



Green Run Collegiate: Comprehensive Evaluation

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Table of Contents

Executive Summary	6
Key Evaluation Findings	6
Recommendations and Rationale	12
Introduction	14
Background	14
Purpose.....	14
Program Overview	14
Program Goals and Objectives	15
Evaluation Design and Methodology	15
Evaluation Design	15
Evaluation Questions	15
Instruments and Data Sources	16
Surveys	16
Data Analysis.....	17
Evaluation Results and Discussion	18
Actions Taken as a Result of the Recommendations From the Year-Two Implementation Evaluation....	18
Student Application and Selection Process.....	19
Marketing of School	20
Student Application and Selection	20
Characteristics of Students Enrolled	21
Staff Selection Process and Professional Learning	23
Process and Criteria for Staff Selection	23
Professional Learning.....	24
Teachers' Role in Instructional Process.....	25
Green Run Collegiate Program Components.....	25
Program of Study	25
GRC Curriculum and Courses.....	25
Personalized Learning Plan	28
Opportunities Provided for GRC Students.....	31
Parent Involvement	36
Opportunities for Parent Involvement and Participation	36
Progress Towards Meeting Goals and Objectives	38
Green Run Collegiate Goals and Objectives.....	38
Comparison Group Performance Results.....	46
Green Run Collegiate Costs	48
Recommendations and Rationale.....	50

Appendices	52
Appendix A: Green Run Collegiate Newsletters	52
Appendix B: Green Run Collegiate Goals and Objectives	55
Appendix C: GRC Cost Categories	58
Endnotes	59

Tables

Table 1: Perceptions of Application and Selection Process	21
Table 2: Demographic Characteristics of GRC Students	21
Table 3: Characteristics of GRC Instructional Staff	24
Table 4: Instructional Staff Professional Learning	25
Table 5: Personalized Learning Plan Process	29
Table 6: Student Opportunities at GRC	31
Table 7: Parent Involvement Activities Offered by GRC During 2016-2017	36
Table 8: Perceptions of Parental Involvement From VBCPS Climate Survey Items.....	37
Table 9: Number of Students Enrolled and Passing Coursework	38
Table 10: Percent of Students Passing IB Exams by Diploma Pathway	39
Table 11: Diploma Types Earned in 2013 and 2017.....	39
Table 12: Dropout Rates.....	39
Table 13: Percent of African American and Military Connected Students Earning an Advanced Diploma.....	40
Table 14: Percent Passing Spring 2017 SOL Assessments by Test	42
Table 15: Average SOL Scale Score by Assessment.....	44
Table 16: SOL Pass Rates Prior to Implementation in 2013 and After Full Implementation in 2017.....	45
Table 17: Percent Meeting SAT College and Career Readiness Benchmarks by Subgroup.....	45
Table 18: Percent of Tenth-Grade Students Meeting PSAT Benchmark by Test.....	46
Table 19: Percent of Eleventh-Grade Students Meeting PSAT Benchmark by Test	46
Table 20: Percent of Students Meeting SAT Benchmark by Test.....	46
Table 21: Comparison of Demographics for GRC and Comparison Group	46
Table 22: Average SOL Scores by Subject Area.....	47
Table 23: Percent of Students by SOL Proficiency Level.....	47
Table 24: Average PSAT and SAT Scores and SAT Participation Rate	48
Table 25: Average Number of AP/IB Courses Taken, Graduation Details, and Plan	48
Table 26: Average Referrals and Attendance Rates.....	48
Table 27: Year 4 Costs – 2016-2017 School Year	49

Figures

Figure 1: Average Eighth-Grade SOL Scale Scores for GRC Students and All VBCPS Eighth Graders	22
Figure 2: GRC Students Prior Middle School Attendance Zone	22
Figure 3: GRC Students' Home High School Attendance Zone	22
Figure 4: Percent Who Agree AVID Helped Academic Performance.....	27
Figure 5: Perceptions of GRC Coursework and Program of Study.....	28
Figure 6: Student Involvement With Personalized Learning Plan	30
Figure 7: Parent Perceptions of Child's Involvement With Personalized Learning Plan	30
Figure 8: Teacher Involvement With Personalized Learning Plan	31
Figure 9: Instructional Staff's Use of Academic Data System	31
Figure 10: Student Participation in Opportunities	34
Figure 11: Student Perceptions of Opportunities.....	34
Figure 12: Parent Responses Regarding Child's Participation in Opportunities.....	34
Figure 13: Parent Perceptions of Opportunities.....	34
Figure 14: Teacher Responses Regarding Student Participation in Opportunities	35
Figure 15: Teacher Perceptions of Student Opportunities	35
Figure 16: Participation in Extracurricular Activities and School Transportation.....	35
Figure 17: Overall Satisfaction With GRC.....	36
Figure 18: Perceptions of Parent Involvement.....	37

Executive Summary

The Virginia Beach City Public Schools (VBCPS) School Board approved the Green Run Collegiate (GRC) charter school application on April 9, 2013 for implementation during 2013-2014 beginning with ninth grade. During 2016-2017, GRC reached full implementation across grades 9 through 12. As dictated by School Board Policy 6-26, a comprehensive evaluation was conducted during the year of full implementation in 2016-2017. The purpose of this comprehensive evaluation was to assess the extent to which the charter school was implemented according to the School Board approved charter application. The evaluation utilized a mixed-methods design to collect both quantitative and qualitative information about the school's operation during 2016-2017 and compared the information gathered to the charter application. This comprehensive evaluation focused on the implementation of GRC, as well as addressing the extent to which the program goals and objectives were met. Additionally, information about actions taken regarding the year-two evaluation recommendations that were approved by the School Board on November 17, 2015 is included.

Key Evaluation Findings

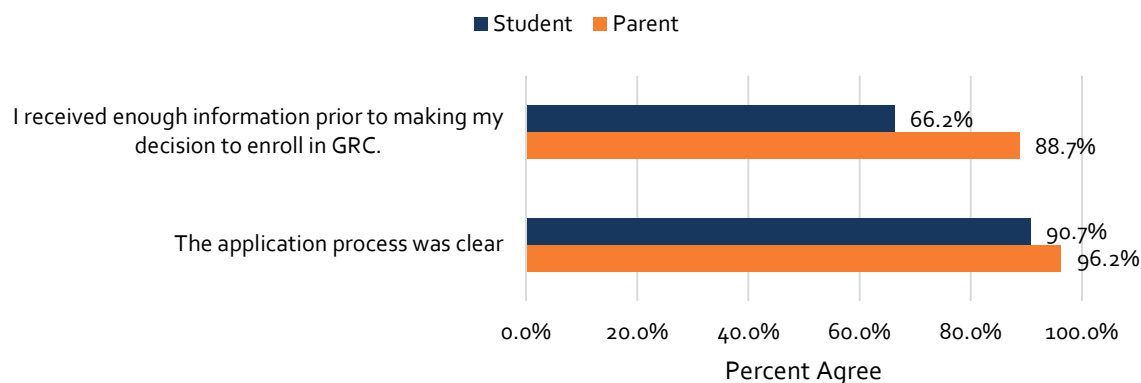
Actions Taken as a Result of the Recommendations from the Year-Two Implementation Evaluation

- The School Board approved three recommendations that were made as a result of the year-two implementation evaluation in 2014-2015. The first recommendation was to continue GRC with modifications, the second recommendation was for GRC to find innovative ways to encourage parental involvement in the GRC learning community, and the third recommendation was for GRC to revise the goals and objectives to align them with the current program of study and coursework.
- During the 2016-2017 school year, GRC offered various parental involvement opportunities, which included social nights, student exhibits, and IB workshops.
- The Green Run Collegiate Governing Board and GRC leadership worked in collaboration with the Office of Research and Evaluation lead evaluator to review the goals and objectives and alignment with the program components. Goals and objectives were revised based on how the program functioned at GRC. Revisions were approved by the GRC Governing Board in September 2016.

Student Application and Selection Process

- A marketing campaign included the development of a GRC brochure to be used throughout the division and community to recruit students.
- Green Run Collegiate continued with marketing initiatives including GRC staff and student visits to middle schools, tours of the campus for potential students, presentations by GRC staff to middle school guidance counselors and gifted resource teachers, and engagement with the Office of Media and Communications to highlight achievements at GRC.
- Information nights were held at GRC to allow students and parents to interact with staff and to obtain information about the GRC program of study.
- Green Run Collegiate selected 150 students by lottery to enroll in the ninth-grade class.

Student and Parent Perceptions of Application and Selection Process



- Students who attended GRC's ninth-grade class came from all VBCPS middle school attendance zones, with the largest percentage of students coming from Larkspur, Plaza, and Corporate Landing middle schools.
- The largest percentage (48%) of the ninth-grade class came from Green Run High School's attendance zone.
- Ninth-grade students at GRC had slightly higher average scale scores on 63 percent of the SOL tests taken when they were in eighth grade compared to all VBCPS eighth graders.
- As of September 30, 2016, 365 students were enrolled at GRC. A higher percentage of GRC students were African American students (44%) and economically disadvantaged students (46%) compared to all other high school students. The rates for military-connected youth were similar when compared to all VBCPS high school students (15%).

Staff Selection Process and Professional learning

- There were 33 staff positions at GRC during 2016-2017, which included 4 English teachers, 5 mathematics teachers, 5 science teachers, 5 social studies teachers, 4 world language teachers, 2 health/PE teachers, 1 AVID instructor, 1 art teacher, 1 ED/LD teacher, 1 drama teacher, and 1 school counselor. Additionally, a .5 FTE gifted resource teacher was utilized by GRC along with two teachers at .2 FTE (band and instrumental).
- Green Run Collegiate staff members were predominately Caucasian (85%), female (79%), and more likely to be new to VBCPS than all division high school teachers. Additionally, a slightly higher percentage of GRC instructional staff had advanced degrees.

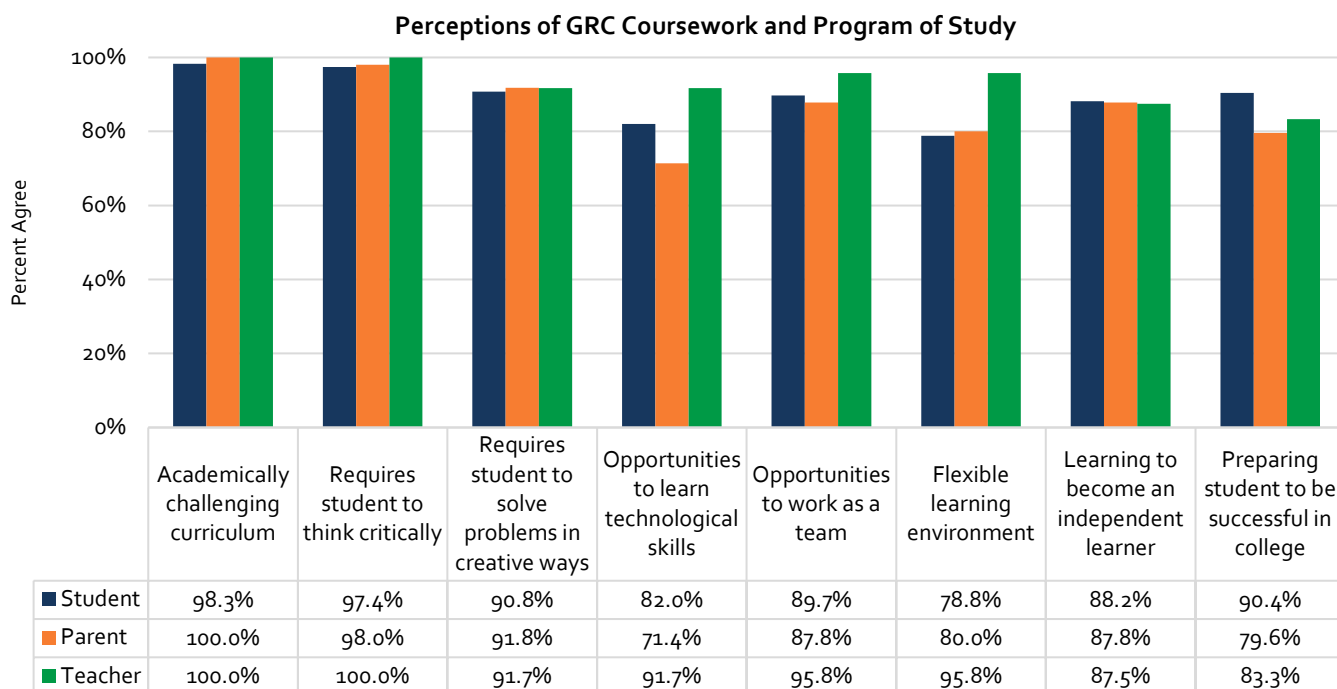
Instructional Staff Characteristics and Qualifications

Instructional Staff Characteristics and Qualifications	GRC (N=33)	VBCPS High School (N=1,333)
Percentage With Advanced Degrees	55.9%	54.0%
Percentage New to VBCPS	23.5%	8.3%
Average Years of Experience	10.7	15.3

- All GRC teachers were VBCPS employees and were required to participate in the school division's required Professional Learning Program requirements.
- All GRC teachers received extensive professional learning to implement the International Baccalaureate (IB) and the AVID programs. From 86 to 100 percent of teachers found these professional learning sessions useful.

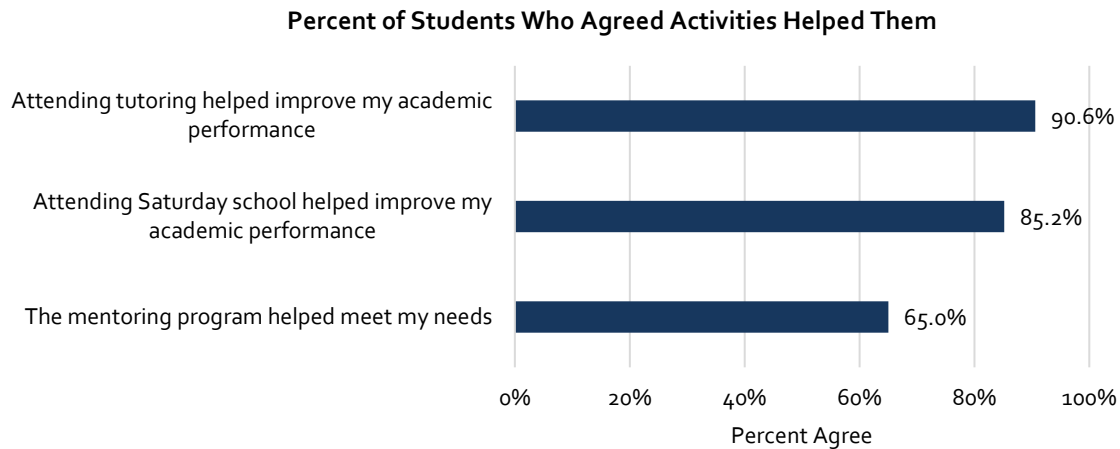
Green Run Collegiate Program Components

- The curriculum during the fourth year of operation included the International Baccalaureate Middle Years Program® (MYP) for ninth- and tenth-grade students.
- The IB Diploma Program and the IB Career Certificate Program were available for students in eleventh and twelfth grade.
- Students who did not participate in the IB Diploma Program or the IB Career Certificate Program could earn an IB course completion certificate that was an endorsement on their advanced studies diploma.
- Although the approved charter application indicated that all students would participate in AVID, students were encouraged, rather than required, to enroll in the AVID course.
- While all students were exposed to AVID strategies that were embedded in the curriculum throughout GRC in a schoolwide approach, 31 percent of GRC students chose to enroll in the AVID elective course during 2016-2017. Of the students who chose to enroll in the AVID course, 66 percent of students indicated that it was helpful.
- A majority of students (77%), parents (77%), and teachers (85%) agreed that the students and teachers worked together to develop personalized learning plans. Additionally, 76 percent of student, 69 percent of parents, and 85 percent of teachers agreed that updates to the personalized learning plans occurred during the year.
- When asked, 58 percent of teachers indicated that the implementation of GRC during the fourth year was well organized.
- Student, parent, and teacher perceptions of the coursework and GRC program of study were positive overall with at least 71 percent of survey respondents agreeing with survey statements.



- As planned, GRC offered various student opportunities such as after-school and summer tutoring, Saturday sessions, mentoring programs, and extracurricular activities.

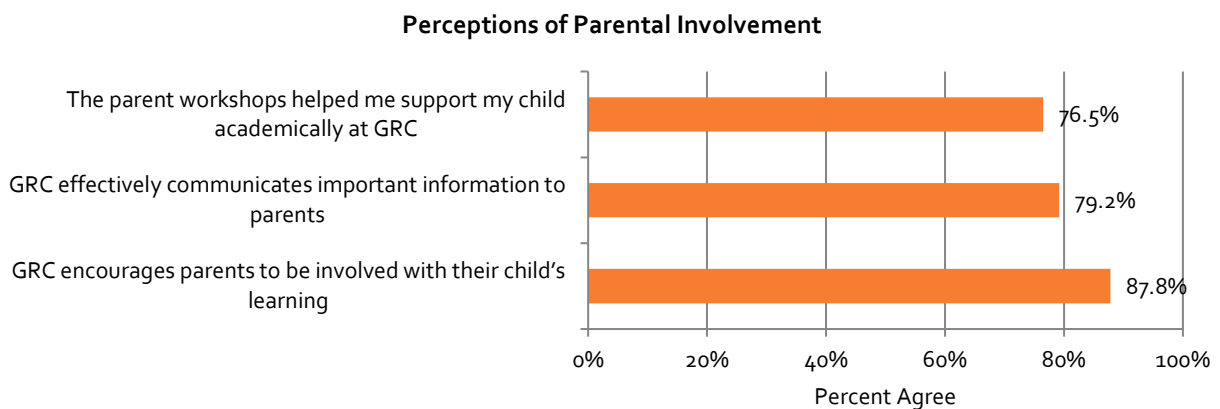
- A majority of students agreed that tutoring (91%), Saturday sessions (85%), and the mentoring program (65%) helped their academic performance and met their needs.



- Overall, 76 percent of students, 77 percent of parents, and 70 percent of teachers were satisfied with their experience at GRC.

Parent Involvement

- As specified in the approved charter application, GRC was to have active parent involvement with an emphasis on parents understanding the importance of a college education and how to prepare students for college.
- Although the parent response rate on the survey was low at 16 percent, their responses provided an indication of their level of involvement in school-based activities. Of the 55 parent survey respondents, 47 percent indicated that they attended parent workshops. Parents who did not attend were asked why they did not attend. Of the 13 parents who did not attend and responded to the survey question, 62 percent cited “scheduling issues” and 31 percent cited “communication issues.”
- The events with the highest number of attendees were for events that involved both parents and students such as open house with 144 parents in attendance or the “tailgate” with 188 parents in attendance.
- A majority of the respondents to the parent survey indicated that parent workshops helped them support their child, which GRC effectively communicates important information to parents, and that GRC encourages parental involvement.



Progress Towards Meeting Goals and Objectives

- Goals and objectives for GRC were outlined in the approved charter application, and several goals and objectives were revised after the year-two evaluation to better align with the operation of the program. A total of 9 goals and 38 objectives were examined.
- All students at GRC during 2016-2017 were enrolled in rigorous IB coursework.
- Overall, 97 percent of GRC students passed their courses. When examining course grades, passing rates for specific courses ranged from 92 to 100 percent.
- According to the VDOE On-Time Graduation report, 100 percent of students graduated indicating that they completed all necessary coursework and passed all required assessments (SOL and IB).
- Approximately 73 percent of graduating GRC students earned an Advanced Studies Diploma while 4 percent earned an IB Diploma.
- At GRC during 2016-2017, 3 graduates earned an IB Diploma, 4 graduates earned an IB Career Certificate, and 41 graduates earned an IB certificate of course completion.
- When data were examined for subgroups at GRC and the division, GRC had higher percentages of military-connected students (73%) and African American students (76%) earning advanced degrees.
- Overall, 50 percent of students in grades 11 and 12 indicated that they received counseling services focused on college financing options. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received services focused on financing college.
- Overall, 77 percent of students who graduated from GRC in 2017 enrolled in college the fall immediately after graduating which was higher than the division's percentage (60%). Fifty-seven percent (57%) enrolled in a 4-year institution and 19 percent enrolled in a 2-year institution.
- It was expected that all GRC students would complete the courses required annually in the IB MYP program. Of the students who had final grades in the MYP coursework at GRC, 95 percent completed all IB MYP coursework with a passing grade. Additionally, when grades in IB coursework were examined for eleventh and twelfth graders, 96 percent of students received a passing grade.
- Across all 2017 mathematics SOL assessments, a total of 89 percent of GRC students earned a pass proficient or pass advanced score. Ninety-five percent (95%) of students who took the Algebra II assessment passed, while 84 percent of students who took the Geometry assessment passed.
- On the science assessments, passing rates were similar with 95 percent passing Biology, 95 percent passing Earth Science, and 90 percent passing Chemistry for a combined science passing rate of 93 percent.
- Ninety-five percent (95%) of GRC students passed the VA & US History assessment, 75 percent passed World History I, 94 percent passed World History II, and 92 percent passed World Geography for a combined History passing rate of 94 percent.
- Almost all students passed the reading assessment (99%), and 100 percent passed the writing assessment.
- Green Run Collegiate students outperformed their counterparts across the division on all SOL tests except for Chemistry, World History I, and World Geography. It should be noted that GRC students' passing rates were within five percentage points of the division's passing rates for those exams and two (Chemistry and World Geography) were above 90 percent.

