



Green Run Collegiate:

Year-Two Evaluation

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Year-Two Evaluation Report
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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. The purpose of this year-two 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 2014-2015 and compared the information gathered to the charter application. This second-year evaluation focuses on the implementation of the Green Run Collegiate (GRC) Charter School, as well as addressing progress towards meeting program goals and objectives and progress made towards the School Board recommendations approved on October 21, 2014.

Key Evaluation Findings

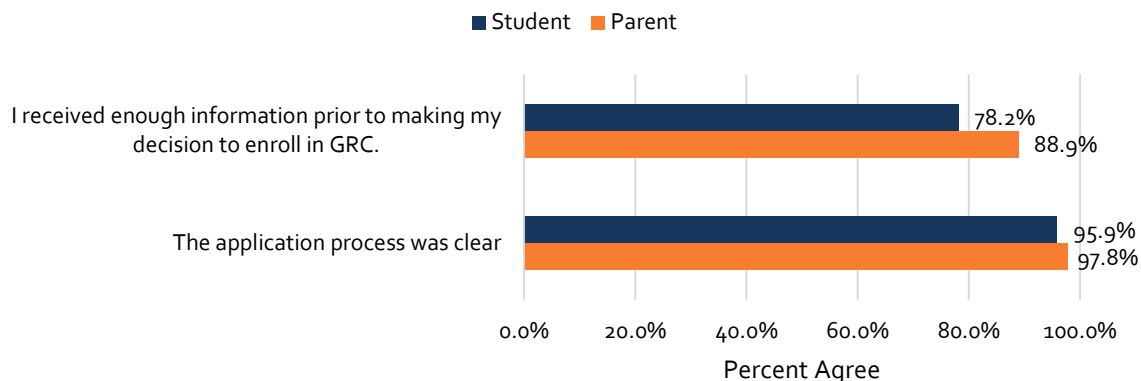
Actions Taken as a Result of the Recommendations from the Year-One Implementation Evaluation

- ❖ The School Board approved four recommendations in regards to the year-one implementation evaluation. The first recommendation was to continue GRC with modifications, the second recommendation was for GRC to increase opportunities for parental involvement, the third was for GRC to implement a more systematic approach to the personalized learning plan component, and the final recommendation was to continue to build the school-based mentoring program at GRC.
- ❖ During the 2014-2015 school year, GRC offered various parental involvement opportunities, which included movie nights, information sessions, field trips, and open houses.
- ❖ Green Run Collegiate implemented a more systematic approach to the personalized learning plan component. Ninety-five percent (95%) of students surveyed indicated they had completed a personalized learning plan which was more than a 40 percentage-point increase when compared to year-one results. Additionally, the percentage of parents indicating their child completed a personalized learning plan increased over 30 percentage points.
- ❖ Green Run Collegiate staff, administrators, and guidance counselors were each assigned 8 to 10 students to mentor. Ninety-nine percent (99%) of students surveyed indicated they worked with a mentor throughout the year.

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 enacted several new marketing initiatives including GRC staff and student visits to middle schools, tours of the campus to 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 125 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 12 out of 14 VBCPS middle schools.
- The largest percentage (53%) of the ninth-grade class came from Green Run High School's attendance zone.
- Students at GRC had lower average scale scores on 88 percent of the SOL tests taken in eighth grade compared to all VBCPS eighth graders.
- As of September 30, 2014, 222 students were enrolled at GRC. A higher percentage of GRC students were African American (57%) and free and reduced lunch (54%) students compared to all ninth- and tenth-grade students. The rates for military-connected youth were somewhat lower for GRC (14%) compared to VBCPS ninth and tenth graders overall (16%).

Staff Selection Process and Professional Development

- There were 26 staff positions at GRC during 2014-2015, which included 2 government, 2 English, 2 health, 3 foreign language, 3 mathematics, 4 science, and 3 special education teachers. Staff positions included one of each of the following types of teachers at GRC: theater, photography, and music. Additionally, a .5 FTE gifted resource teacher was utilized by GRC. Furthermore, GRC had one teacher split between Advancement Via Individual Determination (AVID) and English classes, one teacher split between health and AVID as well as one teacher's assistant and one guidance counselor.
- Green Run Collegiate staff members were predominately Caucasian, female, and more likely to be new to VBCPS than all division high school teachers. Additionally, a higher percentage of GRC instructional staff had advanced degrees.

Instructional Staff Characteristics and Qualifications

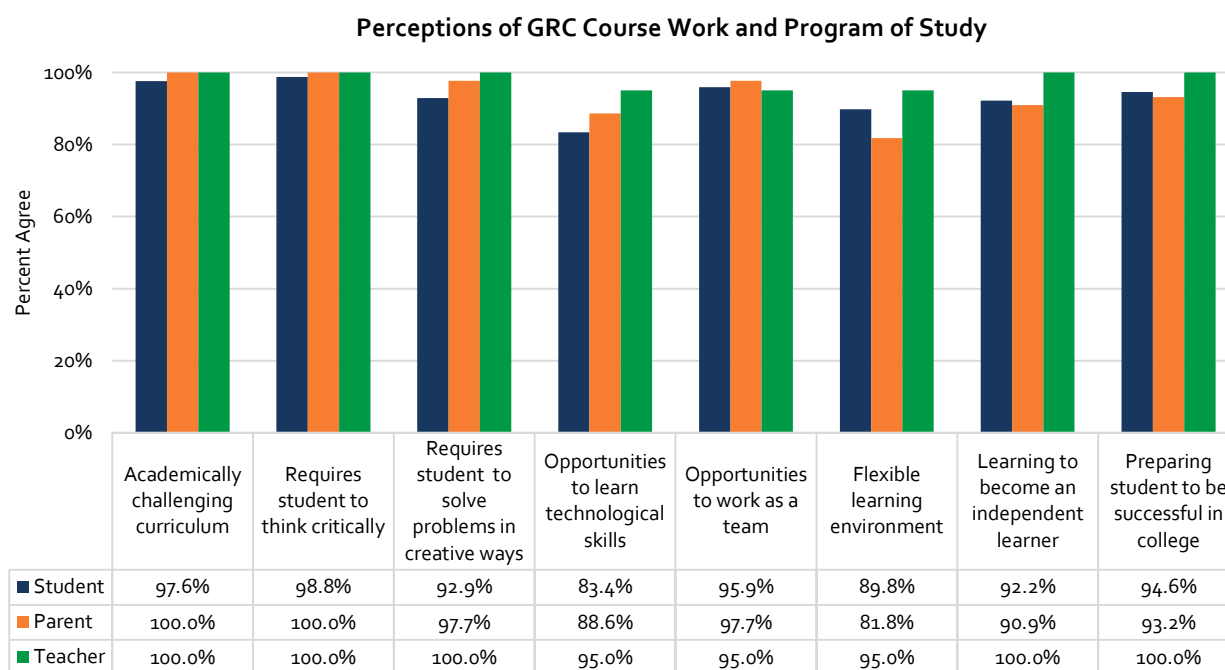
Instructional Staff Characteristics and Qualifications	Green Run Collegiate (N=26)	VBCPS High School (N=1,388)
Percentage With Advanced Degrees	54.5%	50.9%
Percentage New to VBCPS	31.8%	6.5%
Average Years of Experience	10.8	15.2

- All GRC teachers were VBCPS employees and were required to participate in the school division's required Professional Learning Program (PLP) requirements.
- All GRC teachers received extensive professional development to implement the International Baccalaureate (IB) and the AVID programs. From 69 to 94 percent of teachers found these professional development sessions useful.
- Fewer teachers reported participating in professional development focused on military-connected youth and finding it helpful.

Green Run Collegiate Program Components

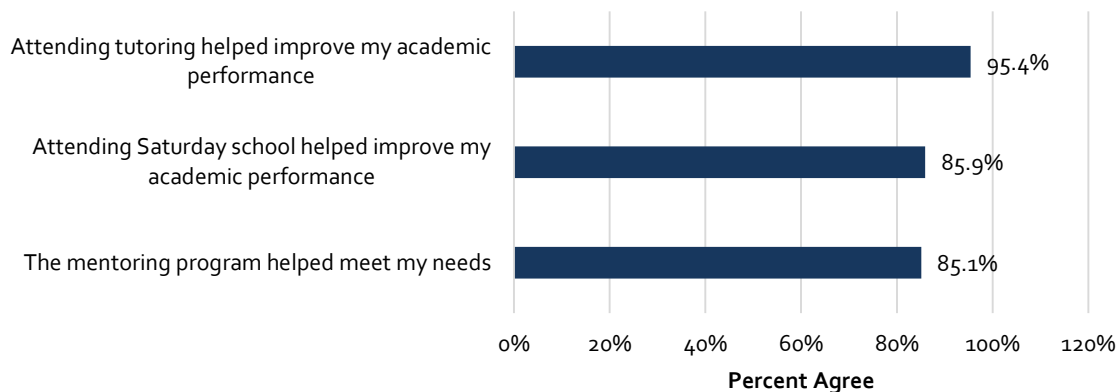
- The curriculum during the second year of operation included the International Baccalaureate Middle Years Program® (MYP) (9-10) and the AVID program for students.

- ✦ All students were enrolled in IB MYP courses. 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.
- ✦ During the second year of operation, 39 percent of GRC students chose to enroll in the AVID course. However, when asked if AVID helped their academic performance, 88 percent of students indicated that it helped.
- ✦ High percentages of agreement across student and teacher survey results suggested that the implementation of the Personalized Learning Plan component during 2014-2015 was a formalized and systematic process.
- ✦ When asked, 95 percent of teachers indicated that the implementation of GRC during the second year was well organized.
- ✦ Student, parent, and teacher perceptions of the course work and GRC program of study were positive with at least 82 percent of survey respondents agreeing with survey statements.



- ✦ As planned, GRC offered various student opportunities such as after-school tutoring, Saturday sessions, mentoring programs, and extracurricular activities.
- ✦ A majority of students agreed that tutoring (95%), Saturday sessions (86%), and the mentoring program (85%) helped their academic performance and their needs.

Percent of Students Who Agreed Activities Helped Them

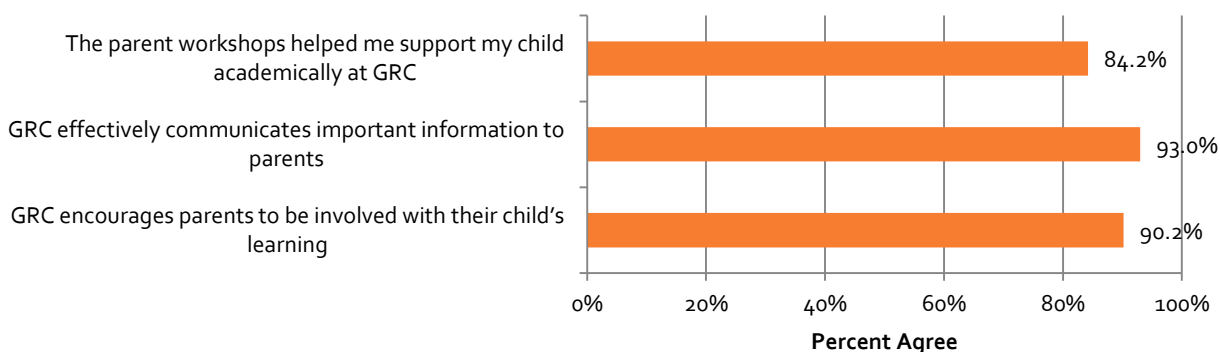


- Overall, 88 percent of students, 86 percent of parents, and 100 percent of teachers were satisfied with their experience at GRC.

