School Year and Year-Round School programs began. Since the General Assembly began appropriating and authorizing grants for divisions to extend the school year in FY2014, the Virginia Department of Education (VDOE) has administered the voluntary competitive grant application and award process. In the ten years of dedicated appropriations for this grant, 35 school divisions across all eight Superintendent Regions have received awards to conduct planning and/or start-up activities. Montgomery County Public Schools was a new division to receive a Targeted Extended/Enriched School Year and Year-Round School grant award this year.

To encourage applications for the FY2024 grant program, the VDOE promoted the availability of \$7,150,000 in start-up funds and \$613,312 in planning funds included in the 2024 Appropriation Act Item 136M for a total of \$7,763,312 in available funds. Divisions received notification of the availability of funds through the [114-23 Superintendent's Memo](#), which was distributed to contacts in all school divisions throughout the Commonwealth. Divisions had approximately six-weeks from advertising the program to submit the application.

During the review process, a selection committee convened to review each of the four planning grant applications and nine start-up grant applications from school divisions that were submitted by the deadline. Committee members completed a rubric for each of the applications which included evaluating applications on needs assessment of target population, evidence of stakeholder and partner engagement, program goals and metrics, timeline, sustainability, and budget. All applications that were submitted by the deadline received FY2024 grant funds. Some divisions received less than requested in the initial application because they had received grant funds for multiple years. As the grant shifts to the Office of School Quality, there are program improvements that will begin in the 2024-2025 school year regarding the selection and allocation of funds based on the number of years a division has participated in the program.

Using the guidelines established by the 2024 Appropriation Act Item 136M, the VDOE awarded start-up grants totaling \$7,503,423 to eight school divisions, being: Carroll County Public Schools, Chesterfield County Public Schools, Hampton City Public Schools, Hopewell Public Schools, Newport News Public Schools, Roanoke City Public Schools, Salem City Public Schools, and Waynesboro Public Schools. Franklin City Public Schools, Montgomery, Richmond Public Schools, and Waynesboro City applied for and received planning grant funds totaling \$250,000.

Table 1 includes a summary of the impact each divisions' program had on student outcomes. Appendix A includes a detailed report of student impact data.

Table 1. Student Impact Data Summary

Division	Reported Student Impact Data
Carroll County Public Schools (extended/enriched school year)	The division collected baseline data this year. Student impact will be reported following the 2024-2025 spring SOL tests.
Chesterfield County Public Schools (year-round school year)	Chesterfield has participated in this grant program for four nonconsecutive school years. Positive gains were reported on the mathematics growth assessments, student score gains ranged from a 22 to 108-point increase for mathematics. The only loss reported, less than a three-point decline on PALS, was in reading for first grade students. Chronic absenteeism improved by more than half, decreasing from 26.12% to 12.8% between 2022-2023 and 2023-2024.
Franklin City Public Schools (year-round school year-planning)	Franklin City Public Schools received a planning grant and ultimately decided not to pursue a change to the division calendar. The data submitted reflected three programs that the division considered as extended school year, although this program was not reflected in the original FY2024 application. No student impact data was report at this time related to Franklin City Public School’s Year-Round program. The division used their funding to provide stipends for the planning committee, offered a Friday enrichment program, provided extended learning time for students needing CTE credentials, and summer learning intercession programs. This division did not request further funding for implementation in FY2025.
Hampton City Public Schools (year-round school year)	Hampton City has participated in this grant program for seven consecutive years. Students showed a 3-4% increase in proficiency on benchmark assessments and a 4.74% decline in chronic absenteeism for students who participated in the enrichment program.
Hopewell City Public Schools (extended/enriched school year)	Hopewell City has participated in this grant program for five nonconsecutive years. Available Standards of Learning (SOL) scores from certain schools showed an increase in math and reading proficiency of 9-14% and a 7-11% decrease in chronic absenteeism.
Montgomery County Public Schools (extended/enriched school year)	There is no student impact data to report. Shawsville Middle School received a planning grant in FY2024 to explore a potentially modified calendar for 2024-2025. Funding was used to pay stipends for their planning committee. This change did not occur, and this division did not request further funding for implementation in FY2025.
Richmond City Public Schools (year-round school year)	No student impact data was reported since this was a Year-Round School planning grant. Over the course of three nonconsecutive years, Richmond City Public Schools has been piloting their year-round school model in different schools. During the planning year for a particular school, parent, staff, and community stakeholder engagement events are held to gather feedback. Each planning grant is awarded the same amount of funding, being \$50,000 per school. Staff and parents at two elementary schools voted for piloting the ESY program ranging from 81-97% for staff and 87-92% for families in favor of implementation.