- A total of 48 GRC students sat for IB exams during 2016-2017; of the 169 exams attempted, 73 percent received a passing score.
- During the 2016-2017 school year, the average attendance rate for GRC students was 96 percent, which was higher than the revised target of 95 percent and was higher than the division's rate (94%).
- During 2016-2017, a higher percentage of tenth and eleventh grade students from GRC met college and career readiness benchmarks on the PSAT when compared to the division.
- When SAT results were analyzed, students at GRC had lower percentages of students meeting the college and career readiness benchmarks when compared to the division. However, African American students at GRC had higher percentages of students who scored at or above the college and career readiness benchmarks on both sections of the SAT (Mathematics and Reading) when compared to the division.
- Based on matched groups analyses of students at GRC and a comparable group of students throughout the division, GRC students enrolled in a greater number of advanced courses (e.g., IB/AP), they performed significantly better on the Algebra II SOL test, they were more likely to indicate that they planned to attend a four-year college, and they were more likely to enroll in college.
- Of the GRC graduates who had attended GRC in grades 9 through 12, 83 percent enrolled in college the fall after high school graduation compared to 63 percent of graduates in the comparison group.
- Results from the matched groups' analyses also showed that there was no statistically significant difference between GRC and similar students' on-time graduation rates, the percentage of students earning an advanced diploma, performance on reading, writing, and Geometry SOL tests, and performance on PSAT and SAT assessments.

Green Run Collegiate Costs

- GRC secured two grants (21st Century and Charter School Support Grant) for 2016-2017 totaling \$145,348 to offset the cost of after-school tutoring, transportation, and instructional supplies.
- The total costs during the fourth year of implementation in 2016-2017 (\$3,485,211) were approximately \$421,591 less than the planning budget (\$3,906,802) in the approved charter application.

Recommendations and Rationale

Recommendation #1: Continue Green Run Collegiate Charter School with modifications noted in Recommendations 2 through 5. (Responsible Group: GRC Governing Board)

Rationale: Continuing GRC with modifications is recommended because 2016-2017 was GRC's first year of full implementation in grades 9 through 12. Green Run Collegiate enrolled students who would not typically have the opportunity to attend a rigorous college preparatory program with IB components. Course enrollment data showed that 100 percent of students at GRC were enrolled in a rigorous IB coursework during 2016-2017. Additionally, when students were asked why they enrolled in GRC, 35 percent of students mentioned "opportunity" and 34 percent of students mentioned "rigorous" coursework that would allow them to pursue higher education. Academic data from SOL results showed that GRC had higher passing rates than students from Green Run High School. When compared to the division, GRC had higher passing rates on 73 percent of the SOL assessments. Furthermore, when degree attainment was examined, GRC had a higher percentage of students earn the advanced studies or IB diploma (77%) when compared to Green Run High School (36%) and the division (62%). Additionally, based on matched groups analyses of students at GRC and comparable students throughout the division, GRC students enrolled in a greater number of advanced courses (e.g., IB/AP), they performed significantly better on the Algebra II SOL test, and they were more likely to indicate that they planned to attend a four-year college. However, there were decreases in perception data from the prior year evaluations in multiple areas that were examined, including the mentoring and Personalized Learning Plan components.

Recommendation #2: Increase the number of students who are taking advantage of and successfully completing the rigorous IB programs (Diploma and Career pathways) offered to them at GRC. (Responsible Group: GRC Governing Board)

Rationale: Increasing the number of students who are taking advantage of and successfully completing the IB Diploma Program and IB Career Program pathways is recommended because it was a central focus of the charter application. As stated in the charter application and the goals and objectives, it was the expectation that 100 percent of students would obtain an IB Diploma. Degree attainment was examined and approximately 96 percent of GRC students earned a degree that was attainable at any VBCPS comprehensive high school (standard diploma or advanced studies diploma). When division Navigational Markers were examined, almost all students at GRC were enrolled in rigorous courses. However, only ten students enrolled in the IBDP and of those students, 30 percent met the requirements to earn the IB Diploma, while eight students were enrolled in the IBCP program with 50 percent of those students earning the IBCP Certificate in conjunction with an advanced studies diploma. Overall, 26 percent of GRC students enrolled in the IB programs, and of those 18 students who enrolled, 39 percent met the requirements set forth by IB and VBCPS to earn that distinction. It should be noted that 41 students who earned the advanced studies diploma also earned the IB certificate of course completion; this is a distinction that signifies that students completed IB coursework and sat for IB exams, but did not enroll in the IBDP or IBCP pathway.

Recommendation #3: Ensure that students are receiving multiple opportunities for counseling services focused on college financial assistance as specified in Goal 2, Objective 3 of the charter school application. (Responsible Group: GRC Governing Board)

Rationale: Ensuring that students receive multiple opportunities for counseling services designed to support financing college is recommended to assist students with their plans for college enrollment. Students were asked on the survey if they received counseling services focused on financial options to attend college. Overall, 50 percent of student in grades 11 and 12 indicated that they received those services. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received those services. While the IB

coordinator at GRC has stated that all students received services as part of GRC's program components, additional targeted efforts with multiple opportunities for juniors and seniors to learn about college financing options is needed.

Recommendation #4: Review the mentoring and Personalized Learning Plan processes and modify them as needed to ensure that these program components are maximizing students' potential to meet their goals. (Responsible Group: GRC Governing Board)

Rationale: Reviewing the mentoring and PLP processes and modifying them as needed is recommended because these are hallmarks of GRC as the school was originally designed, and survey data around both of these components demonstrated declines in perceptions among students and teachers from the 2014-2015 school year. When asked if the mentoring program met students' needs, 65 percent of students, 79 percent of parents, and 52 percent of teachers agreed that it met students' needs. Further, there were substantial drops in agreement levels in year four compared to year two (e.g., 20% decline for students, 48% decline for teachers, and 11% decline for parents). Students' and parents' agreement levels regarding mentoring were the lowest they have been across all evaluations. When asked if they developed a PLP, 77 percent of students agreed that they had developed one with their mentor which was a decline of approximately 18 percentage points from the year-two evaluation. Students were also less likely to agree that they updated their PLP with their mentor throughout the year (13% decline from 89% in year two to 76% in year four). When teacher results were examined, there was a 15-percentage point decrease in agreement levels regarding developing a PLP with students and updating it throughout the year (100% in year two to 85% in year four for both survey items). Additionally, while the parent agreement levels regarding the PLP were the highest they have been since implementation, no agreement level was above 77 percent. While the GRC Head of School ensures these activities are occurring, adjustments to these components may be needed to maximize GRC students' pathway planning to become college or career ready.

Recommendation #5: Conduct an evaluation update during 2017-2018 based on an additional cohort of students progressing through GRC. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: Because a large percentage of the program's terminal goals and objectives (i.e., graduation rate, degree attainment, college plans) were evaluated with only one graduating cohort, conducting an evaluation update is recommended to monitor the progress of additional GRC cohorts. Further evaluation will allow for the identification of trends in graduation rates, IB exam completion, degree attainment, and college/career data. College enrollment data will also be collected to determine if GRC students' plans to attend a four-year college align with data on actual college attendance. Additional monitoring will also allow for continued assessment of areas where there was a decline in student and teacher perceptions in 2016-2017 compared to the year-two implementation evaluation in 2014-2015. With the decreases in perception data, it is important to continue to monitor the student and staff perceptions and the functioning of program elements such as the Personalized Learning Plan, whole school AVID implementation, and mentoring for continuous improvement efforts.

Introduction

Background

In June 2012, the concept of a school designed to offer an academically rigorous college preparation program targeting military-affiliated students, at-risk students, and economically disadvantaged students was presented to the School Board of Virginia Beach City Public Schools (VBCPS). The school would offer the International Baccalaureate (IB) Program along with a schoolwide Advancement Via Individual Determination (AVID) program, and the plan called for the school to operate as a public charter school, the first of its kind in Virginia.

The charter school application for Green Run Collegiate (GRC) was presented to the Virginia Board of Education's (VBOE) Charter School Committee on February 27, 2013 prior to being submitted to the local School Board as required by the Code of Virginia. The VBOE Charter School Committee discussed the application and determined if the application met the Board's approval criteria, although it was not the responsibility of the committee or the VBOE to approve or disapprove the application. At the March 28, 2013 meeting of the VBOE, the Board unanimously approved the Charter School Committee's recommendation that the GRC application met all applicable Board of Education charter school application criteria. Subsequently, on April 9, 2013, the GRC charter school application was presented to the VBCPS School Board and unanimously approved for implementation during 2013-2014 with its first ninth-grade class. Full implementation across grades 9 through 12 was achieved during the 2016-2017 school year.

In addition to the charter school application, which serves as an agreement between the charter school and VBCPS, an additional Green Run Collegiate Charter Agreement was approved by the School Board on April 22, 2014 to provide further clarification of the duties and conditions of each party.

The School Board received the year-one implementation evaluation on October 4, 2014. Furthermore, on October 21, 2014, the School Board approved four recommendations for the 2014-2015 school year including continuing GRC, increasing opportunities for parental involvement, implementing a more systematic approach to the personalized learning component, and continuing to build the school-based

mentoring program. The year-two evaluation was presented to the School Board on November 4, 2015 and contained three recommendations including continuing GRC, finding innovative ways to encourage parental involvement in the learning community, and revising goals and objectives to match the current program of study. The recommendations from the year-two evaluation were approved on November 17, 2015.

Purpose

This evaluation provides the VBCPS School Board and the Superintendent with information about GRC's final year of implementation. In addition, the GRC Governing Board will receive the report for their continuous improvement efforts. Because the charter school receives local funding from VBCPS for operation, this evaluation during the program's year of full implementation is required by School Board Policy 6-26. The comprehensive evaluation focuses on the implementation of the program based on the School Board approved charter school application. The comprehensive evaluation includes information regarding student enrollment, staff selection and professional learning, curriculum and opportunities provided as part of the program of study, parent involvement, progress towards meeting goals and objectives, and cost as well as actions taken to address School Board recommendations from the year-two evaluation.

Program Overview

Green Run Collegiate operates as a public charter school that affords the school the option of providing more innovative instructional programs or distinctive curricula while still being held accountable by Virginia for improved student achievement. The curricula is based on the International Baccalaureate philosophy delivered through the Middle Years Program (MYP) at grades nine and ten and the IB Diploma Program (IBDP) or the IB Career-Related Certificate Programs (IBCP) at grades eleven and twelve. Support is provided to students through the implementation of the AVID program. Based on the charter school application, GRC is focused on college and career readiness and preparing students with the skills to be 21st century learners, workers, and citizens in support of the VBCPS strategic plan. According to the approved application, it was also designed to provide a more personalized learning environment for students; provide extended learning opportunities for students through mentoring, community service, or modified

school calendars; and ensure active parental involvement.

The status of the IB and AVID programs is established through authorization and review visits. The IB and AVID authorization visits are conducted by professionals from the respective programs to ensure fidelity to the educational curriculum and philosophies by GRC administrators and instructional staff. It should be noted that GRC is the only school in the greater Hampton Roads area that has been awarded IB world school status with full authorization to offer the IB MYP, IBDP, and the IBCP.

Program Goals and Objectives

As part of the GRC charter school application, goals and educational objectives were outlined. Performance-based goals in several areas were required in the charter school application including (1) student academic proficiency, (2) student academic growth, (3) academic gaps in both proficiency and growth between major student subgroups, (4) attendance, (5) recurrent enrollment from year to year, and (6) postsecondary readiness. Measurable objectives for each of these areas were included in the charter application as well as additional goals and objectives for the school.

Evaluation Design and Methodology

Evaluation Design

The purpose of the evaluation was to assess the extent to which the charter school was implemented according to the charter application approved by the School Board. The evaluation utilized a mixed-methods design to collect both quantitative and qualitative information about the school's operation during 2016-2017 and compared the information gathered to the charter application. This comprehensive evaluation focuses on the implementation of the Green Run Collegiate Charter School, as well as addresses the extent to which program goals and objectives were met. In addition, actions taken to address School Board approved recommendations from the year-two implementation evaluation are included. Furthermore, matched groups analyses using propensity score matching were conducted to assess GRC's effectiveness in terms of

academic, college preparation, and behavioral outcomes.

Evaluation Questions

Evaluation questions for this report were derived from a review of School Board policy related to comprehensive evaluations, the approved Green Run Collegiate Charter School application, and various GRC documents. The second-year evaluation questions were as follows:

1. **What actions were taken as a result of the recommendations from the year-two implementation evaluation (November 2015)?**
2. **Did the student application and selection process follow the approved process?**
 - a. How was the school marketed?
 - b. What was the student application and selection process, including how many students applied, were accepted, and enrolled?
 - c. What were the characteristics of students enrolled in GRC?
 - i. What were students' demographic characteristics (e.g., gender, ethnicity, economic status, military connectedness)?
 - ii. What were students' prior academic achievement levels?
 - iii. What middle schools did students attend prior to GRC?
 - iv. What high schools were GRC students zoned to attend?
 - v. Why did the students enroll in GRC?
3. **Did the GRC staff selection process and professional learning follow the approved process?**
 - a. What was the process and criteria for selecting GRC staff, and what were their qualifications?
 - b. What professional learning did the GRC staff receive?
 - c. What was the teachers' role in the instructional process?
4. **Did the GRC program components follow the approved plan?**
 - a. What was the program of study?
 - b. What was the GRC curriculum and what courses were offered?
 - i. Was the IB component implemented as specified in the approved plan?

- ii. Was the AVID component implemented as specified in the approved plan?
 - c. Was the Personalized Learning Plan (PLP) component implemented as specified in the approved plan?
 - d. What opportunities did GRC provide for students (e.g., mentoring, community service, field trips, Saturday sessions, project-based learning, extracurricular)?
- 5. Was the parent involvement component implemented as specified in the approved plan?**
- a. What parent involvement activities were offered and to what extent did parents participate in the proposed activities?
- 6. To what extent were GRC's goals and objectives, identified in the approved charter application, met?**
- a. What were the program goals and objectives and how did GRC students perform?
 - b. How did GRC students perform compared to a similar matched group of students?
- 7. What was the cost of GRC to VBCPS and how did it compare to the approved budget?**

Instruments and Data Sources

Multiple instruments and data sources were used to gather data throughout 2016-2017. Qualitative data were obtained through open-ended survey questions and interviews. Quantitative data were gathered through electronic databases (e.g., VBCPS data warehouse), survey responses, and data collection forms. The Department of Planning, Innovation, and Accountability evaluators employed the following data collection methods:

- Examined the approved Green Run Collegiate Charter School application (March 29, 2013) and GRC program documentation.
- Conducted informational meetings with the GRC Head of School, IB coordinator, and the Governing Board when needed.

- Collected program-related data from the GRC Head of School and other staff involved in the implementation of GRC.
- Collected staff qualification data from the Department of Human Resources and GRC.
- Collected data from the VBCPS data warehouse related to student enrollment and demographic characteristics, as well as students' academic progress in courses, on Standards of Learning (SOL) tests and other assessments, graduation status, and postgraduation plans.
- Administered surveys to GRC students, parents, and staff.
- Collected budget and cost information from the Department of Budget and Finance.

Surveys

The Department of Planning, Innovation, and Accountability invited GRC students, parents, and staff to complete a survey regarding their perceptions of GRC. For this evaluation, the evaluators used the following survey instruments:

- **Student Survey** – An instrument gauged all GRC students' perceptions of their experience. The survey included closed-ended statements about the application process, the admissions process, the program, coursework, participation in program components, and other aspects of GRC. The survey also included open-ended questions where comments were solicited. Students in twelfth grade had additional questions administered as a senior exit survey. Ninety-three (93) students identified themselves as twelfth grade students and 75 of the twelfth grade students (81%) responded to the senior exit survey portion. Students were asked why they enrolled in GRC, why they would not be returning to GRC (if they had indicated this to be the case), what they gained from GRC enrollment, and improvements they would suggest for GRC. Three hundred and sixty-five (365) GRC students completed an online survey between April and May 2017. No identifying information about the students was collected on the survey. Student respondents represented 100 percent of the GRC student enrollment at the time of the survey (n=343). The number of surveys completed exceeded the number of students at the time of the survey due to an error made during the survey

administration at the campus level where some students were administered the survey more than once.

- **Parent Survey** – An instrument assessed parents’ perceptions of GRC. The survey included closed-ended statements about the application process, the program, coursework, student’s participation in program components, parents’ participation in meetings/events, and other aspects of their child’s experience in GRC. The survey also included open-ended questions where comments were solicited. Parents were asked why they enrolled their child in GRC, the ways they were involved with their child’s education, what topics were addressed in meetings/events (if they indicated they attended meetings/events), why they did not attend meetings/events (if they indicated they did not attend any), why their child(ren) would not be returning to GRC for the next year (if they had indicated this to be the case), what their child gained from GRC enrollment and activities, and improvements they would suggest for GRC. Parents of GRC students who were enrolled at GRC during the time of survey received a survey; it should be noted that some parents had multiple students at GRC and were asked to complete one survey only. Parents received a survey link in their email that was on file with GRC (n=326). Parents who did not have an email address (n=15) available received the survey through the United States Postal Service with directions to return completed surveys using enclosed postage-paid envelopes to the Department of Planning, Innovation, and Accountability no later than April 28, 2017. A total of 55 parents responded to the survey, representing approximately 16 percent of the GRC parents surveyed (n=341).

- **Instructional Staff Survey** – An instrument measured teachers’ perceptions of GRC. The survey included closed-ended statements about the student selection process, the program, coursework, professional learning, and other aspects of GRC. The survey also included open-ended questions where comments were solicited. The survey asked staff about their role at GRC, feedback on program components, why they would not be returning to GRC for the next year (if they had indicated this to be the case), what the students gained from GRC enrollment and activities, and improvements they would suggest for GRC. Staff received an email invitation with a link to participate in the online survey and were

asked to complete the survey by April 28, 2017. Twenty- seven (27) out of 33 instructional staff members (82%) completed a survey.

Data Analysis

Green Run Collegiate student enrollment, demographic, and academic data were extracted from the VBCPS data warehouse using query statements and exported to Microsoft Excel spreadsheet files to allow for data analysis. The evaluators also analyzed student course grades and test score data in Microsoft Excel spreadsheets to conduct frequency analyses and to determine test averages for GRC students. Research and evaluation staff downloaded survey results for the student, parent, and instructional staff surveys from SurveyMonkey. Staff recorded the data gathered from the student, parent, and staff surveys into Microsoft Excel for quantitative and qualitative analysis. Survey agreement percentages were based on those who answered the survey items. The qualitative data were analyzed by research and evaluation staff and sorted into the most prevalent themes. Additionally, data from the VDOE website were downloaded and were used in regards to GRC students’ SOL passing rates.

Additional analyses were conducted by Hanover Research under contract with VBCPS to compare performance data for the 2016-2017 GRC graduating class to a matched group of students. The GRC and matched group of students were enrolled in the same high school in grades 9 through 12. Hanover Research matched GRC students with similar peers through a statistical technique referred to as propensity score matching. This matched group served as a comparable group when testing how the GRC program impacted student outcomes. Propensity score matching uses a logistic regression model to measure the similarity of students who are not in a program with students that are in a program based on observable data.

Hanover Research used eighth-grade demographic variables, academic performance, attendance, and discipline data as well as middle school and high school attendance zones to construct the comparison group. Overall, the methodology produced a group of students who were, on average, similar to the participants in the GRC program. Hanover Research used the five nearest neighbors as matches for each GRC student; however, it was possible for GRC students to have the same neighbor, resulting in a total of 244 students in the comparison group. Hanover Research then compared outcomes for GRC students

and the comparison group students using t-tests and chi-square analyses to uncover statistically significant differences in student outcomes.

Evaluation Results and Discussion

This section of the comprehensive evaluation describes the implementation of GRC and the extent to which program goals and objectives were met as well as actions taken as a result of the School Board approved recommendations from the year-two evaluation. The following sections of the report provide the results associated with the comprehensive evaluation questions and a discussion of the results.

Actions Taken as a Result of the Recommendations From the Year-Two Implementation Evaluation

The first evaluation question stated, “What actions were taken as a result of the recommendations from the year-two implementation evaluation?” Included as part of this evaluation question is information about how GRC encouraged parent involvement in innovative ways and changes made to the goals and objectives. The first recommendation from the year-two evaluation was to continue GRC with the following two recommendations requiring action:

Recommendation #2: Find innovative ways to encourage parental involvement in the GRC learning community.

