

**POINT O'VIEW ELEMENTARY
SCHOOL
YEAR-ROUND SCHOOL
YEAR-TWO EVALUATION**

VIRGINIA BEACH CITY PUBLIC SCHOOLS
Department of Accountability
2512 George Mason Drive
Virginia Beach, VA 23456

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**POINT O'VIEW ELEMENTARY SCHOOL
YEAR-ROUND SCHOOL
YEAR-TWO EVALUATION**

EXECUTIVE SUMMARY

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On January 13, 2004, the School Board approved Point O'View's application to become a Year-Round School (YRS). The Point O'View YRS program began in July 2004, with Arrowhead Elementary School as the "sister site" for the YRS program. A year-one evaluation was presented to the School Board in August of 2005. This year-two evaluation focused on progress towards meeting program goals, the continued implementation process, and actions made in response to year-one recommendations.

FINDINGS

- Point O'View responded to all of the recommendations from the year-one evaluation. Efforts were undertaken to address relatively unbalanced opt-in/opt-out numbers. Due to relatively low science SOL scores during year one of the program implementation, the school developed a Science Lab, Science Journals and Science Word Walls, a Science SOL Tutoring session, and integrated science vocabulary into every remedial intersession schoolwide. Additional reminders for students in need of attending an intersession were sent and follow-up calls were made to any parents whose children were not attending an expected remediation. The school increased the emphasis on science in all intersessions. Finally, a specially formulated learning community comprised of grade level, administration, and specialized personnel analyzed quarterly and semester assessments to monitor students' academic progress.
- The year-round school calendar allocated 183 instructional days, including three intersessions, totaling 23 days. The staff of Point O'View taught a total of 47 remediation classes during the three intersessions. The method of recommending students for enrichment intersessions was left up to the discretion of individual teachers. All parental requests for intersession attendance were accommodated.
- Decreases in enrollment caused the number of teacher positions to decline from 53 in the first year of YRS to 39 in year two. The percentage of the instructional staff with advanced degrees declined slightly from 49.1 percent in 2004-05 to 46.2 percent in 2005-06. The average years of teaching experience remained the same at 14.0. The percentage of teachers new to the division fell to 2.6 percent in the second year of implementation.

- From the first year of the YRS program, the staff decreased from 87 to 68 positions. Approximately 88 percent of the staff was female in 2005-06. Caucasians were the largest percentage of the staff (79%), while African Americans remained relatively steady at 19 percent. Point O'View had no staff opt-out in the second year of YRS instruction.
- The most notable change in student characteristics occurred in the size of the student population. The first year of YRS implementation saw a decrease of 177 (24.2%) students from the year prior to YRS. This trend continued in year two of YRS, which saw 65 (11.7%) fewer students than the first year of implementation. This represents a total decline of 242 students (33.1%) from the year prior to YRS implementation to the second year of implementation.
- The ethnic distribution and the percentages of special education, gifted, and free/reduced lunch students at Point O'View were relatively stable from year one to year two.
- Both Point O'View and Arrowhead Elementary Schools were under capacity for 2005-06. Kempsville Meadows was slightly over capacity for 2005-06.
- Class size at Point O'View ranged from a low of 15.0 to a high of 20.3. The largest increase occurred in fifth grade, which was also the only grade level at Point O'View that did not have a lower class size than the division.
- The majority of parents (75.8%) indicated that their child(ren) would be returning to Point O'View for the 2006-07 school year. These percentages were relatively consistent with the results from the first year. Parents who indicated that their child(ren) would not be returning said this was due to either advancing to middle school or relocating geographically.
- Preliminary passing rates for third grade SOL tests at Point O'View for spring 2006 were 82.72 for English, 91.57 for mathematics, 95.00 for history, and 92.50 for science. The percent of students passing each test has increased from the year prior to YRS implementation, and the percent of students passing increased compared to the first year of implementation for every test except mathematics.
- Preliminary passing rates for fourth grade SOL tests at Point O'View for spring 2006 were 83.33 for English: Reading and 68.63 for mathematics. Compared to the division, the percent of students passing these tests at Point O'View was lower.
- Preliminary passing rates for fifth grade SOL tests at Point O'View for spring 2006 were 93.22 for English: Writing, 90.00 for English: Reading, 83.33 for mathematics, and 90.00 for history and science. The percent of students passing each test has increased from the year prior to YRS implementation. Also, every test except English: Writing increased compared to the first year of implementation.