	Following the FY2024 planning award Richmond City may apply for additional funds in FY2025 for the start-up and implementation at the approved planning school locations.
Roanoke City Public Schools (extended/enriched school year)	Roanoke City has participated in this grant program for eight nonconsecutive years. In reading and mathematics, 39.10% of elementary students met or exceeded grade-level expectations on the NWEA Measures of Academic Progress (MAP) pre-test in the Fall. The number of students meeting or exceeding grade-level expectations decreased by 6.19%. 32.91% of elementary students met or exceeded grade-level expectations on the MAP post-test in the Spring. The percentages are similar for middle school students who 43.37% of middle school students MAP pre-test scores met or exceeded grade-level expectations, whereas 36.09% of students met or exceeded grade-level standards on the post-test for a decrease of 7.28%.
Salem City Public Schools (extended/enriched school year)	Salem City has participated in this grant program for five consecutive years. Locally created pre-tests for reading and math indicated 38% of students performing at/above expectations prior to the program. Post-tests indicated 87% of students performing at/above expectations following the program's conclusion.
Waynesboro City Public Schools (extended/enriched school year)	The division reported on multiple programs including a 4-5% gain in proficiency on the reading Standards of Learning (SOL) assessment and 8-15% gain in proficiency on the mathematics Standards of Learning (SOL) assessment. The high school remained at a Level 2 on the School Quality Profile reporting state accreditation for the graduation index but reported gains in College, Career, and Civic Readiness Indicator. Waynesboro City Public Schools are continuing to implement the actions of their FY2024 startup grant for four of their schools, but not at Waynesboro High School. Waynesboro applied for an FY2025 planning grant for alternative school sites.

GRANT REQUIREMENTS

Grant opportunities were shared with all Virginia school divisions in a [Superintendent’s Memo #114-23](#) dated June 15, 2023. In addition, a dedicated webpage on the VDOE website offered grant information, applications, and instructions. The VDOE Office of STEM and Innovation provided technical support and coordinated the six-week grant application process.

To be eligible to receive a grant, interested divisions or public 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. Data from the implementation of the targeted ESY-YRS grant shall provide baseline data for acceleration, remediation and multiple pathways to graduation informing school divisions’ implementation of flexibilities provided in [HB1477](#);
8. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals; and
9. A timeline and description of the initiatives and tasks involved in the start-up process.

REPORTING REQUIREMENTS

Grant opportunities were shared with all Virginia school divisions in a [Superintendent’s Memo #114-23](#) dated June 15, 2023. In addition, a dedicated webpage on the VDOE website offered grant information, applications, and instructions. The VDOE Office of STEM and Innovation provided technical support and coordinated the six-week grant application process.

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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. Data from the implementation of the targeted ESY-YRS grant shall provide baseline data for acceleration, remediation and multiple pathways to graduation informing school divisions’ implementation of flexibilities provided in [HB1477](#);
8. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals; and
9. A timeline and description of the initiatives and tasks involved in the start-up process.

DIVISION SUMMARY

Grant opportunities were shared with all Virginia school divisions in a [Superintendent’s Memo #114-23](#) dated June 15, 2023. In addition, a dedicated webpage on the VDOE website offered grant information, applications, and instructions. The VDOE Office of STEM and Innovation provided technical support and coordinated the six-week grant application process.

To be eligible to receive a grant, interested divisions or public 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. Data from the implementation of the targeted ESY-YRS grant shall provide baseline data for acceleration, remediation and multiple pathways to graduation informing school divisions' implementation of flexibilities provided in [HB1477](#);
8. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals; and
9. A timeline and description of the initiatives and tasks involved in the start-up process.