To encourage parental involvement, GRC added several activities and increased their engagement with the community. The activities that were added provided information about the program (IB workshops) or were focused on showcasing student work and building a learning community (i.e., student exhibits and socials). The activities added in response to the recommendation following the year-two evaluation are detailed in the following section:

- **IB Workshops:** IB workshops focused on providing students and parents more information about the International Baccalaureate pathways Green Run Collegiate offers, important IB assessments such as the Personal Project, and the costs of IB tests. Green Run Collegiate was able to increase parent participation by communicating upcoming events through newsletters, AlertNow,

and social media platforms. In addition, GRC also made these sessions mandatory, which further emphasized the importance of attending the workshops.

- **Student Exhibits:** Parents attended student exhibits primarily because their own student’s work was displayed. Not only was it heavily promoted in the newsletter and social media, but refreshments were also included in the promotion as well.
- **Socials:** The socials included the Green Run Collegiate Football tailgate, as well as volunteering to participate in PTSA activities such as hosting concessions during athletic games. These often had increased parental involvement due to the use of the Evite application to invite parents to events, promotion in the weekly newsletter, as well as promoting what would be included in the event, such as refreshments, raffle of prizes, family activities for younger siblings, and performances by cheerleaders and the marching band.

Additionally, to inform the parents about these activities and encourage their involvement, GRC staff increased engagement with parents through the following activities:

- Weekly newsletters (Appendix A)
- Engaged parents over social media platforms (Twitter, Facebook)
- Continued to increase the use of the AlertNow system to notify parents of events.

Recommendation #3: Revise goals and objectives to match the current program of study and coursework.

The Governing Board and GRC leadership worked in collaboration with the Office of Research and Evaluation lead evaluator to review the goals and objectives in regards to the functioning of the program, the curriculum, and variation between proposed and actual implementation of program activities. The GRC Governing Board voted in September 2016 to approve the changes to the goals and objectives based on current functioning and a review of scores on assessments from other IB and comparable programs at local, state, national, and international levels. In instances where a new target was set for assessment scores, information was examined to create a realistic

attainable benchmark for GRC to meet. Changes to the goals and objectives from the original charter application are listed below in bold type.

- Goal 1, Objective 3 now states, “100% of students will score pass or above on required SOL **tests as needed to graduate. Eighty percent (80%) of students taking the IB exams(s) will score a pass or above.**” Previously, the goal stated that 100 percent of students would pass the SOL and IB assessments prior to graduation.
- Goal 2 now states, “100% of students graduating from Green Run Collegiate will pursue postsecondary education, enlist in military service, or **pursue a specific career path.**” The inclusion of “pursuing a specific career path” was an addition to the goal.
- Goal 2, Objective 1 now states, “100% of all students will work with their mentors to complete and annually update **their personal learning plans**” rather than using the terminology “secondary” and “postsecondary plans.”
- Goal 2, Objective 2 now states, “All students will **have the opportunity** to enroll in intensive college preparation through annual participation in the AVID program” rather than all students “will” participate
- Goal 2, Objective 3 now states, “All students will receive **multiple opportunities for** counseling services designed to support financing college including grants, scholarships, financial aid, and military service in their junior and senior years of instruction.” The inclusion of “multiple opportunities for” was an addition to the goal.
- Goal 3 had one objective related to community service for ninth and tenth graders that was removed due to IB dropping this requirement.
- Goal 3, Objective 3 now states, “All 11th and 12th grade students will complete the Diploma Program courses. **Eighty percent (80%) of students who sit for the exam will receive a passing score or above as required by IB.**” Previously, the objective stated that “all students” in these grades would also receive passing scores.
- Goal 3, Objective 4 now states, “All 11th and 12th grade students will complete Creativity, Action, Service (CAS) hours **over a two-year period**

which reflect the 7 learning outcomes” rather than a specified number of hours due to changes made by IB.

- Goal 3, Objective 5 now states, “11th and 12th grade **Diploma Program** students will complete one semester course in Theory of Knowledge each year.”
- Goal 3, Objective 6 now states, “12th grade **Diploma Program** students will complete a 4,000 word extended essay and achieve a passing score.”
- Goal 5, Objective 2 now states, “All students **will have the opportunity** to participate in targeted tutoring” rather than all students “will” participate.
- Goal 6, Objective 1 now states, “Each teacher at GRC will be expected to mentor **5 to 10** youth continually throughout their academic career at GRC” rather than “15 to 20.”
- Goal 6, Objective 2 removed “parents” and now states, “Upon enrollment, each mentor will work with students to develop a prescriptive and goal-driven Personalized Learning Plan (PLP).”
- Goal 7 now states, “Green Run Collegiate will maintain a **95%** attendance rate” rather than “98” percent.
- Goal 8 now states, “100% of all students at Green Run Collegiate will **have the opportunity** to participate in AVID programing to increase their postsecondary preparation, develop a postsecondary plan for college or military service, create a plan to finance college, and increase their exposure to postsecondary options. Previously, the goal stated that “all students” at GRC would participate in AVID programming.

Student Application and Selection Process

The second evaluation question was “Did the student application and selection process follow the approved process?” Included as part of this evaluation question is information about the marketing efforts, student application and selection for the school, and characteristics of students enrolled.

Marketing of School

Following the marketing plan described in the charter school application, various methods were used to market GRC. Green Run Collegiate developed a brochure that highlighted the program of study (IB and AVID), the core IB requirements, and the mission statement. This brochure was used as a marketing tool to disseminate information about GRC at middle schools and information nights. The program was marketed through the GRC website, which contained documents such as frequently asked questions, enrollment forms, contact information, and press releases. The following new marketing initiatives were undertaken in 2016-2017 to increase the visibility of GRC:

- GRC staff and students provided a “Saturday Sneak Peek” so that prospective students could see what an IB and AVID classroom look like.
- GRC provided a student and parent panel so that prospective families would be able to ask questions.
- GRC provided an incentive for early commitment (a free summer camp shirt in 2016-2017).
- GRC posted advertisements on the websites of the *Virginian-Pilot* and *Beacon*.
- GRC featured exhibits during Virginia Beach City Public School’s Academy Night.
- GRC provided tours of the school to prospective middle school students prior to the enrollment lottery.

Student Application and Selection

The application process as detailed in the approved charter application is a lottery system. To be included in the lottery, students were required to complete the enrollment request form and submit it to GRC by February 7, 2016. The enrollment request form was available at all middle school guidance offices or on the GRC and VBCPS websites. There was one qualifying statement on the enrollment request form that a student was asked to complete regarding his/her completion of Algebra I prior to ninth grade. Students who were chosen from the lottery but had not yet completed Algebra I were required to complete the course during summer school prior to their ninth-grade year.

According to the charter application, 100 ninth-grade students were to be enrolled through the lottery each year. All students who submitted an enrollment request form were eligible for enrollment through the lottery. During the lottery on February 14, 2016, each student’s enrollment request form was selected and given a number based on the order it was drawn. Students who were selected after number 100 were put on a wait-list. Students selected from number 1 to number 100 were notified through a letter of intent sent from GRC through the United States Postal Service. Students selected in the lottery had to return the letter of intent to GRC by March 17, 2016. If a student did not return his/her letter of intent, students on the wait-list were contacted and enrolled in GRC. During the fourth year, 234 rising ninth-grade students completed an enrollment request for GRC.¹ Green Run Collegiate selected 150 rising ninth-grade students by lottery on February 14, 2016 to enroll in the school.

Green Run Collegiate was also able to open enrollment due to student mobility and attrition to students in grades 10, 11, and 12 who had met the specific criteria. Students who enrolled at GRC as tenth-grade students had to have completed Geometry, one year of high school-level science, and one year of foreign language. These requirements were chosen because they are the minimum standard for a GRC student to progress. A total of eight new tenth-grade students met the requirement and enrolled at GRC during 2016-2017. Additional criteria were used for new eleventh and twelfth grade enrollments which included the following:

- Student successfully completed at least Algebra I, Geometry, Algebra II, or Algebra II/Trigonometry by the end of the prior school year.
- Student successfully completed Earth Science and Biology, as well as Chemistry or Physics by the end of the school year.
- Student successfully completed two years of Social Studies courses by the end of the school year. If the student has not taken VA/US History and VA/US Government, then he/she will take it in summer school or the following school year in lieu of an elective.
- Student successfully completed at least three years of either French or Spanish by the end of this school year.

A total of five new eleventh-grade students and one new twelfth-grade student met the requirements and were enrolled at GRC during 2016-2017.

Students and parents were asked about their perceptions of the application and selection process on the end-of-year surveys using a four-point scale. Table 1 displays the agreement percentages (those who either agreed or strongly agreed) for students and parents. A high percentage of students (91%) and parents (96%) agreed that the GRC application process was clear. Sixty-six percent (66%) of students agreed that they received enough information about GRC prior to their enrollment. A higher percentage of parents agreed (89%) that they received enough information before enrolling their student. A majority of students (79%) and parents (93%) agreed that information sessions helped them understand the opportunities at GRC. Furthermore, 94 percent of students and 89 percent of parents who responded to the survey agreed they were aware of their responsibilities as GRC students and parents, respectively. Additionally, at least 59 percent of teachers indicated that both students and parents were aware of the school's expectations.

Table 1: Perceptions of Application and Selection Process

Survey Item	Student Percent Agree (n=364)	Parent Percent Agree (n=55)
The Green Run Collegiate application process was clear.	90.7%	96.2%
I received enough information prior to making my decision to enroll in Green Run Collegiate.	66.2%	88.7%
Green Run Collegiate information sessions helped me to understand the opportunities at Green Run Collegiate.	79.1%	92.6%
I am aware of my responsibilities as a GRC student/parent.	94.0%	88.9%

Characteristics of Students Enrolled

The approved charter application states that “GRC will serve students in grades 9-12 with approximately 100 students enrolled in each grade level every year” (Charter Application, 2013, p. 16). The approved GRC charter application stated that the student population would be comprised of a high percentage of economically disadvantaged, academically at risk, and military-connected youth.

Demographic Characteristics. As of September 30, 2016, 365 students were enrolled at GRC. A total of 367 students were enrolled at some time during the school year, but two students withdrew prior to September 30. Table 2 displays the demographics of the GRC students enrolled as of September 30, 2016 compared to all other VBCPS high school students. A higher percentage of GRC students were African American students (44%) and economically disadvantaged students (46%) compared to all other VBCPS high school students. There was a lower percentage of special education students at GRC compared to all other high school students. The rates for military-connected youth were similar for both groups at approximately 15 percent for GRC and VBCPS high school students.

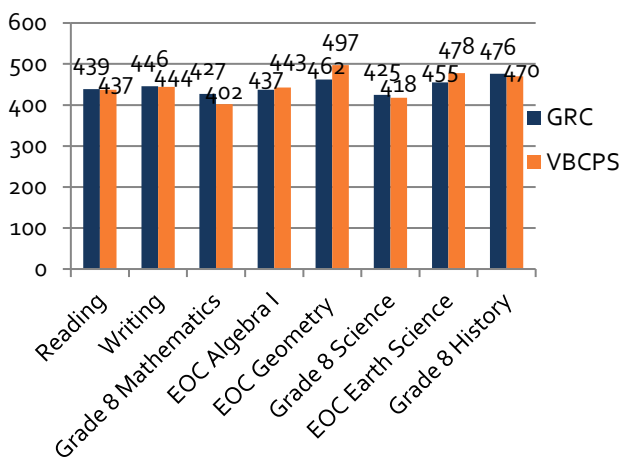
Table 2: Demographic Characteristics of GRC Students

Student Characteristics	Green Run Collegiate (N=365)	VBCPS High School Students (N=36,126)
Male	37.5%	51.1%
Female	62.5%	48.9%
African American	44.4%	24.1%
American Indian	0.0%	0.3%
Asian/Pacific Islander	6.0%	6.7%
Caucasian	28.0%	50.8%
Hispanic	11.5%	9.9%
Two or More	10.1%	8.2%
Economically Disadvantaged	46.2%	33.1%
Gifted	19.2%	16.5%
LEP	0.0%	1.6%
Special Education	3.3%	10.7%
Military Connected ²	14.9%	15.4%

GRC Ninth-Grade Students' Prior Achievement.

Students' achievement in eighth grade prior to enrolling at GRC is presented in Figure 1. The average scale scores on English, mathematics, science, and history Standards of Learning (SOL) tests were calculated for GRC students when they were in eighth grade compared to all VBCPS eighth graders as a comparison. From 10 to 106 GRC students took the various SOL tests shown in Figure 1. Ninth-grade students in 2016-2017 at GRC had slightly higher average scale scores on 63 percent of the SOL tests taken in eighth grade prior to enrollment in GRC during 2016-2017.

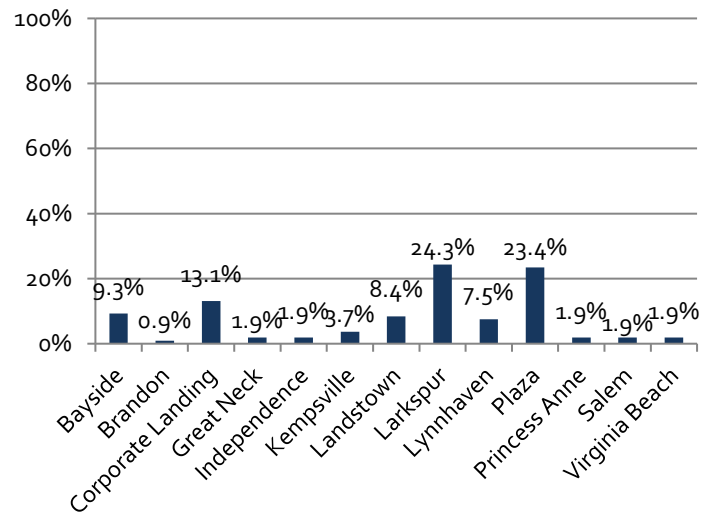
Figure 1: Average Eighth-Grade SOL Scale Scores for GRC Students and All VBCPS Eighth Graders



GRC Ninth-Grade Students' Middle Schools.

Ninth-grade students enrolled in GRC during 2016-2017 came from all Virginia Beach middle schools as displayed in Figure 2. Approximately 61 percent of students attending GRC previously attended either Larkspur, Plaza, or Corporate Landing middle schools. One student enrolled in GRC did not attend school in VBCPS the year prior to enrolling at GRC. These enrollment percentages are consistent with previous evaluations with a majority of students having been enrolled at Larkspur, Plaza, and Bayside middles schools; Corporate Landing Middle School had an increase in the percentage of students who enrolled in GRC and has been in the top five since the year-one evaluation.

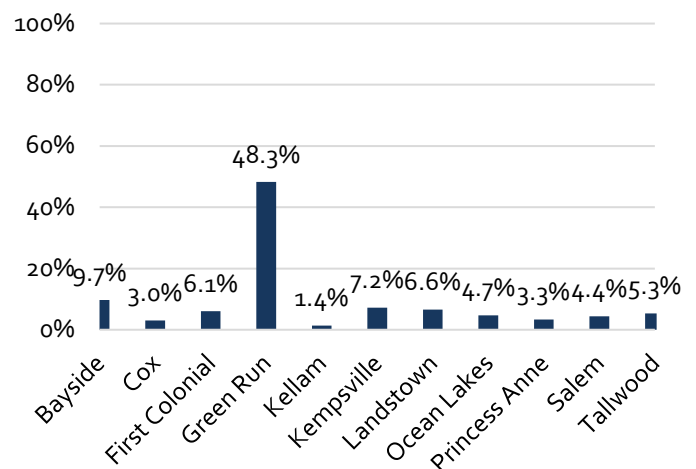
Figure 2: GRC Students Prior Middle School Attendance Zone



GRC Ninth-Grade Students' Zoned High Schools.

Ninth-grade GRC students in 2016-2017 came from all 11 high school attendance zones in VBCPS. Figure 3 displays the percentages of students from each high school attendance zone. The largest percentage of GRC students came from the Green Run High School attendance zone followed by Bayside High School's attendance zone. These percentages are consistent with previous evaluations; the highest percentage of students enrolled at GRC were originally zoned for Green Run High School followed by Bayside High school since the year-one evaluation.

Figure 3: GRC Students' Home High School Attendance Zone



Students Reasons for Enrolling. All GRC students were asked an open-ended question on their survey

about why they chose to enroll in GRC. The students' answers were analyzed for common themes. The most prevalent theme was "opportunity," with 35 percent of respondents mentioning that without GRC they would not have the opportunity to challenge themselves academically. Thirty-four percent (34%) enrolled at GRC because of the rigorous coursework (IB) and the pursuit of "higher" (i.e., more demanding) educational experience. Fifteen percent (15%) identified "parent guidance" which was described as "talking with a parent about attending GRC." Additionally, 7 percent of students commented that they wanted to enroll in GRC because they "did not want to attend the high school in their zone." Furthermore, 6 percent of respondents indicated that they enrolled at GRC because they were accepted, it was the only option, or easy entry requirements. The themes for enrollment with the lowest percentages were "guidance from VBCPS staff" and "wanting to be with friends" (1%).

Staff Selection Process and Professional Learning

The third evaluation question was "Did the GRC staff selection process and professional learning follow the approved process?" Included as part of this evaluation question is information about (1) the process and criteria for staff selection, including staff characteristics; (2) professional learning; and (3) the teachers' role in the instructional process.

Process and Criteria for Staff Selection

Following the process from the approved charter application, after receiving authorization from VBCPS, GRC worked with the VBCPS Human Resource (HR) department to follow all VBCPS HR policies and procedures. These procedures included posting open positions, recruiting qualified staff, interviewing protocols, and hiring procedures. Green Run Collegiate Board members and senior VBCPS staff conducted panel interviews for GRC leadership and instructional staff. The Governing Board of the charter school was to balance the staff with experienced, highly regarded internal employees, staff from outside the school division with IB or charter school experience, and staff who represented the diversity of the area. All staff members were expected to serve as mentors and role models for students, and this was considered during the recruitment and hiring process.

Recruitment efforts included outreach to graduate schools of education locally and at universities that specialize in preparing charter school leaders and IB educators. Green Run Collegiate leadership used a rubric to assess the candidates. The rubric provided by the GRC IB coordinator was used to find candidates who "articulate a true understanding of the foundational components of IB, AVID, and GRC and relates them to their own beliefs and practices."³ The rubric contains eight questions that center around topics such as teaching philosophy, professional learning, planning, pacing, assessment strategies, and student empowerment. The interview panel sought the candidates who answered the questions thoroughly with an in-depth rationale. All personnel were required to meet the qualifications set forth in VBCPS Human Resource policies, including all requirements for licensure.

The proposed staff for the fourth year included the following 34 positions: 2 administrators (1.0 FTE each), 1 office staff (1.0 FTE), 1 office associate (1.0 FTE), 1 counselor (1.0 FTE), 34 teachers (0.8 FTE each), 1 personal project supervisor and 1 community service supervisor (0.2 FTE each), and 4 contracted instructional staff (0.4 FTE each) for a total of 29.6 FTE (Charter Application, 2013). When data from the Department of Human Resources were examined, there was a total of 33 instructional staff at GRC. The instructional staff during 2016-2017 included 4 English teachers (1.0 FTE), 5 mathematics teachers (1.0 FTE), 5 science teachers (1.0 FTE), 5 social studies teachers (1.0 FTE), 3 Spanish teachers (1.0 FTE), 1 French teacher (1.0 FTE), 1 AVID instructor (1.0 FTE), 1 Art teacher (1.0 FTE), 1 ED/LD Teacher (1.0 FTE), 1 drama teacher (1.0 FTE), 2 health/PE teachers (1.0 FTE), 1 school counselor (1.0 FTE), 1 band instructor (0.2 FTE), 1 gifted teacher (0.5 FTE), and 1 instrumental music teacher (0.2 FTE). Additional noninstructional positions at GRC during 2016-2017 included 1 Head of School, 1 IB coordinator, and 3 administrative office staff.

Table 3 displays the characteristics of GRC instructional staff compared to VBCPS high school instructional staff. During 2016-2017, GRC had 33 instructional staff. During the 2016-2017 school year, the GRC staff was predominately Caucasian and female, whereas GRC students were more likely to be African American and female. Teachers at GRC were more likely to be new to the school division, and GRC teachers had fewer years of teaching experience on average. However, GRC teachers were slightly more

likely to have an advanced degree compared to the division.

Table 3: Characteristics of GRC Instructional Staff

Instructional Staff Characteristics and Qualifications	GRC (N=33)	VBCPS High School (N=1,333)
Male	20.6%	33.0%
Female	79.4%	67.0%
Asian	0.0%	4.1%
Caucasian	85.3%	79.7%
African American	5.9%	11.0%
Hispanic	8.8%	3.8%
Native American	0.0%	0.4%
Multiracial	0.0%	1.1%
Percentage With Advanced Degrees	55.9%	54.0%*
Percentage New to VBCPS	23.5%	8.3%
Average Years of Experience (Total)	10.7	15.3

Source: GRC staffing data were provided by HR

*Data for VBCPS percentage with advanced degrees was pulled from the VDOE School Quality Profiles.

Professional Learning

According to the charter application, GRC is a unique school designed to prepare all students for college or military service. The academic program is challenging; therefore, the professional preparation of teachers is designed to build capacity and support the mission of the charter school.

