

# **Assessment of the Modified School Calendar Implemented at Mount Vernon and Samuel Tucker Elementary Schools**

January 2011

**Department of Accountability**

INFORMATION  
FOR



DECISION-MAKING

## **ALEXANDRIA CITY PUBLIC SCHOOLS**

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## TABLE OF CONTENTS

List of Tables.....	ii
List of Figures .....	ii
Executive Summary .....	v
Recommendations .....	v
Modified School Calendars: Background and Description.....	1
Brief Literature Review.....	1
Summer Learning Loss .....	1
Year-Round Education .....	2
Advantages and Disadvantages of Year-Round Education.....	3
Discussion with MSC School Staff.....	3
Tucker Elementary School.....	4
Tucker School Climate and Communities .....	5
Advantages and Disadvantages to Being a MSC School.....	5
Mount Vernon Elementary School.....	6
Mount Vernon School Climate and Communities .....	7
Advantages and Disadvantages to Being a MSC School.....	7
Chapter 1: MSC Student AYP Results: Spring 2010.....	9
Chapter 2: MSC Teacher Data: Spring 2008, 2009, and 2010.....	10
Chapter 3: MSC Student AYP Adjusted Results: Spring 2008, 2009, and 2010.....	11
Discussion and Recommendations.....	39
Summary of MSC Advantages.....	39
Summary of MSC Disadvantages .....	39
Summary of Differences between the MSC Schools .....	39
Discussion of Limitations.....	40
Recommendations .....	40
References .....	42
Appendix 1: Comparison of the Modified and Regular Academic Calendars in ACPS: 2010-11 ....	43
Appendix 2: Meal Status by School and Division: October 1995-2010.....	46
Appendix 3: Ethnicity by School and Division: December 2009.....	47
Appendix 4: Accreditation & AYP Status: School Year 2010-11* .....	48
Appendix 5: Mount Vernon Elementary School – 29 Adequate Yearly Progress (AYP) Benchmarks for 2010-2011* .....	49
Appendix 6: Samuel W. Tucker Elementary School – 29 Adequate Yearly Progress (AYP) Benchmarks for 2010-2011* .....	50

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\* Adequate Yearly Progress (AYP) Annual Measurable Objectives (AMO) for Virginia in reading and mathematics for 2010-2011 were updated as of January 11, 2011.

## List of Tables

Table 1. AYP Benchmarks for MSC Schools: Spring 2008, 2009, and 2010 .....	32
Table 2. Accreditation and AYP Status by School and Division: School Year 2010-11 .....	48

## List of Figures

Figure 1. Reading AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010 .....	12
Figure 2. Math AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010 .....	12
Figure 3. Science AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010 .....	13
Figure 4. History AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010.....	13
Figure 5. Writing AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010 .....	14
Figure 6. Attendance AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010 ..	14
Figure 7. Grade 3 Reading Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010 ..	15
Figure 8. Grade 3 Reading AYP Adjusted Results by Ethnicity: Spring 2010.....	15
Figure 9. Grade 3 Reading AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	16
Figure 10. Grade 3 Math Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010 .....	16
Figure 11. Grade 3 Math AYP Adjusted Results by Ethnicity: Spring 2010 .....	17
Figure 13. Grade 3 Science Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010 ..	18
Figure 14. Grade 3 Science AYP Adjusted Results by AYP Ethnicity: Spring 2010 .....	18
Figure 15. Grade 3 Science AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	19
Figure 16. Grade 3 History Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010..	19
Figure 17. Grade 3 History AYP Adjusted Results by Ethnicity: Spring 2010.....	20
Figure 18. Grade 3 History AYP Adjusted Results by AYP Subgroups: Spring 2010.....	20
Figure 19. Grade 4 Reading Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010	21
Figure 20. Grade 4 Reading AYP Adjusted Results by Ethnicity: Spring 2010.....	21
Figure 21. Grade 4 Reading AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	22
Figure 22. Grade 4 Math Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010 .....	22
Figure 23. Grade 4 Math AYP Adjusted Results by Ethnicity: Spring 2010 .....	23
Figure 24. Grade 4 Math AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	23
Figure 25. Grade 4 History Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010..	24
Figure 26. Grade 4 History AYP Adjusted Results by Ethnicity: Spring 2010.....	24
Figure 27. Grade 4 History AYP Adjusted Results by AYP Subgroups: Spring 2010.....	25
Figure 28. Grade 5 Reading Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010	25
Figure 29. Grade 5 Reading AYP Adjusted Results by Ethnicity: Spring 2010.....	26
Figure 30. Grade 5 Reading AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	26
Figure 31. Grade 5 Math Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010 .....	27
Figure 32. Grade 5 Math AYP Adjusted Results by Ethnicity: Spring 2010 .....	27
Figure 33. Grade 5 Math AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	28
Figure 34. Grade 5 Science Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010 ..	28
Figure 35. Grade 5 Science AYP Adjusted Results by Ethnicity: Spring 2010 .....	29
Figure 36. Grade 5 Science AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	29
Figure 37. Grade 5 Writing AYP Adjusted Results by Ethnicity: Spring 2010 .....	30

Figure 38. Grade 5 Writing AYP Adjusted Results by AYP Subgroups: Spring 2010 .....	30
Figure 39. Teacher Education Attainment: Spring 2008, 2009, and 2010.....	31
Figure 40. Provisionally Licensed Teachers: Spring 2008, 2009, and 2010.....	31
Figure 41. Reading AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010.....	33
Figure 42. Reading AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010 .....	33
Figure 43. Math AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010 .....	34
Figure 44. Math AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010 .....	34
Figure 45. Science AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010 .....	35
Figure 46. Science AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010 .....	35
Figure 47. History AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010.....	36
Figure 48. History AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010.....	36
Figure 49. Writing AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010 .....	37
Figure 50. Writing AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010 .....	37
Figure 51. Attendance AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010.....	38
Figure 52. Attendance AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010 ..	38



## Executive Summary

The modified school calendar (MSC) was implemented at Samuel Tucker Elementary School (Tucker) in 2004-05 and at Mount Vernon Community School (Mount Vernon) in 2005-06. This report briefly summarizes some of the relevant literature on the MSC, recapitulates discussions with Tucker and Mount Vernon school staff, and compares student test scores for MSC schools with the division and the state. The student data are also disaggregated by the Adequate Yearly Progress (AYP) subgroups outlined in the No Child Left Behind (NCLB) Act of 2001. While this report provides an overview of the two MSC schools and offers a snapshot of current performance and some insight into the differences, a more extensive evaluation is highly recommended. The report concludes with a list of recommendations intended to improve planning, operations, and implementation of Alexandria City Public Schools (ACPS) division-wide initiatives at the two MSC schools.

Staff at both MSC schools indicated the importance of having ACPS Central Office support for intersession planning and operations and throughout the entire year. Both MSC schools had participation rates of over 96 percent of all students in the fall 2010 intersession.

Review of test results indicated that Tucker tended to outperform the division and state in nearly all measures. For Mount Vernon, the White subgroup tended to outperform the division and state in nearly all indicators; however, the Hispanic, Meal Status, and Limited English Proficient subgroups tended to be roughly on par with the division and well below Tucker and the state. Given the demographics at Tucker and Mount Vernon, it is all the more impressive that Tucker tended to outperform the division and the state and that Mount Vernon was roughly on par with the division. It is also helpful to consider that Mount Vernon had larger proportions of Hispanic, Special Education and Limited English Proficient students than Tucker or the division. These AYP subgroups tend to have greater proportions of at-risk students (i.e., students who fail the SOL tests).

With the three intersessions included, most MSC students benefit from having an additional 25 days of instruction. However, challenges tended to arise due to MSC schools being out of sync with the rest of the division (see Appendix 1 for a side-by-side comparison of the MSC and traditional school calendars for the 2010-11 academic year). In conclusion, there are a number of key differences between the two MSC schools, which include the student populations, the staff culture, and school facilities.

### Recommendations

- Recommendation 1: Modify the calendar to eliminate a five-day intersession.
- Recommendation 2: Have ACPS Central Office develop an intersession policy and procedures manual.
- Recommendation 3: Increase ACPS Central Office awareness of MSC schedules and support needs.
- Recommendation 4: Increase ACPS Central Office support for planning and running intersessions.
- Recommendation 5: Coordinate and plan professional development to include the MSC staff.

## **Modified School Calendars: Background and Description**

Implementation of the modified school calendars (MSC) at Samuel Tucker Elementary School (Tucker) in 2004-05 and at Mount Vernon Community School (Mount Vernon) in 2005-06 was based on research and discussion with key stakeholders in the respective school communities. The last full report by Monitoring and Evaluation Services (currently known as the Department of Accountability) was the "Evaluation of the Modified School Calendar Implemented at Tucker Elementary School, 2004-2005" prepared in December 2005. Annually though, the Virginia Board of Education required brief reports for any schools operating experimental, innovative, or year-round programs. Thus, this report focusing on 2009-10 provides updated information to Alexandria City Public Schools (ACPS) stakeholders.