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 23 percent, their responses provided an indication of their level of involvement in school-based activities. Of the 45 parent survey respondents, 45 percent indicated that they attended parent workshops. Parents who did not attend were asked why they did not attend. Of the 24 parents who did not attend and responded to the survey question, 89 percent cited “scheduling issues.”
- The events with the highest number of attendees were for events that involved both parents and students such as open house with 92 parents in attendance.
- A majority of the respondents to the parent survey indicated that parent workshops help support their child, GRC effectively communicates important information to parents, and that GRC encourages parental involvement.

Perceptions of Parental Involvement



Progress Towards Meeting Goals and Objectives

- Goals and objectives for GRC were outlined in the approved charter application. A total of 9 goals and 40 objectives were found throughout the charter application. Not all objectives were applicable for the early years of the school's operation (e.g., graduation rates, diploma type, etc.).

- ❖ Across all spring 2015 mathematics SOL assessments, a total of 82 percent of GRC students earned a pass proficient or pass advance score. Ninety-two percent (92%) of students who took the Algebra II assessment passed, while 73 percent of students who took the Geometry assessment passed. On the science assessments, passing rates were similar with 91 percent passing Biology, 88 percent passing Earth Science, and 93 percent passing Chemistry for a combined science passing rate of 91 percent. Eighty-nine percent (89%) of GRC students passed the US History assessment.
- ❖ Students at GRC had a lower combined mathematics pass rate than the division, but had a higher combined pass rate in science. The lower performance in mathematics was due to the lower pass rate in Geometry.
- ❖ Green Run Collegiate students outperformed their counterparts across the division on all SOL tests except for Geometry.
- ❖ It was expected that all GRC students would complete the courses required annually in the IB MYP program. Of the 192 students who had final grades at GRC, 90 percent completed all IB MYP course work with a passing grade.
- ❖ During the 2014-2015 school year, the average attendance rate for GRC students was 95 percent, which was 3 percentage points lower than the target of 98 percent outlined in the approved charter application.

Green Run Collegiate Costs

- ❖ The costs during the second year of implementation in 2014-2015 (\$2,244,916) were approximately \$292,000 more than the budget (\$1,953,400) in the approved charter application.

Recommendations and Rationale

Recommendation #1: Continue the Green Run Collegiate Charter School with the modifications recommended below. *(Responsible Group: GRC Governing Board)*

Rationale: Continuing GRC with modifications is recommended because 2014-2015 was GRC's second year of operation and the stakeholders' perceptions of GRC and students' SOL results on most assessments were encouraging. When spring SOL passing rates were examined, 92 percent of students passed the Algebra II assessment. The passing rate on the Geometry assessment was lower at 73 percent, which contributed to a combined mathematics passing rate of 82 percent. When students were assessed in Biology, 91 percent passed; when assessed in Earth Science, 88 percent passed; and when assessed in Chemistry, 93 percent passed for a combined science passing rate of 91 percent. Additionally, when assessed in US History, 89 percent passed. Students at GRC had higher SOL passing rates than the division ninth graders on the Algebra II, Biology, Earth Science, Chemistry, and US History assessments. Additionally, the feedback that was received on the student, parent, and teacher surveys was positive. At least 82 percent of all respondent groups demonstrated positive perceptions of GRC's course work and program of study. When asked if they were satisfied with GRC, 88 percent of students, 86 percent of parents, and 100 percent of teachers were satisfied with their experience at GRC. Furthermore, when asked if they planned to return to GRC next year, 88 percent of students, 86 percent of parents, and 95 percent of teachers indicated that they planned to return. Additionally, the percentage of students who indicated that they worked with a mentor during 2014-2015 increased by over 40 percentage points to 99 percent, and the percentage of students indicating they developed a personalized learning plan increased by over 40 percentage points to 95 percent. There is currently one program component (parental involvement) that could benefit from further development based on year-two findings.

Recommendation #2: Find innovative ways to encourage parental involvement in the GRC learning community. *(Responsible Group: GRC Governing Board)*

Rationale: According to the approved charter application, parent involvement is a key component to the success of the students at GRC. It was envisioned that the school and staff would collaborate with parents and facilitate substantive parental participation in the school's program. Parents were to be involved in their child's education and attend quarterly IB, AVID, or other parent workshops offered by GRC. When the evaluators examined the survey data received from 23 percent of GRC parents, it was evident that GRC effectively communicated information to parents and that parents participated in their child's education in multiple ways. However, parent involvement in school-based activities had relatively low participation rates. Of the 45 parents who returned surveys, only 45 percent indicated they had attended parent workshops. Additionally, parents who did not attend indicated that this was due to "scheduling conflicts." According to documentation provided by the GRC Head of School and IB coordinator, the number of parents attending workshops and events ranged from 2 to 92 parents. These results are similar to the year-one evaluation. However, as indicated by the GRC Head of School, a variety of new events were introduced this year but attendance was not high. While it is recognized that GRC cannot mandate parent attendance at these events, GRC should continue to find new and innovative ways to engage parents in the learning environment at GRC.

Recommendation #3: Revise goals and objectives to match the current program of study and course work. *(Responsible Group: GRC Governing Board)*

Rationale: The GRC approved charter application had many goals and objectives throughout. As GRC has been implemented, some of the ways programs function have changed. Therefore, some of the goals and objectives are no longer applicable. Some changes are a result of the way GRC utilized a program such as AVID. Initially, as stated in the approved charter application, all GRC students were to be enrolled in the AVID course; however, as stated in the year-two evaluation, not all students were enrolled in AVID due to specific criteria needed for a student to enroll as well as student choice. While all GRC students receive AVID practices that are woven into the content, not all students are enrolled in the class as the objective states. The IB program has changed the number of MYP classes that must be completed in ninth and tenth grades, and GRC students are no longer required to complete 25 hours of community service during their ninth- and tenth-grade years. These changes should be reflected in revisions to the goals and objectives and clearly communicated to all stakeholders.

Introduction

Background

In June 2012, the concept of a school designed to offer an academically rigorous college preparation program targeting military-affiliated 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.

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 in October 2014. Furthermore, 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.

Purpose

This evaluation provides the VBCPS School Board and the Superintendent with information about GRC's

second 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 is required by School Board Policy 6-26. The year-two evaluation focuses on the implementation of the program based on the School Board approved charter school application, including information regarding student enrollment, staff selection and professional development, curriculum and opportunities provided as part of the program of study, parent involvement, progress towards meeting goals and objectives, actions taken to address School Board recommendations, and cost. In addition to this year-two evaluation, an evaluation is required during 2016-2017 when the program reaches its final year of full implementation.

Program Overview

Green Run Collegiate operates as a public charter school which affords the school the option of providing more innovative instructional programs or distinctive curriculum while still being held accountable by Virginia for improved student achievement. The curriculum 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. Additionally, GRC is fully authorized 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. Given that the charter school has completed two years of operation with a ninth-grade and tenth-grade class of students, multiple goals and objectives that were specified in the charter application are not able to be evaluated at this time. However, all goals and objectives with available data are assessed in the Evaluation Results and Discussion section of this report, and longer term goals and objectives (e.g., graduation) will be assessed in 2016-2017.

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 2014-2015 and compared the information gathered to the charter application. This second-year evaluation focuses on the implementation of the Green Run Collegiate Charter School, as well as addressing progress towards meeting program goals and objectives as well as actions taken to address School Board recommendations from the year-one implementation evaluation.

Evaluation Questions

Evaluation questions for this report were derived from a review of School Board policy related to second-year 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-one implementation evaluation (October 2014)?
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 development follow the approved process?
 - a. What was the process and criteria for selecting GRC staff, and what were their qualifications?
 - b. What professional development 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?
 - i. To what extent did parents participate in the proposed activities?
6. **What progress was made towards meeting the goals and objectives identified in the approved charter application?**
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 2014-2015. Qualitative data were obtained through open-ended survey questions. Quantitative data were gathered through electronic databases (e.g., VBCPS data warehouse) and through survey responses. 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 and on Standards of Learning (SOL) tests and other assessments.
- ✦ 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** – A 33-item instrument gauged students' perceptions of GRC. The survey included 29 closed-ended statements about the application process, the admissions process, the program, course work, participation in program components, and other aspects of GRC. The survey also included four open-ended questions where comments were solicited. 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. One hundred and seventy-five (175) GRC students completed an online survey between April and May 2015. No identifying information about the students was collected on the survey. Student respondents represented 91 percent of the GRC student enrollment at the time of the survey (n=192).
- ✦ **Parent Survey** – A 43-item instrument assessed parents' perceptions of GRC. The survey included 36 closed-ended statements about the application process, the program, course work, student's participation in program components, parent participation in meetings/events, and other aspects of their child's experience in GRC. The survey also included eight 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 received a survey link in their email that was on file with GRC. Parents who did not have an email address 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 May 8, 2015. A total of 45 parents responded to the survey, representing 23 percent of the GRC parents surveyed (n=194).
- ✦ **Instructional Staff Survey** – A 46-item instrument measured teachers' perceptions of GRC. The survey included 40 closed-ended statements about the student selection process, the program, course work, professional development, and other aspects of GRC. The survey also included five 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 May 1, 2015. Twenty (20) out of 26 instructional staff members (77%) completed a survey.

Data Analysis

Green Run Collegiate student enrollment and demographic 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 students, parents, 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 item. 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.

Evaluation Results and Discussion

This second-year evaluation describes the implementation of GRC and progress towards meeting program goals and objectives as well as actions taken as a result of the School Board recommendations from the year-one evaluation. The following sections of the report provide the results associated with each year-two evaluation question and a discussion of the results.

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

The first evaluation question stated "What actions were taken as a result of the recommendations from the year-one implementation evaluation?" Included as part of this evaluation question is information about how GRC increased opportunities for parental involvement, how GRC systematically instituted the Personalized Learning Plan, and how GRC instituted changes regarding the mentoring program.