Table 2. Start-up Grant School Division Awards and Expenditures

Awarded School Division <u>Startup</u> Grants	Amount Awarded in FY2024	Expended Funds in FY2024	Funds to be carried over to FY2025
Carroll County Public Schools Funding awarded 7 years (nonconsecutive)	\$300,000	\$254,336.99	\$45,663.01
Chesterfield County Public Schools Funding awarded 4 years (nonconsecutive)	\$300,000	\$160,539.87	\$139,460.13
Hampton City Public Schools Funding awarded 7 years (consecutive)	\$1,897,568	\$537,220.15	\$1,360,347.85
Hopewell City Public Schools Funding awarded 5 years (nonconsecutive)	\$1,600,000	\$600,556.60	\$999,443.40
Newport News Public Schools Funding awarded 10 years (consecutive)	\$1,500,000	\$0	\$1,500,000
Roanoke City Public Schools	\$957,102	\$2,248.85	\$954,853.15

Funding awarded 8 years (nonconsecutive)			
Salem City Public Schools Funding awarded 5 years (consecutive)	\$124,588	\$52,688.55	\$71,899.45
Waynesboro City Public Schools Funding awarded 5 years (consecutive)	\$824,165	\$69,304.72	\$754,860.28
TOTALS	\$7,503,423	\$1,676,895.73	\$5,826,527.27

Table 3 lists the four school divisions that received planning grant funds in the 2024 fiscal year application cycle. The table includes details regarding the amount of planning grant funds that were awarded to each division and the amount that the division spent during the 2024 fiscal year. The remaining balance is carried over into the 2025 fiscal year. The divisions have until June 30, 2025, to spend any remaining funds. Richmond City Public Schools and Waynesboro City Public Schools have applied for start-up grant funding to support the implementation of their programs. Both divisions will carry over the funds from the planning grant into the start-up grant where funds will be more necessary to implement the proposed programs. Montgomery County Public Schools and Franklin City Public Schools have been working with the Office of School Quality on their spend down plans for their programs.

Table 3. Planning Grant School Division Awards and Expenditures

Awarded School Division <u>Planning Grants</u> FY2024	Amount Awarded in FY2024	Expended Funds in FY2024	Funds to be carried over to FY2025
Franklin City Public Schools Funding awarded 1 year	\$50,000	\$0	\$50,000
Montgomery County Public Schools Funding awarded 1 year	\$50,000	\$28,334	\$21,666

Richmond City Public Schools Funding awarded 3 years (nonconsecutive)	\$50,000	\$0	\$50,000
Waynesboro City Public Schools Funding awarded 5 years (nonconsecutive)	\$100,000	\$82,780.01	\$17,219.99
TOTALS	\$250,000	\$111,114.01	\$138,885.99

With the \$613,312 appropriation for planning grant funds, only \$250,000 was awarded to divisions. There was a greater demand for start-up funding in the FY2024 application cycle, so the remaining \$353,423 from the planning grant appropriation was used to fulfill start-up grant requests. Start-up grant funding totaled \$7,503,423. The combined total for start-up and planning grant funding awarded during the 2024 fiscal year was \$7,753,423. This left a remaining balance of \$9,889 of the total \$7,763,312 appropriation. The \$9,889 remaining balance was kept in the event a division requested more funding through the amendment process. At times when a division finds success with a specific program, they will request additional support to expand the program. However, none of the divisions requested these funds in FY2024, so the remaining balanced will be used in February 2025 as we start a new cycle of Targeted Extended/Enriched School Year allotments.

As allowed by the legislation, divisions may request carry over of grant award funds for a maximum of two years. During FY2024, grant spending also occurred on grants awarded during the traditional application cycle in the 2023 fiscal year and from funds that were reappropriated in 2022 (Reappropriation Act of 2022). The funding from FY2023 expired on June 30, 2024, and the Reappropriated FY2022 funds will expire on December 31, 2024. At the grant expiration, the unspent funds will be returned to the General Assembly General Fund. Table 4 reports the funds that were expended during FY2024 for divisions that had carryover funds.

Table 4. School Divisions with Carryover Funds Spent in 2024 Fiscal Year

School Division	Type of Grant	Reappropriated FY2022 Funds Spent in 2024	FY2023 Funds Spent in 2024	Total Grant Funding Spent in 2024
Bristol City Public Schools Funding awarded 6 years (nonconsecutive)	Start-up Grant	\$247,949.71	N/A	\$247,949.71

Carroll County Public Schools	Start-up Grant	\$39,453.35	N/A	\$39,453.35
Chesterfield County Public Schools	Start-up Grant	\$170,513.86	N/A	\$170,513.86
Hampton City Public Schools	Start-up Grant	\$121,932.65	\$900,033.25	\$1,021,965.90
Loudoun County Public Schools Funding awarded 4 years (nonconsecutive)	Start-up Grant	\$0	N/A	\$0
Newport News City Public Schools	Start-up Grant	\$2,655,309.42	\$166,913.90	\$2,822,223.32
Roanoke City Public Schools	Start-up Grant	\$139,939.58	\$929,220	\$1,069,159.58
Salem City Public Schools	Start-up Grant	N/A	\$61,500.01	\$61,500.01
Waynesboro City Public Schools	Planning Grant Start-up Grant	\$636,732.40	N/A	\$636,732.40
Winchester City Public Schools Funding awarded 3 years (nonconsecutive)	Start-up Grant	\$305,465.32	N/A	\$305,465.32
TOTALS		\$4,317,296.29	\$2,057,667.16	\$6,374,963.45