This report briefly summarizes some relevant literature on modified school calendars (or year-round education), recapitulates discussion with school staff, and compares Standards of Learning (SOL) test scores by MSC schools with the division and the state. The SOL data are also disaggregated by the Adequate Yearly Progress (AYP) subgroups outlined in the No Child Left Behind (NCLB) Act of 2001.

### **Brief Literature Review**

Modified school calendars are one way to address the cumulative achievement gap that results from summer learning loss. The MSC differs from the traditional school year in several ways: 1) extending the school year; 2) creating shorter, equal instructional/vacation blocks (e.g., the 45/15 calendar has 45 days of instruction followed by 15 days of vacation); and 3) shortening summer vacation to reduce learning loss. There are a number of advantages and disadvantages to the MSC for division and school leaders, school staff, students, parents and community partners.

### ***Summer Learning Loss***

During the school year, student achievement tends to improve at similar rates for both middle and low-income students. While all students experience learning losses when they do not engage in educational activities during the summer, the impact on average tends to be greater for children from low-income families (Cooper, Nye, Charleton, Lindsay, & Greathouse, 1996).

On average, students lose approximately 2.6 months of grade-level equivalency in mathematical computation skills over the summer months, regardless of income level (Cooper et al., 1996). Low-income students, however, experience far greater summer learning losses than their higher-income peers, particularly in reading. Whereas on average, middle-income students experience slight gains in reading performance over the summer months, low-income students experience over two months loss in reading achievement (Cooper et al., 1996). Another study found that low-income students tend to experience cumulative summer learning losses contributing to a widening of the achievement gap over the course of several years (Alexander & Entwisle, 2002). Yet, another study found that two-thirds of the academic achievement gap in reading and language found among high



school students could be explained through the learning loss that occurred during the summer months of the primary school years (Entwisle, Alexander, & Olson, 2007).

Researchers from Ohio State University conducted a national study of 17,000 kindergarten and first grade children from the Early Childhood Longitudinal Study and found that SES could predict a 1.77 month advantage in initial reading skill on the first day of kindergarten and that the SES achievement gap continued to grow after schooling starts, with summer learning accounting for most of the difference (Downey, von Hippel, & Broh, 2004).

Offering summer learning experiences also has implications for children's families, particularly working parents. In a study of 1,003 parents of school age children, 58 percent of parents say summer is the hardest time to make sure their children have things to do, followed by 14 percent for afterschool hours and 13 percent for the weekend (Duffett, Johnson, Farkas, King, & Ott, 2004). Thus, providing summer learning experiences not only has long-term consequences for children, but may also support the ability of their parents to work.

### ***Year-Round Education***

Year-round education is an alternative way to construct the school calendar. Year-round education may have positive effects on student achievement, so it tends to be implemented to support disadvantaged students. For example, both traditional and some year-round school calendars can have 180 days of instruction. The traditional calendar tends to be divided into nine months of instruction and three months of summer vacation. Year-round calendars break these long instructional/vacation blocks into shorter units. One of the most common patterns is the 60/20 calendar (60 days of instruction followed by 20 days of vacation; the second most popular is the 45/15; and the third pattern, has roughly 80 days of instruction followed by 40 days of vacation.

Students with learning disadvantages may receive academic benefits from year-round education. Student achievement scores may improve when these student populations are attending year-round schools. The explanation is that the loss of retention of information that occurs during the three-month summer vacation is minimized by the shorter, more frequent vacations that characterize year-round calendars. Remediation tends to be more effective when it more closely follows instruction. However, summer school, the typical time for remediation in traditional calendar schools, is generally scheduled just once after the entire school year has been completed, which is often too late. In addition, summer school is typically voluntary for most students and tends to be mandatory only for students who require remediation. The United States has a K-12 public school enrollment of roughly 48 million, of which only 9.2 percent attend summer school programs (Alexander, Entwisle, & Olson, 2007). Year-round calendars replace summer school with intersession programs (using the periods of shorter vacations that are interspersed throughout the instructional year). Remediation can occur closer to the instructional sequence because intersessions take place more frequently, thus, offering help to students in a timely manner. The ACPS has created a modified calendar with roughly 45 days of instruction followed 10 or 15 days of vacation including one or two weeks of intersession programming which provides a somewhat longer summer break of approximately six weeks for students and four weeks for school staff.

Other benefits associated with the year-round calendar include: teacher and student stress may be relieved by regular breaks throughout the year; vacation time can be used more creatively; and the curriculum can creatively incorporate seasonal learning.

However, research is inconclusive on the effects of year-round schooling. Some studies report that there are no significant relationships between the length of the school year and student achievement (Bickford & Silvernail, 2009). Nevertheless, year-round education is often recommended for at-risk students and/or at-risk schools by the National Association for School Psychologists and educational researchers (Bickford & Silvernail, 2009).

### ***Advantages and Disadvantages of Year-Round Education***

There are a number of advantages and disadvantages associated with year-round education in educational research.

Advantages:

- Students retain more of their learning.
- Intersessions offer time to remediate and/or supplement instruction.
- Teachers are able to earn more money if they choose to teach extra sessions or substitute.
- Working parents may have reduced childcare needs and costs.

Disadvantages:

- Given the extra cost, evidence that academic achievement improves with year-round education is inconclusive.
- Transportation, facilities and personnel costs may increase.
- Current facilities may not be designed for year-round education.
- There are increased administrative costs for designing and maintaining alternate school calendars.

### **Discussion with MSC School Staff**

Interviews were scheduled with the Principal, Assistant Principal, Intersession Coordinators and two or more Department of Accountability staff at Tucker and Mount Vernon respectively during the winter 2011 intersession. The visits by Department of Accountability staff included classroom observations of the majority of the classes at each site. An interview protocol was prepared to ensure that the same topics were addressed by the school staff at the two MSC schools. The topics included:

- Background and history of the school
  - Vision
  - Implementation of MSC
- School climate and communities
- Advantages and disadvantages to being a MSC school

## **Tucker Elementary School**

As the “youngest” elementary school in the ACPS, Tucker was first opened in the 2000-01 school year. The school’s vision is to give children what they need to be successful. In October 2009, Tucker had 57 percent of enrolled students eligible for free and reduced priced lunch (FRL or Meal Status), which was somewhat higher than the 54 percent for division (see Appendix 2). In December 2009, Tucker had an ethnic breakdown of 16.8 percent White, 41.6 percent Black, 20.0 percent Hispanic, 8.5 percent Asian, 2.8 percent American Indian/Alaska Native, and 10.3 percent Unspecified, and the breakdown for the division elementary schools was 27.3 percent White, 32.7 percent Black, 27.3 percent Hispanic, 5.5 percent Asian, 1.3 percent American Indian/Alaska Native, and 5.9 percent Unspecified (see Appendix 3). Thus, Tucker had fewer Whites and Hispanics, somewhat more Asians, and American Indians/Alaska Natives, and Unspecified students, and a much higher proportion of Black students than the division. Lastly, Tucker is fully accredited and has met the federal benchmarks for AYP (see Appendices 4 and 6).<sup>1</sup>

The school is proud to have about a third of the original teachers, who were largely recruited within the ACPS, still on staff and known as “Tucker Originals.” Tucker is currently experiencing over-enrollment and has long waiting lists. For families unable to enroll all elementary-aged children into Tucker (due to caps on enrollment), they are sometimes recommended to enroll their children into another school that can accommodate the entire family.

Implementation of the MSC was carefully researched and documented in the December 2005 report. The following is a brief summary of key milestones from the report. In December 2001, the ACPS Superintendent invited principals to explore the idea of a MSC. Tucker’s principal discussed this suggestion with staff who began researching the topic. In the 2002-03 school year, Tucker then established a MSC Committee, which included staff and parents, and presented their ideas to the School Board and Tucker community. In 2003-04, a formal survey of the Tucker community was conducted which culminated in the decision to change to a MSC. In November 2003, Tucker presented to the Superintendent its proposal for a MSC, which had two main rationales: 1) students would perform more consistently and better retain knowledge with a shorter summer vacation; and 2) the short breaks interspersed during the school year (in lieu of summer vacation) would afford supplementary learning experiences on a timely basis to students in need of review. The proposal was included in the Superintendent’s budget and approved by the School Board. In February 2004, Tucker’s calendar change with its Anticipated Outcomes was proposed to the State of Virginia Board of Education (VBOE) to request a waiver to start the school year before Labor Day, and the request was approved for the 2004-05 school year.

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<sup>1</sup> Virginia public schools receive two annual accountability ratings based on the performance of students on SOL tests and other approved statewide assessments. One is for state accreditation and the other is for meeting the goals of the No Child Left Behind (NCLB) Act of 2001. Federal law requires states to set annual benchmarks for achievement in reading, mathematics, and for one or more other academic indicators (OAI). Schools, divisions, and states that meet these objectives make what federal law refers to as “Adequate Yearly Progress” (AYP).