Recommendation #1: Increase opportunities for active parental involvement in school-based activities and workshops at GRC

Green Run Collegiate took several actions to increase the parental involvement in school-based activities and workshops. To create a small community environment and to build relationships, GRC hosted several social events to include a GRC picnic, movie nights, dining events, and an end-of-year celebration. The GRC Head of School indicated that parents were informed of activities through various modes of communication which included emails, newsletters, fliers, telephone messages using the ALERTNOW system, postal mail, website announcements, and social media (Twitter and Facebook). Multiple methods of contact were used because not all GRC parents have an internet connection; therefore, GRC communicated each event through multiple outlets to increase community outreach. Additionally, a planned schedule of events was communicated to parents in the fall so that adequate notice was given.

To encourage parental involvement, GRC held several events on Saturdays to increase participation for those parents who were not available during the normal workweek. Furthermore, according to the GRC Head of School, parental activities were more specific to individual student/parent academic needs. In the first semester, IB opportunities included parent/student workshops on the IB Learner Profile, an open house focused on IBDP, and an open house focused on the IBCP. In the second semester, GRC offered parent information nights for rising juniors entering the IBDP or the IBCP. Additionally, GRC offered parents, along with students, the opportunity to attend an IB College Fair in Woodbridge, Virginia. This college fair highlighted 134 colleges/universities representing 11 countries. Students and parents were provided the opportunity to attend an AVID field trip to the

University of Maryland where college athletes conducted a campus tour and discussed the importance of academics. Additional enrichment events for both parents and students included several STEM and service-learning opportunities. Green Run Collegiate also held a student exhibition because feedback from the year-one survey results indicated that parents were more likely to attend activities that involved their child's work.

Recommendation #2: Implement a more systematic process for the Personalized Learning component

Green Run Collegiate administration and staff worked to implement a systematic approach for the personalized learning component outlined in the original charter application. The GRC administration and staff worked together to formulate a systematic process that increased fidelity to the personalized learning process. Several steps GRC took when implementing the personalized learning process during year two of the evaluation included specific staff development on the personalized learning process, time allotted for meeting with students, and goal-setting based on student data. The personalized learning plan process during the second year of implementation is outlined later in this report. When asked about the personalized learning plan, 95 percent of students indicated they had developed a personalized learning plan which was a 40 percentage-point increase from year-one survey results. Additionally, there were increases in the percentage of students who updated their personalized learning plan throughout the year, the percentage of parents who indicated their child developed a personalized learning plan, the percentage of teachers who indicated they helped develop personalized learning plans, and the percentage of teachers who indicated they worked with students to update personalized learning plans. Overall, survey results from year two indicated that the personalized learning plan was implemented in a systematic way that ensured students, parents, and teachers were aware of their expectations and duties in regards to the personalized learning plan.

Recommendation #3: Continue to build the school-based mentoring program at GRC to increase the number of students participating

Green Run Collegiate administrators and staff increased the number of students who self-identified as having a school-based mentor and increased the percentage of students who agreed that mentoring helped meet their needs. As reported by the GRC Head of School, every

student was assigned a mentor. The mentors included GRC teachers, guidance counselors, and administrators. Each mentor was assigned between 8 and 10 students as mentees. The mentors collaborated with and guided all students in regard to their high school and postsecondary plans.

When survey results for year two were examined, the percentage of students that indicated they worked with a mentor increased 40 percentage points when compared to year-one survey results, and on the parent survey, the percentage of parents who indicated their child worked with a mentor increased over 30 percentage points. When teachers were asked if the mentoring program met the students' needs, all teachers surveyed during year two indicated that mentoring met their students' needs which was a 50 percentage-point increase when compared to year one.

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 2014-2015 to increase the visibility of GRC:

- ❖ GRC staff held a public information session for parents and students in January 2015.
- ❖ GRC staff and current students visited middle schools in VBCPS prior to the deadline for entering the enrollment lottery to answer eighth-grade students' questions about GRC.
- ❖ GRC staff gave tours of the school to interested students.

- ❖ GRC staff made presentations to guidance counselors and gifted resource teachers to inform them about GRC's vision, mission, and purpose.
- ❖ GRC staff engaged with the Office of Media and Communications to highlight achievements at GRC as well as utilized Twitter to market school events.

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 March 13, 2014. The enrollment request forms were 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 in a 4x4 block during the first semester of their ninth-grade year.

GRC was also able to open enrollment to tenth-grade students who had 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 ninth-grade GRC student to progress to the tenth grade. A total of 14 tenth-grade enrollment requests were received.¹

According to the charter application, 100 students were to be enrolled through the lottery each year. All students who submitted enrollment request forms were eligible for enrollment through the lottery. During the lottery, 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 125 were put on a wait-list. Students selected from number 1 to number 125 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, 2014. If a student did not return his/her letter of intent, students on the wait-list were contacted and enrolled in GRC. During the second year, 199 rising ninth-grade students completed an enrollment request for GRC.² Green Run Collegiate selected 125 rising ninth-grade students by lottery to enroll in the school.

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 (96%) and parents (98%) agreed that the GRC application process was clear. Over three-quarters (78%) 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 (93%) and parents (93%) agreed that information sessions helped them understand the opportunities at GRC. Furthermore, over 95 percent of students and parents who responded to the survey agreed they were aware of their responsibilities as GRC students and parents, respectively. Additionally, at least 80 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=175)	Parent Percent Agree (n=45)
The Green Run Collegiate application process was clear.	95.9%	97.8%
I received enough information prior to making my decision to enroll in Green Run Collegiate.	78.2%	88.9%
Green Run Collegiate information sessions helped me to understand the opportunities at Green Run Collegiate.	92.9%	93.3%
I am aware of my responsibilities as a GRC student/parent.	97.7%	95.6%

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, 2014, 222 students were enrolled at GRC. A total of 223 students were enrolled at some time during the school year, but one student withdrew prior to September 30. Table 2 displays the demographics of the GRC students enrolled as of September 30, 2014

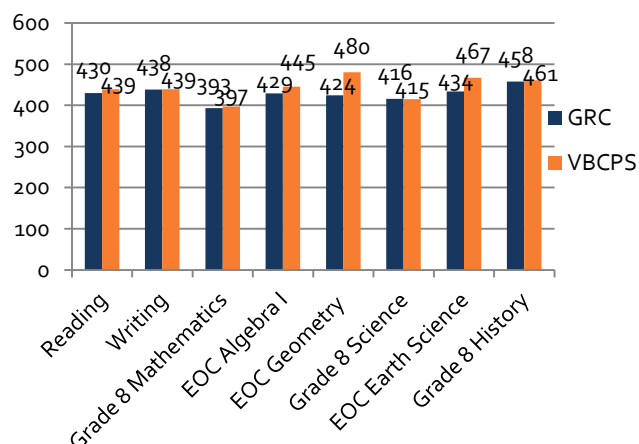
compared to all VBCPS ninth-grade students. A higher percentage of GRC students were African American (57%) and free and reduced lunch (54%) students compared to all ninth-grade students. There was a lower percentage of special education students at GRC compared to all high school ninth graders. The rates for military-connected youth were somewhat lower for GRC (14%) compared to VBCPS ninth and tenth graders overall (16%).

Table 2: Demographic Characteristics of GRC Students

Student Characteristics	Green Run Collegiate (N=222)	VBCPS Ninth and Tenth Graders (N=11,039)
Male	40.5%	51.2%
Female	59.5%	48.8%
African American	56.9%	25.4%
American Indian	0.0%	0.3%
Asian/Pacific Islander	3.6%	6.4%
Caucasian	21.6%	51.2%
Hispanic	10.8%	9.8%
Two or More	7.1%	6.9%
Free and Reduced Lunch	54.3%	33.4%
Gifted	14.0%	14.4%
LEP	0.6%	1.7%
Special Education	6.2%	10.4%
Military Connected ³	14.4%	16.5%

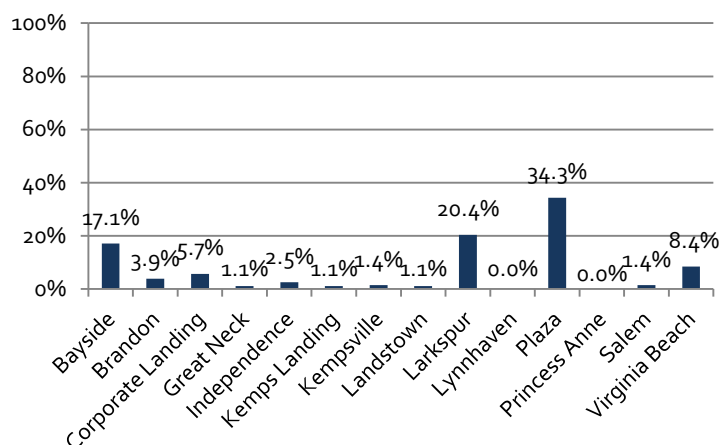
GRC Students' Prior Achievement. Students' achievement in eighth grade prior to enrolling at GRC is presented in Figure 1. The average scale scores on English, mathematics, science, and history Standards of Learning (SOL) tests were calculated for GRC students when they were in eighth grade compared to all VBCPS eighth graders as a comparison. From 96 to 121 GRC students took the various SOL tests shown in Figure 1. Students at GRC had slightly lower average scale scores on 88 percent of the SOL tests taken in eighth grade. Green Run Collegiate students had slightly higher average scale scores on the grade 8 science test compared to all eighth graders.

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



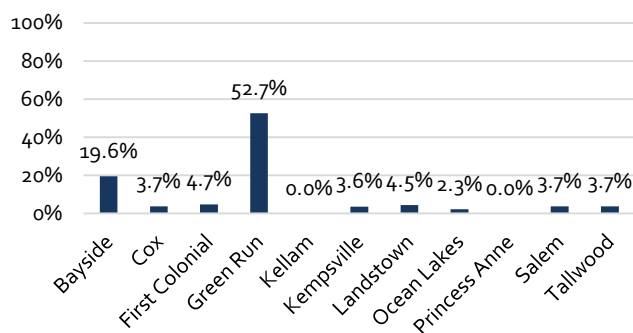
GRC Students' Middle Schools. Students enrolled in GRC came from 12 out of 14 Virginia Beach middle schools as displayed in Figure 2. Approximately 72 percent of students attending GRC previously attended either Larkspur, Plaza, or Bayside middle schools. One student enrolled in GRC did not attend school in VBCPS the year prior to enrolling at GRC.

Figure 2: GRC Students' Prior Middle School Attendance



GRC Students' Zoned High Schools. Green Run Collegiate students came from 9 out of 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.

Figure 3: GRC Students' Home High School Attendance Zone



Reasons for Enrolling. 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 49 percent of respondents mentioning that without GRC they would not have the opportunity to challenge themselves academically. Nineteen percent (19%) of students commented that GRC was "preparing them for a higher level of education" compared to their regular home school. Additionally, 17 percent identified "parent guidance" which was described as "talking with a parent about attending GRC." Furthermore, 9 percent of respondents indicated that the school was "the best fit for them." Other themes that emerged were that GRC was a "new start" for their education (5%), their "best alternative to other VBCPS academies" (4%), and "they wanted to be with friends" (4%).