All GRC teachers are VBCPS employees and were required to participate in the school division's required Professional Learning Program requirements, which included the completion of 22 professional learning points during the 2016-2017 school year. Teachers new to the school division also received support as part of the VBCPS Teacher Induction Program. The VBCPS Teacher Induction Program supports novice teachers (teachers with zero years of experience) during their first three years of teaching. The program meets state requirements and provides orientation activities, mentoring, access to a network of learning opportunities, and ongoing support for professional growth. The GRC teachers attended weekly professional learning hosted at the school as well as IB conferences and the AVID Summer Institute. Additionally, GRC hosted a voluntary curriculum writing professional learning course twice a week.

In addition to VBCPS professional learning requirements, all GRC teachers received extensive professional learning to implement the IB and the AVID programs. The IB Program provides three levels of professional learning for teachers and administrators new to the program. All instructional staff and leadership staff new to the IB Program completed the first level of professional learning during their first year of employment. The second and third levels of professional learning will be completed by the end of the second year of employment.⁴ This training was expanded in 2014-2015 to include part-time staff as well.⁵

To support the youth attending the school, all staff members also received professional learning regarding the AVID program. The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading. The AVID strategies were used in AVID elective classes and in content-area classes (e.g., English language arts, mathematics, science, and social studies).

Furthermore, professional learning focused on military-connected youth was mandatory for all staff due to the high percentage of military-connected youth in the Green Run community. These sessions were intended to give GRC staff the knowledge and skills to assist students dealing with issues surrounding military-connected youth such as relocation and deployments.

Green Run Collegiate teachers were surveyed about their participation in professional learning and the extent to which the topics helped them meet their students' needs. The percentage of teachers who responded to both questions regarding participation and perceptions of the professional learning at GRC are presented in Table 4. The GRC Head of School indicated that all new teachers attended AVID, WICOR, and IB professional learning and that all previous year teachers completed all levels of their training in sequence. However, when survey results were examined, the percentage of teachers agreeing they attended the different professional learning opportunities ranged from 32 to 81 percent. The GRC Head of School indicated that this could be because some training was offered in the summer and some teachers might not have received it depending on their hire date. Some respondents to the teacher survey might have received the professional learning in their first year at GRC as is specified by IB and AVID;

therefore, due to the way the question was phrased, teachers might have indicated they did not receive the training during 2016-2017. As indicated by survey responses, from 71 to 100 percent of the teachers who responded to statements regarding professional learning agreed that the AVID, WICOR, and IB professional learning helped them meet their students' needs. The military-connected youth professional learning had the lowest percentage of agreement with 71 percent of respondents indicating the professional learning was useful.

Table 4: Instructional Staff Professional Learning

Name of Professional Learning	Percent Who Participated	Percent Who Found it Useful
AVID	32.0%	100.0%
WICOR	53.8%	92.9%
IB	80.8%	85.7%
Military Connected	26.9%	71.4%

Teachers' Role in Instructional Process

According to the approved charter application, in order to facilitate student mastery and retention of Virginia Standards of Learning, GRC would rely primarily on academic approaches that engaged students in active learning. The emphasis was to be on proficiencies that students demonstrated on standards-based assessments (unit assessments including projects) rather than on what material teachers had taught. Major assessments were to measure the application of knowledge, concepts, and skills to new or unfamiliar situations. General instructional strategies were to include an emphasis on reading, writing, and mathematics; cognitive brain-based instructional strategies; differentiated instruction; service learning; advisory grouping; and an extended school day, week, and year.

As stated in the approved charter application, the role of the teacher was much greater than disseminator of knowledge or facilitator of learning. Green Run Collegiate teachers accepted additional roles of mentor, coach, counselor, advisor, and role model.⁶ All teachers were to engage students in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies that motivated students to be self-directed and inquisitive learners.

The instructional staff responded to one closed-ended question and one open-ended question on their surveys regarding the teacher role at GRC. A majority of teachers (85%) indicated on the survey that their

responsibilities were clear. An open-ended question asked teachers to describe their role at GRC. Fifteen (15) of the 27 respondents to the teacher survey answered the question. Of the 15 teachers who responded, 47 percent noted that their role revolved around the specific subject areas they taught. The themes from the remaining 53 percent of responses were "development and implementation of curriculum," "mentoring," "advocacy," and "tutor."

Green Run Collegiate Program Components

The fourth evaluation question was "Did the GRC program components follow the approved plan?" Included as part of this evaluation question is information about the IB Middle Years Program (IBMYP), IB Diploma Program (IBDP), IB Career Program (IBCP), AVID, the Personalized Learning Plan (PLP), and student opportunities.

Program of Study

Based on the charter application, GRC has a specialized focus on college and career readiness with an emphasis on knowledge development, civic development, social development, and personal development for students. The curriculum at GRC included the IBMYP (9-10) and the IBDP in grades 11 and 12 as well as AVID for students (Charter Application, 2013). Additionally, the IBCP was added to allow the students more freedom of choice and give them a pathway to not only college but also employment after graduating from GRC.

GRC Curriculum and Courses

IB. As stated in the approved charter school application, the IB is an international organization that oversees the various components of IB-approved programs, including curriculum guidelines, exams, professional learning, and standards for exam review to ensure fidelity to the rigorous academic program. All IB classes are taught by teachers who are trained by the IB and its regional offices. The curriculum is specially designed for all IB classes and is constructed through a standard international revision and writing process. The IB offers high-quality programs of international education to a worldwide community of schools. There are more than one million IB students in over 146 countries.⁷ The IBDP passed the authorization visit from the International Baccalaureate Organization in November 2014 followed by authorization of the IBMYP and IBCP in spring 2015.⁸

There was one major change to the IB criteria during the second year. As of 2014-2015, students must complete six MYP courses during their ninth- and tenth-grade years which is a reduction from eight MYP courses each year as stated in the charter application.⁹ Additionally, IB withdrew the requirement for students to take an art or design component. Finally, as specified in the charter application, GRC allowed students to participate in NJROTC in lieu of an IBMYP elective course.

According to the approved charter application, “the IB Middle Years Program (MYP) was to provide a framework of academic challenge for students in the ninth and tenth grades. The Middle Years Program is devised to help students develop the knowledge, attitude, and skills to participate actively and responsibly in a changing and increasingly interrelated world.”¹⁰ The IBMYP was designed to teach students to become independent learners who recognize relationships between school subjects and the world outside. The IBMYP curriculum contains problem solving and analysis strategies, which lead to critical thinking and aligns with the Virginia Standards of Learning. When students complete the IBMYP, they will be ready to transition to the IBDP or the IBCP Program.

As stated by the IB “CP is a framework of international education that incorporates the vision and educational principles of the IB into a unique program specifically developed for students who wish to engage in career-related learning.”¹¹ The IB further states that “CP provides a comprehensive educational framework that combines highly regarded and internationally recognized courses, from the IB Diploma Program (DP), with a unique CP core and an approved career-related study.”¹² The purpose of CP is to help students focus on being academically strong, gaining skills in a practical field; become critical and ethical thinkers; be self-directed learners; collaborate with peers; build resilience, care, and confidence. Additionally, “The CP’s flexible educational framework allows schools to meet the needs, backgrounds, and contexts of students. The CP students engage with a rigorous study program that genuinely interests them while gaining transferable and lifelong skills.” A total of eight students elected to enroll in the IBCP in 2016-2017.

Students can also enroll in a more academically rigorous course of study with IBDP. As stated by IB “(DP) is a rigorous, academically challenging, and balanced program of education designed to prepare students aged 16 to 19 for success at university and in

life. The DP aims to encourage students to be knowledgeable, inquiring, caring, open-minded and to develop intercultural understanding and the attitudes necessary to appreciate a range of viewpoints. The DP provides the opportunity to develop both disciplinary and interdisciplinary knowledge that meets the rigorous standards set by institutions of higher learning around the world. To ensure both breadth and depth of knowledge and understanding, students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Most subjects may be taken at either standard level (SL) or higher level (HL). To earn the full diploma a student must take at least three subjects at HL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the program.”¹³ A total of ten students enrolled in the IBDP in 2016-2017.

As such, “the philosophy of the IBDP is that students should engage with a range of subjects while being able to explore specific areas of personal interest in greater depth. The SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the program. Both SL and HL courses are meant to span the two years of the DP. The SL courses are recommended to have at least 150 hours of instructional time, and HL courses are recommended to have at least 240 instructional hours. In most cases both SL and HL courses consist of the same educational aims, core syllabus and curriculum and assessment models. The HL courses typically also include a range of additional elements designed to allow students to explore areas of interest within the subject in more depth. In this sense, SL courses are not watered down versions of their HL counterparts. The assessment criteria are equally demanding for both levels, and SL exams are marked and standardized with the same rigor as all IB coursework.”¹⁴

If students wanted to enroll at GRC and not participate in the IBDP or IBCP pathways, they were given the option to earn an endorsement on their advanced studies diploma called the IB course completion certificate. In order to earn this distinction, students

must have passed all of the aforementioned IB coursework while at GRC; however, they did not enroll in the IBDP or IBCP pathways. A total of 41 students received the IB course completion certification in 2016-2017.¹⁵

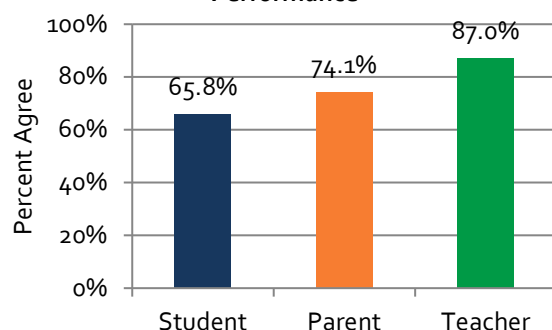
AVID. According to the approved charter school application, in order to address the social and behavioral demands of college life, all students enrolled in GRC were to participate in AVID. The AVID program is an elementary through postsecondary college readiness system that is designed to increase schoolwide learning and performance. As stated in the charter application “the AVID program accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.”¹⁶ Similar to the IB Program, the AVID organization conducts authorization and review visits to ensure that the program is implemented as intended. Green Run Collegiate received AVID authorization in spring 2015.

Although AVID serves all students, it focuses on the least served students in the academic middle. According to AVID, “B, C, and even D students – who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families.”¹⁷ Based on the charter school application, GRC was to implement the AVID schoolwide instructional model. All GRC teachers were to be AVID trained, and the entire instructional staff would utilize AVID strategies, other best instructional practices, and 21st Century tools to ensure college readiness for all students in all courses.

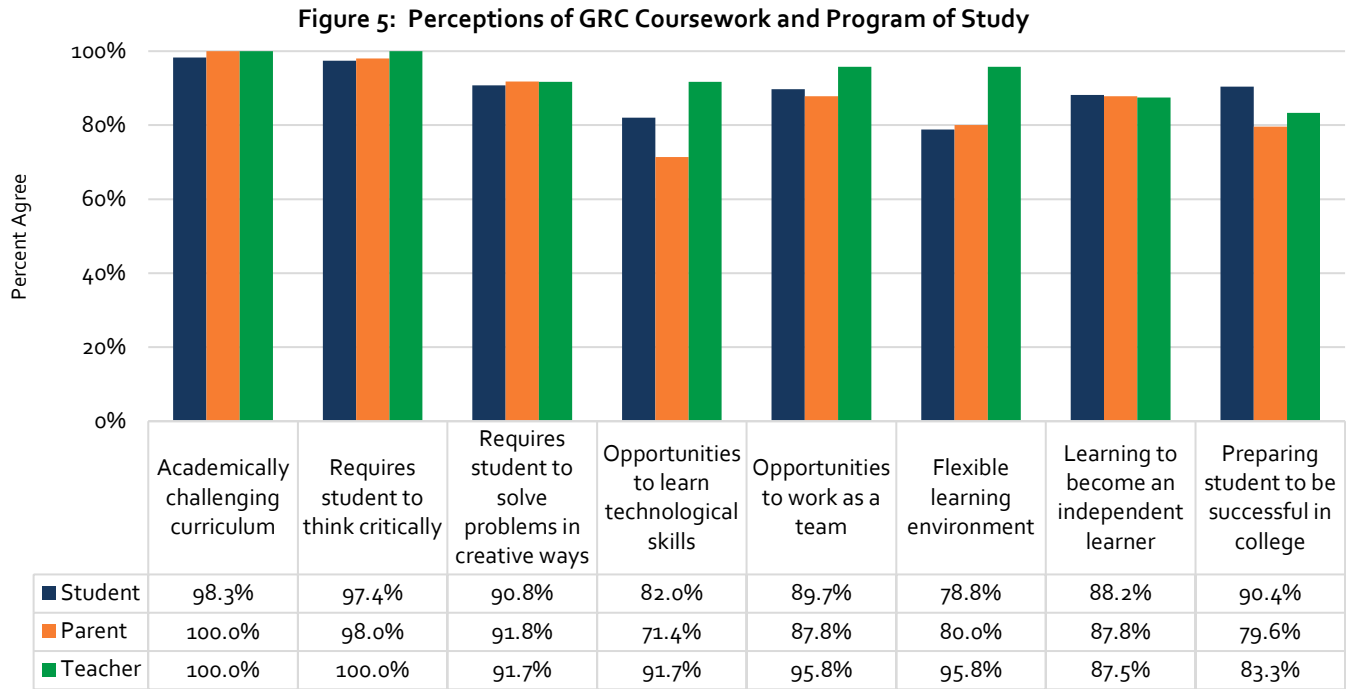
Of the 365 students enrolled at GRC as of September 30, 2016, 114 students (31%) were enrolled in the AVID course and received a grade in at least one quarter. Of the GRC students who were enrolled in the AVID course, 107 students (94%) were enrolled in the AVID course throughout the year and received grades in each quarter. The charter application states that all students enrolled in GRC will participate in AVID; however, according to GRC staff, based on AVID guidelines, the students must meet specific AVID criteria to enroll in the class. Green Run Collegiate decided to allow all students who wanted to enroll the opportunity to participate in AVID. Since AVID is an elective course at GRC, it is heavily marketed at registration events.¹⁸ Regardless of a

student enrolling in the AVID course, AVID practices and strategies are implemented in a schoolwide fashion at GRC, and 88 percent of teacher survey respondents agreed that students were encouraged to participate in AVID. Additionally, 73 percent of teachers who responded to the survey indicated that AVID curriculum and strategies were utilized in each class. Teachers were more likely to agree that AVID helped improve their students’ academic performance (87%) compared to parents’ (74%) and students’ (66%) perceptions. Figure 4 displays the results of the survey questions focused on whether enrollment in AVID helped the students’ academic performance. These results represent a decrease in agreement levels from the year-two evaluation (student – 88%, parent – 88%, and staff – 95%).

Figure 4: Percent Who Agree AVID Helped Academic Performance



Results from the student, parent, and teacher surveys regarding the program of study are represented in Figure 5. Overall, agreement percentages ranged from 71 to 100 percent for all questions related to the program of study. Overall, respondents to the survey agreed that the program is providing the necessary coursework to prepare students to be successful in college. Additionally, Green Run Collegiate instructional staff members were asked about the implementation of the program of study. When teacher surveys were analyzed, 58 percent agreed that the fourth year of GRC implementation was well organized which was a substantial decrease from the year-two evaluation when 95 percent agreed that the implementation was well organized.



Personalized Learning Plan

As stated in the approved charter application, GRC was to review the individual records of each incoming student and create a Personalized Learning Plan for each student. The Personalized Learning Plan process was to involve students, parents, and teachers to determine the best educational path for each individual student. According to the approved charter application, the Personalized Learning Plan process had multiple steps including a review of the students' prior achievement; meeting with students, parents, and teachers to develop SMART (specific, measurable, attainable, results-oriented, time-bound) goals; setting short- and long-term goals; staff involvement (e.g., tutoring, updating/monitoring goals); documenting assessment scores and plans for remediation if necessary; college and career preparatory activities (e.g., college visits, career exploration courses, etc.); creating a student work portfolio; and student reflections. According to the charter application, the purpose of the Personalized Learning Plan was to ensure students plan their high school schedules in preparation for college and/or military service requirements.¹⁹ Table 5 outlines the proposed elements of the Personalized Learning Plan and the actual process for implementing those components at GRC.

Table 5: Personalized Learning Plan Process

Proposed Personalized Learning Plan Process	Actual Personalized Learning Plan Process²⁰
Review the records of all incoming students prior to the first day of classes.	Administrative staff and guidance staff reviewed students' records in August and September. Teachers, guidance, and administration were assigned students based on grade level, personal project, and student choice. Intake steps have been added which include a review and analysis of SOL scores of all rising ninth-grade students looking for problem areas. Additionally, students are assigned a mentor based on IB pathway, strength of relationship, and involvement on campus with a particular focus on building strong relationships with the student throughout the entire process.
Meet with parents and students, and, when possible, conference with previous teachers to generate feedback regarding each student's prior academic history.	Personalized Learning Plans were mailed to parents after each grading period to ensure participation and communication.
Meet with the student and parent(s) to determine a set of goals for the upcoming year. The goals that are created will be "SMART" goals – specific, measurable, attainable, results-oriented, time-bound.	Time was allotted so that mentors could meet with students to review progress, discuss concerns, revise goals, and reflect on future actions. At the initial meeting between mentors and students, goals were established based on student data and input. Additionally, mentors met with students on their own time to further develop their plans.
The PLP will include both short-term and long-term goals for each individual student. Goals will focus on academic achievement, personal expectations, and college and career readiness.	Students completed a college and career exploration project and periodically completed a GPA awareness assignment in which the students calculated their current GPA. The students were asked to compare their current GPA to the GPA expectation of their dream college or university. In addition to researching colleges and universities, students researched their dream career. Students were also asked to reflect on their habits and how or if they should change them to meet their short- and long-term goals. Additional steps have been added in 2016-2017 to assist with writing college resumes, completing the common application, writing college essays, completing FAFSA, and guidance with final acceptance questions.
Assigned mentors, parents, and students will refer to, update, and measure progress monthly towards meeting both short- and long-term goals.	Personalized Learning Plans were mailed to parents after each grading period to ensure participation and communication.
Mentors will monitor progress, assist with remediation and tutoring programs, and help to motivate youth towards goals.	Teachers monitored students' work weekly to ensure assignments were completed or to see if students needed further assistance with an assignment. An Excel spreadsheet was completed each week for every student in every subject. Parents were emailed directly and an AlertNow telephone message was sent to parents offering Saturday sessions as a means for students to make up, revise, or get ahead of work. Students' grades were not penalized if work was completed or revised at the Saturday session.
Achievement on standardized assessments and other assessments will be documented in the PLP. Mentors will meet with students to help them prepare for assessments, evaluate assessment results, and reassess as necessary.	Achievement test scores were assessed and utilized to differentiate for student needs. This was specifically a focus in mathematics and English. Tutoring was conducted by administration, staff, and by AVID tutors.

Proposed Personalized Learning Plan Process	Actual Personalized Learning Plan Process ²⁰
College preparedness activities will be incorporated including enrolling in and completing certain courses, obtaining a certain grade in a specific course, visiting a college through the AVID program, participating in an extracurricular activity, and/or participating in a career exploration course for a specific career.	Students investigated colleges and other postsecondary options through AVID continuously during the year. Students not in AVID received these activities through their mentor and working with the guidance staff.
Student will work closely with mentor and teachers to create a portfolio of student work, assessments, and personal reflections on his/her goals, which will be reviewed at the end of the school year and the beginning of the next school year.	Green Run Collegiate held two student exhibitions of work (one in the fall and one in the spring). Students presented their work in various classes to the community.
By the sophomore year of school, all students will have a PLP that covers both high school and postsecondary plans. This will ensure students plan their high school schedules in preparation for college and/or military service requirements and expectations.	All students were assigned a mentor with whom they developed a PLP. Students were also able to work with the guidance counselor to help develop their plans.
Students will reflect on their progress with their mentors and verbalize what they need to accomplish to meet their personal, academic, and long-term career goals.	Teachers were trained to give students substantive feedback (growth mindset), and students were expected to respond to that feedback as well as reflect on their processes as they worked through an assessment. Students were expected to determine their next steps to improve their processes on each assessment.

Figures 6, 7, and 8 display the results of student, parent, and teacher survey questions regarding the development of a Personalized Learning Plan. A majority (77%) of student survey respondents indicated that they had developed a Personalized Learning Plan, while 77 percent of parents indicated that their child developed a plan, and 85 percent of teachers indicated they had developed Personalized Learning Plans with their students. When asked if the Personalized Learning Plan was updated throughout the year, 76 percent of students, 69 percent of parents, and 85 percent of teachers indicated that they had updated the Personalized Learning Plan throughout the year.