In summary, as provided in the tables, a total of \$8,051,859.18 was expended in FY2024 through \$6,374,963.45 of carryover expenditures (Table 4) and \$1,676,895.73 of awarded FY2024 spending (Tables 2 and 3).

PROGRAM IMPROVEMENTS

Beginning July of 2024, the responsibility for ESY-YRS grant management shifted to the Office of School Quality. This change occurred so that selecting, monitoring, and supporting program participants would better align with the budgetary language that centralizes student achievement as the primary outcome of this grant program. With this change in grant management, there will

be specific program improvements for future grant application cycles. Program improvements include, but are not limited to, the following:

- Divisions will be allowed multiple opportunities during the year to apply for grant funds.
- Grant funding for the second round of applications in SY 24-25 will transition from disbursement to reimbursement. Historically, ESY-YRS grant funds have been disbursed to the division in three equal “up-front” payments over the course of the year. Reimbursement will allocate a division an award amount through VDOE’s online grant management system (OMEGA). This transition will allow for careful monitoring of expenditures and spend down.
- There will be an intentional effort to recruit new applicants whose state and federal data indicate the most need, specifically schools that are Level 3 in two or more school quality indicators and rated accredited with conditions. Historically, many of the same divisions apply for this funding year after year. This will yield a different applicant pool than those who previously received grant funds. Moving forward, the focus will be to explicitly invite school divisions with schools that are federally identified to apply for this grant opportunity.
- Divisions with carryover funds from previous disbursement awards will meet with members of the Office of School Quality to support and monitor spend down efforts.
- Divisions with remaining funds must request carryover. Carryover may be denied if divisions do not meet a set criterion.
- Continuing school divisions will be awarded the grant based on criteria that includes program effectiveness, including student performance.
- Revisions were made to the rubric to support an improved selection process. These improvements include, but are not limited to:
 - an emphasis on sustainability planning for start-up grants to avoid long-term grant awardees;
 - reviewing applications to ensure a focused recruitment effort on the student population that needs the most support;
 - a requirement for spend down prior to future grant awards.
- The Office of School Quality will monitor all participating school divisions to provide program support and technical assistance, ensure that program effectiveness is being measured, and confirm funds are being used appropriately.

The Office of School Quality is working to enhance the targeted extended/enriched school year program through effective grant management and collaboration with all stakeholders to improve the use of these grant funds.

CONCLUSION

This vital grant funding from the General Assembly to support targeted extended/enriched school year and year-round schooling has benefited schools throughout the Commonwealth with significant need, particularly schools that are accredited with conditions and level 3 in two or more academic achievement for all student's school quality indicators. (See Appendix A.) This

funding has supported public schools in making academic gains in reading, mathematics, science, and attendance.

Flexibility is an important component of this grant, both in allowing schools to adapt their extended/enriched school year or year-round school programs to local needs and in identifying the appropriate metrics for which to measure program success. These flexibilities can provide more learning time through competency-based learning models and the addition of more quality, rigorous course experiences for students. VDOE allowed grant recipients to select and report measures of the 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 the participating students are compared over time. The division reports that follow this executive summary will detail the programs each school and/or division implemented with the FY24 funds and the pre- and post- assessment data to show the impact of the selected programs.

In the budget for the 2026 fiscal year, it is recommended that the allocation for planning grants be decreased from \$613,312 to \$300,000. This would allow the budget for start-up grants to be expanded from \$7,150,000 to \$7,463,312, which would more closely align with the funding types requested by divisions from the VDOE.

APPENDIX A: STUDENT IMPACT SUMMARY

The following serves as a summary of the impact on student outcomes, as reported by the divisions participating in the Extended/Enriched School Year and Year-Round School Grant. In all start-up grant applications, divisions identified student achievement metrics for all programs that would be reported in their 2024 Annual Report. Divisions that implemented the year-round school calendar with a start-up grant also reported a metric for chronic absenteeism. Achievement metrics for planning grants varied based on the scope of the work the division identified in their application.