Staff Selection Process and Professional Development

The third evaluation question was "Did the GRC staff selection process and professional development 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 development; 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 proposed staff for the second year included the following 24 positions: 2 administrators (1.0 FTE each), 1 office staff (1.0 FTE), 1 office associate (0.5 FTE), 1 counselor (0.5 FTE), 16 teachers (0.8 FTE each), 1 personal project supervisor (0.2 FTE) and 2 contracted instructional staff (0.4 FTE each) for a total of 17.8 FTE (Charter Application, 2013). 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. Efforts also included outreach to specialized programs such as "Building Excellent Schools," Troops to Teachers, and Teach for America. 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."⁴ 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 out 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 policy, including all requirements for licensure.

Table 3 displays the characteristics of GRC instructional staff compared to VBCPS high school instructional staff. During 2014-2015, GRC had 26 instructional staff. Currently the GRC staff is predominately Caucasian and female, whereas GRC students are more likely to be African American and female. Teachers at GRC were more likely to be new to the school division, and they were somewhat more likely to have an advanced degree compared to all high school teachers. Also, GRC teachers had fewer years of teaching experience on average.

Table 3: Characteristics of GRC Instructional Staff

Instructional Staff Characteristics and Qualifications	Green Run Collegiate (N=26)	VBCPS High School (N=1,388)
Male	22.7%	33.7%
Female	77.3%	66.3%
Asian	0.0%	4.0%
Caucasian	90.9%	81.9%
African American	0.0%	9.5%
Hispanic	9.1%	3.6%
Native American	0.0%	0.4%
Percentage With Advanced Degrees	54.5%	50.9%
Percentage New to VBCPS	31.8%	6.5%
Average Years of Experience	10.8	15.2

Professional Development

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 divisions' required Professional Learning Program requirements, which included the completion of 22 professional learning points during the 2014-2015 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 development hosted at the school as well as IB conferences and the AVID Summer Institute. Additionally, GRC hosted a voluntary curriculum writing professional development course twice a week.

In addition to VBCPS professional learning requirements, all GRC teachers received extensive professional development to implement the IB and the AVID programs. The IB Program provides three levels of professional development 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 development

during their first year of employment. The second and third levels of professional development will be completed by the end of the second year of employment.⁵ This training was expanded in 2014-2015 to include part-time staff as well.⁶

To support the youth attending the school, all staff members also received professional development 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, math, science, and social studies).

Furthermore, professional development 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 development and the extent to which the topics helped them meet their students' needs (Table 4). The GRC Head of School indicated that all teachers attended AVID, WICOR, and IB professional development. However, when survey results were examined, the percentage of teachers agreeing they attended the different professional development opportunities ranged from 84 to 95 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 development in year one, and, therefore, due to the way the question was phrased, indicated they did not receive the training during 2014-2015. As indicated by survey responses, from 69 to 94 percent of the teachers who responded to the survey agreed that the AVID, WICOR, and IB professional development helped them meet their students' needs. One teacher indicated he/she did not participate in professional development focused on military-connected youth and one teacher indicated he/she did not participate in the WICOR professional development. The military-connected youth professional development had the lowest percentage of agreement with 69 percent of respondents

indicating the professional development was useful. It should be noted that in the MYP verification report GRC was distinguished as having “gone above and beyond to the MYP professional development requirements. This staff is incredibly well trained.”

Table 4: Instructional Staff Professional Development

Name of Professional Development	Percent Who Participated (n=20)	Percent Who Found it Useful
AVID	84.2%	93.8%
WICOR	94.7%	94.4%*
IB	90.0%	94.4%
Military Connected	94.4%	68.8%*

*One teacher indicated that he/she did not participate in this professional development. The percentage who found the professional development useful is based on those who participated.

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 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.⁷ 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. All teachers (100%) indicated on the survey that their responsibilities were clear. An open-ended question asked teachers to

describe their role at GRC. Eighteen (18) of the 20 respondents to the teacher survey answered the question. Of the 18 teachers who responded, 83 percent noted that their role revolved around the specific subject areas they taught. The themes from the remaining responses were “development and implementation of curriculum,” “mentoring,” 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 MYP Program, 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 during the first year of operation included the IBMYP (9-10) and AVID for students. As the school expands a grade level each year, the IBDP and the IBCP will be available for eleventh and twelfth graders (Charter Application, 2013).

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 development, 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 900,000 IB students in over 140 countries.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. Table 5 displays the IBMYP classes GRC students were enrolled in during 2014-2015. The IBDP passed the authorization visit from the International Baccalaureate Organization in November 2014 followed by authorization of the IB MYP and IBCP in spring 2015.¹¹

Table 5: IB MYP Courses and Enrollment

Course	Number of Students Enrolled
English	
English 9	58
Advanced English 9	72
English 10	33
Advanced English 10	58
Mathematics*	
Geometry	97
Algebra II/Trigonometry	84
Science	
Earth Science	60
Biology	102
Chemistry	51
Government	
US Government	139
History	
US History	73
World Languages	
French I	20
French II	14
French III	6
Spanish I	59
Spanish II	68
Spanish III	34

Table 5: IB MYP Courses and Enrollment (continued)

Course	Number of Students Enrolled
Health	
Health & Physical Education I	103
Health & Physical Education II	80
Electives	
Art Foundations	20
Design Technology	23
Intermediate Band	7
Advanced Band	11
Studio Theater	13
Painting, Drawing, and Printmaking	16
Fine Art of Digital Photography	34

*Note: 41 students were enrolled in a non-MYP Algebra I 4x4 course.

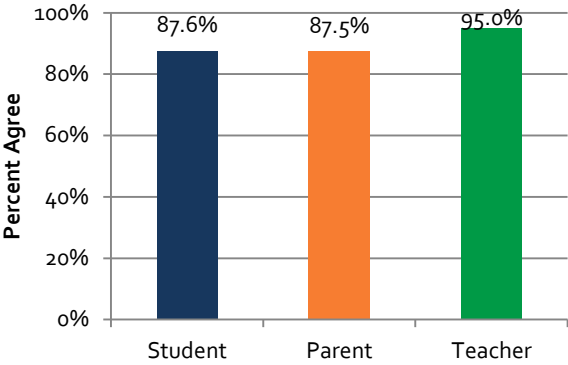
AVID. According to the approved charter school application, in order to address the social and behavioral demands of college life, all students enrolled in GRC were to participate in AVID. The AVID program is an elementary through postsecondary college readiness system that is designed to increase schoolwide 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 development, and acts as a catalyst for systemic reform and change.”¹² 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.”¹³ 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 222 students enrolled at GRC as of September 30, 2014, 87 students (39%) 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, 77 students (89%) 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.¹⁴ Regardless of a student enrolling in the AVID course, AVID practices and strategies are implemented in a schoolwide fashion at GRC and all teacher survey respondents agreed that students were encouraged to participate in AVID. Additionally, 100 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 (95%) compared to parents' and students' perceptions.

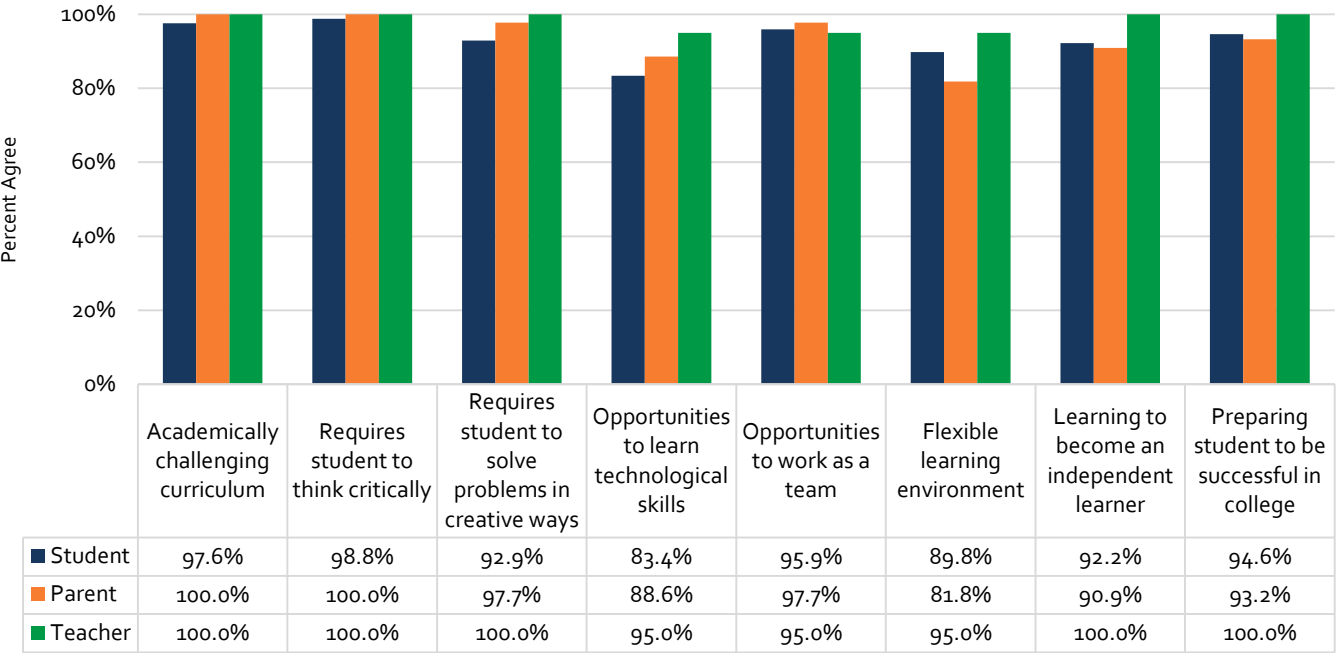
Figure 4 displays the results of the survey questions focused on whether enrollment in AVID helped the students' academic performance. Overall, between 88 and 95 percent of respondents agreed that the AVID program helped improve students' academic performance. All stakeholder perceptions regarding AVID helping student academic performance increased when compared to the year-one implementation evaluation.

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 82 to 100 percent for all questions related to the program of study. Respondents to the survey agreed that the program is providing the necessary course work 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, 95 percent agreed that the second year of GRC implementation was well organized.

Figure 5: Perceptions of GRC Course Work and Program of Study



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.¹⁵ Table 6 outlines the proposed elements of the Personalized Learning Plan and the actual process for implementing those components at GRC.

Table 6: Personalized Learning Plan Process

Proposed Personalized Learning Plan Process	Actual Personalized Learning Plan Process ¹⁶
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.
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.
Proposed Personalized Learning Plan Process	Actual Personalized Learning Plan Process ¹⁷
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 to meet their short- and long-term goals.
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.