Figure 6: Student Involvement With Personalized Learning Plan

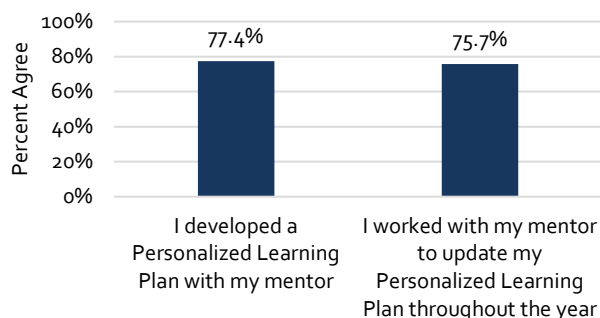


Figure 7: Parent Perceptions of Child's Involvement With Personalized Learning Plan

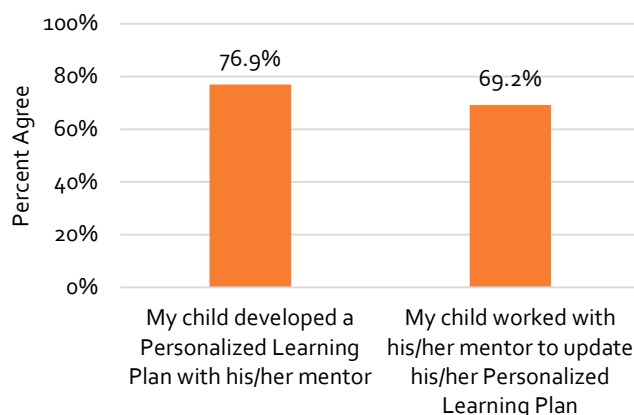
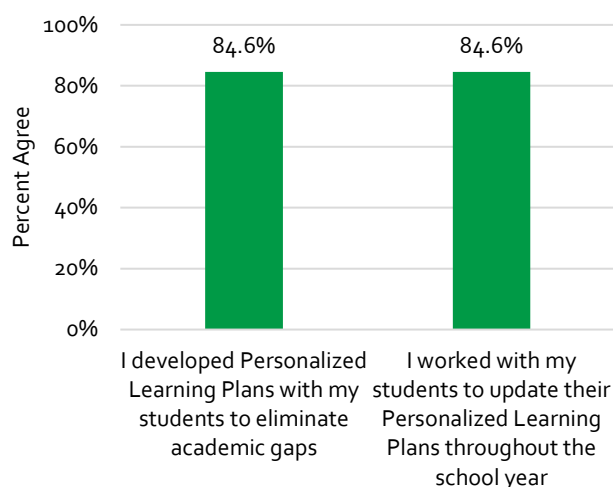


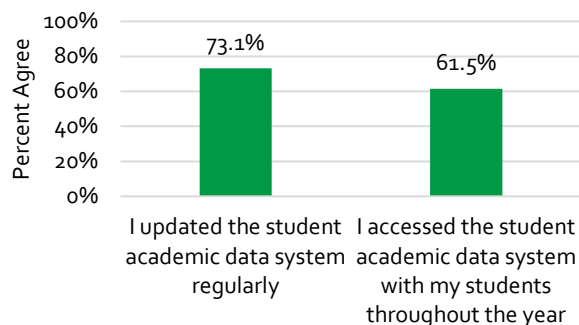
Figure 8: Teacher Involvement With Personalized Learning Plan



In order to develop their Personalized Learning Plan and postsecondary plans, students were to access the student data system with their teachers regularly to check their progress. When surveys were analyzed, 91 percent of students indicated they accessed the student data system with their mentor throughout the year. Figure 9 displays the results for instructional staff survey items related to the data system. When asked, 73 percent of teachers indicated they updated the data system regularly. Additionally, 62 percent of teachers indicated they accessed the data system throughout the year with their students. Teachers' agreement levels

were lower in 2016-2017 compared to the year-two implementation evaluation when 95 percent agreed they updated the student data system regularly and 85 percent agreed they accessed the system with their students throughout the year.

Figure 9: Instructional Staff's Use of Academic Data System



Opportunities Provided for GRC Students

The GRC charter application states that the school will explore various student opportunities such as an extended-school day, after-school tutoring, mentoring programs, Saturday sessions, and extracurricular activities. The goal of these various opportunities was to improve student academics and foster an environment of academic accountability for GRC students. Table 6 displays the student activities available to GRC students.

Table 6: Student Opportunities at GRC²¹

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Mentoring	All	By choice	<p>All students were assigned a mentor. The mentors included GRC teachers, guidance counselors, and administrators. Each mentor was assigned between eight and ten students as mentees. The mentors collaborated with and guided all students in regard to their high school and postsecondary plans.</p> <p>During 2016-2017, GRC added Socratic discussions in mentoring groups. Within these discussions, students were given a dilemma and they would discuss the best way to resolve the issue (i.e., integrity, perseverance, etc.).²²</p>
Field Trips	All	Enrolled in course/activity	<p>Teachers were responsible for planning field trips relevant to their courses to enrich student learning. Students were able to go on field trips if they were in a relevant course. All students were eligible for field trips regardless of ability to pay.</p>

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Targeted Tutoring	All	By academic need and by choice	Administration, teachers, and AVID tutors worked with students who were underperforming or missing work. Tutoring occurred four days a week for 2.5 hours a day after school. Tutoring sessions included up to four different mathematics sessions and two different literacy sessions each day. All students were invited to the Scholar Central Program. Students were especially targeted if they had academic gaps. The targeted students were sent invitations to attend tutoring through postal mail. Additionally, GRC initiated an academic policy to monitor student progress and support struggling students. Students who made a C- or lower were strongly encouraged to attend Scholar Central, and any student who did not improve their grade to a C or above was placed on academic warning. Any student placed on academic warning was required to attend Scholar Central. As indicated by the tutoring sign-in sheets, a total of 348 students received tutoring services at GRC at some point during 2016-2017. In addition to the increased services, students were also provided two additional study rooms "The Diploma Program Room" and "The Quiet Room" to address concerns in their classes or just have quiet place to study. ²³
Targeted Tutoring (Summer Program)	All	By academic need and by choice	Scholar Central was extended into the summer to limit the effect of "summer slide." The summer programs offered by GRC included a Lego Space Camp, a literacy and mixed-media program entitled "Beyond the Selfie," and a GRC Summer Camp that offered five different college field trips. Summer Camp also included "College Prep," where students learn about the admission process, look at the Common College Application website, and learn how to develop personal statements and resumes.
Saturday Sessions	All Invited Based on Missing Work	Missing work and by choice	Students were encouraged to turn in their work during the week or to attend Saturday sessions to complete work or review lessons. The aforementioned academic policy also required students who were on academic warning and did not improve their grades to a C or better to attend Saturday sessions. To enhance Saturday sessions and increase efficiency GRC staff developed a "prescription plan" for each student who attended. The "prescription plan" was tailored to allow the teacher to know the student's specific needs. ²⁴ Saturday session sign-in sheets indicate that the numbers of students attending Saturday sessions ranged from 3 to 55 students.
Project-Based Learning	All	Enrolled in course/activity	Teachers were responsible for coordinating project-based learning opportunities to enrich student learning such as visiting professors and visiting artists.

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Personal Project	All Tenth Graders	All – Part of GRC Program of Study	<p>MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:</p> <ul style="list-style-type: none"> ➤ Deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project. ➤ Creating proposals or criteria for their project, planning their time and materials, and recording developments of the project. ➤ Making decisions, developing understanding and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.²⁵ ➤ An additional course, called Approaches to Learning, was added to the Middle Years Program in 2016-2017 in order to provide further guidance to students on the Personal Project. This course will include specific learning experiences that will help students become more successful. ➤ Students were responsible for proposing their project to a panel that included at least three of the MYP staff. This way, students were able to receive advice and guidance about the initial stages of their project <p>Students at GRC worked with their mentor to complete their personal projects during their tenth-grade year. According to the GRC Head of School, all tenth-grade students were encouraged to complete a personal project; however, only students in IBDP were required to complete a project.²⁶</p>

Figures 10 and 11 display results from student survey questions regarding their involvement in activities at GRC. When asked if they attended Saturday sessions, 42 percent of GRC students indicated they had attended. Of those students who participated in Saturday sessions, 85 percent indicated it improved their academic performance. Seventy-seven percent (77%) of students indicated they participated in tutoring during 2016-2017, and 91 percent of those students indicated that tutoring helped improve their academic performance. Ninety-three percent (93%) of students indicated that they worked with a mentor during 2016-2017, and 65 percent of those students indicated that mentoring helped meet their needs.

Students indicating they participated in Saturday sessions decreased from approximately 60 percent in the year-two evaluation and there was an 11 percentage-point decrease in the percentage indicating that they participated in tutoring. Additionally, the percentage of students indicating that the mentoring program helped meet their needs decreased by approximately 20 percentage points.

Figure 10: Student Participation in Opportunities

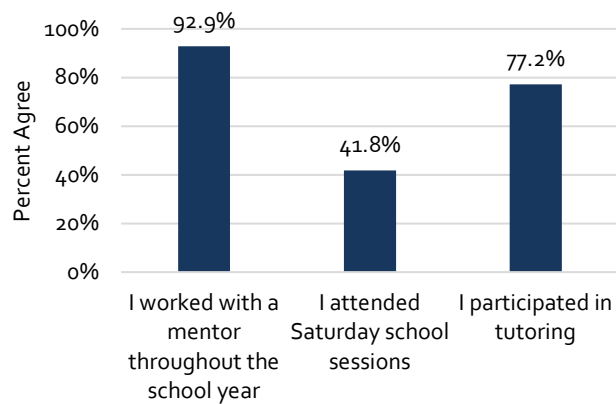
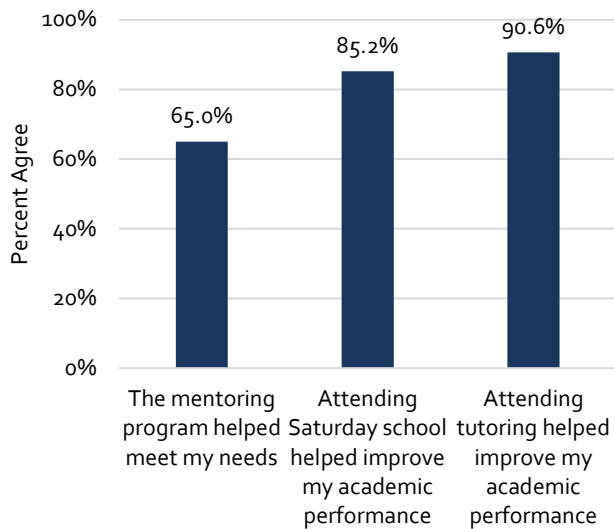


Figure 11: Student Perceptions of Opportunities



Figures 12 and 13 display results from the parent survey regarding their child's participation in activities and events at GRC. Of the parents who responded to the survey, 44 percent indicated that their child attended Saturday sessions, and 82 percent of parents whose student attended Saturday sessions indicated that it helped the student's academic performance. Seventy-seven percent (79%) of parents who responded to the survey indicated that their child attended tutoring. Of those parents, 95 percent indicated that tutoring helped their child's academic performance. Seventy-seven percent (77%) of parents indicated that their child worked with a mentor during 2016-2017, and 79 percent of those parents indicated that mentoring helped improve their child's academic performance. The percentage of parents indicating that their child attended Saturday sessions decreased by approximately 21 percentage points from the year-two evaluation, and the percentage of parents indicating

that Saturday sessions helped their child's academic performance decreased by approximately 14 percentage points when compared to the year-two evaluation.

Figure 12: Parent Responses Regarding Child's Participation in Opportunities

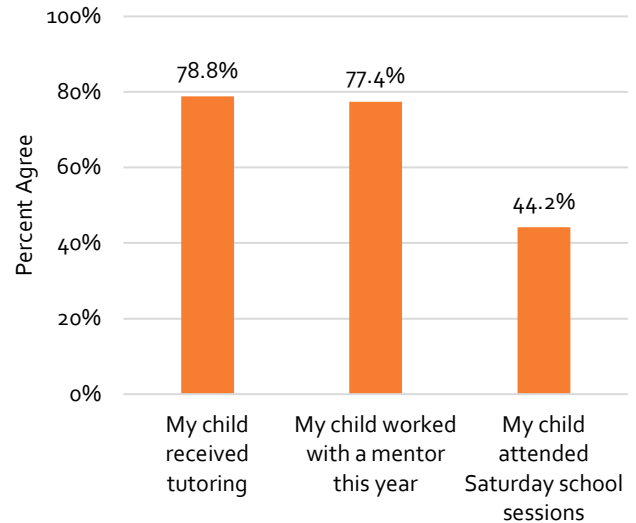
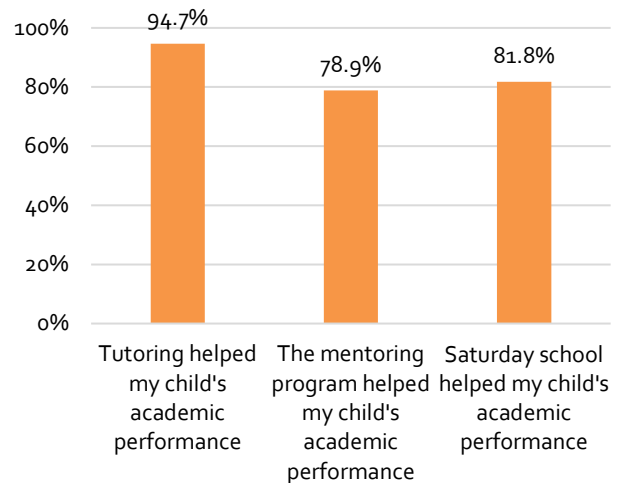
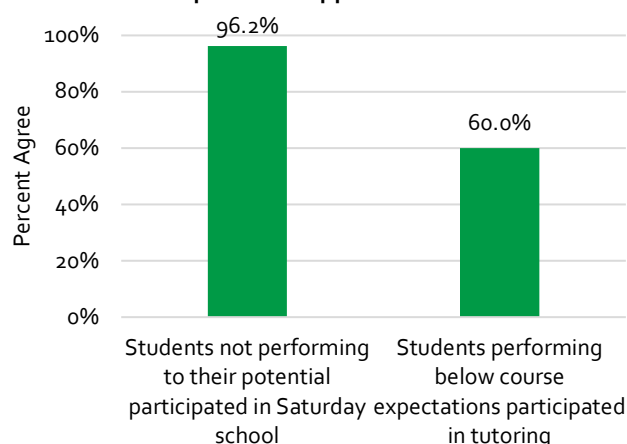


Figure 13: Parent Perceptions of Opportunities



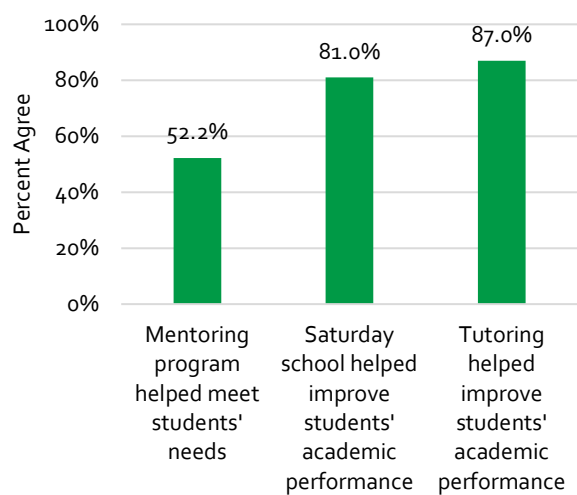
Teachers responded to items about their students' participation in Saturday sessions and tutoring, and the results are displayed in Figure 14. A large majority of teachers (96%) indicated that students who were not performing to their potential attended Saturday sessions. Additionally, 60 percent of teachers indicated that students who were performing below course expectations participated in tutoring which was a large decrease from the year-two evaluation (95%).

Figure 14: Teacher Responses Regarding Student Participation in Opportunities



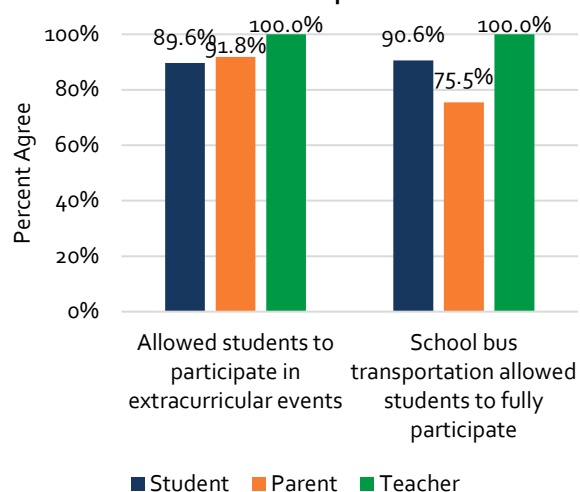
Teachers were asked if they thought the opportunities offered were meeting their students' needs, and the results are displayed in Figure 15. Over half of the teachers (52%) who participated indicated that mentoring helped meet their students' needs, which was notably lower than the 100 percent agreement in year two but similar to the agreement levels in year one (50%). Eighty-one percent (81%) of teachers indicated that Saturday sessions helped improve their students' academic performance, which was a noticeable decrease from the year-two evaluation (95%). Additionally, 87 percent of teachers indicated that tutoring helped improve students' academic performance which was, somewhat lower than year two (95%)

Figure 15: Teacher Perceptions of Student Opportunities



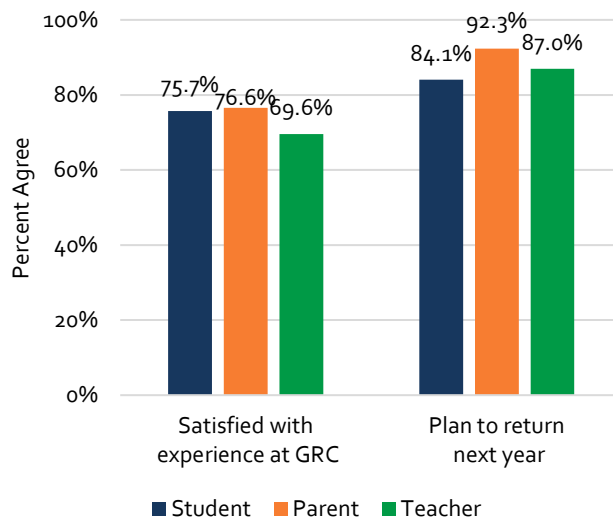
Results for questions regarding participation in extracurricular activities and use of school transportation are displayed in Figure 16. Overall, between 90 and 100 percent of students, parents, and teachers indicated that students had opportunities to participate in extracurricular activities. Additionally, between 76 and 100 percent of respondents indicated that school bus transportation allowed students to fully participate at GRC.

Figure 16: Participation in Extracurricular Activities and School Transportation



Survey respondents were asked about their overall perception of GRC (see Figure 17). At least 70 percent of all groups were satisfied with their experience at GRC. The percentages of students, parents, and teachers who were satisfied during 2016-2017 were notably lower than during the year-two evaluation (88%, 86%, and 100%, respectively). At least 84 percent of all groups planned to return to GRC next year. The percentage of students who planned to return next year was calculated based on the students who were in ninth, tenth, or eleventh grade and responded that they were not graduating this year. Parent responses were calculated based on the respondents who indicated they had a child in ninth, tenth, or eleventh grade.

Figure 17: Overall Satisfaction With GRC



Parent Involvement

The fifth evaluation question was “Was the parent involvement component implemented as specified in the approved plan?” Included as part of this evaluation question is information about opportunities for parent involvement and parent perception data.

Opportunities for Parent Involvement and Participation

Green Run Collegiate was designed to provide a smaller learning environment that allowed school leaders and faculty to develop trust and relationships with families to support each student and to meet the mission and vision of GRC. As stated in the approved charter application, “parents are primarily responsible for the education and overall development of their children.” According to the application, the school and staff “will collaborate with parents and will facilitate substantive parental participation in the school’s program.”²⁷ As specified in the approved charter application, GRC was to have active parent involvement with an emphasis on parents understanding the importance of a college education and how to prepare students for college. Planned activities to garner parent involvement included biannual parent meetings and conferences, college visits with students, and parent representation on the advisory committee. During these activities, parents were to be provided information on financial planning for college, cultural awareness of the college experience, and the importance of postsecondary education towards future economic well-being. Finally,

parents were to sign a compact that states that they are aware of the commitments they and their child are making to GRC. The GRC parent compact was to emphasize that parents will understand and support summer preparation and other requirements, support their child by taking part in activities that empower them towards life-long learning and global citizenship, and will make every effort to participate in parent activities and programs offered by GRC.²⁸

According to the GRC Head of School, all parents signed the compact. Documentation provided by the GRC Head of School and IB coordinator (see Table 7) indicated the number of parents attending workshops/events ranged from 12 to 188 during 2016-2017. The events with the highest number of attendees were for events that involved both parents and students such as the “tailgate night” with 188 parents in attendance. Events with the lowest attendance were art exhibitions.