### ***Tucker School Climate and Communities***

The staff mentioned that the school has a strong culture of “Tuckerizing” new members of the staff. This includes teachers working late and/or on the weekends to plan lessons, serving on committees or as Team Leaders, and taking extra measures to best serve the students. They mentioned that the student will also “Tuckerize” each other to train/reinforce positive school behaviors (e.g., learn and follow school and classroom rules) and to look out for one another. For example, the older students tend to look out for and take care of the younger students, which they attributed in part to the opportunity to mix age groups during intersession. They indicated that parents tend to trust that the school will help their children feel welcome and safe at school.

Tucker benefits from having a solid core of “Tucker Originals” and a teacher culture with a strong mission and work ethic. The staff mentioned a peer culture such that teachers who are not interested or willing to put in the extra time and effort tend to realize Tucker is not a good fit for them. The staff also described the teachers as being part of professional learning communities. For example, the English Language Learner (ELL) teaching team regularly reviews data and could readily discuss students by WIDA (English language proficiency examination) scores and other relevant information. The Talented and Gifted (TAG) resource teacher has been modeling differentiated instruction within classrooms by grade level every four to six weeks. They also described the teachers as leaders, with every committee filled and having a Team Leader, and that new teachers are immediately greeted by the Team Leaders. They noted that Tucker tends to have four or five teachers who are National Board Certified. For school year 2009-10, the average length of service for teachers at Tucker was 5.23 years (with 5.94 years for non-MSACPS elementary schools) and the number of teachers that returned to teach at Tucker for 2010-11 was 57 of 59, or 97 percent (with 472 of 546, or 86% for non-MSACPS elementary schools).

### ***Advantages and Disadvantages to Being a MSC School***

Student enrollment in the fall 2010 intersession included 97 percent of Tucker’s total school enrollment. The staff agreed that the intersessions offered a number of benefits for teachers, students, families, and community members. Teachers appreciated having the break, the opportunity to pilot new material, to supplement their income, knowing their students would get additional instruction (and provided ample notes to the intersession instructors for each student), and that the students tended to be more engaged when classes resumed. Almost half of the intersession courses are taught by Tucker teachers (in fall 2010, 24 of 59 licensed staff participated, or 41%), who maintain curriculum binders that serve as a resource for other intersession teachers. During intersessions, students seem to appreciate having opportunities to meet new students, to learn from different teachers, and to learn about topics not usually covered during school year (e.g., cooking, knitting, or dancing). In addition, they noted that some difficult student-teacher interactions during the school year benefit from the intersession breaks. For example, a student who may display disruptive behavior during the regular school year might not during intersession, thereby providing a new access for the regular classroom teacher to address the student’s behavior. Tucker staff make a point of concealing whether an intersession course is considered enrichment or remediation, such that students are shielded from being stigmatized. For the parents, they appreciated having the intersession program provide quality instruction at low or no cost. Community members (e.g., retired teachers, experts/specialists, community partners) valued the opportunity for short-term involvement with income. Some planned their entire year’s schedule

around Tucker’s intersessions. For example, one retired teacher regularly flies from France to teach at every intersession.

However, it has been challenging to run the intersessions. At Tucker there have been three different Intersession Coordinators, the first two served for two years each and the current coordinator is in her third year of service. One challenge is that there is no policy and procedures manual for planning and running the intersessions, which runs the gamut of registering students, processing new hire paperwork (e.g., fingerprinting and tax forms) for Human Resources, collecting fees (e.g., cash and checks for intersession payments), processing reimbursements for supplies (e.g., cannot use a P.O. for 2 gallons of milk for a cooking class). Because recent changes to the student information system have not yet been modified to accommodate the MSC intersession programs, registration must be tracked on Excel spreadsheets and daily attendance on paper. During the winter intersession, most of the teachers wanted more time to work with the students, because they were finding that five days presented a challenge when teachers wanted to delve deeper into the content. Because of all of the work involved in planning, running, and following up, Tucker had the following suggestions:

- Hire a full-time Intersession Coordinator
- Hire a full-time Intersession Administrative Assistant
- Offer division-level professional development to orient intersession volunteers and staff
- Modify calendar to have every intersession scheduled for two weeks

Regarding the academic school year, it has been a challenge for staff to sign up for division professional development because of scheduling conflicts with intersessions and summer. Because the MSC starts in August, a month before the rest of the division, Tucker regularly needs to start the academic year and sometimes may need to implement a new policy or procedure with limited ACPS Central Office support. In some cases, such as the timing for implementing the ACPS Strategic Plan which was scheduled for the first quarter for the division as a whole, the timing fell in the middle of the third quarter for Tucker. For most initiatives, such as the Individual Achievement Plans (IAP) and Curriculum Maps, Tucker leadership and staff attempt to be proactive in forming study teams to request guidance before implementation and when none is provided they develop a “Tucker way.” To address these issues, they recommended having a MSC Coordinator in the ACPS Central Office to serve as a point of contact for the MSC schools.

### **Mount Vernon Elementary School**

As the “oldest” elementary school in the ACPS, Mount Vernon was first opened approximately 100 years ago. The school not only served to educate the children, but also to serve as a community meeting place. The philosophy and vision of Mount Vernon Community School is to serve as a center for educational growth providing programs that foster the total development of families and children. In October 2009, Mount Vernon had 58 percent of enrolled students eligible for free and reduced priced lunch (FRL or Meal Status), which was very close to the 57 percent for Tucker and somewhat higher than the division at 54 percent (see Appendix 2). In December 2009, the ethnic breakdown for Mount Vernon was 30.6 percent White, 12.1 percent Black, 53.3 percent Hispanic, 2.2 percent Asian/Pacific Islander, 0.6% American Indian/Alaska Native, and 1.3% Unspecified (see Appendix 3). Thus, Mount Vernon had fewer Blacks, Asians, Native American/Alaska

Natives, and Unspecified students and somewhat more Whites and a much greater proportion of Hispanics than Tucker and the division. Lastly, Mount Vernon is fully accredited, but did not meet the federal benchmarks for AYP (see Appendices 4 and 5).

Implementation of the MSC is described in the Mount Vernon Community School Family Handbook: 2009-10. The following is a brief summary of key milestones from the handbook. During school years 2002-03 and 2003-04, Mount Vernon families and staff studied and debated the idea of changing to a MSC. In 2004, 75 percent of Mount Vernon families and staff voted to change the school calendar to better meet the needs of the students. A task force helped to draft a proposal to the Superintendent, which was approved by the School Board and funded by the City Council.

In 2005-06, Mount Vernon became the second MSC school in the ACPS. In 2006-07, the School Board decided that Mount Vernon would be an open enrollment school to accept students from across the city. It is also important to note that about ten years ago, Mount Vernon adopted a dual-language program to address the needs of its large population of Spanish-speaking students.

### ***Mount Vernon School Climate and Communities***

The staff mentioned that the school has a large proportion of new staff and teachers. The average length of service for teachers at Mount Vernon is 4.36 years (with 5.94 years for non-MSA ACPS elementary schools). For example, both the Principal and the Intersession Coordinator started this school year. They were also concerned that a large proportion of the teaching staff (about a quarter to a third of teachers) are probationary teachers (i.e., new teachers with three years or less of teaching experience). Thus, the Principal has the added challenge of developing a large proportion of new teachers while concurrently building a collaborative culture and developing their leadership capacity (i.e., building committees and recruiting Team Leaders).

In addition, they expressed concern over staff retention, for example, there have been four different Intersession Coordinators in four years. For school year 2009-10, the number of teachers that returned to teach at Mount Vernon for 2010-11 was 56 of 71, or 79 percent (with 472 of 546, or 86% for non-MSA ACPS elementary schools). They also noted a current teacher culture of resignation. Because Mount Vernon has not met AYP for both Math and Reading (i.e., Year 2 for Reading and Year 1 holding for Math), the staff stressed that there were “no fluff” classes scheduled during intersession.

### ***Advantages and Disadvantages to Being a MSC School***

Enrollment in the fall 2010 intersession contained 96 percent of Mount Vernon’s total enrollment. The staff was particularly concerned with the timing and length of the winter intersession which is scheduled to start immediately after the winter break and last for only five days. Only about a quarter of the regular Mount Vernon teachers participated in the winter 2011 intersession, whereas about a third (24 of 71 licensed staff, or 34%) participated in the fall. They also mentioned that many of the students seemed to have difficulty transitioning back to academic routines immediately following an intersession due in part to the large number of non-teachers leading the courses. The staff mentioned that all students seem to be aware of which classes are designated as “remediation,” despite their efforts to conceal this information. They also noted that the quality of the intersession

program is highly contingent upon the experience and effort of the Intersession Coordinator, such that the parents have been much more satisfied with the quality of the courses this year than they have been in previous years. Parents at Mount Vernon also greatly appreciate having the intersession programs provided at low or no cost. During the winter intersession, there were a variety of experts and community partners, such as NASA, the Washington Performing Arts, a Kennedy Center scholar, INOVA and Whole Foods, and an author of a series of children's books, who participated. The staff expressed concern over ACPS Financial Services having more of a hand in academic program decisions, such as setting class-size minimums of 18 students for "remediation" classes and 21 students for "enrichment" classes.