Table 6: Personalized Learning Plan Process (continued)

Proposed Personalized Learning Plan Process	Actual Personalized Learning Plan Process¹⁶
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 math and English. Tutoring was conducted by administration, staff, and by AVID tutors.
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 large majority (95%) of student survey respondents indicated that they had developed a Personalized Learning Plan, while 61 percent of parents indicated that their child developed a plan, and 100 percent of teachers indicated they had developed Personalized Learning Plans with their students. Over half (57%) of the parents who responded to the survey indicated they had worked with the teachers to develop their child's Personalized Learning Plan, and 95 percent of the teachers indicated that they worked with parents and students to develop the students' Personalized Learning Plans. When asked if the Personalized Learning Plan was updated throughout the year, 89 percent of students, 61 percent of parents, and 100 percent of teachers indicated that they had updated the Personalized Learning Plan throughout the year. Student agreement levels increased over 40 percentage points and teacher agreement levels increased over 75 percentage points when compared to the year-one implementation evaluation. Additionally, agreement levels for parents increased between 5 and 26 percentage points when compared to the year-one implementation evaluation.

Figure 6: Student Involvement With Personalized Learning Plan

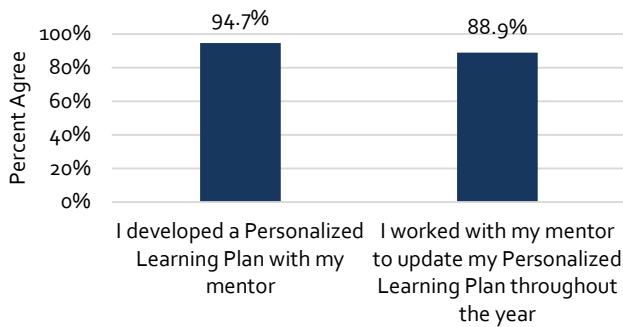


Figure 7: Parent Involvement With Personalized Learning Plan

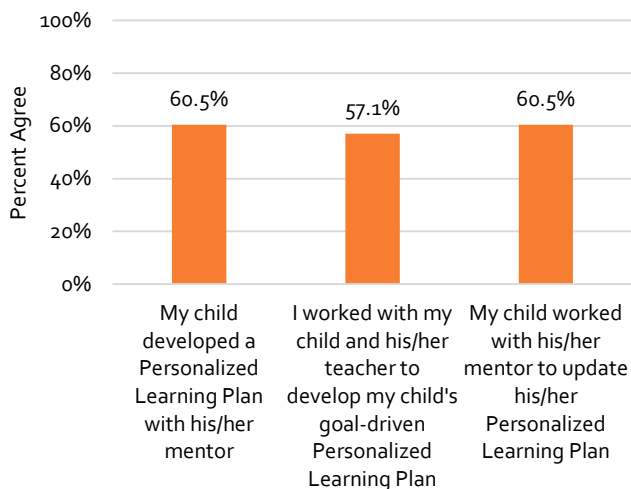
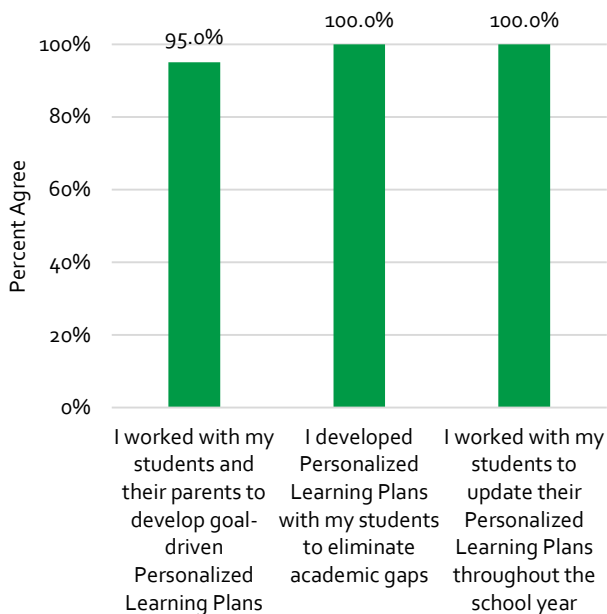
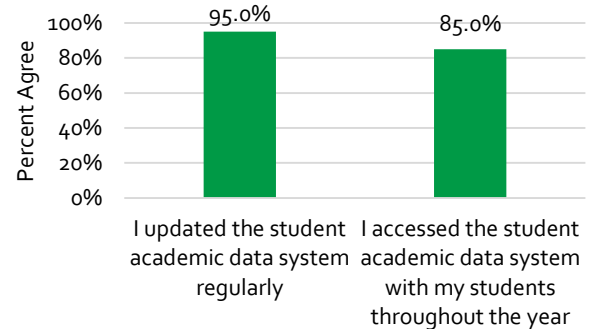


Figure 8: Teacher Involvement With Personalized Learning Plan



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, 95 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, 95 percent of teachers indicated they updated the data system regularly. Additionally, 85 percent of teachers indicated they accessed the data system throughout the year with their students. When compared to the year-one implementation evaluation teachers' agreement, levels increased by at least 22 percentage points on all items.

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 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 7 displays the student activities available to GRC students.

Table 7: Student Opportunities at GRC¹⁸

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Mentoring	All	By choice	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 plan. The mentors collaborated with and guided all students in regard to their high school and postsecondary plans.
Field Trips	All	Enrolled in course/activity	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.
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 math 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. 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. As indicated by the tutoring sign-in sheets, a total of 203 students received tutoring services at GRC at some point during 2014-2015.
Saturday Sessions	All Invited Based on Missing Work	Missing work and by choice	Weekly, the GRC Head of School and IB coordinator sent an AlertNow message to parents of students missing work from the previous week. These 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. Saturday session sign-in sheets indicate that the numbers of students attending Saturday sessions ranged from 9 to 38 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.

Table 7: Student Opportunities at GRC¹⁸ (continued)

Activity	Target Group	How Were Students Selected?	How Was This Operationalized at GRC?
Personal Project	All 10 th 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.¹⁹ <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 but four tenth-grade students completed their personal project during 2014-2015. The four students who did not complete their projects will have completed their projects by early fall 2015.²⁰</p>

Additionally, the approved charter application states, each student was required to complete 25 hours of community service. However, according to the IB coordinator, the IB Program changed the approach to community service after the charter was approved by removing their mandate for the amount of community service hours each student completed. Therefore, GRC made the decision to drop the requirement during the ninth- and tenth-grade years. The GRC Head of School stated that while the community service component was removed, students still experienced service-learning opportunities which combined the GRC program of study with community service activities throughout the year.²¹ Examples of service-learning opportunities that students completed during 2014-2015 included:

- ❖ An interdisciplinary service-learning project between Art and English (Figure 10 and Figure 11) courses where students created personalized bookmarks

Figure 10: Personalized Learning Bookmarks



Figure 11: Personalized Learning Bookmarks



for the Literacy Challenge offered by Students Rebuild, Save the Children, and Global Nomads Group. The point of the task was to improve youth reading and writing skills around the world. Green Run Collegiate created over 600

bookmarks, and, in turn, with students' contributions and those from other partners, the Bezos Family Foundation has donated \$300,000 (\$1 for each bookmark made) to support Save the Children's Literacy Boost program in Latin

America (Peru), Africa (Mali), and Asia (Nepal). Save the Children distributed the bookmarks to students in the United States and around the world. Funding generated by the Literacy Challenge helped stock Save the Children's international book banks in Peru, Mali and Nepal.²²

- Visual Arts students explored the work of renowned artist Ryan McGinness, a Virginia Beach

Figure 12: Collaborative and Personal Artwork



native (Figure 12 and Figure 13). Using McGinness's ideology and processes as inspiration, students created collaborative and personal artworks

Figure 13: Collaborative and Personal Artwork



expressing their ideas about the concept of community and identity through iconography. According to the GRC IB coordinator, the display showed the students' personal identities through their community

sculptural works. These works have been displayed at both the Museum of Contemporary Art as well as a Virginia Beach library.²³

Figures 14 and 15 display results from student survey questions regarding their involvement in activities at GRC. When asked if they attended Saturday sessions, 60 percent of GRC students indicated they had attended. Of those students who participated in

Saturday sessions, 86 percent indicated it improved their academic performance. Eighty-eight percent (88%) of students indicated they participated in tutoring during 2014-2015, and 95 percent of those students indicated that tutoring helped improve their academic performance. Ninety-nine percent (99%) of students indicated that they worked with a mentor during 2014-2015, and 85 percent of those students indicated that mentoring helped meet their needs. It should be noted that when year-two agreement levels were compared to year-one agreement levels, the percentage of students indicating they worked with a mentor increased by 40 percentage points.

Figure 14: Student Participation in Opportunities

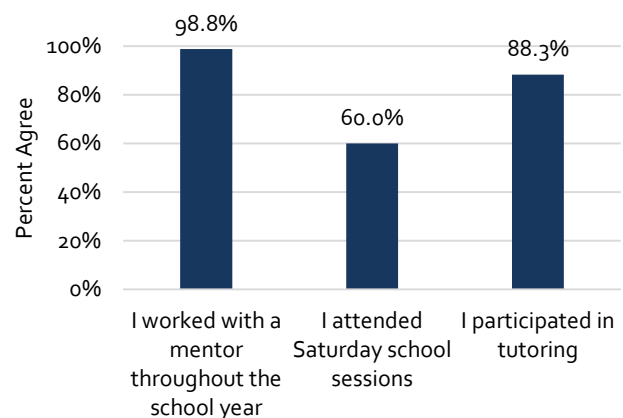
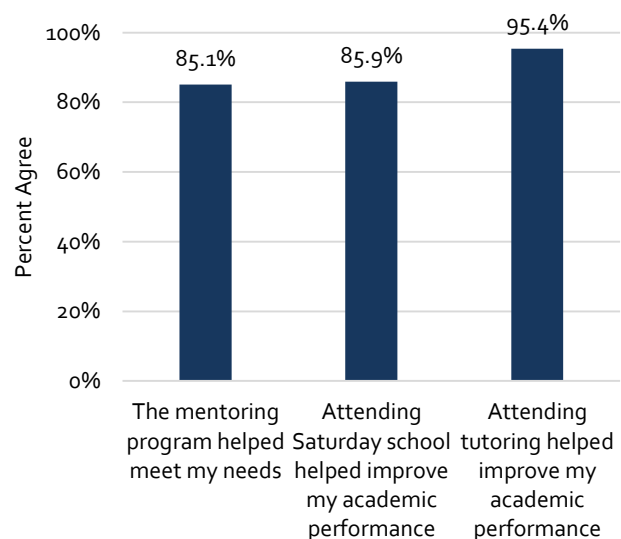


Figure 15: Student Perceptions of Opportunities



Figures 16 and 17 display results from the parent survey regarding their student's participation in activities and events at GRC. Of the parents who responded to the

survey, 65 percent indicated that their child attended Saturday sessions, and 96 percent of parents whose student attended Saturday sessions indicated that it helped the student's academic performance. Seventy-seven percent (77%) of parents who responded to the survey indicated that their child attended tutoring. Of those parents, 90 percent indicated that tutoring helped their child's academic performance. Seventy percent (70%) of parents indicated that their child worked with a mentor during 2014-2015, and 90 percent of those parents indicated that mentoring helped improve their child's academic performance. The percentage of parents who indicated that their child worked with a mentor during the year increased over 30 percentage points when compared to the year-one implementation evaluation.