Table 5 includes a summary of the metrics reported by each school division that implemented a Year-Round School Calendar.

Table 5. Division Report Achievement Metrics for Year-Round Calendar

Division	Grant Type	Metric
Chesterfield County Public Schools	Start-up	PALS, Standards of Learning, and chronic absenteeism
Franklin City Public Schools	Planning	Standards of Learning
Hopewell City Public Schools	Start-up	Standards of Learning increase and chronic absenteeism rates
Richmond City Public Schools	Planning	Staff and family interest in year-round calendar

Table 6 includes a summary of the metrics reported by each school division that implemented an extended/enriched school year program.

Table 6. Division Report Achievement Metrics for Extended/Enriched School Year

Division	Grant Type	Metric
Carroll County Public Schools	Start-up	Standards of Learning
Hampton City Public Schools	Start-up	Division created pre- and post-assessment
Montgomery County Public Schools	Planning	Growth assessments and SOL assessments
Roanoke City Public Schools	Start-up	Pre- and post-assessment NWEA MAP screener
Salem City Public Schools	Start-up	Division created pre- and post-assessment

Waynesboro Public Schools	Planning Start-up	(Planning) Student interest and attendance in the pilot program (Start-up) Standards of Learning performance, including reduction in achievement gap School Quality Indicators
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Year-Round School Calendar

For schools and/or divisions who received start-up grants for a Year-Round School Calendar, they measured student achievement, using various division-identified assessments, and chronic absenteeism rate using preliminary data for FY 2024. Whereas, planning grant applicants either piloted their Year-Round Calendar or initiated family and staff engagement. The following are the results of division assessments for the Year-Round Calendar program.

Chesterfield County Public Schools received a start-up grant to continue implementation of the Year-Round School calendar at one of the schools within the division, Falling Creek Elementary School. Mathematics net gains included positive triple-digit improvements on the mathematics growth assessments ranging from 22 to 108 points. The only loss reported, less than a three-point decline on PALS, was in reading for first grade students. Intersession participation ranged from 36 students to a high of 86 students. Chronic absenteeism improved by more than half, decreasing from 26.12% to 12.8% between 2022-23 and 2023-24.

Franklin City Public Schools received a planning grant to explore extended school year for 2024-2025. Franklin did not modify the school calendar. The student data presented here considered the programs that were held outside of regular school hours including after-school tutoring, summer school, and Enrichment Fridays. These occurred on the Fridays that schools were closed. Positive gains were reported for Enrichment Fridays and double-digit net gains were reported in both reading and math for the after-school tutoring program. Data reported for the Summer School SOL Academy indicates a 16-point increase in reading, a 6-point increase in Algebra I, and an 11-point decrease in Biology. These programs were not included on the initial FY2024 ESY-YRS application.

Hopewell City Public received a start-up grant to continue implementation of the division-wide Year-Round School calendar. Division-reported highlights from their preliminary Standards of Learning (SOL) data, which showed a 9-14% increase in SOL scores across varies schools and subjects and a 7-11% decrease in chronic absenteeism across various schools in the division.

Richmond City Public Schools received a planning grant. Due to the activities in the grant application and ESY/YRS funds spent the division was able to survey and gauge response of families and staff to extend the school year. At Fairfield Court Elementary School, 97% staff voted in favor of the pilot, and 92% of families voted in favor of the pilot. At Cardinal Elementary School, 81% of staff voted in favor of the pilot, and 87% of families that voted were in favor of the pilot.

Extended/Enriched School Year – Start-up Grant Programs

Extended/Enriched School Year applications included a combination of summer, intercession, and before/after school programming to provide students with remediation and enrichment opportunities. Start-up grant applications were funded for divisions and/or schools who intended to implement Extended/Enriched School Year programs during the 2024 fiscal year. The following divisions reported student achievement metrics for the start-up programs implemented in their divisions.

Carroll County Public Schools received a start-up grant for a reading intervention and enrichment program. This included one special reading event per semester to assist with parent resources encouraging reading support in the home, partnering with their local library and theatre group, as well as eleven summer school days. Impact data for students in grades K-2 was not reported this year due to a transition in testing instruments between fall and spring. The goal written for performance on reading SOL assessments for students in grades 3-5 will compare 2023-24 data to 2024-25 data. Impact to be determined.