Similar to Tucker, Mount Vernon has had a variety of challenges in running intersessions. As mentioned earlier, because there have been four different Intersession Coordinators over the past four years, there has been little consistency or continuity in the programming. They also cited the challenge of having no policy and procedures manual for running the intersession (i.e., registering students, processing new hire paperwork, collecting fees, processing reimbursements for supplies, etc.). Because of recent changes to the student information system, Mount Vernon also needed to track student registration on Excel spreadsheets and daily attendance on paper. Because of all of the work involved in planning, running, and following up, Mount Vernon had the following suggestions for intersessions:

- Recommend ACPS Central Office develop an intersession policy and procedures manual
- Have all ACPS Central Office staff aware of intersession schedules and support needs
- Update ACPS student information system to accommodate intersession registration and attendance
- Modify calendar to eliminate five-day intersession (e.g., append the five days to the fall intersession)
- Have the School Registrar handle intersession registration
- Have a one-time intersession fee (i.e., collect fees for all three intersessions) paid at the beginning of the year
- Arrange to have online payments of fees
- Allow smaller class-sizes for remediation courses

Regarding the academic school year, because there were a large number of new teachers, having the ACPS New Teacher Orientation occur three weeks after they started teaching seemed both odd and disruptive to the teachers and their students. Also because the MSC starts in August, Mount Vernon regularly needs to start the academic year with limited ACPS Central Office support, such as needing substitutes during New Teacher Orientation, registering new students, hiring staff, and scheduling professional development (avoid conflicts with intersession and summer). They were also very concerned about scheduling maintenance and cleaning of the school facilities. The staff had the following suggestions to support MSC schools:

- Have all ACPS Central Office staff aware of MSC schedules and support needs
- Schedule a weeklong break in October specifically for facilities maintenance and cleaning

## Chapter 1: MSC Student AYP Results: Spring 2010

### Quick View

Page 12-30

SOL Subjects: Figures 1-6

SOL Subjects by Grade: Figures 7-38

- For the Reading AYP adjusted results, Tucker tended to have equal or higher percentages than the division and state for all AYP subgroups, while Mount Vernon tended to be about 10 percentage points or more below the division and state for most subgroups with the exception of Black and White (see Figure 1).
- For the Math AYP adjusted results, Tucker consistently outperformed the division and the state across all AYP subgroups, while Mount Vernon was about five points or less below the division for most subgroups with the exception of All Students, Black and White (see Figure 2).
- Across the other academic indicators, it is interesting to note that the Mount Vernon White subgroup consistently outperformed Tucker, the division and the state. For the other AYP subgroups, Tucker tended to outperform Mount Vernon, the division and the state. The gap between Mount Vernon and the division ranged from with five percentage points or less for Science and Attendance to a little over 10 percentage points for History and Writing with the exception of the Special Education subgroup for Writing (see Figures 3-6).
- Looking at the Grade 3 Reading average unadjusted scaled scores for Mount Vernon's Hispanic, Special Education (SPED), Meal Status (FRL) and Limited English Proficient (ELL) subgroups, the average unadjusted scaled scores all fell below the passing score of 400 (see Figure 7). This helps to explain the large percentage of students from these same subgroups failing the Reading AYP adjusted results (see Figures 8-9). It is useful to highlight the fact that Mount Vernon tended to have a higher proportion of students in these four AYP subgroups than did Tucker and the division. While not as dramatic, this pattern tended to repeat to greater or lesser degrees for the other AYP subgroups with the exception of White where Mount Vernon tended to outperform Tucker and was either nearly equal or slightly higher than the division (see Figures 7-38).



## Chapter 2: MSC Teacher Data: Spring 2008, 2009, and 2010

### Quick View

Page 31

Figures 39-40

- With respect to highest degree obtained by teaching staff over the three school years, both Mount Vernon and Tucker had a larger percentage of teachers with a Master's Degree than the division and the state (see Figure 39).
- In terms of Provisionally Licensed Teachers, Mount Vernon had a higher percentage (about four percent) in 2007-08 than did Tucker, the division and the state. In the other two years, the gap was within three percent or less (see Figure 40).