Figure 16: Parent Responses Regarding Child's Participation in Opportunities

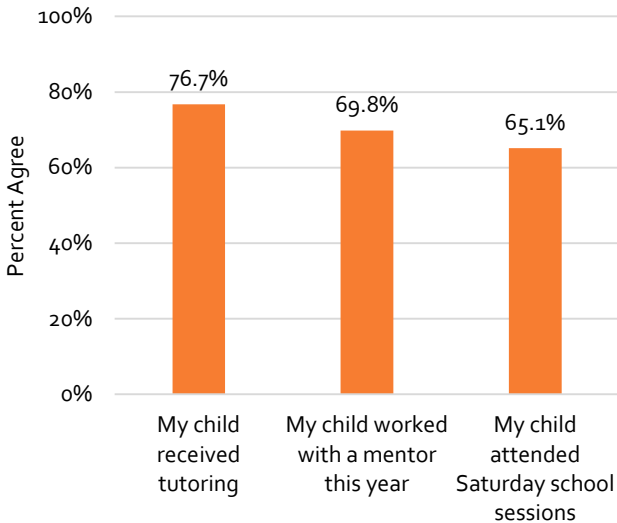
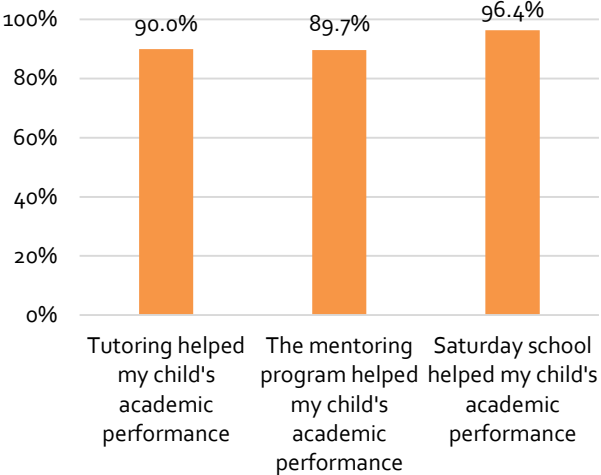
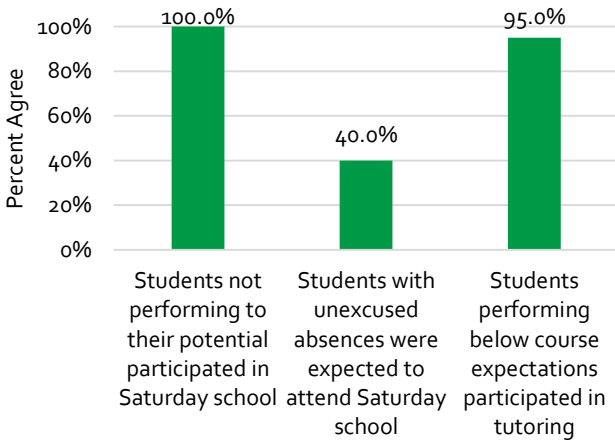


Figure 17: Parent Perceptions of Opportunities



Teachers responded to items about their students' participation in Saturday sessions and tutoring, and the results are displayed in Figure 18. All teachers indicated that students who were not performing to their potential attended Saturday sessions. Furthermore, 40 percent of all teachers who responded to the survey indicated that students with unexcused absences were expected to attend Saturday sessions. Additionally, 95 percent of teachers indicated that students who were performing below course expectations participated in tutoring.

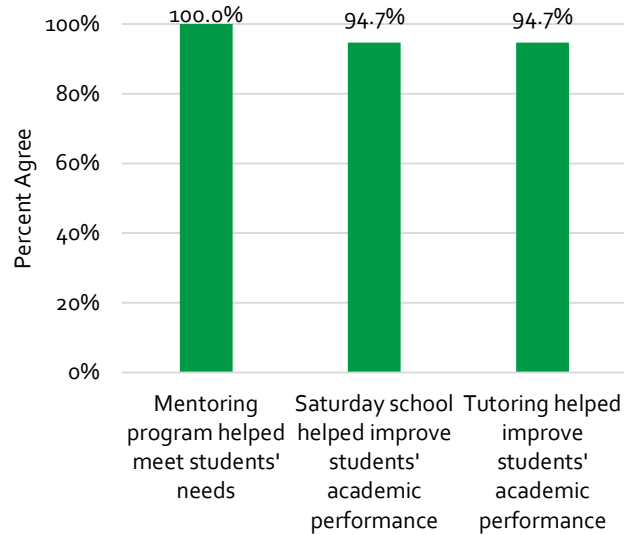
Figure 18: Teacher Responses Regarding Student Participation in Opportunities



Teachers were asked if they thought the opportunities offered were meeting their students' needs, and the results are displayed in Figure 19. All teachers who participated indicated that mentoring helped meet their students' needs, which was an increase of 50 percentage points when compared to the year-one implementation evaluation. Ninety-five percent (95%) of teachers indicated that Saturday sessions helped improve their

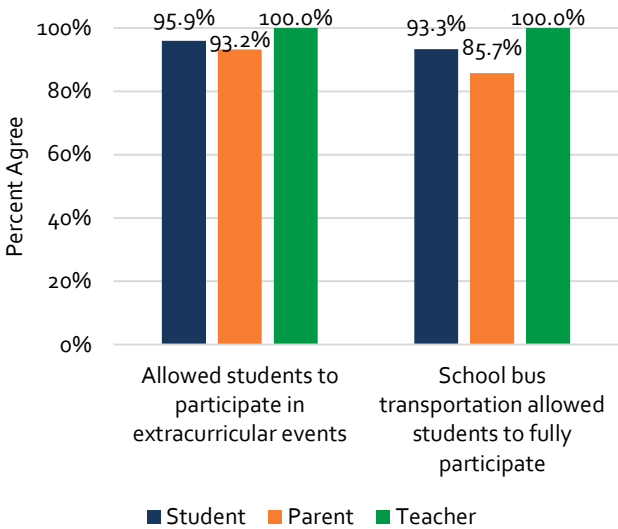
students’ academic performance. Additionally, 95 percent of teachers indicated that tutoring helped improve students’ academic performance.

Figure 19: Teacher Perceptions of Student Opportunities



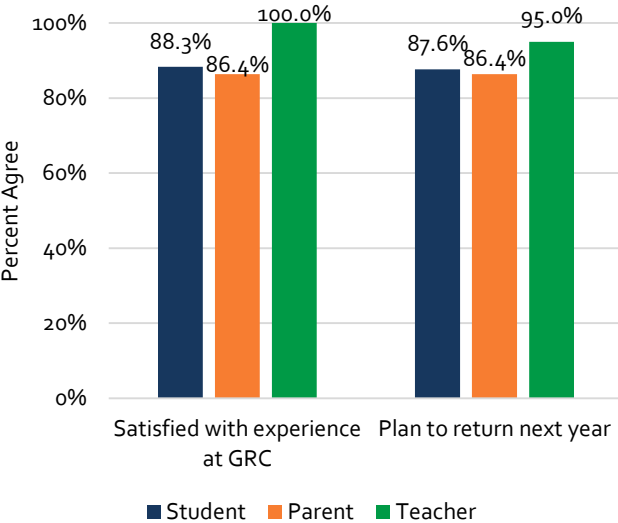
Results for questions regarding participation in extracurricular activities and use of school transportation are displayed in Figure 20. Overall, between 93 and 100 percent of students, parents, and teachers indicated that students had opportunities to participate in extracurricular activities. Additionally, between 86 and 100 percent of respondents indicated that school bus transportation allowed students to fully participate at GRC.

Figure 20: Participation in Extracurricular Activities and School Transportation



Survey respondents were asked about their overall perception of GRC (see Figure 21). At least 86 percent of all groups were satisfied with their experience at GRC, and at least 86 percent of all groups planned to return to GRC next year.

Figure 21: 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.”²⁴ 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 which 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.²⁵

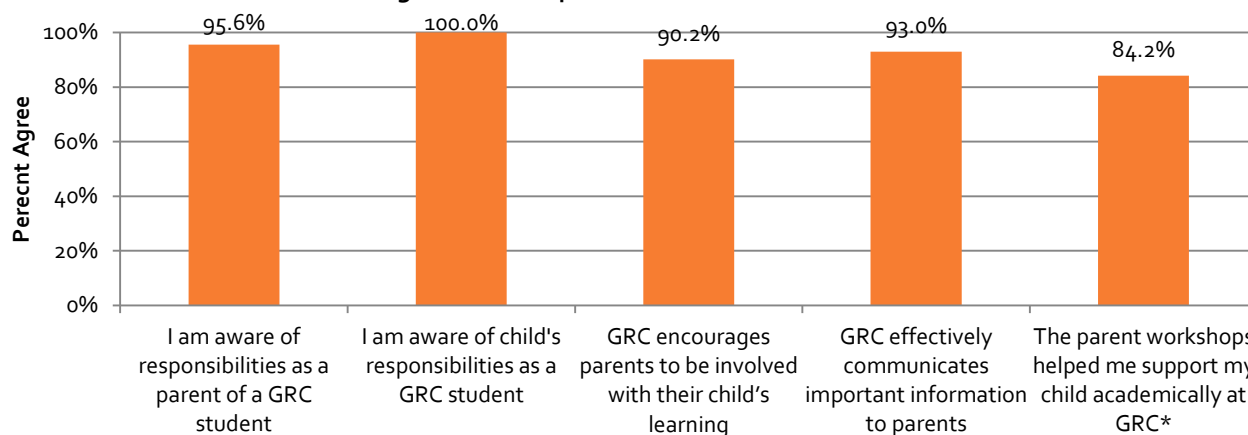
According to the GRC Head of School, all parents signed the compact. According to documentation provided by the GRC Head of School and IB coordinator (see Table 8), the number of parents attending workshops/events ranged from 2 to 92. The events with the highest number of attendees were for events that involved both parents and students such as open house with 92 parents in attendance. Events with the lowest attendance were movie nights and open campus events.