Hampton City Public Schools received start-up grant funds for several programs that target their high schools, specifically in College, Career and Civic Readiness and graduation. They administered pre- and post-assessments based on the divisions quarter 1 local benchmark assessment in reading and science compared to quarter 3 local benchmark assessment. Overall, students had a 3-4% increase on the local benchmark assessments. Also of note, students who participated in the extended learning program had a decrease of 4.74% in chronic absenteeism compared to peers who did not participate.

Newport News Public Schools was unable to implement their Extended/Enriched School Year program in FY2024 and has communicated a plan for implementing the program with carryover funds in FY2025. Therefore, no data was reported on the program.

Roanoke City Public Schools received a start-up grant. To evaluate program effectiveness, the division used NWEA MAP Growth Assessments in Reading and Math for students in their RCPS+ extended school year program. In reading and mathematics, 39.10% of elementary students met or exceeded grade-level expectations on the MAP pre-test in the Fall. The number of students meeting or exceeding grade-level expectations decreased by 6.19%. 32.91% of elementary students met or exceeded grade-level expectations on the MAP post-test in the Spring. The percentages are similar for middle school students who 43.37% of middle school students MAP pre-test scores met or exceeded grade-level expectations, whereas 36.09% of students met or exceeded grade-level standards on the post-test for a decrease of 7.28%

Salem City Public Schools received a start-up grant to implement a remediation program for four-hours per day in grades K-5 and five-hours per day in grades 6-8. This was complemented by a two-week Summer Learning Camp. Students were provided a pre- and post-assessment appropriate for their grade-level. Student assessment scores that were below grade-level performance on the pre- or post-assessments were marked “below expectations.” Prior to implementing the program, only 38% of students performed at or above expectations on their grade-appropriate pre-assessment. After implementation, 87% of program participants performed at or above expectations.

Waynesboro City Public Schools received a start-up grant to implement STEM programs at the elementary and middle schools and a program to support the College, Career, and Civic Readiness Indicator (CCCRI).

- Berkley Glenn Elementary School implemented a STEM outdoor learning program with the intent of reducing achievement gaps. The school has received a level two on the state accreditation School Quality Profile in achievement gaps due to the students with disabilities and black student groups performing at level three. Students identified under the state accreditation system in the “black student group” improved their accreditation level in reading from level three to level two (+5) on the School Quality Profile and students with disabilities rose from level three to level two in math (+15).
- Kate Collins Middle School implemented a farming program called the Waynesboro Educational Farm. During the 2023-24 school year, student achievement data on the reading and math Virginia Growth Assessment showed improvement in the areas of math (+4) and reading (+2), specifically the black student group earned significant gains in reading (+6) and math (+5).
- Wenonah Elementary School implemented a STEM learning Lab. During the 2023-24 school year, student achievement data showed significant improvement in all areas: Reading (+4: Level One on the School Quality Profile for All Students and each Subgroup), Math (+8: Level One on the School Quality Profile for All Students and Subgroups), and Science (+21: Level One on the School Quality Profile). Chronic Absenteeism is also in Level One on the School Quality Profile and 4% fewer students were chronically absent when compared to the 2022-23 school year.
- Waynesboro High School implemented a community service learning, career exploration and workforce training program to support the school’s goals for CCCRI. Graduation data for the high school has remained at level two for the graduation index and significant gains are being made on the college and career readiness index. Waynesboro High School is also tracking post-secondary plans for seniors. Currently, 59.7% are planning for post-secondary education either at 4- or 2-year colleges and 40.3% are entering the workforce or military.

Extended/Enriched School Year – Planning Grant Programs

Extended/Enriched School Year planning grant applications were funded for divisions who intended to pilot a shorter program to gauge student, staff, and family interest in participating and supporting the program long term.

Montgomery County Public Schools received a planning grant for Shawsville Middle School to explore a potential modified school calendar. Due to the difficulties of having a different schedule than the other schools in the division, Shawsville Middle will not be extending the school year. A six-week summer enrichment/remediation program is planned for the summer of 2025 if the FY2025 ESY application is approved.

Waynesboro City Public Schools received planning grant awards for two schools. William Perry Elementary School and Westwood Hills Elementary School planned STEM Enrichment programs at both campuses. Staff, student and family input was sought through the initial phase of planning grant implementation and a planning committee was formed at each school. At William Perry Elementary School, this planning resulted in a three-week summer pilot program in which 35 students attended. At Westwood Hills Elementary School, the planning resulted in a four week after school pilot in April and a culminating week-long enrichment program in May with 37 students in attendance. Each of the planning committee developed a three-year implementation plan for a school-wide engineering and design Extended/Enriched School Year program.