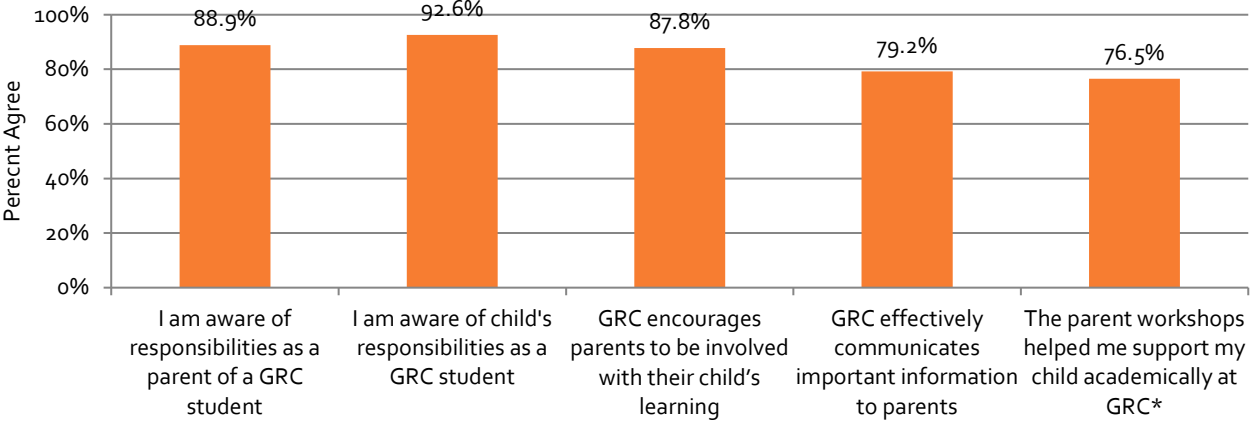
Table 7: Parent Involvement Activities Offered by GRC During 2016-2017²⁹

Activity	Month Activity Occurred	Number of Participants
Open House	September 2016	144
Tailgate	September 2016	188
IB Test Fees Info Sessions (juniors and seniors)	September 2016	31
College and Scholarship Info Night	September 2016	25
IB Pathways Parent Information Night	November 2016	46
MYP Personal Project Night	February 2017	36
Mindfully Cloaked MOCA Exhibition	April 2017	15
IB Art Exhibition at the Joint Use Library	April 2017	12
Rising Senior Info Night	June 2017	34
Senior and Underclassmen Awards	June 2017	24

Results from the parent survey regarding involvement in their child’s education are shown in Figure 18. Overall, 89 percent of parents who responded to the survey agreed that their responsibilities as a GRC parent were clear, and 93 percent agreed that their child’s responsibilities were clear. A majority of parents (88%) agreed that GRC encouraged parental involvement, and 79 percent of parents agreed that GRC effectively communicated important information to parents. When parents were asked how they were involved in their child’s education, 87 percent of the 23 parents who responded to the open-ended question

said they attended parent involvement activities offered at GRC and 22 percent indicated they volunteered at GRC. Of the 55 parent survey respondents, 47 percent attended parent workshops. Of those who attended workshops, 77 percent agreed that workshops helped them support their child. Parents who did not attend were asked why they were unable to attend. Of the 13 parents who did not attend and responded to the open-ended question, 62 percent cited a scheduling issue (e.g., work, another school event, conflicting schedule, etc.) and 31 percent stated communication issues (e.g., received notice late, was not aware).

Figure 18: Perceptions of Parent Involvement



*Based on 26 parents who attended workshops.

An analysis of items from the VBCPS school climate survey administered in 2016-2107 was conducted in order to compare the perceptions of parental involvement at GRC, GRHS, and the division (see Table 8). When results were examined, a higher percentage of parents (82%) from GRHS agreed with the statement that the school encourages parents to be involved with their child’s learning; however, GRC (79%) had a slightly higher percentage when compared to the division overall. The division overall had a slightly higher percentage of parents agreeing (79%) that the school effectively communicates information, while GRC had a higher percentage of parents (86%) agree that events are scheduled to encourage parent participation.

Table 8: Perceptions of Parental Involvement From VBCPS Climate Survey Items

Survey Item	GRC (n=14)	GRHS (n=17)	Division (n=758)
School encourages parents to be involved with their child’s learning	78.6%	82.4%	77.5%
This school effectively communicates important information to parents	78.6%	76.5%	79.4%
School events are scheduled to encourage parent participation	85.7%	76.5%	79.9%

Progress Towards Meeting Goals and Objectives

The sixth evaluation question was “To what extent were the program goals and objectives identified in the approved charter application met?” Goals and objectives for GRC were outlined in the approved charter application. However, several adjustments were made based on the year-two evaluation recommendations. A total of nine goals and 38 objectives were assessed as part of the comprehensive evaluation (see Appendix B).

Green Run Collegiate Goals and Objectives

Goal 1: 100% of all students attending GRC will graduate.

The first goal was that all GRC students would graduate on time, and objectives related to this goal focused on students completing a rigorous course of study, passing SOL and IB assessments, earning advanced diplomas, and persisting and not dropping out.

- Objective 1 stated that all students will complete a rigorous course of study. Course enrollment data showed that 100 percent of students at GRC were enrolled in a rigorous IB coursework during 2016-2017. Additionally, course grades data were examined from the 121 courses taken by students at GRC, and overall, 97 percent of students who completed their courses at GRC during 2016-2017 passed. Table 9 displays the percent of students who had grades in each quarter and passed their class with a “D” or higher by subject area.

Table 9: Number of Students Enrolled and Passing Coursework

Subject Area	# Enrolled	% Passing With a Grade of “D” or Higher
Art	154	97%
World Language	260	99%
Gifted Courses	1	100%
Language Arts	474	97%
Mathematics	340	92%
Military Science	28	100%
Music	53	100%
Physical Education	202	99%
Science	356	97%
Social Studies	520	96%
Technology Education	57	96%
Theatre Arts	23	100%

- Objective 2 stated that 100 percent of seniors will graduate on time. The Virginia Department of Education released their on-time graduation rates on September 28, 2017, which showed that all 2016-2017 GRC seniors graduated on time.
- Objective 3 stated that all students will score a pass or above on all required SOL assessments, and 80 percent will score a pass or above on IB assessments prior to graduation. Results from 2016-2017 SOL testing showed that 75 to 100 percent of students passed depending on the end-of-course test. Seventy-three percent (73%) of students who sat for an IB exam during 2016-2017 passed. Table 10 displays the percent of students at GRC by pathway (IBDP, IBCP, or Course Completion Certificate) who passed an IB exam. Overall, 70 percent enrolled in the IBDP program passed their IB exams, 84 percent of students enrolled in the Career Program passed their exams, and 73 percent of students receiving a Course Completion Certificate passed their exams.

Table 10: Percent of Students Passing IB Exams by Diploma Pathway

IB Exam	Diploma Program	Career Program	Course Completion Certificate	All
Biology	100.0%	0.0%	16.7%	30.0%
Chemistry	0.0%	--	0.0%	0.0%
Design Tech.	75.0%	--	0.0%	60.0%
ENGLISH A: Lang And Literature	100.0%	100.0%	95.7%	97.6%
French B	100.0%	--	--	100.0%
History	100.0%	100.0%	92.9%	96.3%
History Europe	0.0%	--	--	0.0%
Math Studies	50.0%	100.0%	100.0%	91.7%
Mathematics	50.0%	0.0%	54.5%	50.0%
Physics	0.0%	--	0.0%	0.0%
Psychology	100.0%	--	90.0%	90.9%
Spanish B	85.7%	--	75.0%	81.8%
Theatre	0.0%	--	--	0.0%
Visual Arts	100.0%	--	85.7%	90.9%
Grand Total	70.2%	84.2%	73.1%	73.4%

- Objective 4 was to increase the number of students who graduated with an advanced diploma/IB diploma. Division graduation records were examined from the year prior to implementation (2012-2013) to the first graduating class of students. Table 11 displays the percent of graduates from the 2013 and 2017 on-time graduation cohorts. On-time graduation results are reported for GRC, GRHS, and the division. Green Run High School was used as a comparison because the charter application specified this comparison on the rationale that most students would come from the GRHS attendance zone, which is reflected in our findings. It should be noted that while GRHS is used as a comparison, the results are not a reflection or an evaluation of GRHS's program of study as the offerings at GRC are meant to enhance the education experiences of VBCPS students who would not otherwise be able to participate in IB classes. In 2017, the graduating cohort at GRC earned a higher percentage of advanced studies and IB diplomas when compared to Green Run High School and the division overall.

Table 11: Diploma Types Earned in 2013 and 2017

	Diploma Type	2013	2017
Green Run Collegiate	Advanced Studies	NA	72.5%
	IB	NA	4.4%
	Standard	NA	23.2%
Green Run High School	Advanced Studies	46.0%	36.2%
	IB	NA	0.0%
	Standard	47.5%	56.5%
Division	Advanced Studies	58.3%	59.2%
	IB	2.2%	2.4%
	Standard	36.1%	35.4%

- Objective 5 stated that GRC will help decrease the number of students who drop out in Virginia Beach. Division cohort dropout rates were examined from the year prior to implementation (2012-2013) to the first graduating class. Table 12 displays the dropout rate for GRC, GRHS, and the division. Overall, VBCPS and Green Run High School had dropout rates that were slightly lower than during the year prior to implementation. It should be noted that GRC was the only high school in VBCPS to report no students as dropouts.

Table 12: Dropout Rates

School	2013	2017
Green Run Collegiate	NA	0.0%
Green Run High School	7.5%	7.1%
Division	4.7%	4.6%

- Objective 6 stated that GRC will increase the number of African American and military-connected youth students who graduate with an advanced diploma which is defined for this evaluation as a student earning an advanced studies diploma or an IB diploma. The first graduating class of GRC had 73 percent of the students earn an Advanced Studies Diploma, and 4 percent earn an IB diploma. Overall, at GRC, 77 percent of students earned an advanced diploma which is approximately 15 percentage points higher than the overall division (62%) and 41 percentage points higher than GRHS. Table 13 displays the percentage of students in each identified subgroup that earned an advanced diploma for GRC, GRHS, and the division. When data were examined for subgroups at GRC, GRHS, and the division, GRC had higher percentages of military-connected students (73%) and African American students (76%) earning advanced diplomas.

Table 13: Percent of African American and Military Connected Students Earning an Advanced Diploma

Location	African American	2013 Military Connected	All	African American	2017 Military Connected	All
GRC	--	--	--	75.6%	72.7%	76.8%
GRHS	39.9%	50.0%	46.0%	33.6%	40.7%	36.2%
Division	43.0%	62.0%	60.5%	45.1%	69.0%	61.6%

- Objective 7 stated that GRC will maintain a mobility rate of 15 percent or below. As reported in the 2016-2017 mobility report, GRC had a mobility index of .1983 or 19.8 percent. This was the highest mobility rate during the four years of implementation. The school mobility rate was 8.9 percent in year one, 15.4 percent in year two, and 10 percent in year three.

Goal 2: 100% of students graduating from GRC will pursue postsecondary education or enlist in the military.

Goal 2 in the GRC approved charter application stated that all students graduating from GRC will pursue postsecondary education, enlist in military service, or pursue a specific career path.

- Objective 1 stated that all students will work with a mentor to complete and update their Personalized Learning Plan. Students, teachers, and parents responded to a survey question regarding Objective 1. On the survey, 77 percent of students indicated that they worked with a mentor to develop their PLP, 85 percent of teachers indicated they worked with students to develop PLPs, and 77 percent of parents indicated that their child developed a PLP with his or her mentor.
- Objective 2 stated that all students will have the opportunity to participate in the AVID program. All students were able to enroll in the AVID course if they wanted to; however, regardless of enrollment, students were exposed to AVID strategies in their coursework due to the implementation of AVID school wide. Furthermore, when AVID course enrollment was examined, 31 percent of the students had grades reported for the AVID course in at least one quarter. It should be noted that AVID did not function as originally envisioned in the charter application. Of the 107 students who were enrolled in AVID throughout the 2016-2017 school year, 66 percent indicated that it helped improve their academic performance. Additionally, the GRC guidance counselor is a trained AVID counselor and mirrors many AVID practices with all students at GRC.
- Objective 3 states that all students will receive multiple opportunities for counseling services designed to support financing college in their junior and senior years. Students were asked on the survey if they received counseling services for financial options to attend college. Overall, 50 percent of students in grades 11 and 12 indicated that they received those services. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received those services.

- Objective 4 stated that students will continue to be assessed beyond graduation to compare college entrance rates, college graduation rates, and postsecondary degrees achieved when data becomes available. Data from the National Student Clearinghouse was used to assess this objective. Seventy-seven percent (77%) of GRC graduates were enrolled in college during the fall immediately after graduation. This was higher than the division's college enrollment percentage (60%). Additionally, 57 percent of GRC graduates enrolled in a four-year institution and 19 percent enrolled in a two-year institution. At the division-level, 40 percent of graduates enrolled in a four-year institution and 20 percent enrolled in a two-year institution.

Goal 3: 100% of all students at GRC will take rigorous IB, college preparatory courses in grades 9-10 in the IB Middle Years Program and in grades 11-12 in the IB Diploma Program.

Goal 3 in the approved charter application stated that all students at GRC will take rigorous IB, college preparatory courses in grades 9-10 in the IB Middle Years Program and in grades 11-12 in the IB Diploma Program.

- Objective 1 stated that all students will complete the six courses required annually in the IB MYP Program. Students' final grades were examined for all IB MYP classes. A student must have passed all classes to have completed the required courses (i.e., grade of A-D). Of the 295 students who had final grades in MYP coursework at GRC during 2016-2017, 95 percent completed all IB MYP coursework. Five percent (5%) of GRC students failed at least one IB MYP class during 2016-2017.
- Objective 2 stated that all tenth-grade students at GRC will complete a personal project. Students were asked on the survey if they completed the personal project by the end of tenth grade, 87 percent indicated that they had completed the personal project.
- Objective 3 stated that all eleventh- and twelfth-grade students will complete the Diploma Program courses, and 80 percent of those who take the IB exam will receive a passing score or above as required by IB. When grades for the 174 students who had grades in each quarter for their IB coursework during 2016-2017 were examined, 96

percent of students received a grade of "D" or higher. Of the ten students enrolled in IBDP, 30 percent completed all requirements and earned an IB Diploma, while of the eight students in the IBCP pathway, 50 percent completed all requirements to earn an advanced studies diploma and the IBCP Certificate. Additionally, 41 students at GRC completed all their IB coursework and met the requirements for an advanced studies diploma with an IB Certificate of course completion. Of the 174 students who had grades in coursework for grades 11 or 12 at GRC during 2016-2017, 96 percent received a passing grade.

- Objective 4 stated that all eleventh- and twelfth-grade students will complete Creativity, Action, Services (CAS) hours over a two-year period that reflects the seven learning outcomes. According to the GRC Head of School, all students participated in CAS hours during their eleventh- and twelfth-grade years as required by the charter application.³⁰
- Objective 5 stated that all eleventh- and twelfth-grade IB Diploma students will complete one semester of a Theory of Knowledge course. According to the GRC Head of School, all students completed the course during 2016-2017.³¹
- Objective 6 stated that all twelfth-grade IB Diploma students will complete a 4,000 word extended essay and achieve a passing score. The GRC Head of School stated that all students completed the extended essay, and only one student did not receive a passing score.³²

Goal 4: 100% of students attending GRC will meet or exceed SOL testing expectations and IB testing expectations.

Goal 4 of the approved charter application stated that 100 percent of students attending GRC will meet or exceed SOL testing expectations.

- Objective 1 stated that all students will receive a pass or above on SOL tests in applicable areas. Table 14 displays the passing rates for GRC students who took SOL assessments during spring 2017. GRC students' SOL scores were examined from the highest level course they were enrolled in for each subject area. Students participated in mathematics, science, history, and English end-of-course SOL tests during spring 2017.

The mathematics SOL assessment combined pass rate for GRC students was 89 percent. Students who took the Algebra II assessment had a higher passing rate (95%) than students who took the Geometry assessment (84%). On the science assessments, 95 percent of students passed Biology and Earth Science and 90 percent passed Chemistry. On the History assessments, 95 percent of students passed US History, 75 percent passed World History I, 94 percent passed World History II, and 92 percent passed World Geography. On English assessments, 99 percent

passed Reading and 100 percent passed Writing. Pass rates for VBCPS and GRHS students taking the same assessments as GRC students are also included in Table 14 for reference purposes.³³ Students at GRC had higher passing rates than students at GRHS on all assessments except for Algebra II, which was the same for both at 95 percent. When compared VBCPS overall, GRC students had higher passing rates on all assessments except Chemistry, World History I, and World Geography.

Table 14: Percent Passing Spring 2017 SOL Assessments by Test

	GRC ³⁴	VBCPS ³⁵	GRHS ³⁶
Test	Percent Passing	Percent Passing	Percent Passing
Algebra II	95%	92%	95%
Geometry	84%	82%	60%
Mathematics Combined	89%	87%	74%
Biology	95%	86%	73%
Earth Science	95%	77%	69%
Chemistry	90%	91%	74%
Science Combined	93%	85%	72%
VA & US History	95%	87%	77%
World History I	75%	80%	59%
World History II	94%	82%	57%
World Geography	92%	94%	84%
History Combined	94%	85%	69%
EOC Reading	99%	92%	85%
EOC Writing	100%	88%	75%

- Objective 2 stated that eleventh- and twelfth-grade students will achieve a pass or above on one exam from each IB Diploma Program subject group. Students who were in the IB Diploma Program passed all of their exams as is required by IB in order to earn that distinction. A total of 48 students attempted 169 IB Exams for SL and HL level courses. Green Run Collegiate students received passing scores on 124 or 73 percent of the IB exams they attempted.
- Objective 3 stated that GRC would meet all federally required benchmarks of Annual Measurable Objectives (AMO) during 2016-2017. Objective 3 was not able to be evaluated due to federal accountability measures being in a transition period during 2016-2017 without specific AMOs.

Goal 5: Green Run Collegiate will close academic gaps for all subgroups after three years of continuous attendance.

Goal 5 in the approved charter application stated that GRC will close academic gaps for all subgroups after three years of continuous attendance. Objectives as part of this goal stated that Personalized Learning Plans would be developed for all students, students would have the opportunity to participate in tutoring, Saturday sessions would be offered for students, and all teachers would receive AVID and IB professional learning to meet students' needs.

- Objective 1 stated that GRC staff will assess each student's past performance upon enrollment and develop a Personalized Learning Plan for students to eliminate academic gaps. Eighty-five percent (85%) of the respondents to the staff survey agreed that they helped to develop a plan with the students to eliminate any gaps.

- Objective 2 stated that students will have the opportunity to participate in targeted tutoring. Seventy-seven percent (77%) of students agreed that they participated in targeted tutoring. Additionally, tutoring sign-in sheets and attendance data were examined; 348 students attended at least one day of tutoring. Of the 348 students who attended at least one day of tutoring, the number of days attended ranged from 1 to 112 days with an average daily attendance of 16 days.
- Objective 3 stated that students in subgroups with wide achievement gaps will participate in Saturday school. Ninety-six percent (96%) of teachers agreed that students attended Saturday sessions, and 42 percent of students indicated that they attended Saturday sessions. Saturday sessions were held 22 times throughout the school year with attendance ranging from 3 to 55 students with an average attendance of 20 students.
- Objective 4 stated that all teachers will receive high-quality professional learning from AVID and IB. Teachers were asked on their survey if they received the professional learning from AVID and IB. Forty percent (40%) of teachers indicated that they received AVID professional learning, and 81 percent received IB professional learning. It should be noted that all teachers received this training when beginning at GRC. Teachers might not have indicated that they had the training due to receiving it in prior years.
- Objective 5 stated that a data system will track students' academic performance and that all teachers will be required to access the system during the meetings with their students. Sixty-two percent (62%) of teachers agreed that they accessed the data system with students throughout the year, and 91 percent of students indicated that they accessed the data system throughout the school year.

Goal 6: 100% of all students attending GRC will work with their mentor to develop a Personalized Learning Plan.

Goal 6 in the approved charter application stated that all students attending GRC will work with their mentor to develop a Personalized Learning Plan. When responding to the survey, students, parents, and instructional staff members were asked questions regarding the Personalized Learning Plan.

- Objective 1 stated that all teachers will mentor five to ten students each year. Of the respondents to the survey, 93 percent of students, 77 percent of parents, and 96 percent of teachers indicated that they (or their child) participated in the mentoring program.
- Objective 2 stated that upon enrollment at GRC mentors will work with students throughout the year to develop their Personalized Learning Plans. On the survey, 77 percent of students, 77 percent of parents, and 85 percent of teachers indicated that students and teachers worked to develop these plans during 2016-2017.
- Objective 3 stated that Personalized Learning Plan for each student will be updated throughout the year. When asked about this on the survey, 76 percent of students, 69 percent of parents, and 85 percent of teachers indicated that the plans were updated.

Goal 7: Green Run Collegiate will maintain a 95% attendance rate.

Goal 7 in the approved charter application stated that GRC will maintain an attendance rate of 98 percent for all students. This goal was revised to 95 percent. During the 2016-2017 school year, the average attendance rate for GRC students was 96, which met the revised goal and was higher than the division and Green Run High School at 94 percent.

- Objective 1 stated that students with unexcused absences would be expected to attend Saturday sessions. Saturday sessions were voluntary and used by students to complete missing work from the previous week. At total of 22 Saturday sessions were utilized and as indicated by student sign-in sheets, Saturday sessions averaged 20 students per session with attendance ranging from 3 to 55 students on a given day.

Goal 8: 100 percent of students at GRC will participate in AVID programming to increase their postsecondary preparation, develop a postsecondary plan for college or military service, create a plan to finance college, and increase their exposure to postsecondary options.