Table 8: Parent Involvement Activities Offered by GRC During 2014-2015²⁶

Activity	Month Activity Occurred	Number of Participants
Open House	September 2014	92
Open Campus Learner Profile	October 2014	4
Open Campus Service Learning	October 2014	2
PTSA Governance	October 2014	6
Open Campus STEM	October 2014	8
IB Diploma Program Open House	November 2014	43
IB Diploma Program Verification Visit	November 2014	4
Parent Connection	November 2014	43
IBCP Open House	November 2014	20
Dave and Buster’s School Night	December 2014	6
PTSA Board Meeting	December 2014	7
Personal Project	January 2015	22
Student Exhibition	January 2015	23
IBMYP Verification Visit	March 2015	5
STEM-A-Thon	April 2015	13
IB College Fair	April 2015	6
IBCP Information Night	April 2015	8
IB Diploma Program Information Night	April 2015	12
GRC Movie Night	May 2015	7
IBCP Verification Visit	May 2015	2
GRC End-of-Year Celebration	June 2015	26
PTSA Meeting	June 2015	5
GRC Movie Night	June 2015	2

Results from the parent survey regarding involvement in their child's education are shown in Figure 22. Overall, 96 percent of parents who responded to the survey agreed that their responsibilities as a GRC parent were clear, and 100 percent agreed that their child's responsibilities were clear. A majority of parents (90%) agreed that GRC encouraged parental involvement, and 93 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, 56 percent of the 34 parents who responded to the open-ended question said they attended parent involvement activities offered at GRC, 29 percent indicated they reached out to teachers through phone calls and emails, 9 percent were involved at home with their child's education such as with reviewing homework, and 9 percent indicated that they volunteered at GRC. Of the 45 parent survey respondents, 45 percent attended parent workshops. Parents who did not attend were asked why they were unable to attend. Of the nine parents who did not attend, 89 percent cited a scheduling issue (e.g., work, another school event, conflicting schedule, etc.), 11 percent stated communication issues (e.g., received notice late, was not aware), and 11 percent stated they could not attend due to personal reasons.

Figure 22: Perceptions of Parent Involvement



*Based on 20 parents who attended workshops.

Progress Towards Meeting Goals and Objectives

The sixth evaluation question was “What progress was made towards meeting the program goals and objectives identified in the approved charter application?” Goals and objectives for GRC were outlined in the approved charter application. A total of 9 goals and 40 objectives were found throughout the charter application. Not all objectives were applicable for the early years of the school's operation (e.g., graduation rates, diploma type, etc.). Only the applicable goals and objectives for year two were represented in this evaluation. A complete list of goals and objectives can be found in Appendix A.

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

Goal 1 in the GRC approved charter application stated that all students attending GRC will graduate. This goal and six of the seven related objectives will not be able to be assessed until the final year of implementation in 2016-2017. Objective 7 states that GRC will maintain a mobility rate at or below 15 percent. As reported in the

2014-2015 mobility report, GRC had a mobility index of .1538 or 15.4 percent.

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 or enlist in military service. While this goal will not be assessed until after the final year of implementation, two of the four objectives related to Goal 2 were applicable to the year-two evaluation. Objective 1 stated that all students will work with a mentor to complete and update secondary and postsecondary plans annually. Students, teachers, and parents responded to a survey question regarding Objective 1. On the survey, 95 percent of students indicated that they worked with a mentor to develop their postsecondary plans, 100 percent of teachers indicated they worked with students to develop postsecondary plans, and 61 percent of parents indicated that their child worked with a teacher to develop postsecondary plans. Objective 2 related to

Goal 2 stated that all students will participate in the AVID program. When student course enrollment was examined, 39 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. Students were able to enroll in the course whether or not they met the specific criteria for the program. Enrollment in AVID was voluntary. Of the 77 students who were enrolled in AVID throughout the 2014-2015 school year, 88 percent indicated that it helped improve their academic performance. Additionally, the GRC guidance counselor is a trained AVID instructor and mirrors many AVID practices with all students at GRC.

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. Three of the seven objectives related to Goal 3 are applicable to the year-two evaluation. Objective 1 stated that all students will complete the eight 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 192 students who had final grades at GRC, 90 percent completed all IB MYP course work. Ten percent (10%) of GRC students failed at least one class during 2014-2015. Objective 2 stated that all students will complete the 25 hours of required community service during ninth grade and 25 hours during tenth grade. However, the GRC IB coordinator indicated that the IB MYP has removed the mandated time requirement; therefore, GRC students were not required to complete 25 hours of community service.²⁷ Instead, students examined service through the content areas and focused on the quality of service.²⁸ Objective 3 stated that all tenth-grade students at GRC will complete a personal project. As indicated by the GRC Head of School, all but four tenth-grade students completed their personal project during the 2014-2015 school year. The four students who did not complete their projects will have their projects completed by early fall 2015.²⁹

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. While IB tests were also noted, there were no IB tests given during the students' ninth-grade year. Table 9 displays the passing rates for GRC students who took SOL assessments during spring 2015. During the first year of implementation, GRC students participated in mathematics and science end-of-course SOL tests. The mathematics SOL assessment combined pass rate for GRC students was 82 percent. Students who took the Algebra II assessment had a higher passing rate (92%) than students who took the Geometry assessment (73%). On the science assessments, 91 percent of students passed Biology, 88 percent passed Earth Science, and 93 percent passed Chemistry. On the US History assessment, 89 percent of students passed. Pass rates for ninth-grade VBCPS and Green Run High School (GRHS) students taking the same assessments as GRC students are also included in Table 9 for reference purposes.³⁰ Students at GRC had higher passing rates than Green Run HS and the division on all assessments except Geometry.

**Table 9: Percent Passing Spring 2015
SOL Assessments by Test**

	GRC³¹	VBCPS³²	GRHS³³
Test	Percent passing	Percent passing	Percent passing
Algebra II	92%	87%	88%
Geometry	73%	84%	57%
Mathematics Combined	82%	85%	74%
Biology	91%	85%	72%
Earth Science	88%	85%	70%
Chemistry	93%	90%	74%
Science Combined	91%	86%	72%
US History	89%	87%	76%

One other objective related to Goal 4 was that GRC would meet all federally required benchmarks of Annual Measurable Objectives (AMO) during 2014-2015. Green Run Collegiate met all the federal AMOs during 2014-2015.

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 participate in tutoring until performing above course expectations, students not performing to their potential would participate in Saturday sessions, and all teachers would receive AVID and IB professional development to meet students' needs. This goal will not be evaluated until the full implementation evaluation in 2016-2017 after students have had an opportunity for three continuous years of enrollment. Student involvement in GRC opportunities and perceptions of those opportunities were addressed previously in the evaluation under the Program Components section. Professional development for teachers was also addressed under the Professional Development section.

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. Of the respondents to the survey, 99 percent of students, 70 percent of parents, and 95 percent of teachers indicated that they (or their child) participated in the mentoring program. Based on the charter application, the mentors were to work with their students throughout the year to develop their Personalized Learning Plans. On the survey, 95 percent of students, 61 percent of parents, and 100 percent of teachers indicated that they worked to develop these plans during 2014-2015. The Personalized Learning Plan for each student was also planned to be updated throughout the year. When asked about this on the survey, 89 percent of students, 61 percent of parents, and 100 percent of teachers indicated that the plans were updated.

Goal 7: Green Run Collegiate will maintain a 98% attendance rate.

Goal 7 in the approved charter application stated that GRC will maintain an attendance rate of 98 percent for all students. During the 2014-2015 school year, the

average attendance rate for GRC students was 95 percent, which was 3 percent lower than the target attendance rate.

One of the objectives related to Goal 7 stated that students with unexcused absences would be expected to attend Saturday sessions. However, the GRC Head of School informed evaluators that Saturday sessions were not used in that manner. Saturday sessions, which began during the second semester, were voluntary and used by students to complete missing work from the previous week. As indicated by student sign-in sheets, Saturday sessions' attendance ranged from 9 to 38 students on a given day. Another objective from the approved charter application stated that students who were absent would be expected to turn in assignments by the due date unless a waiver was signed by the teacher. This objective did not function as written in the approved charter application. The GRC Head of School informed evaluators that each teacher was able to have his/her own make-up work policy. Additionally, students were given an opportunity to make up work during tutoring and Saturday sessions.

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 preparation. Objective 1 was related to the student enrollment in the AVID course at GRC. When course enrollment data were analyzed, 39 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. Objective 2 was related to the WICOR (writing, inquiry, collaboration, organization, and reading) professional development teachers received. All teachers (95%) indicated on the survey that they received the WICOR professional development as planned based on the charter application, and 95 percent of the teachers who responded to the survey indicated that the WICOR professional development helped them meet the needs of their students. 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. All teachers who responded to the survey indicated that AVID curriculum and strategies were used in all core content classes. Objective 4 stated that all parents would be expected to participate in at least one GRC IB and AVID workshop each quarter. When parent survey data were analyzed, only 45 percent of the respondents indicated they had attended a parent workshop. Qualitative data were analyzed for the 24 parents who did not attend workshops; the most common reason for not attending the workshops was scheduling conflicts.

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 10 displays the average SOL scale scores for GRC, all VBCPS ninth and tenth graders, and Green Run High School ninth and tenth graders who took the same SOL assessments as GRC students. Since GRC had ninth- and tenth-grade students, there were six applicable assessments during 2014-2015, which included two mathematics assessments (Algebra II and Geometry), three science assessments (Biology, Earth Science, and Chemistry), and one history assessment (United States History). Overall, GRC students had higher average SOL scale scores than Green Run High School on all of the assessments examined. However, GRC had lower average SOL scores on five out of six assessments with the difference in average scale score ranging from 7 to 28 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 10: Average SOL Scale Score by Assessment

Group	GRC	VBCPS	Green Run HS
Algebra II	497	453	448
Geometry	412	440	404
Biology	430	441	422
Earth Science	425	442	414
Chemistry	439	446	417
VA History	435	443	424

Objective 5 states that GRC students' performance on the PSAT will be judged against local, state, and national

trends. Currently, GRC is able to compare locally, in subsequent evaluations national and state will be presented. Table 11 displays the passing percentage and average score on each section of the PSAT taken in tenth grade. Green Run Collegiate had higher average scores and percent of students meeting the benchmarks in reading, writing, and mathematics than Green Run High School and the division.

Table 11: Percent of Students Meeting PSAT Benchmark and Average Score by Test

Group	GRC	VBCPS	Green Run HS
Reading			
% Met	57%	50%	24%
Average Score	42.4	42.1	36.3
Writing			
% Met	42%	39%	19%
Average Score	40.0	39.7	33.6
Mathematics			
% Met	54%	49%	27%
Average Score	44.4	42.9	37.2

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.³⁴

Costs and expenditures are organized by categories, which were determined based on the types of costs. A description of each cost category is available in Appendix B. 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. For example, the Furniture and Other Equipment category was combined in the 2013-2014 budget from the application. However, based on budget documents, furniture expenses were able to be distinguished from other equipment such as computer and technology equipment. Total costs within each category were rounded to the nearest dollar, and the total cost was calculated based on the whole dollar amounts.

