

CORPORATE LANDING ELEMENTARY YEAR-ROUND SCHOOL

Year-Three Evaluation

VIRGINIA BEACH CITY PUBLIC SCHOOLS
Department of Accountability
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456-0038

September 2005

CORPORATE LANDING ELEMENTARY YEAR-ROUND SCHOOL YEAR-THREE EVALUATION

EXECUTIVE SUMMARY

AUTHOR: Heidi L. Janicki, Assessment Specialist
Department of Accountability

OTHER CONTACT PERSON: Jared A. Cotton, Assistant Superintendent
Department of Accountability

In July 2002, Corporate Landing Elementary School became the third elementary school in Virginia Beach to begin a Year-Round School (YRS) program. A year-one evaluation was presented to the School Board in August 2003, and a year-two evaluation was presented in September 2004. This year-three evaluation focused on the actions taken in response to the year-two recommendations, the continued implementation process and program changes during the three evaluation years, and effectiveness of the program in meeting the YRS program goals.

FINDINGS

- Staff at Corporate Landing addressed the recommendations from the year-two evaluation. Survey data were reviewed, and the staff survey was administered earlier in the year to a greater percentage of staff members. In addition, it appeared that communication efforts with staff members were strengthened during year three. Staff members were able to register early for APPLE classes, and other options, such as after-school classes, were available. Last, staff examined students' grade five writing performance and implemented strategies to increase passing rates on the English: Writing SOL test.
- Teachers were required to teach at least one week of intersession during the year. As in previous years, Corporate Landing staffed the intersessions in various ways. Some teachers taught only one week, some taught more than one week, some teachers team-taught or job-shared, and some teacher assistants taught intersession classes.
- During year three, a total of 91 one-week remediation classes were held during the year which was somewhat lower than the number held in the second year. A total of 22 one-week enrichment classes were scheduled in year three which was slightly greater than the number of classes in years one and two.
- The intersession remediation curriculum changed somewhat over the years of YRS implementation. In year one, the Voyager® program was used, while in year two, Corporate Landing used the Elementary School Remedial Summer Program curriculum along with supplemental materials developed by staff at Plaza Elementary School. In year three, staff continued to use the summer school materials and supplemented those materials with the Interact program, SOL review materials, and materials developed by Plaza and Point O'View elementary schools.
- In year three, students were referred to remediation intersessions by their teachers based on their performance on quarterly assessment tests. This was a slight change from previous years

when students were referred according to the eligibility requirements for the summer school program. As in previous years, students who were not referred for remediation were invited to participate in at least one week of enrichment activities. Enrichment intersessions continued to be scheduled in weekly sessions to maximize the number of students who could attend.

- In year three of YRS implementation, the number of instructional staff at Corporate Landing decreased compared to previous years. However, the percentage new to the school division decreased, and the average years of teaching experience increased.
- In year three as in previous years, the number of students who chose to opt in to YRS from Ocean Lakes was higher than the number who chose to opt out of YRS to Ocean Lakes demonstrating the community's interest in YRS. The number of opt-in students at Corporate Landing represented an increasing percentage of the school's population over the years. However, the process had little impact on the capacity at the two schools as both experienced enrollment declines.
- The characteristics of the student population were relatively unchanged over the years of implementation. The percentage of Caucasian students ranged from 63 to 65 percent, the percentage of African Americans ranged from 23 to 27 percent, and the percentage of Asian/Pacific Islanders ranged from 3 to 4 percent. The percentage of gifted students and the percentage eligible for free or reduced lunch changed very little over the three years of implementation, while there was about a 4 percent decline in the percentage of special education students.
- Average class sizes in year three were below the division's average class sizes except for grade five which was slightly higher at Corporate Landing. Compared to the year prior to YRS, average class sizes were relatively unchanged in grades one, three, and five, while there was an increase in the average class size in grade two and declines in the average class sizes in kindergarten and grade four.
- Passing rates on all grade three SOL tests were 87.8 percent or higher, and passing rates on the grade five tests were 92.31 percent or higher. From the year prior to Corporate Landing's conversion to YRS to 2004-2005, Corporate Landing demonstrated gains in passing rates that were higher than the gains at the division level on all but one of the grade three and five tests. After three years of YRS, the percentage of students passing each grade three SOL test exceeded the division's passing rates. In addition, the percentage of students passing all but one grade five test exceeded the division's passing rates after three years of YRS. While Corporate Landing's passing rate on the grade five English: Writing test was below the division's passing rate, the gap between the school and the division decreased from 13.58 percent in 2003-2004 to 2.52 percent in 2004-2005.
- Corporate Landing's fourth graders earned higher percentile ranks on all of the *Stanford 10* tests and subtests in fall 2004 compared to the division, whereas prior to YRS, all but one of Corporate Landing's percentile ranks on the *Stanford 9* tests and subtests were below those of the division.
- The majority of students, parents, and staff thought that the YRS calendar helps students learn better. In year three, at least 74 percent of the staff agreed that YRS reduces the need to

review, helps students retain more information, provides a more continuous pattern of learning compared to a traditional calendar, and positively contributed to students' academic success. Staff members' agreement levels were highest in year three.