- Point O'View English: Writing and history passing percentages increased substantially more than the division's from 2004 to 2006 (+15.15 and +8.19 percentage points, respectively). Also, Point O'View witnessed large increases in the passing rates for English: Reading, mathematics, history, and science compared to the first year of YRS implementation to the second.
- The number of students retained decreased each year. During the year prior to YRS implementation, 26 students (3.6% of the student population) were retained. This decreased to 15 (2.7% of the student population) in 2004-05 and further to 8 (1.6% of the student population) in the current year.
- The percentage of students who stated that their intersession content would help them learn better in school ranged from 91 to 95 percent depending on the intersession. A majority (71.6%) of first- and second-grade students stated that they learned better with year-round school. For students in grade three through five, nearly 57 percent indicated that they learned better in a YRS program.
- Nearly 70 percent of the parents who responded to the end-of-year survey said that their children learned better with year-round school, which mirrored the results from the year-one evaluation.
- The staff mean rating for achieving Goal 1, to increase academic achievement, was 4.16 on a 5-point scale. This was slightly lower than in year one.
- During the second year of the YRS program, the attendance ranged from a low of 95.12 percent in March 2006 to a high of 97.44 percent in September of 2005.
- The majority of students at Point O'View believed that the YRS calendar has helped to improve their attendance; however, the percentage of students saying this has decreased from the first year of program implementation. Of parents who responded to the end-of-year survey, more than 36 percent stated that the calendar had helped improve student attendance, more than 27 percent said that it had not improved their child(ren)'s attendance, and nearly 34 percent indicated that it did not apply to their child. These percentages are consistent with results from the first year.
- The staff's mean rating for achieving Goal 2, to increase student attendance, was 4.58 on a 5-point scale. This was slightly lower than the first year of the program.
- An average of 256 students (approximately 52% of the school population) was referred to each intersession for either remediation or enrichment.
- The number of students referred increased for each intersession throughout the year. Two-thirds of the student population was referred during the third intersession. This was an increase of more than 18 percentage points from the second intersession due to a greater number of students being referred for remediation.

- The majority of students and teachers who completed the intersession surveys indicated that they liked the intersession they attended or taught.
- The small percentage of students who indicated that they did not like their intersession attributed their dislike to not having fun, wanting the entire break, the difficulty of the work, or the desire to play with their friends.
- The staff's mean rating for achieving Goal 3, to increase opportunities for education through remediation and enrichment, was 4.51 on a 5-point scale. This was a slight decrease from the first year of implementation.
- The total number of discipline referrals declined each year since 2003-04, as did the unduplicated count of students being referred. The decline in student enrollment at Point O'View played a role in these declines in total numbers; however, the percent of membership represented by those students being referred has also declined each year.
- Nearly 53 percent of the responding first and second graders planned to attend year-round school at Point O'View for the 2006-07 school year. Of the students in grades three through five, almost 64 percent indicated they would be returning to the school.
- Nearly 69 percent of first- and second-grade students and approximately 60 percent of third- through fifth-grade students indicated that they felt better about attending school with the year-round calendar.
- Nearly 80 percent of the parents indicated that they were able to participate in planned family activities. Nearly 86 percent of the parents indicated that their child(ren) either felt better or about the same about attending a YRS. Just under 76 percent of the respondents planned to have their child attend year-round school at Point O'View for the 2006-07 school year. Slightly less than 88 percent of parents said that they would recommend YRS to other parents.
- The staff's mean rating for achieving Goal 4, to foster positive attitudes towards learning, was 4.49 on a 5-point scale, which was also slightly lower than the 4.63 mean rating from year one.
- Nearly 88 percent of the staff either agreed or strongly agreed that they had experienced less burnout and fatigue as a result of participating in the year-round schedule, and 79 percent indicated that their attendance had improved. Just over 84 percent of the respondents said that YRS allowed them to participate in planned family activities, and nearly 60 percent stated that the YRS calendar allowed them to participate in professional opportunities.
- A clear majority of the staff (68.4%) responded that they felt better about working in the year-round calendar; however, this was still a decline of 13 percentage points from the staff perceptions reported in the year-one evaluation.

- More than 91 percent indicated that the staff was supportive of year-round schooling; nearly 88 percent stated that the students were supportive, and just over 77 percent indicated that the community had supported the program. Relatively large percentages of the staff indicated that students were more enthusiastic, motivated, and behaved better as a result of the year-round calendar (84.3%, 82.5%, and 78.9%, respectively).
- The lowest level of staff agreement (54.4%) concerned how actively parents participated in school activities.
- Overall, the total operating cost for YRS for 2005-06 was \$74,303. This was an increase of \$58,153 from the proposed cost of \$16,150. The most notable discrepancy was in transportation costs (\$51,245) since the proposal did not include any transportation expenses for opt-in/opt-out students or noncontracted days. There also was a difference between projected and actual cost for extending staff contracts (\$11,408).
- Overall, the actual cost in 2005-06 of intersessions was \$90,953, which was \$23,000 less than the projected amount of \$113,953. This was largely because the actual costs associated with instructional staff were \$30,502 less than projected.

RECOMMENDATIONS

- Continue the year-round school program at Point O'View Elementary School through the evaluation cycle.
- Continue to utilize marketing and communication efforts to increase the number of students opting-in to Point O'View.
- Analyze fourth-grade SOL data to provide strategies necessary to increase academic achievement meeting or exceeding division results.
- Continue to facilitate parental participation in the school program and effectively communicate these opportunities to stakeholders.