## Chapter 3: MSC Student AYP Adjusted Results: Spring 2008, 2009, and 2010

### Quick View

Pages 32-38

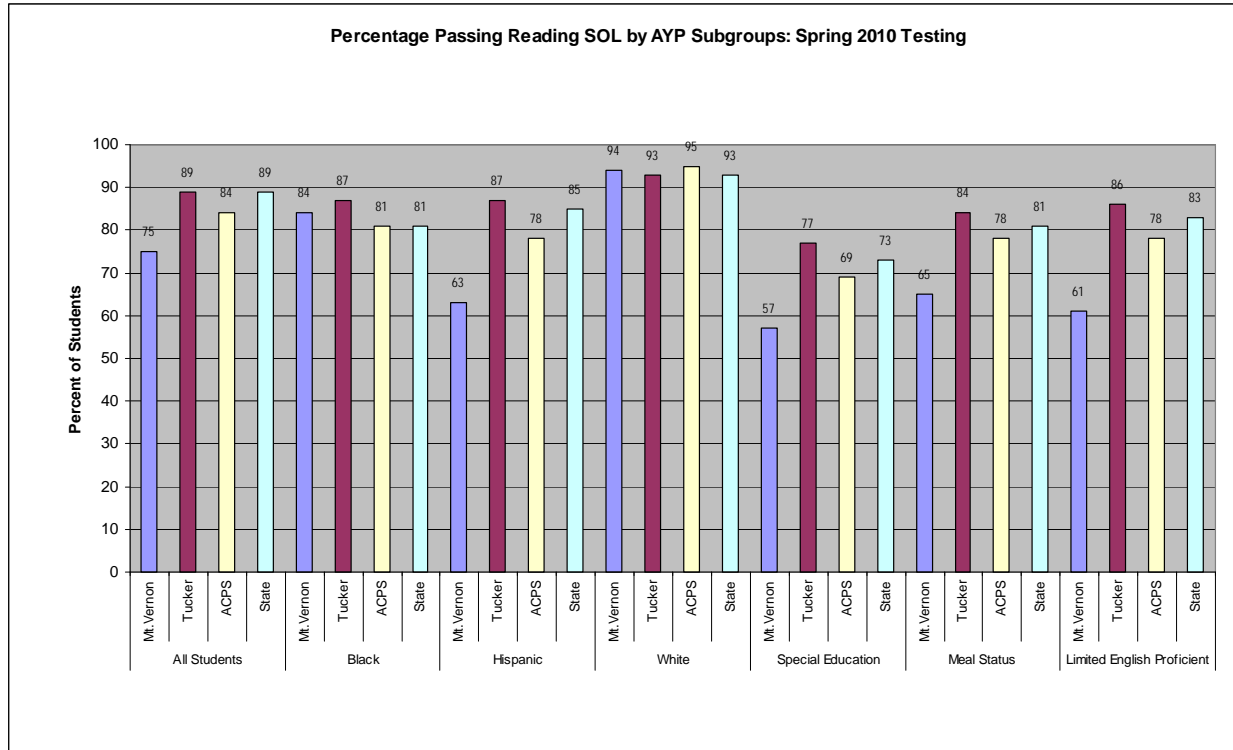
Table 1

Figures 41-52

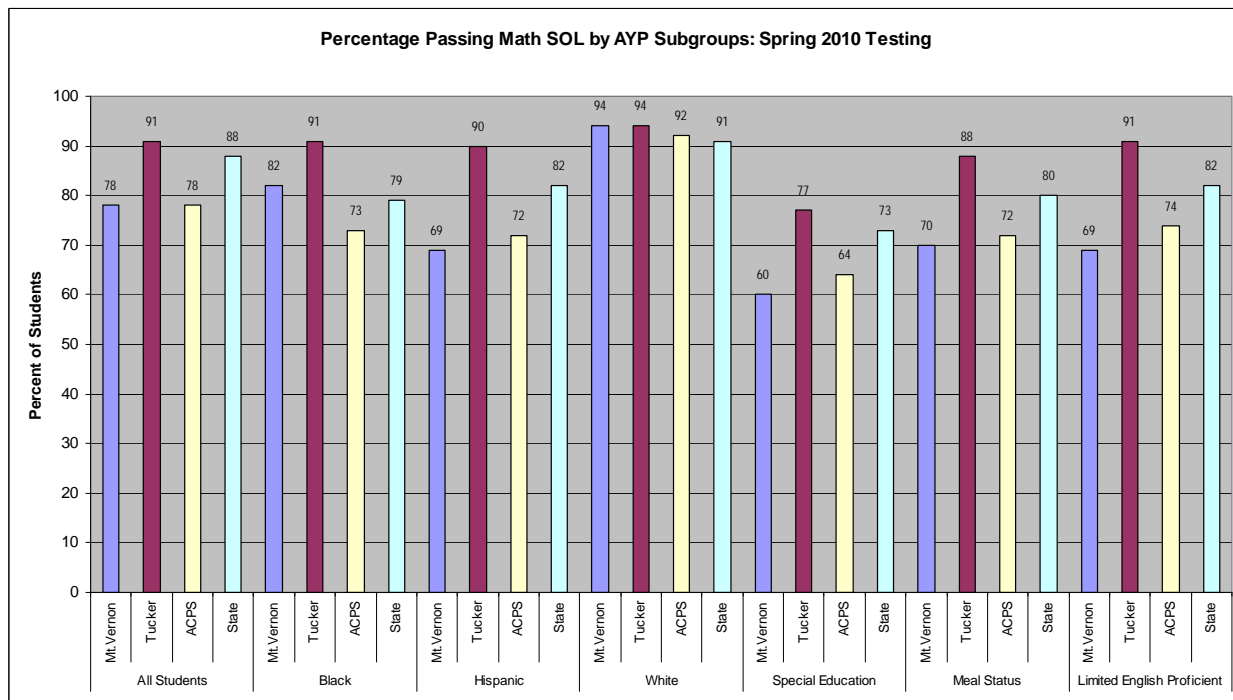
- Looking at the AYP benchmarks across the three years for the two MSC schools, the four AYP subgroups that did not meet objectives in either English (Reading) Performance or Math Performance were All Students, Hispanic, Limited English Proficient, and Meal Status (see Table 1).
- Examining the Reading AYP Adjusted Results for Mount Vernon for these three years, All Students, Hispanic, Special Education, Meal Status, and Limited English Proficient were about ten or more percent points lower than Tucker, the division or the state for 2007-08 and 2009-10 (see Figures 41-42).
- For the Math SOL, Mount Vernon had narrowed the gap with the division for most AYP subgroups, but was still below Tucker and the state for nearly all subgroups but White (see Figures 43-44).<sup>2</sup>
- For the other academic indicators, Tucker tended to outperform the division and be nearly equal with the state. Mount Vernon tended to be about equal with the division in 2008-09 and 2009-10 for most AYP subgroups but White (see Figures 45-52).

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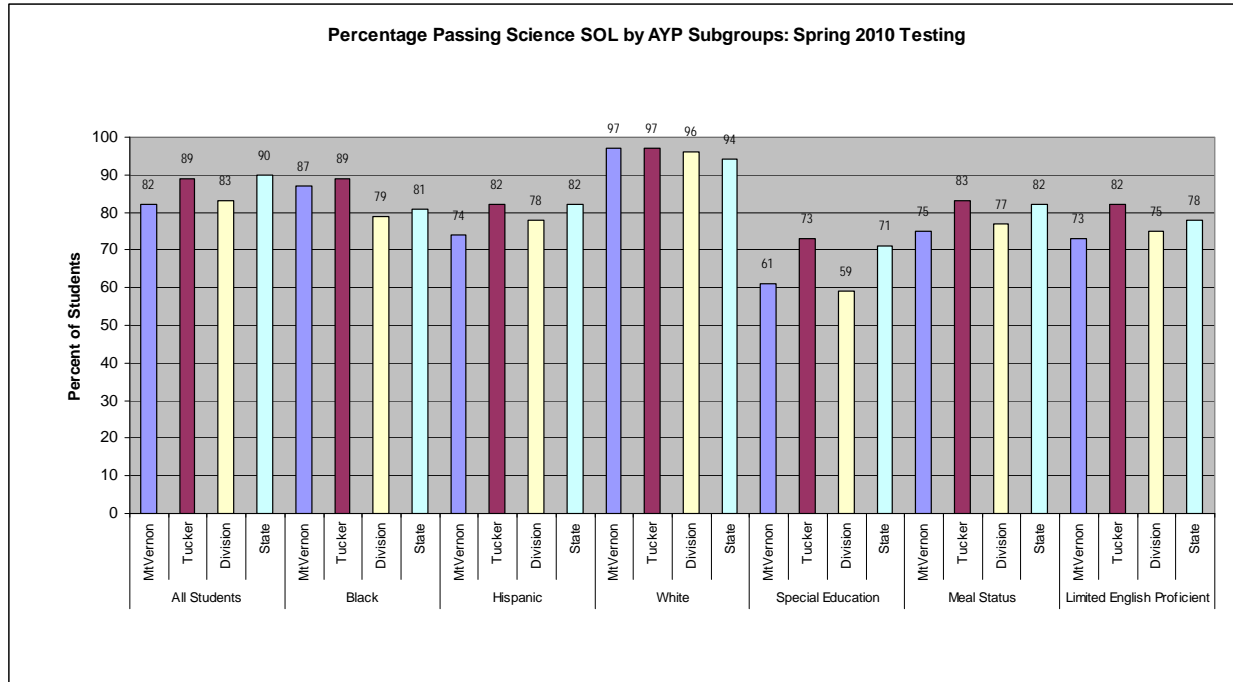
<sup>2</sup> It is important to keep in mind that a school or the division may also make AYP if the failure rate of students in a subgroup that did not reach the benchmark, or Annual Measurable Objective (AMO), in a content area is reduced by at least 10 percent from the previous year. This is known as “safe harbor.” Subgroups making AYP through safe harbor also must meet the objective or show improvement on the school or division’s Other Academic Indicator (OAI), e.g., attendance, science, writing, or graduation.



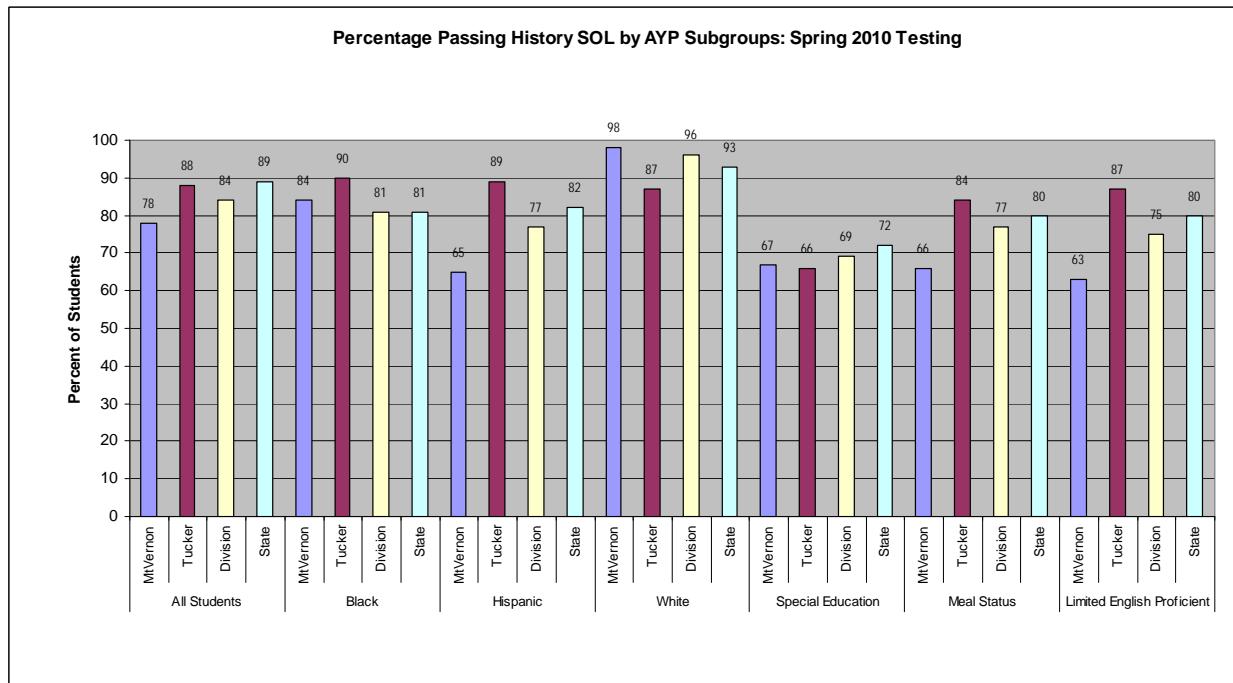
**Figure 1. Reading AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010**