Goal 8 in the approved charter application stated that all students at GRC would participate in AVID

programming to enhance their preparation for postsecondary options.

- Objective 1 was related to the student enrollment in the AVID course at GRC. When course enrollment data were analyzed, 31 percent of students chose to enroll in the AVID course and had AVID grades in at least one quarter. All students were encouraged and given the opportunity to enroll in the AVID course, and students who did not enroll in the course chose not to enroll according to the GRC Head of School.³⁷
- Objective 2 was related to the WICOR (writing, inquiry, collaboration, organization, and reading) professional learning teachers received. Sixty-two percent (62%) of teachers indicated on the survey that they received the WICOR professional learning as planned based on the charter application, and 93 percent of the teachers who responded to the survey indicated that the WICOR professional learning helped them meet the needs of their students. It should be noted along with AVID and IB training that these trainings could have been completed in prior years. The GRC Head of School stated “that all teachers have received these professional learning sessions.”³⁸
- Objective 3 was related to the presence of AVID in all core content classes. Teachers were asked to agree or disagree with statements concerning the use of AVID at GRC. A majority of teachers (73%) who responded to the survey indicated that AVID curriculum and strategies were used in all core content classes.
- Objective 4 stated that all parents will be expected to participate in at least one GRC IB and AVID workshop. When parent survey data were analyzed, only 42 percent of the respondents indicated they had attended a parent workshop. Qualitative data were analyzed for the 22 parents who did not attend workshops and responded to the open-ended question; the most common reason for not attending the workshops was scheduling conflicts followed by they were not aware of workshops or the purpose of the workshops.

Goal 9: Increase academic performance and college readiness in the Green Run area of Virginia Beach in alignment with the VBCPS strategic plan.

Goal 9 according to the approved charter application was to increase academic performance and college readiness.

- Objective 1 was related to the average SOL scale score for students at GRC relative to the division overall. Average SOL scale scores were calculated for the assessments GRC students took while at GRC. Table 15 displays the average SOL scale scores for GRC, all VBCPS high school students, and Green Run High School students who took the same SOL assessments as GRC students. Green Run Collegiate students took a total of 11 SOL assessments during 2016-2017, which included 2 mathematics assessments (Algebra II and Geometry), 3 science assessments (Biology, Earth Science, and Chemistry), 4 history assessments (Virginia and United States History, World History I, World History II, and World Geography), and 2 English assessments (Reading and Writing). Overall, GRC students had higher average SOL scale scores than GRHS on all of the assessments examined except for Reading. However, GRC had lower average SOL scores on 7 out of 11 assessments with the difference in average scale score ranging from 2 to 14 points when compared to the division. The Geometry SOL assessment had the lowest average scale score for GRC students; however, the average is above the proficiency mark.

Table 15: Average SOL Scale Score by Assessment

Group	GRC	VBCPS	GRHS
Algebra II	461	461	447
Geometry	426	429	403
Biology	439	442	421
Earth Science	435	422	413
Chemistry	443	449	419
VA & US History	445	447	426
World History I	426	433	407
World History II	459	457	407
World Geography	446	460	431
Reading	454	458	468
Writing	483	479	464

- Objective 2 stated that GRC will increase SOL scores. For this objective, the overall passing rates of SOL exams in 2013 and 2017 were examined. Table 16 displays the percent of students who met the benchmarks on the SOL in the year prior to the implementation of GRC for GRC, Green Run High School and the division. Green Run Collegiate pass rates ranged from 75 to 100 percent in 2016-2017. Pass rates for GRC were higher than the division on 8 of the 11 (73%) SOL tests and higher than Green Run High School on 10 of the 11 SOL tests (91%).

Table 16: SOL Pass Rates Prior to Implementation in 2013 and After Full Implementation in 2017

Group	GRC		VBCPS		GRHS	
	2013	2017	2013	2017	2013	2017
Algebra II	NA	95%	73%	92%	77%	95%
Geometry	NA	84%	79%	82%	53%	60%
Biology	NA	95%	85%	86%	71%	73%
Earth Science	NA	95%	86%	77%	79%	69%
Chemistry	NA	90%	89%	91%	80%	74%
VA & US History	NA	95%	83%	87%	76%	77%
World History I	NA	75%	79%	80%	75%	59%
World History II	NA	94%	83%	82%	70%	57%
World Geography	NA	92%	94%	94%	91%	84%
Reading	NA	99%	92%	92%	85%	85%
Writing	NA	100%	89%	88%	80%	75%

- Objective 3 stated that GRC will increase college readiness of all students regardless of subgroup status. The objective was originally proposed to be measured by CWRA results. However, there were no CWRA results for students at GRC because the assessment was not given in 2016-2017. As a supplemental measure of subgroup college and career readiness, Table 17 displays the percent of students who met the SAT college and career readiness benchmarks by subgroups as reported by the Navigational Markers for GRC students, GRHS, and the division. The percent of GRC students meeting college readiness benchmarks were higher than the division on 6 of the 14 comparisons (43%) and higher than GRHS on 10 of the 14 comparisons (71%).

Table 17: Percent Meeting SAT College and Career Readiness Benchmarks by Subgroup

Subgroup	GRC		Division		GRHS	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
African American	66.7%	29.2%	61.6%	27.8%	44.8%	24.1%
Asian	50.0%	50.0%	85.6%	70.9%	68.8%	56.3%
Caucasian	63.6%	63.6%	90.9%	65.3%	79.1%	51.2%
Hispanic	57.1%	57.1%	85.4%	50.0%	73.7%	47.4%
Multiracial	75.0%	75.0%	85.4%	60.5%	70.0%	40.0%
Econ Dis	66.7%	32.5%	68.6%	37.1%	51.6%	30.8%
AAM	84.6%	38.5%	58.8%	29.0%	42.1%	26.3%

- Objective 4 stated that GRC will increase the number of students in Virginia Beach who achieve college credit in high school. Eighty-four percent (84%) of graduating seniors responded on the survey that they expected to receive college credit based on their time at GRC.
- Objective 5 stated that GRC students' performance on the SAT will be judged against local, state, and national trends. Table 18 and Table 19 display the percent of tenth- and eleventh-grade students who met the college and career readiness benchmarks as determined by the PSAT taken during 2016-2017. Green Run Collegiate students had percentages higher than or equal to (grade 11 mathematics) students meeting the college and career readiness benchmarks at GRHS and the division. When compared to percentages for the state and all test takers, GRC had higher percentages of students meeting the college and career readiness in reading but had lower percentages in mathematics and combined for grades 10 and 11. Table 20 displays the percent of

students who met the college and career readiness benchmarks on the SAT during 2016-2017. Green Run Collegiate had higher percentages of students meeting the benchmarks in reading and mathematics than GRHS, but lower percentages compared to the division and Virginia. When compared to all SAT test takers in 2016-2017, GRC students had a higher percentage meeting the benchmark in reading, but had a lower percentage meeting the benchmark in mathematics.

Table 18: Percent of Tenth-Grade Students Meeting PSAT Benchmark by Test

PSAT Section-10	GRC	VBCPS	GRHS	Virginia	All
Reading	78%	63%	35%	69%	64%
Mathematics	42%	38%	18%	46%	43%
Combined (Both)	39%	35%	15%	43%	40%

Table 19: Percent of Eleventh-Grade Students Meeting PSAT Benchmark by Test

PSAT Section-11	GRC	VBCPS	GRHS	Virginia	All
Reading	76%	64%	40%	72%	69%
Mathematics	39%	39%	20%	49%	48%
Combined (Both)	37%	36%	18%	48%	45%

Table 20: Percent of Students Meeting SAT Benchmark by Test

SAT Section	GRC	VBCPS	GRHS	Virginia	All
Reading	73%	84%	59%	81%	70%
Mathematics	41%	57%	37%	55%	49%
Combined (Both)	41%	56%	33%	53%	46%

Comparison Group Performance Results

Data presented to this point were based on GRC's goals and objectives with some data from GRHS and the division for reference purposes. While the largest percentage of GRC students comes from the GRHS attendance zone, GRHS, as well as the division, are not the best comparisons for GRC due to demographic differences between the groups. The analyses conducted by Hanover Research compared the academic performance, attendance, and discipline of GRC twelfth-grade students to a matched group of students who were also in twelfth grade during 2016-2017. All students in this analysis were enrolled in the same high school for all four years from ninth to twelfth grade. The demographic variables used to match students included students' gender, race/ethnicity, free/reduced lunch status, and gifted status when the students were in eighth grade. Due to limited numbers of GRC special education and limited English proficient (LEP) students, these variables were not used to match students. As can be seen from Table 21, there were no significant differences between the GRC and comparison groups in regards to demographics. Eighth-grade mathematics and reading performance, attendance, and discipline were also used to construct the comparison group. There were also no significant differences between the GRC and comparison groups for the eighth-grade variables (see Table 21). For mathematics SOLs, there were equivalent percentages of students across the two groups who took the same mathematics SOL and performed within the same proficiency level. Across the two groups, there were equivalent percentages of students who attended the same middle schools and from the same high school attendance zones. Therefore, the matched group was the best available comparison for GRC students.

Table 21: Comparison of Demographics for GRC and Comparison Group

Characteristics	GRC (N=64)	Comparison Group (N=244)
Male	42.2%	58.2%
Female	57.8%	41.8%
African American	59.4%	51.2%
Asian	3.1%	1.2%
Caucasian	21.9%	28.7%
Hispanic	7.8%	10.7%

Characteristics	GRC (N=64)	Comparison Group (N=244)
Native Hawaiian/Pacific Islander	1.6%	1.6%
Two or More Ethnicity	6.3%	6.6%
Economically Disadvantaged	46.9%	40.2%
Gifted	20.3%	20.5%
Grade 8 Variables		
Attendance Rate	96.7%	96.6%
Referrals	0.38	0.41
Reading SOL Standard Score	438.5	440.9
Mathematics SOL Test and Performance		
Algebra I – Fail	4.7%	4.1%
Algebra I – Pass Proficient	37.5%	33.2%
Geometry – Pass Advanced	3.1%	4.1%
Geometry – Pass Proficient	31.3%	34.0%
Grade 8 Mathematics – Fail	12.5%	13.1%
Grade 8 Mathematics – Pass Proficient	6.3%	6.6%

Note: There were no significant differences between the groups.

Academic comparisons focused on performance on English Language Arts and mathematics SOLs, PSAT, and SAT as well as number of AP/IB courses taken and graduation details/plans. In regards to academic performance on the SOLs, GRC students performed significantly better on the Algebra II SOL both by average SOL scores (see Table 22) and percent of students passing in the advanced range (see Table 23). Statistically, GRC students generally performed similar to the comparison group on the reading, writing, and Geometry SOLs, although the pattern of results for reading and writing favored GRC students.

Table 22: Average SOL Scores by Subject Area

Subject	GRC	Comparison Group
Reading	455.30	450.35
Writing	481.06	467.40
Geometry	417.37	417.40
Algebra II	481.61**	458.99

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

Table 23: Percent of Students by SOL Proficiency Level

Subject and Level	GRC	Comparison Group
Reading		
Fail	3.1%	2.9%
Pass Proficient	87.5%	90.1%
Pass Advanced	9.4%	7.0%
Writing		
Fail	3.1%	8.6%
Pass Proficient	68.8%	67.5%
Pass Advanced	28.1%	23.9%
Geometry		
Fail	22.0%	22.6%
Pass Proficient	73.2%	75.3%
Pass Advanced	4.9%	2.1%
Algebra II		
Fail	4.7%	5.1%
Pass Proficient	56.3%**	75.6%
Pass Advanced	39.1%**	19.4%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

Green Run Collegiate students also performed statistically similar to students in the comparison group on the PSAT in all areas, and there were equivalent percentages of students who attempted the SAT (see Table 24). The comparison group had a higher average SAT mathematics score than GRC students did, but the difference was only marginally significant ($p < .1$); however, the overall SAT scores and reading/writing SAT scores were similar.

Table 24: Average PSAT and SAT Scores and SAT Participation Rate

Measure	GRC	Comparison Group
PSAT Combined	127.1	125.3
Critical Reading	42.9	42.3
Mathematics	44.8	43.4
Writing	39.4	39.6
SAT Total	1032.2	1066.7
Reading/Writing	536.1	544.3
Mathematics	496.1*	522.4
SAT Participation	84.4%	74.6%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

There were statistically significant differences for course choices, in making plans after graduation, and enrolling in college (see Table 25). On average, GRC students took more AP or IB courses across all grade levels than students in the comparison group (see Table 25). Additionally, a higher percentage of GRC students indicated their plan was to attend a four-year college after graduation than the comparison group. Further, a higher percentage of GRC students enrolled in college during the fall after high school graduation than the comparison group. However, there were no statistically significant differences in the percentages of students who graduated on time or with an advanced diploma.

Table 25: Average Number of AP/IB Courses Taken, Graduation Details, and Plan

Measure	GRC	Comparison Group
Number of AP/IB Courses		
Grade 9	7.0***	0.3
Grade 10	6.0***	0.5
Grade 11	5.5***	1.4
Grade 12	4.4***	1.4
Graduation and College		
On-Time	100.0%	100.0%
Advanced Diploma	76.6%	73.8%
4-year College Plan	82.8%***	65.2%
Enrolled in College	82.8%***	62.6%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

A comparison of behavioral outcomes showed that GRC students had significantly more referrals and lower attendance rates (see Table 26). Green Run Collegiate students had significantly more referrals in grades 9, 10, and 12 and significantly lower attendance rates in grades 10 and 12.

Table 26: Average Referrals and Attendance Rates

Measure	GRC	Comparison Group
Referrals		
Grade 9	0.64**	0.30
Grade 10	0.84***	0.28
Grade 11	0.33	0.28
Grade 12	0.61*	0.29
Attendance Rate		
Grade 9	97.3%	96.7%
Grade 10	95.4%**	96.8%
Grade 11	94.9%	95.8%
Grade 12	91.0%***	94.6%

Note: Asterisks denote significant differences from comparison group. * $p < .1$ ** $p < .05$, *** $p < .01$.

Green Run Collegiate Costs

The final evaluation question was “What was the cost of Green Run Collegiate to VBCPS and how did it compare to the approved budget?” This section of the report outlines the budget that was part of the approved charter application as well as the costs of the charter school. Following the approval of the charter application by the School Board on April 9, 2013, there were multiple revisions to the budget for GRC based on additional information about the school’s needs as the planning process continued throughout summer 2013. However, because the budget dated March 25, 2013 was the budget that was outlined as part of the charter school application that was reviewed and approved by the VBCPS School Board, that is the budget that serves as the point of comparison.³⁹

Costs and expenditures are organized by categories, which were determined based on the types of costs (see Table 27). A description of each cost category is available in Appendix C. These categories may or may not align directly to specific VBCPS budget codes. To the greatest extent possible, categories from the charter application budget were aligned with the categories represented in actual budget documents from the Department of Budget and Finance. However, due to the more general nature of the budget categories in the charter application and more specific details in the VBCPS budget documents, it was not always possible to align the budget and expense documents. Total costs within each category were rounded to the nearest dollar, and the total cost was calculated based on the whole dollar amounts.

The 2016-2017 VBCPS budget from the charter application for the final year of implementation totaled \$3,906,802. The largest projected expenses for the final year of implementation included personnel, transportation, instructional materials and supplies, and professional learning. Total 2016-2017 school year expenditures were \$3,485,211 or \$421,591 less than anticipated. During 2016-2017, GRC received two grants that helped offset \$145,348 of expenses regarding after-school tutoring personnel cost, instructional supplies, computer supplies, and transportation. The 21st Century grant is on a multi-year schedule and funds were carried forward if not spent in the year awarded. During 2016-2017, GRC spent \$15,411 of their award from the 21st Century Grant in fiscal year 2015; \$68,798 from their fiscal year 2016 award; and \$51,139 of the money awarded from fiscal year 2017. Overall, the 21st Century Grant provided \$135,348 worth of financial assistance that covered personnel, computer supplies, and transportation costs for the after-school tutoring program. A Charter School Support Grant for 2017 provided \$10,000 worth of assistance to purchase instructional supplies for GRC programs. The total expenditures by VBCPS for the operation of GRC in 2016-2017 were \$3,339,863. Overall, the largest expenditures were for personnel, transportation, professional learning, and instructional materials.

Table 27: Year 4 Costs – 2016-2017 School Year

Cost Category	GRC Budget From Charter Application	Actual Costs
GRC Personnel	\$2,554,390	\$2,785,502
Facilities	\$0	\$0
Furniture	\$49,938	\$0
Computer/Technology Equipment	\$60,000	\$74,847
Instructional Materials and Supplies	\$65,654	\$112,525
IB Curriculum Development	\$18,000	\$0
Professional learning	\$41,200	\$121,455
Office Supplies	\$25,500	\$39,598
Marketing/Communication	\$15,040	\$3,777
Purchased Services (Special Education, Gifted, Student Information System, Phone, Insurance, Custodial Services, Accounting Services, Legal Services, Food Services)	\$115,522	\$30,538
Transportation (Incremental costs only)	\$217,000	\$285,454
IB and AVID Fees	\$90,870	\$31,515
Unallocated Reserve	\$653,688	\$0
Total Cost	\$3,906,802	\$3,485,211
Grant Funds Received	---	(\$145,348)
Total Cost to VBCPS	---	\$3,339,863

The extent to which the costs of GRC are considered “additional” or “incremental” costs to VBCPS is not addressed in this evaluation. If one considers additional costs to be those that would not be incurred if GRC was not in operation, some personnel costs to operate GRC (\$364,426); IB and AVID costs for materials, curriculum, professional learning, and fees (fees \$31,515); some legal fees; incremental transportation costs (\$283,954); and summer school tuition for prospective GRC students would be additional costs to VBCPS. If one considers additional costs to be those that are remaining after the per pupil revenue is allocated specifically to GRC, then the additional costs are lower due to state, federal, and local funding following the child.⁴⁰

Recommendations and Rationale

Recommendation #1: Continue Green Run Collegiate Charter School with modifications noted in Recommendations 2 through 5. (Responsible Group: GRC Governing Board)

Rationale: Continuing GRC with modifications is recommended because 2016-2017 was GRC's first year of full implementation in grades 9 through 12. Green Run Collegiate enrolled students who would not typically have the opportunity to attend a rigorous college preparatory program with IB components. Course enrollment data showed that 100 percent of students at GRC were enrolled in a rigorous IB coursework during 2016-2017. Additionally, when students were asked why they enrolled in GRC, 35 percent of students mentioned "opportunity" and 34 percent of students mentioned "rigorous" coursework that would allow them to pursue higher education. Academic data from SOL results showed that GRC had higher passing rates than students from Green Run High School. When compared to the division, GRC had higher passing rates on 73 percent of the SOL assessments. Furthermore, when degree attainment was examined, GRC had a higher percentage of students earn the advanced studies or IB diploma (77%) when compared to Green Run High School (36%) and the division (62%). Additionally, based on matched groups analyses of students at GRC and comparable students throughout the division, GRC students enrolled in a greater number of advanced courses (e.g., IB/AP), they performed significantly better on the Algebra II SOL test, and they were more likely to indicate that they planned to attend a four-year college. However, there were decreases in perception data from the prior year evaluations in multiple areas that were examined, including the mentoring and Personalized Learning Plan components.

Recommendation #2: Increase the number of students who are taking advantage of and successfully completing the rigorous IB programs (Diploma and Career pathways) offered to them at GRC. (Responsible Group: GRC Governing Board)

Rationale: Increasing the number of students who are taking advantage of and successfully completing the IB Diploma Program and IB Career Program pathways is recommended because it was a central focus of the charter application. As stated in the charter application and the goals and objectives, it was the expectation that 100 percent of students would obtain an IB Diploma. Degree attainment was examined and approximately 96 percent of GRC students earned a degree that was attainable at any VBCPS comprehensive high school (standard diploma or advanced studies diploma). When division Navigational Markers were examined, almost all students at GRC were enrolled in rigorous courses. However, only ten students enrolled in the IBDP and of those students, 30 percent met the requirements to earn the IB Diploma, while eight students were enrolled in the IBCP program with 50 percent of those students earning the IBCP Certificate in conjunction with an advanced studies diploma. Overall, 26 percent of GRC students enrolled in the IB programs, and of those 18 students who enrolled, 39 percent met the requirements set forth by IB and VBCPS to earn that distinction. It should be noted that 41 students who earned the advanced studies diploma also earned the IB certificate of course completion; this is a distinction that signifies that students completed IB coursework and sat for IB exams, but did not enroll in the IBDP or IBCP pathway.

Recommendation #3: Ensure that students are receiving multiple opportunities for counseling services focused on college financial assistance as specified in Goal 2, Objective 3 of the charter school application. (Responsible Group: GRC Governing Board)

Rationale: Ensuring that students receive multiple opportunities for counseling services designed to support financing college is recommended to assist students with their plans for college enrollment. Students were asked on the survey if they received counseling services focused on financial options to attend college. Overall, 50 percent of student in grades 11 and 12 indicated that they received those services. When examined by grade level, 30 percent of eleventh graders and 67 percent of twelfth graders indicated that they received those services. While the IB

coordinator at GRC has stated that all students received services as part of GRC's program components, additional targeted efforts with multiple opportunities for juniors and seniors to learn about college financing options is needed.