- In year three, a substantially higher percentage of staff thought that the YRS program was successful at meeting the goal of increasing academic achievement compared to previous years. The largest percentage of staff thought this was due to intersession opportunities and because students retained more information due to the continuous nature of YRS.
- Prior to conversion to YRS, Corporate Landing's student attendance was relatively high at approximately 96 percent. Over the years of implementation, it did not appear that YRS improved student attendance compared to the rate prior to YRS. However, in year three, a majority of students thought that their attendance improved, and a majority of staff thought the YRS program was successful at improving student attendance.
- During the three intersessions, from 30 to 37 percent of the school's population was referred specifically for remediation, and from 23 to 31 percent of the student population attended each of the intersessions for remediation. Overall, a lower percentage of the school's students were referred for remediation during year three compared to previous years, and the percentage of the school's students who attended for remediation was lower in year three compared to previous years.
- During the three intersessions, from 11 to 25 percent of the school's population was invited for enrichment, and from 8 to 20 percent of the student population attended for enrichment. Overall, the referral rates in year three for enrichment were higher than in year two but similar to year one. The percentage of the school's students who attended for enrichment was generally somewhat higher than in year two, but somewhat lower than year one.
- According to intersession attendance records and the September 2004 membership, approximately 98 percent of the school's students were referred to at least one remediation or enrichment intersession during the school year, and approximately 83 percent of the school's students attended at least one remediation or enrichment class.
- At least 93 percent of the students during each intersession liked the intersession they attended and thought that what they learned helped them in school. At least 96 percent of the teachers liked the intersession they taught.
- In year three, the highest percentage of staff members agreed that intersessions benefited students who needed remediation or enrichment. In addition, 87 percent of the staff thought the YRS program was successful at meeting the YRS goal of increasing opportunities for education, which was the highest level over the three years.
- The majority of students and parents were able to participate in planned family activities, and the percentages were higher than in previous years. The majority of parents did not have any trouble finding childcare because of the YRS calendar. The majority of students felt better about attending YRS compared to the traditional calendar, and the majority of parents thought their child felt better or the same attending school on a year-round calendar. Indicative of their overall attitude toward YRS, approximately 90 percent of the parents would recommend

YRS to other parents, which was the highest percentage over the three years of YRS implementation.

- In year three, the majority of staff agreed that students were more enthusiastic and more motivated with YRS, with higher levels of agreement compared to previous years. While most staff did not agree that students behaved better with YRS, the percentage who did agree that students behaved better was highest in year three. This increased agreement was consistent with discipline referral data that showed sharp decreases in the number of referrals and the number of students referred.
- The majority of staff agreed that they experienced less stress and fatigue on the YRS calendar, and agreement was substantially higher than in year two. The majority of staff thought they were able to participate in planned family activities, and the percentage was substantially higher than in year two. Compared to previous years, the largest percentage of staff indicated that they were able to participate in professional development activities with the YRS calendar in year three, but the percentage was still relatively low.
- The percentage of staff who liked working on a YRS schedule better than a traditional calendar schedule was the highest in year three at 58 percent, and 83 percent intended to return to Corporate Landing in 2005-2006. The percentages of staff who perceived that the students and staff supported the YRS program were at the highest levels in year three. The majority of the staff also agreed that the community supported YRS.
- When asked about the best thing about YRS, students, parents, and staff cited the following most often: the long and more frequent breaks, the teachers and staff at Corporate Landing, students' improved achievement, and intersessions.
- The percentage of staff who thought that Corporate Landing was successful at fostering positive attitudes toward learning was at its highest in year three at 71 percent and was substantially higher than in previous years.
- The total projected cost for Corporate Landing's third year as a YRS was \$164,784. In 2004-2005, the costs for YRS including intersession totaled \$285,688. The overall difference of \$120,904 was mostly due to transportation costs being underestimated, and to a lesser extent, personnel costs being underestimated in the original proposal.

RECOMMENDATIONS

- Continue year-round school at Corporate Landing.
- Continue to monitor students' performance on the English: Writing grade five SOL test to work towards improving Corporate Landing's performance so that it is equivalent to the division's passing rate.