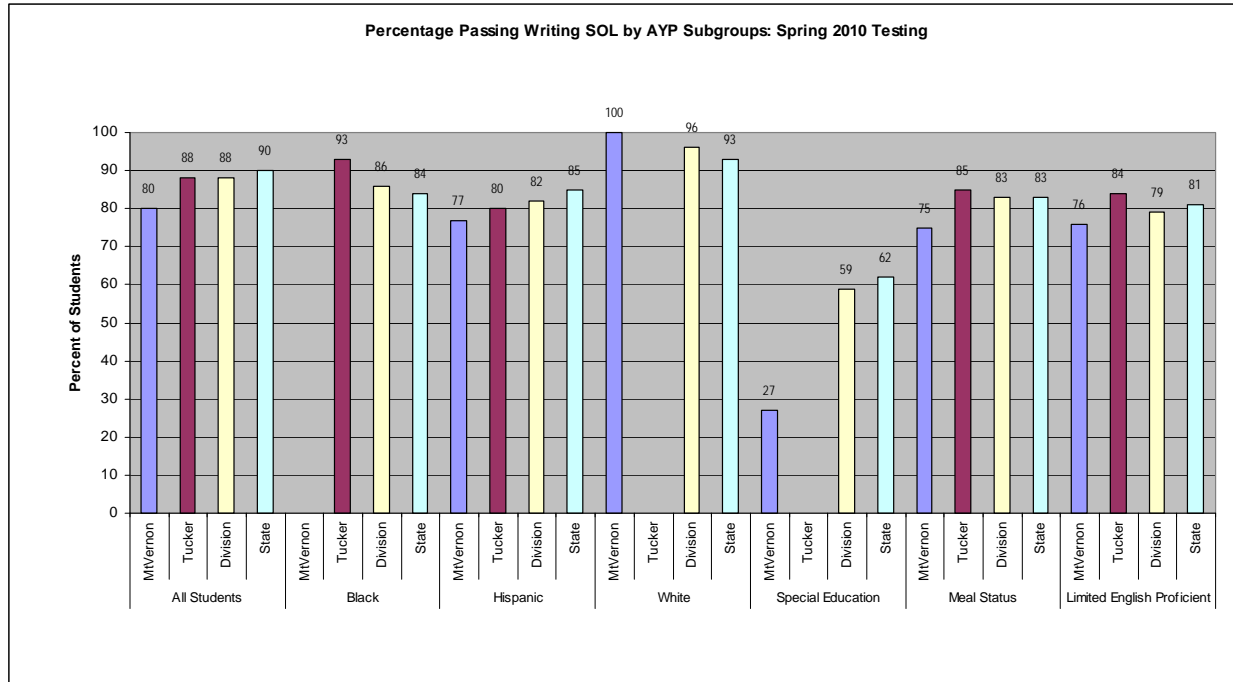
**Figure 2. Math AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010**



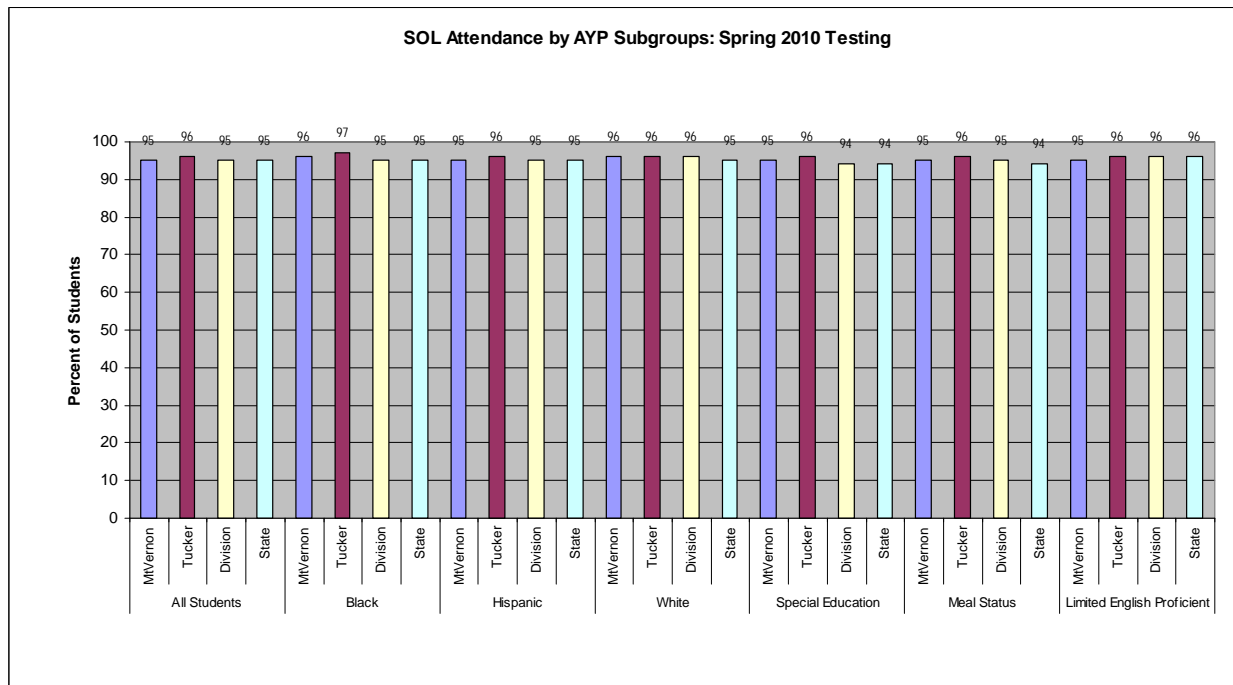
**Figure 3. Science AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010**



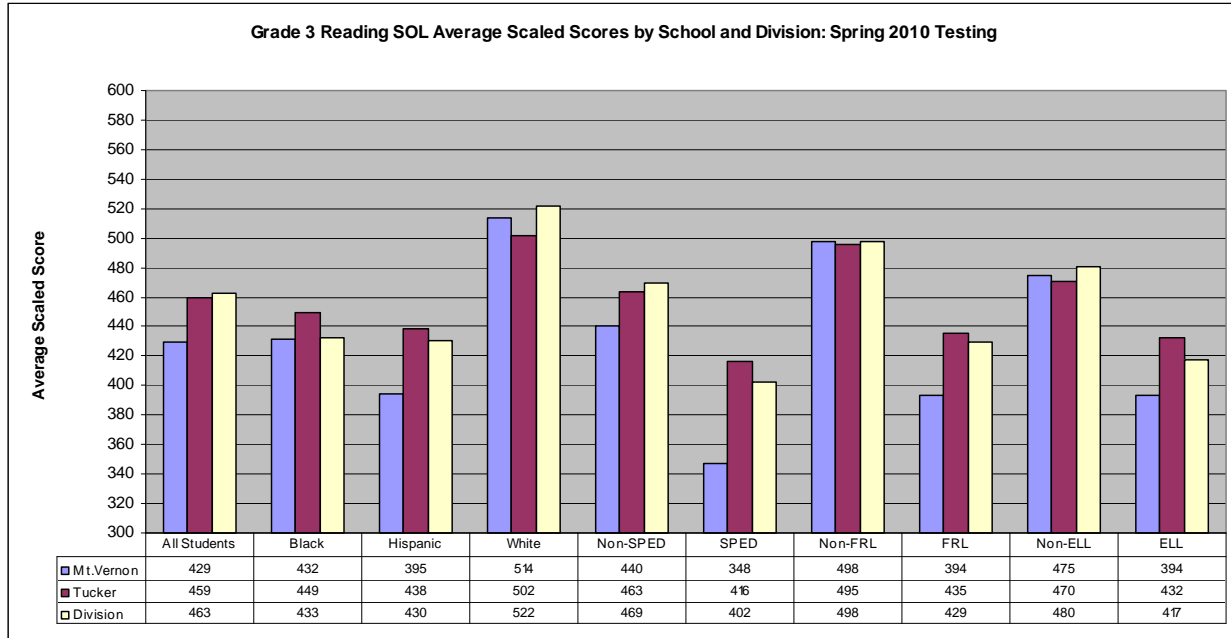
**Figure 4. History AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010**