Recommendation #4: Review the mentoring and Personalized Learning Plan processes and modify them as needed to ensure that these program components are maximizing students' potential to meet their goals. (Responsible Group: GRC Governing Board)

Rationale: Reviewing the mentoring and PLP processes and modifying them as needed is recommended because these are hallmarks of GRC as the school was originally designed, and survey data around both of these components demonstrated declines in perceptions among students and teachers from the 2014-2015 school year. When asked if the mentoring program met students' needs, 65 percent of students, 79 percent of parents, and 52 percent of teachers agreed that it met students' needs. Further, there were substantial drops in agreement levels in year four compared to year two (e.g., 20% decline for students, 48% decline for teachers, and 11% decline for parents). Students' and parents' agreement levels regarding mentoring were the lowest they have been across all evaluations. When asked if they developed a PLP, 77 percent of students agreed that they had developed one with their mentor which was a decline of approximately 18 percentage points from the year-two evaluation. Students were also less likely to agree that they updated their PLP with their mentor throughout the year (13% decline from 89% in year two to 76% in year four). When teacher results were examined, there was a 15-percentage point decrease in agreement levels regarding developing a PLP with students and updating it throughout the year (100% in year two to 85% in year four for both survey items). Additionally, while the parent agreement levels regarding the PLP were the highest they have been since implementation, no agreement level was above 77 percent. While the GRC Head of School ensures these activities are occurring, adjustments to these components may be needed to maximize GRC students' pathway planning to become college or career ready.

Recommendation #5: Conduct an evaluation update during 2017-2018 based on an additional cohort of students progressing through GRC. (Responsible Group: Department of Planning, Innovation, and Accountability)

Rationale: Because a large percentage of the program's terminal goals and objectives (i.e., graduation rate, degree attainment, college plans) were evaluated with only one graduating cohort, conducting an evaluation update is recommended to monitor the progress of additional GRC cohorts. Further evaluation will allow for the identification of trends in graduation rates, IB exam completion, degree attainment, and college/career data. College enrollment data will also be collected to determine if GRC students' plans to attend a four-year college align with data on actual college attendance. Additional monitoring will also allow for continued assessment of areas where there was a decline in student and teacher perceptions in 2016-2017 compared to the year-two implementation evaluation in 2014-2015. With the decreases in perception data, it is important to continue to monitor the student and staff perceptions and the functioning of program elements such as the Personalized Learning Plan, whole school AVID implementation, and mentoring for continuous improvement efforts.

Appendix A: Green Run Collegiate Newsletters

Green Run Announcements

[Congratulations, NJROTC!](#)

On Saturday, 21 October 2017, the NJROTC traveled to Potomac Senior High School to compete in their combined drill and athletic meet. It was a huge success! There were 11 schools from Maryland and Virginia competing. The Green Run cadets took 1st place in Armed and Unarmed Exhibition Drill, Color Guard, Armed Standard Drill, and Unit Personnel Inspection. They also took 1st place in both the 16X100 and 8X200 relays. 1st place in push-ups with Adriel Guzman taking 1st place individual honors with 169. They took 2nd place in sit-ups with Akira Anderson and Aminah Jones taking 1st and 2nd place individual female honors respectively, and 2nd place in Unarmed Standard Drill. Our unit placed in every event. They took 1st place overall athletics, 1st place overall drill, and 1st place overall for the meet.

[SCA Tie-Dye Party](#)

Stallion Country is about to get GROOVY! The SCA is having a tie-dye party on MONDAY, Oct. 23rd to kick off Homecoming week! Bring \$2 to tie-dye and meet at the picnic tables outside of school at 2:30. Bring your White SCA Theme shirt or buy one there for \$10!

[SCA PowderPuff](#)

The annual Green Run PowderPuff football game is WEDNESDAY, Oct. 25th at 6pm! Come out to support our girl players and cheer on our boy cheerleaders! Tickets will be \$5 at the gate or \$2 with a donation of 3 canned goods. All canned goods will be donated to the Food Bank of Southeastern Virginia. Happy Homecoming!

[Leadership Workshop Staff Applications Due](#)

Completed Leadership Workshop staff member applications are due no later than 2:20PM Thursday, October 26th. Applications can be submitted in the SCA office. Please see Mrs. Bellamy or Ms. Huckaby with any questions regarding the application process. Be sure to submit a professional and well-put together application!

[Homecoming Tickets](#)

Homecoming Dance Tickets are ON SALE NOW! Buy yours during lunch between Monday, Oct. 16th and Thursday, Oct. 26th. Tickets will be \$15 or \$10 with a donation of 5 canned goods. All food donated will benefit the FoodBank of Southeastern Virginia and the Eastern Shore. One dollar from every ticket sold will benefit the United Way. TICKETS WILL NOT BE SOLD AT THE DOOR. Dance the night away on Saturday, October 28th from 8-10pm knowing that you're helping two worthy causes while having a great time! Want to bring a guest from another school? All guest forms must be approved by a Green Run administrator before being turned in to Ms. Waschbisch in Room 123. You may only buy your guest's ticket AFTER your guest form has been approved and turned in.

[College Night](#)

College Night October 24, 2017 Representatives from more than 175 colleges, universities, proprietary schools and the military will have exhibits at the school division's annual College Night, Tuesday, Oct. 24 from 5:30-8 p.m. at the Virginia Beach Convention Center. Virginia Beach City Public Schools' students and parents are invited to the free event to learn more about postgraduate education options, programs of study, admission requirements, student life and transition services for students with disabilities. A partial list of participating institutions is available on vbschools.com.

Appendix A: Green Run Collegiate Newsletters (continued)

Green Run Announcements

College Visits

- 10/23/17 Monday – Virginia Commonwealth University @ 10:30 am Stallion Conference Room
- 10/24/17 Tuesday – University of Missouri @ 11:00 am – Stallion Conference Room
- 10/24/17 Tuesday – Hollins University @ 1:00 pm – Stallion Conference Room
- 10/25/17 Wednesday – University of Utica @ 9:10 am – Stallion Conference Room
- 10/27/17 Friday – Va. Tech @ 1:00 pm - Stallion Conference Room
- 11/06/17 Friday – University of Mary Baldwin @ 12:30 pm – Stallion Conference Room

GRHS Senior Info

GRHS Senior Information Senior Package order Forms will be available on October 12. A QR code that links to the order form will be posted throughout the building. All orders will be completed online. Payments will be made after school in Room 201 beginning on November 15. Orders will be delivered during the short week before the Winter Break. The package will include a 2018 T shirt with ALL senior's names, a 2018 hoodie, a lanyard, a prom ticket voucher, and an all night grad party voucher. GRHS GRC \$140.00 Seniors may see their English 12 teachers, Mrs. Briscoe, or Ms. Wanzong starting Thursday to obtain the Google Classroom Code. All announcements and important information will be housed there

LW Staff Applications Due

Completed Leadership Workshop staff member applications are due no later than 2:20PM Thursday, October 26th. Applications can be submitted in the SCA office. Please see Mrs. Bellamy or Ms. Huckaby with any questions regarding the application process. Be sure to submit a professional and well-put together application!

MFLC

Do you have a family member in the Military? Did you know that the Department of Defense has extra support for you here at school? The MFLC is an extra counselor at school that you can talk to and help you figure things out. Just fill out a blue request form in the Library or School Counseling Office. Or see the MFLC in the library or talk to your School Counselor to find out more!

Art Contest

Art Contest open to ALL VBCPS K-12 students: THE ART OF BEING A MILITARY CHILD Details and Cardstock supplied for the contest are available from our art teachers or the Military Family Life Counselor in the library. Submissions are due by December 19, 2017. Contest open to ALL VBCPS K-12 students

Volunteer Opportunities

Luxford Elementary School is looking for volunteers for its fall Festival on October 28, 12:00-3:00. If you are interested, please email the PTA at luxfordpta@gmail.com.



THE STALLION ROUND-UP

-----GREEN RUN EVENTS-----



WEEK OF OCTOBER 23-28, 2017

10.23.17 MONDAY	<p>● SPIRIT DAY: DYNAMIC DUO</p> <p>Stallion Tie-Dye Party at the picnic tables at 2:30 for \$2! Bring your white SCA t-shirt or \$10 to buy a white SCA spirit shirt!</p> <p>**Class Float Building will take place all week next to the baseball field - 2:30-4:30**</p>
10.24.17 TUESDAY	<p>● SPIRIT DAY: HOLLYWOOD (Red Carpet/Celebrity)</p> <p>SCA Meeting in Room 217 @ 2:20pm Varsity & JV Field Hockey vs. Salem @ 4:00pm Girls & Boys Volleyball vs. Princess Anne @ 4:30pm</p>
10.25.17 WEDNESDAY	<p>● SPIRIT DAY: PINK DAY</p> <p>PowderPuff Football Game - 6pm</p>
10.26.17 THURSDAY	<p>● SPIRIT DAY: SPECTRUM DAY (Seniors: Blue, Juniors: Green, Sophomores: Red, Freshman: Orange)</p> <p>Underclassmen Make-up Pictures GR Leadership Workshop Staff applications are due to the SCA workroom. Boys & Girls Volleyball @ Salem 4:30pm JV Football @ Kempsville 6:00pm</p>
10.27.17 FRIDAY	<p>● SPIRIT DAY: STALLION PRIDE</p> <p>Homecoming Pep Rallies during 4B Homecoming Parade at 6:20pm Homecoming Football Game vs. FC at 7pm</p>
10.28.17 SATURDAY	<p>Homecoming Dance in the Cafeteria from 8-10pm</p>

"It's not what you look at that matters, it's what you see." - Henry David Thoreau

Please email Ms. Waschbisch (KaWaschb@ybschools.com) three weeks prior if you have an event you would like to have in the weekly Stallion Round-up!

Appendix B: Green Run Collegiate Goals and Objectives

Goal	Objective	Location in Approved Application
Goal 1 100% of all students attending Green Run Collegiate (GRC) will graduate.	Objective 1 – 100% of students will complete a rigorous course of study including college preparatory IB courses prior to graduation.	p. 24
	Objective 2 - 100% of students will meet Virginia graduation requirements after four years of instruction.	p. 24
	Objective 3 – 100% of students will score pass or above on required SOL tests as needed to graduate. Eighty percent (80%) of students taking the IB exams(s) will score a pass or above.	p. 24
	Objective 4 – Increase the numbers of students in this community who achieve an advanced diploma/ IB Diploma.	p. 5 p. 34
	Objective 5 – Decrease dropout rates (compared to division and Green Run High School).	p. 58
	Objective 6 – Increase the number of African American and military-connected youth who graduate with an advanced diploma (compared to division and Green Run High School).	p. 58
	Objective 7 – Green Run Collegiate will maintain a mobility rate of 15% or below.	p. 23
Goal 2 100% of students graduating from Green Run Collegiate will pursue post-secondary education, enlist in military service, or pursue a specific career path.	Objective 1 – 100% of all students will work with their mentors to complete and annually update their personal learning plans.	p. 24
	Objective 2 – All students will have the opportunity to enroll in intensive college preparation through annual participation in the AVID program.	p. 24
	Objective 3 – All students will receive multiple opportunities for counseling services designed to support financing college including grants, scholarships, financial aid, and military service in their junior and senior years of instruction.	p. 24
	Objective 4 – Students will continue to be assessed beyond graduation to compare college entrance rates when data becomes available (college graduation rates, and postsecondary degrees achieved).	p. 64
Goal 3 100% of all students at GRC will take rigorous IB, college preparatory courses in grades 9-10 in the IB Middle Years Program and in grades 11-12 in the IB Diploma Program.	Objective 1 – All students in the ninth and tenth grades will complete the six courses required annually in the IB MYP Program.	p. 24
	Objective 2 – All tenth grade students will complete the personal project required by the IB Program.	p. 24
	Objective 3 – All eleventh and twelfth grade students will complete the Diploma Program courses. Eighty percent (80%) of students who sit for the exam will receive a passing score or above as required by IB.	p. 24
	Objective 4 – All eleventh and twelfth grade students will complete Creativity, Action, Service (CAS) hours over a two year period which reflect the 7 learning outcomes.	p. 24
	Objective 5 – eleventh and twelfth grade Diploma Program students will complete one semester course in Theory of Knowledge each year.	p. 24
	Objective 6 – Twelfth grade Diploma Program students will complete a 4,000 word extended essay and achieve a passing score.	p. 24

Appendix B: Green Run Collegiate Goals and Objectives (continued)

Goal	Objective	Location in Approved Application
Goal 4 100% of students attending GRC will meet or exceed SOL testing expectations and IB testing expectations.	Objective 1 – All ninth and tenth grade students will receive a pass or above on SOL tests in English, mathematics, science, history/social studies, technology, fine arts, foreign language, and health/PE.	p. 24
	Objective 2 – Annually, eleventh and twelfth grade students will achieve a pass or above on one exam from each IB Diploma Program subject group.	p. 24
	Objective 3 – GRC will meet all federally required benchmarks of AMOs.	p. 58
Goal 5 GRC will close academic gaps for all subgroups after three years of continuous attendance. *The definition of subgroups will be widened beyond NCLB indicators to include military-connected youth. Note: Reduction of subgroup gaps compared to division and Green Run High School data (p. 58).	Objective 1 – GRC staff will assess each student's past performance upon enrollment and develop a Personalized Learning Plan for all students designed to eliminate academic gaps.	p. 24
	Objective 2 All students will have the opportunity to participate in targeted tutoring.	p. 25
	Objective 3 – Students in subgroups with wide achievement gaps who are not performing to their potential will participate in Saturday remediation sessions.	p. 25
	Objective 4 – All teachers will receive high-quality professional development from AVID and the IB designed to help them meet the needs of all students annually.	p. 25
	Objective 5 – A data system will track the academic performance of all youth and be accessible to school leaders, teachers, parents, and students. All teachers will be required to update this system daily and all students will be required to access this system during weekly meetings with their mentors.	p. 25
Goal 6 100% of all students attending GRC will work with their mentor to develop a Personalized Learning Plan (PLP).	Objective 1 – Each teacher at GRC will be expected to mentor five to ten youth continually throughout their academic career at GRC.	p. 25
	Objective 2 – Upon enrollment, each mentor will work with students to develop a prescriptive and goal driven Personalized Learning Plan (PLP).	p. 25
	Objective 3 – PLPs will be updated quarterly and as needed based on each student's postsecondary and career goals.	p. 25
Goal 7 GRC will maintain a 95% attendance rate.	Objective 1 – Students with unexcused absences will be expected to attend Saturday sessions to review recorded missed courses and to complete missed coursework.	p. 25

Appendix B: Green Run Collegiate Goals and Objectives (continued)

Goal	Objective	Location in Approved Application
Goal 8 100% of all students at Green Run Collegiate will have the opportunity to participate in AVID programming to increase their post-secondary preparation, develop a post-secondary plan for college or military service, create a plan to finance college, and increase their exposure to post-secondary options.	Objective 1 – All students participate in AVID each year in a modified block schedule.	p. 25
	Objective 2 – All teachers will receive professional development in the WICOR model (writing, inquiry, collaboration, organization, and reading).	p. 25
	Objective 3 – All content area classes will incorporate AVID strategies.	p. 25
	Objective 4 – All parents will be encouraged to participate in at least one GRC IB and AVID workshop quarterly.	p. 25
Goal 9 To increase academic performance and college readiness in the Green Run area of Virginia Beach in alignment with the VBCPS strategic plan (see page 16 of charter application for this goal).	Objective 1– 100% of students attending GRC will meet or exceed VBCPS mean SOL scores.	p. 22
	Objective 2 – Increase SOL & PSAT scores for GRC students.	p. 5
	Objective 3 – Increase college readiness of all students regardless of poverty levels, subgroup status, or military affiliation (e.g., CWRA, IB college credit offered, and college acceptance data).	p. 35 p. 58
	Objective 4 – Increase the number of students in the Virginia Beach community who achieve college credit while in high school.	p. 5
	Objective 5 – Student’s performance on PSAT, SAT, ACT, and CWRA will be judged against local, state, and national trends to judge the effectiveness of the school’s academic program in preparing students for postsecondary education.	p. 63

Appendix C: GRC Cost Categories

Cost Category	Description
Personnel	Includes salary and benefit costs (if applicable) for all personnel including the head of school, the IB coordinator, office staff, teachers, substitutes, and AVID tutors.
Facilities	Includes expenses for preparing the facilities for GRC such as carpeting and labor.
Purchased Services	Includes costs for GRC to secure services from VBPCS related to providing special education, gifted, or other student services; student information system; phone; insurance; custodial services; accounting services; legal services; and food services other than cafeteria services.
Instructional Materials and Supplies	Includes IB instructional materials as well as instructional materials for other courses including band, art, Earth Science, and Biology. Materials may include laboratory supplies, printed laboratory manuals, workbooks, and other instructional supplies.
Furniture	Includes costs for furniture needed for configuring GRC offices and staff room, as well as any additional student furniture that may be necessary.
Computer/Technology Equipment	Includes costs for laptops, printers, scanners, tablets, Kindles, or graphing calculators.
Computer Software and Supplies	Includes software and software subscriptions and computer-related supplies such as tablet cases and USBs.
Office Supplies	Includes consumable office supplies such as paper and file folders as well as consumable computer supplies such as toner and ink. Other standard office supplies are also included.
Marketing/Communication	Includes costs related to advertising; communication; and celebrations with stakeholders about GRC including brochures, enrollment forms, printing of communication materials, and postage.
Professional Development	Includes registration, travel, and workshop costs for IB or AVID professional development, as well as professional development regarding charter schools.
IB Curriculum Development	Costs specifically related to development of IB curriculum including teacher workshop pay.
IB or AVID Fees	Fees for IB or AVID related to candidacy, authorization, or annual fees.
Transportation	Includes the incremental cost of providing transportation to GRC students such as costs for transporting out-of-zone students and after-school bus runs for students receiving tutoring or participating in extracurricular activities. Costs are based on driver salaries and benefits and operational costs.

Endnotes

- ¹ B. Winn, personal communication, September 4, 2017.
- ² Military-connected status was based on students identified in the VBCPS data warehouse as “Military-Live On Base” or “Military-Live Off Base.” Students who were identified as “Government Connected – Not Military” were not included.
- ³ R. Patricio, personal communication, August 11, 2014.
- ⁴ Charter Application, 2013.
- ⁵ B. Winn, personal communication, June 15, 2015.
- ⁶ Charter Application, 2013.
- ⁷ <http://www.ibo.org/>
- ⁸ B. Winn, personal communication, June 15, 2015.
- ⁹ B. Winn, personal communication, June 15, 2015.
- ¹⁰ Charter Application, 2013, p. 47.
- ¹¹ IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹² IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹³ IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹⁴ IB (2015). International Baccalaureate Diploma Programme Standard Level and Higher Level Courses. Retrieved November, 2, 2017 from <http://www.ibo.org/globalassets/publications/recognition/slhl-brief-en.pdf>
- ¹⁵ B. Winn, personal communication, September 4, 2017.
- ¹⁶ Charter Application, 2013.
- ¹⁷ AVID (2014). *Frequently Asked Questions*. Retrieved July, 15, 2014 from <http://www.avid.org/faq.ashx>
- ¹⁸ B. Winn, personal communication, June 15, 2015.
- ¹⁹ Charter Application, 2013, p. 63.
- ²⁰ B. Winn, personal communication, June 15, 2015.
- ²¹ B. Winn & R. Patricio, personal communication, December 5, 2017.
- ²² B. Winn, personal communication, September 4, 2017.
- ²³ B. Winn, personal communication, September 4, 2017.
- ²⁴ B. Winn, personal communication, September 4, 2017.
- ²⁵ IB (2015). *MYP Projects*. Retrieved September 25, 2015 from <http://www.ibo.org/en/programmes/middle-years-programme/curriculum/myp-projects/>
- ²⁶ B. Winn, personal communication, September 4, 2017.
- ²⁷ Charter Application, 2013, p. 5.
- ²⁸ Charter Application, 2013.
- ²⁹ B. Winn & R. Patricio, personal communication, June 26, 2015.
- ³⁰ B. Winn, personal communication, September 4, 2017.
- ³¹ B. Winn, personal communication, September 4, 2017.
- ³² B. Winn, personal communication, September 4, 2017.
- ³³ The division and Green Run High School results are included for reference based on page 58 of the charter application where results for core objectives were to be compared with the division and Green Run High School. While the core objectives will not be assessed until future evaluations, the SOL results were presented for each group for informational purposes.
- ³⁴ Data retrieved from VDOE, October 12, 2015. Data is available at http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml
- ³⁵ P. Evans, personal communication, August 20, 2015.
- ³⁶ P. Evans, personal communication, August 20, 2015.
- ³⁷ B. Winn, personal communication, September 4, 2017.
- ³⁸ B. Winn, personal communication, September 4, 2017.

³⁹ The GRC budget is available at
http://www.doe.virginia.gov/boe/committees_standing/charter_schools/meeting_materials.shtml)

⁴⁰ J. Gaitens, personal communication, July 25, 2013.

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