The 2014-2015 VBCPS budget for the second year of implementation totaled \$1,953,400. The largest projected expenses for the second year of implementation included personnel, transportation, instructional materials and supplies, and professional development. Total year to date for the 2014-2015 school year expenditures were \$2,329,241. However, GRC received support from three grants (Title IV Part B 21st Century Grant, Green Run Collegiate Charter School Support Grant FY14, and Green Run Collegiate Support Grant FY15) totaling \$83,936. Additionally, GRC received a refund of \$389 from legal services for paper work filing. After factoring in the grant funds and the refund, the total cost of GRC to VBCPS during 2014-2015 was \$2,244,916.

Table 12: Year 2 Costs – 2014-2015 School Year

Cost Category	GRC Budget From Charter Application	
	Actual Costs	
GRC Personnel	\$1,306,444	\$1,734,275
Facilities	\$0	\$0
Furniture	\$22,750	\$0
Computer/Technology Equipment	\$53,000	\$64,490
Instructional Materials and Supplies	\$38,273	\$183,531
IB Curriculum Development	\$12,500	\$0
Professional Development	\$43,500	\$97,999
Office Supplies	\$10,000	\$40,262
Marketing/Communication	\$11,170	\$8,642
Purchased Services (Special Education, Gifted, Student Information System, Phone, Insurance, Custodial Services, Accounting Services, Legal Services, Food Services)	\$64,460	\$11,516
Transportation (Incremental costs only)	\$114,400	\$159,060
IB and AVID Fees	\$31,595	\$29,466
Unallocated Reserve	\$245,308	\$0
Total	\$1,953,400	\$2,329,241
Offsets from GRC Grant Funds³⁵	-----	(\$83,936)
Refunds	-----	(\$389)
Cost to VBCPS	-----	\$2,244,916

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; IB and AVID costs for materials, curriculum, professional development, and fees; some legal fees; incremental transportation costs; 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.³⁶

Recommendations and Rationale

Recommendation #1: Continue the Green Run Collegiate Charter School with the modifications recommended below. *(Responsible Group: GRC Governing Board)*

Rationale: Continuing GRC with modifications is recommended because 2014-2015 was GRC's second year of operation and the stakeholders' perceptions of GRC and students' SOL results on most assessments were encouraging. When spring SOL passing rates were examined, 92 percent of students passed the Algebra II assessment. The passing rate on the Geometry assessment was lower at 73 percent, which contributed to a combined mathematics passing rate of 82 percent. When students were assessed in Biology, 91 percent passed; when assessed in Earth Science, 88 percent passed; and when assessed in Chemistry, 93 percent passed for a combined science passing rate of 91 percent. Additionally, when assessed in US History, 89 percent passed. Students at GRC had higher SOL passing rates than the division ninth graders on the Algebra II, Biology, Earth Science, Chemistry, and US History assessments. Additionally, the feedback that was received on the student, parent, and teacher surveys was positive. At least 82 percent of all respondent groups demonstrated positive perceptions of GRC's course work and program of study. When asked if they were satisfied with GRC, 88 percent of students, 86 percent of parents, and 100 percent of teachers were satisfied with their experience at GRC. Furthermore, when asked if they planned to return to GRC next year, 88 percent of students, 86 percent of parents, and 95 percent of teachers indicated that they planned to return. Additionally, the percentage of students who indicated that they worked with a mentor during 2014-2015 increased by over 40 percentage points to 99 percent, and the percentage of students indicating they developed a personalized learning plan increased by over 40 percentage points to 95 percent. There is currently one program component (parental involvement) that could benefit from further development based on year-two findings.

Recommendation #2: Find innovative ways to encourage parental involvement in the GRC learning community. *(Responsible Group: GRC Governing Board)*

Rationale: According to the approved charter application, parent involvement is a key component to the success of the students at GRC. It was envisioned that the school and staff would collaborate with parents and facilitate substantive parental participation in the school's program. Parents were to be involved in their child's education and attend quarterly IB, AVID, or other parent workshops offered by GRC. When the evaluators examined the survey data received from 23 percent of GRC parents, it was evident that GRC effectively communicated information to parents and that parents participated in their child's education in multiple ways. However, parent involvement in school-based activities had relatively low participation rates. Of the 45 parents who returned surveys, only 45 percent indicated they had attended parent workshops. Additionally, parents who did not attend indicated that this was due to "scheduling conflicts." According to documentation provided by the GRC Head of School and IB coordinator, the number of parents attending workshops and events ranged from 2 to 92 parents. These results are similar to the year-one evaluation. However, as indicated by the GRC Head of School, a variety of new events were introduced this year but attendance was not high. While it is recognized that GRC cannot mandate parent attendance at these events, GRC should continue to find new and innovative ways to engage parents in the learning environment at GRC.

Recommendation #3: Revise goals and objectives to match the current program of study and course work. *(Responsible Group: GRC Governing Board)*

Rationale: The GRC approved charter application had many goals and objectives throughout. As GRC has been implemented, some of the ways programs function have changed. Therefore, some of the goals and objectives are no longer applicable. Some changes are a result of the way GRC utilized a program such as AVID. Initially, as stated in the approved charter application, all GRC students were to be enrolled in the AVID course; however, as stated in the year-two evaluation, not all students were enrolled in AVID due to specific criteria needed for a student to enroll as well as student choice. While all GRC students receive AVID practices that are woven into the content, not all students are enrolled in the class as the objective states. The IB program has changed the number of MYP classes that must be completed in ninth and tenth grades, and GRC students are no longer required to complete 25 hours of community service during their ninth- and tenth-grade years. These changes should be reflected in revisions to the goals and objectives and clearly communicated to all stakeholders.

Appendices

Appendix A: 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 and IB assessments prior to graduation.	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 HS).	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 HS).	p. 58
	Objective 7 – Green Run Collegiate will maintain a mobility rate of 15% or below based on recurrent enrollment from year to year.	p. 23
Goal 2 100% of students graduating from GRC will pursue postsecondary education or enlist in military service.	Objective 1 – 100% of all students will work with their mentors to complete and annually update secondary and postsecondary plans.	p. 24
	Objective 2 – All students will receive intensive college preparation through annual participation in the AVID program.	p. 24
	Objective 3 – All students will receive 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, college graduation rates, and postsecondary degrees achieved when data becomes available.	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 9 th and 10 th grades will complete the eight courses required annually in the IB MYP Program.	p. 24
	Objective 2 – All students in the 9 th and 10 th grades will complete 50 hours of community service.	p. 24
	Objective 3 – All 10 th grade students will complete the personal project required by the IB Program.	p. 24
	Objective 4 – All 11-12 grade students will complete the Diploma Program courses and receive a pass or above as required by IB.	p. 24
	Objective 5 – All 11-12 grade students will complete 150 Creativity, Action, Service (CAS) hours over a two-year period.	p. 24
	Objective 6 – All 11-12 grade students will complete one semester course in Theory of Knowledge each year.	p. 24
	Objective 7 – 12 th grade students will complete a 4,000 word extended essay and achieve a score of 28 or above prior to graduation with an IB diploma.	p. 24

Appendix A: 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 9 th and 10 th grade students will receive a pass or above on SOL tests in English, math, science, history/social studies, technology, fine arts, foreign language, and health/PE.	p. 24
	Objective 2 – Annually, 11 th and 12 th 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 HS 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 participate in targeted tutoring until performing above course expectations with adjustments made quarterly by mentors.	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 15 to 20 youth continually throughout their academic career at GRC.	p. 25
	Objective 2 – Upon enrollment, each mentor will work with students and parents to develop a prescriptive and goal-driven 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 98% attendance rate.	Objective 1 – Students with unexcused absences will be expected to attend Saturday sessions to review recorded missed courses and to complete missed course work.	p. 25
	Objective 2 – Students absent from class will be expected to turn in work by due dates unless a teacher signs a waiver or extensions with a rationale included.	p. 25

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

Goal	Objective	Location in Approved Application
Goal 8 100% of all 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.	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 curriculum and strategies.	p. 25
	Objective 4 – All parents will be expected 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 youth not working to their academic potential.	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 B: Green Run Collegiate Cost Categories and Descriptions

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

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- ¹ R. Patricio, personal communication, September 15, 2015.
- ² R. Patricio, personal communication, September 15, 2015.
- ³ Military-connected status was based on students who were 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.
- ⁴ R. Patricio, personal communication, August 11, 2014.
- ⁵ Charter Application, 2013.
- ⁶ B. Winn, personal communication, June 15, 2015.
- ⁷ Charter Application, 2013.
- ⁸ Charter Application, 2013.
- ⁹ B. Winn, personal communication, June 15, 2015.
- ¹⁰ Charter Application, 2013, p. 47.
- ¹¹ B. Winn, personal communication, June 15, 2015.
- ¹² Charter Application, 2013.
- ¹³ AVID (2014). *Frequently Asked Questions*. Retrieved July, 15, 2014 from <http://www.avid.org/faq.ashx>
- ¹⁴ B. Winn, personal communication, June 15, 2015.
- ¹⁵ Charter Application, 2013, p. 63.
- ¹⁶ B. Winn, personal communication, June 15, 2015.
- ¹⁷ B. Winn, personal communication, June 15, 2015.
- ¹⁸ B. Winn & R. Patricio, personal communication, July 24, 2014.
- ¹⁹ IB (2015). *MYP Projects*. Retrieved September 25, 2015 from <http://www.ibo.org/en/programmes/middle-years-programme/curriculum/myp-projects/>
- ²⁰ B. Winn, personal communication, June 15, 2015.
- ²¹ B. Winn, personal communication, September 25, 2015.
- ²² R. Patricio, personal communication, September 30, 2015.
- ²³ R. Patricio, personal communication, September 30, 2015.
- ²⁴ Charter Application, 2013, p. 5.
- ²⁵ Charter Application, 2013.
- ²⁶ B. Winn & R. Patricio, personal communication, June 26, 2015.
- ²⁷ R. Patricio, personal communication, August 11, 2014.
- ²⁸ B. Winn, personal communication, August 29, 2014.
- ²⁹ B. Winn, personal communication, June 15, 2015.
- ³⁰ 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.
- ³¹ Data retrieved from VDOE, October 12, 2015. Data is available at http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml
- ³² P. Evans, personal communication, August 20, 2015.
- ³³ P. Evans, personal communication, August 20, 2015.
- ³⁴ The GRC budget is available at http://www.doe.virginia.gov/boe/committees_standing/charter_schools/meeting_materials.shtml)
- ³⁵ GRC spent a total of \$83,936 in grant funds during 2014-2015. Additionally, \$87,746 of the grant funds from 2014-2015 were carried over to the 2015-2016 school year from the 21st Century grant awarded in 2014-2015. Furthermore, \$4,800 was carried over to the 2014-2015 school year, and \$56 was spent during the school year, leaving \$4,744 to be carried over into the 2015-2016 school year (D. Hopkins, personal communication, September 16, 2015).
- ³⁶ J. Gaitens, personal communication, July 25, 2013.



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