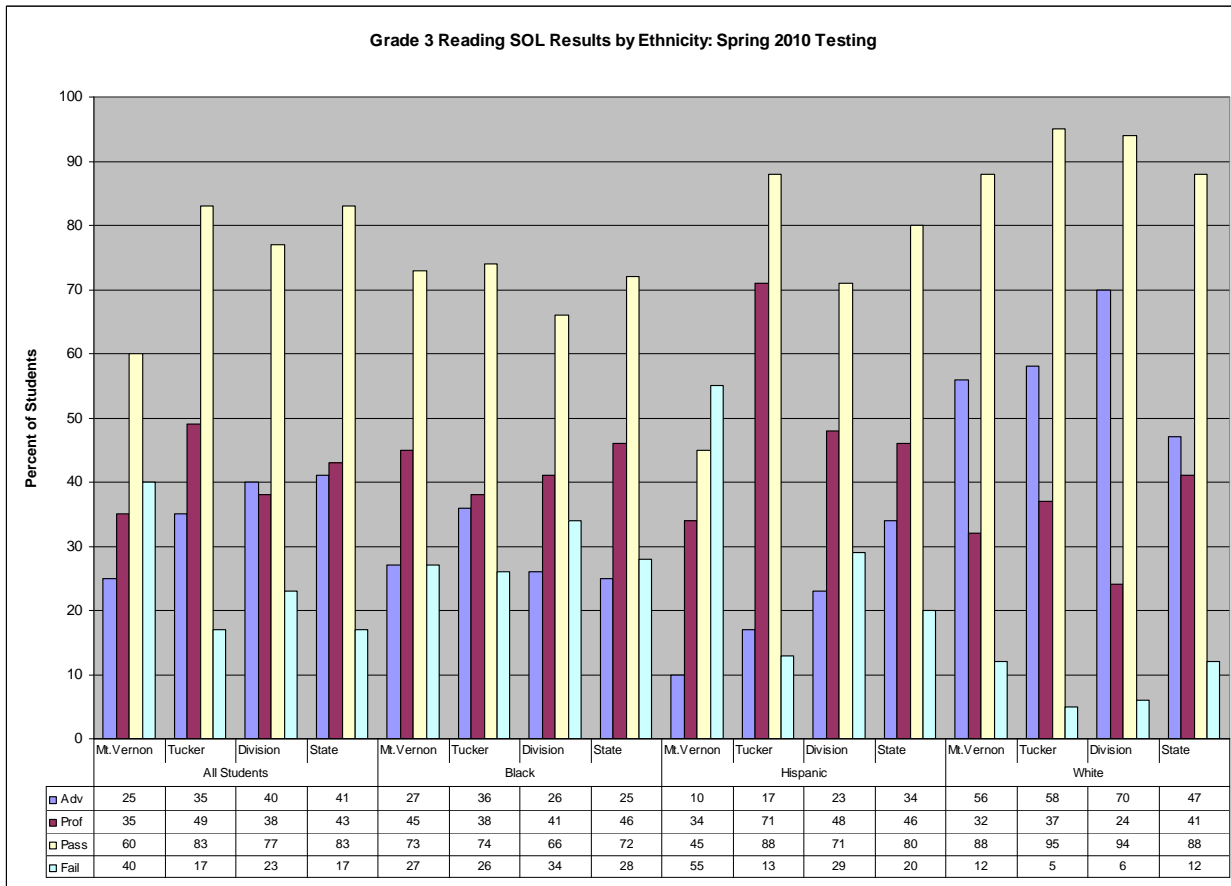
**Figure 5. Writing AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010**



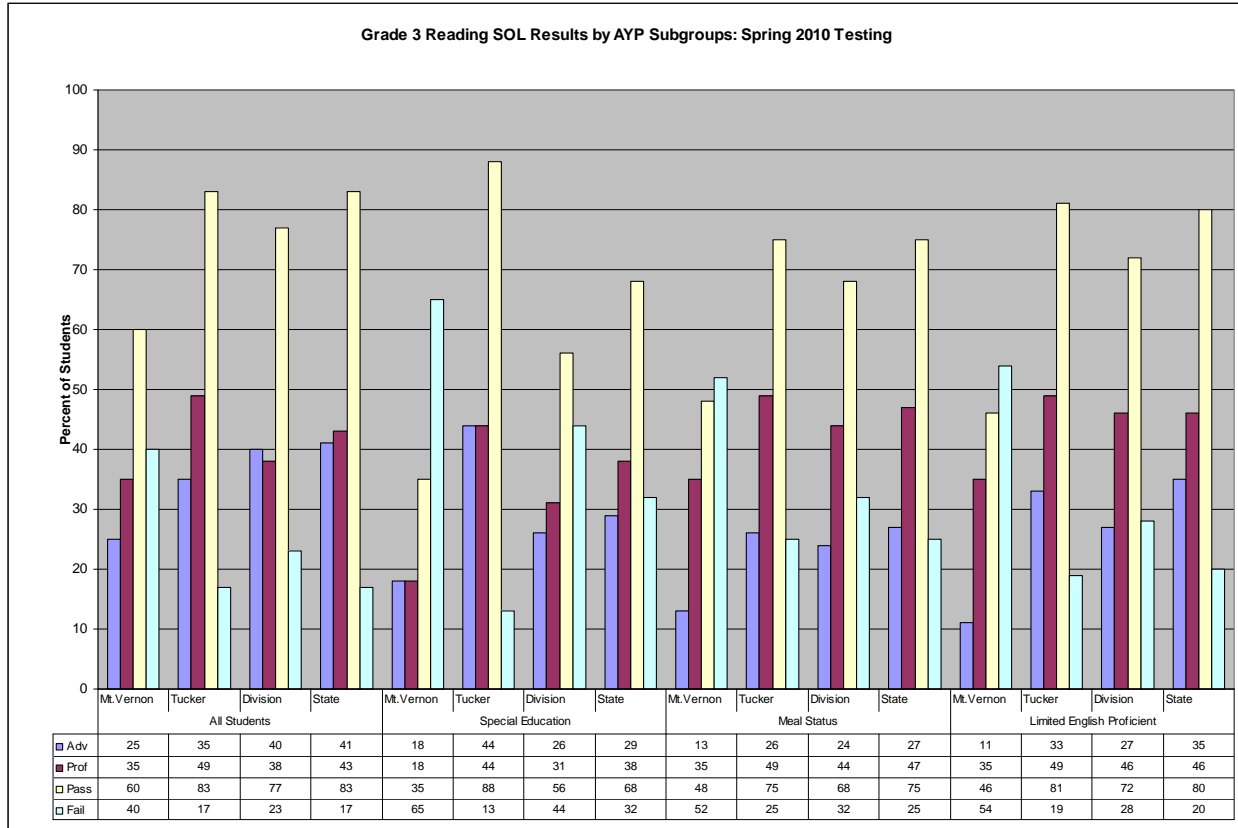
**Figure 6. Attendance AYP Adjusted Results by MSC Schools, Division, and State: Spring 2010**



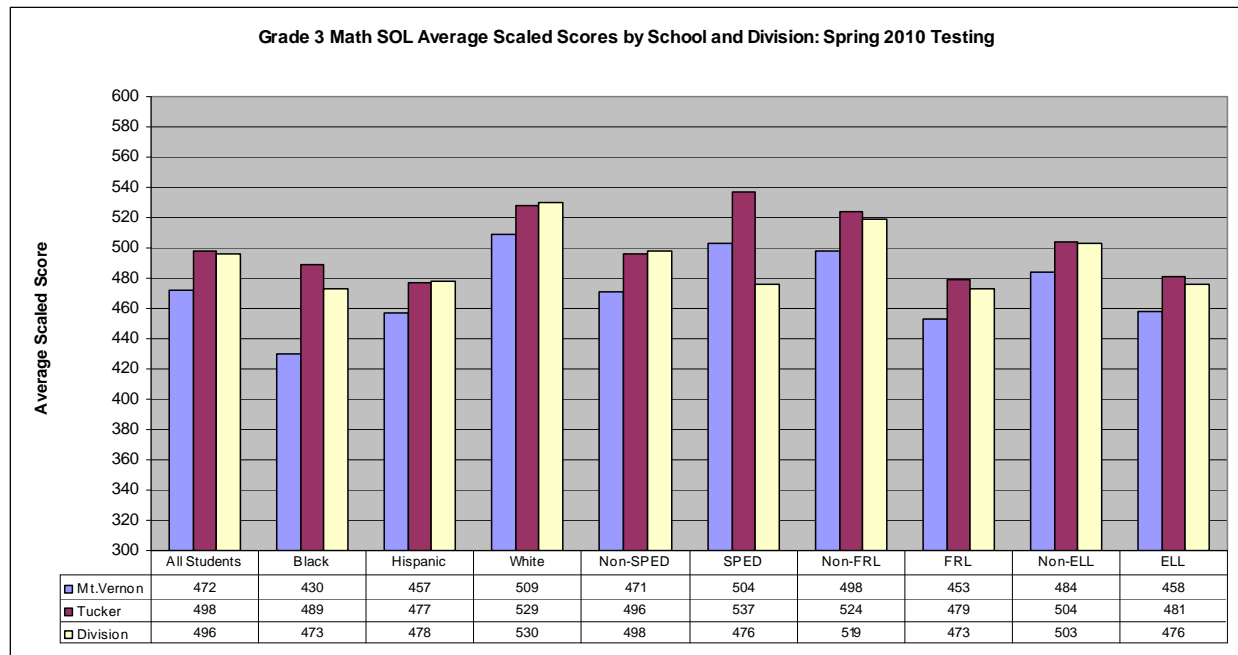
**Figure 7. Grade 3 Reading Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



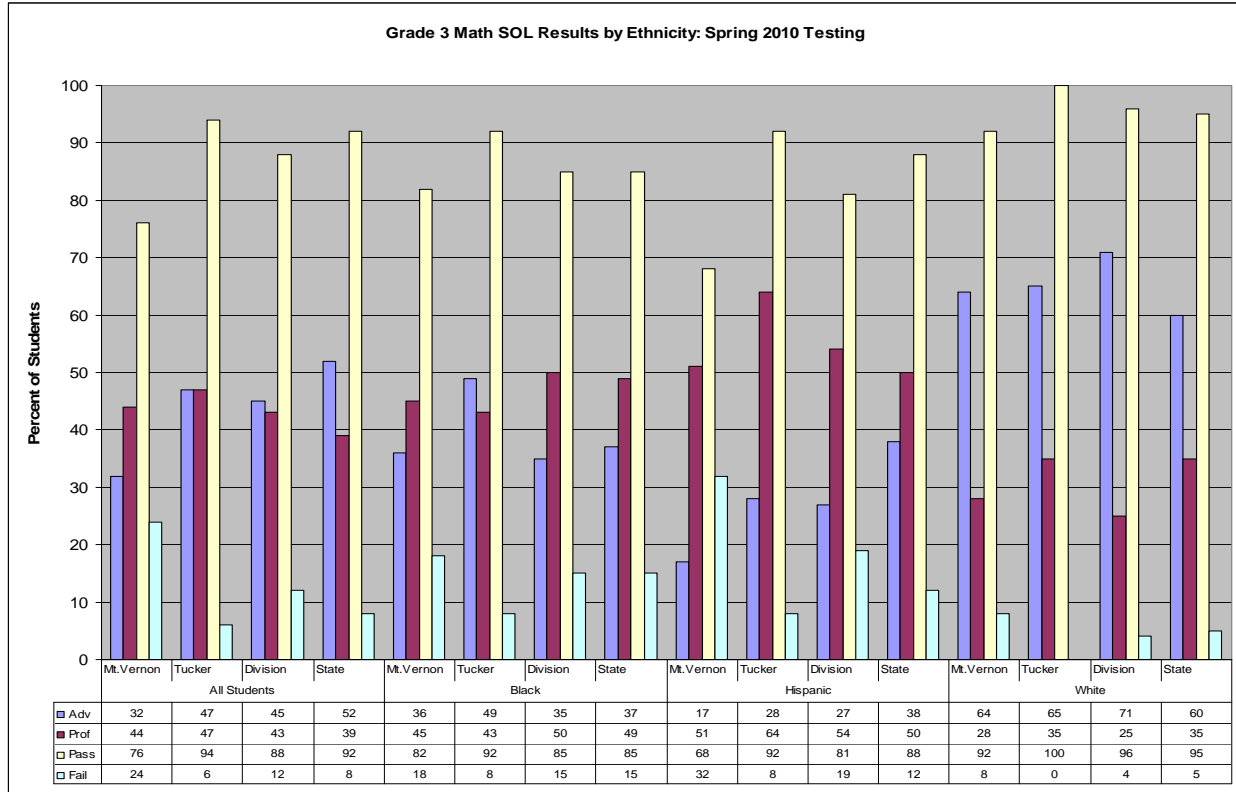
**Figure 8. Grade 3 Reading AYP Adjusted Results by Ethnicity: Spring 2010**



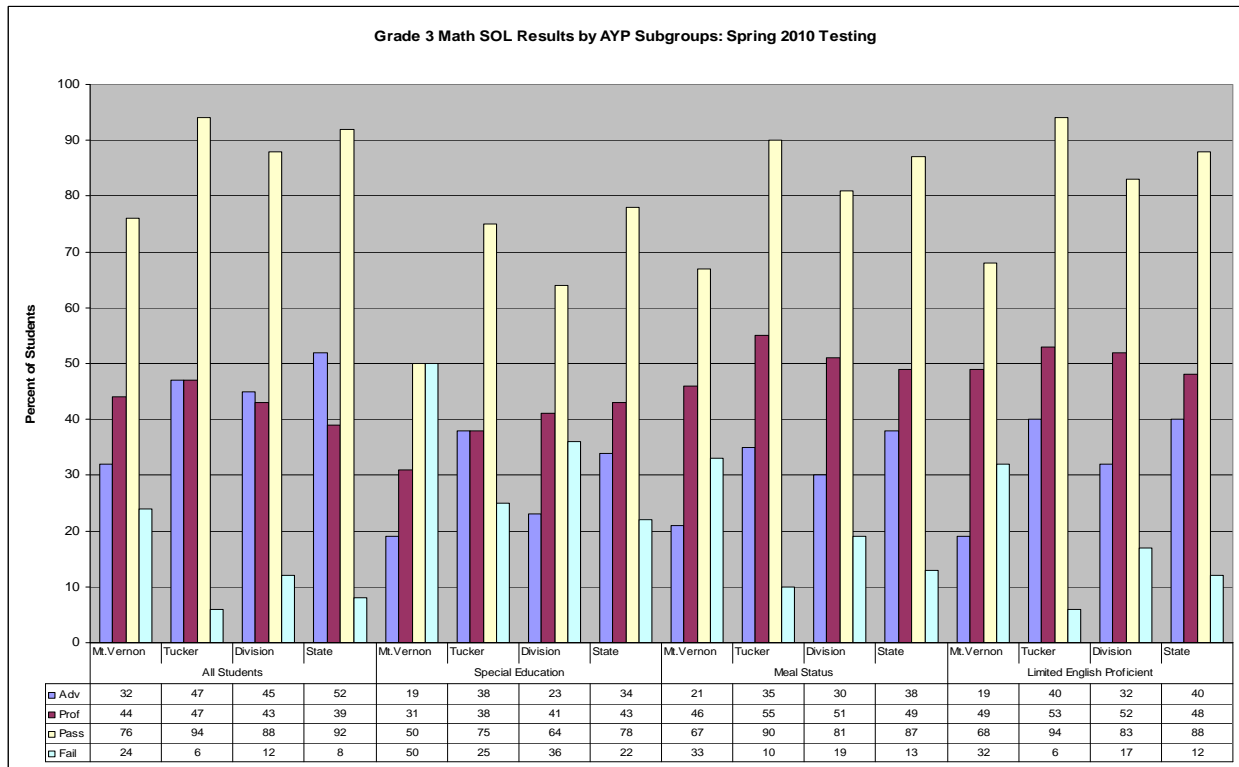
**Figure 9. Grade 3 Reading AYP Adjusted Results by AYP Subgroups: Spring 2010**



**Figure 10. Grade 3 Math Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**

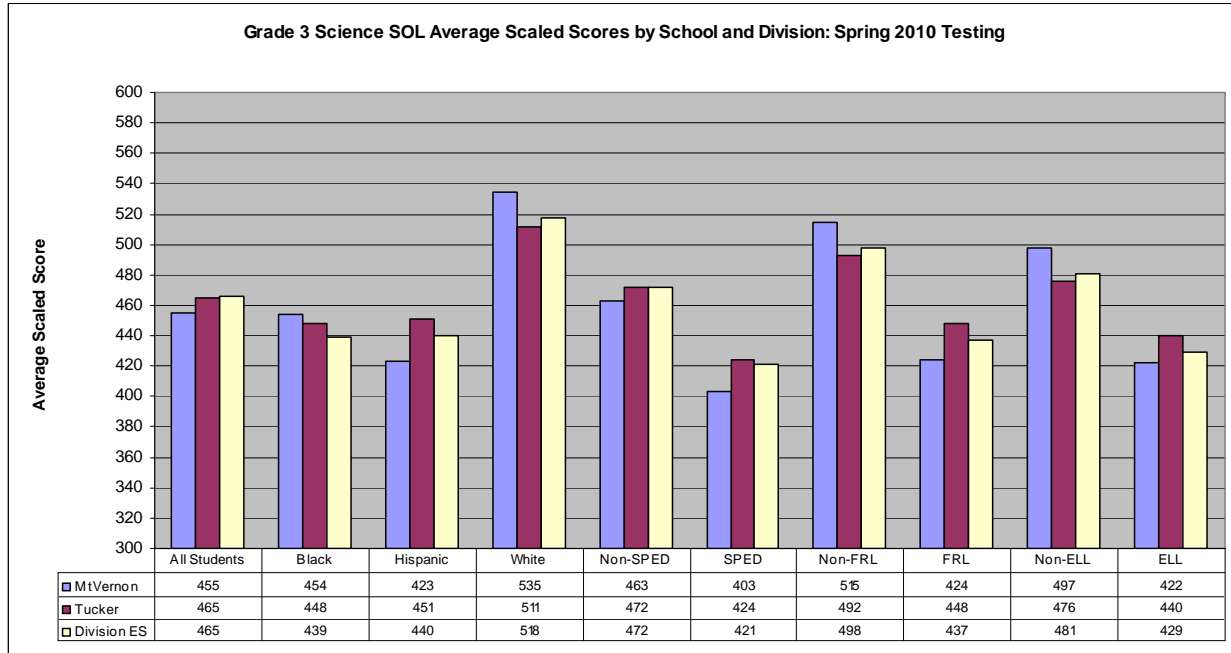


**Figure 11. Grade 3 Math AYP Adjusted Results by Ethnicity: Spring 2010**

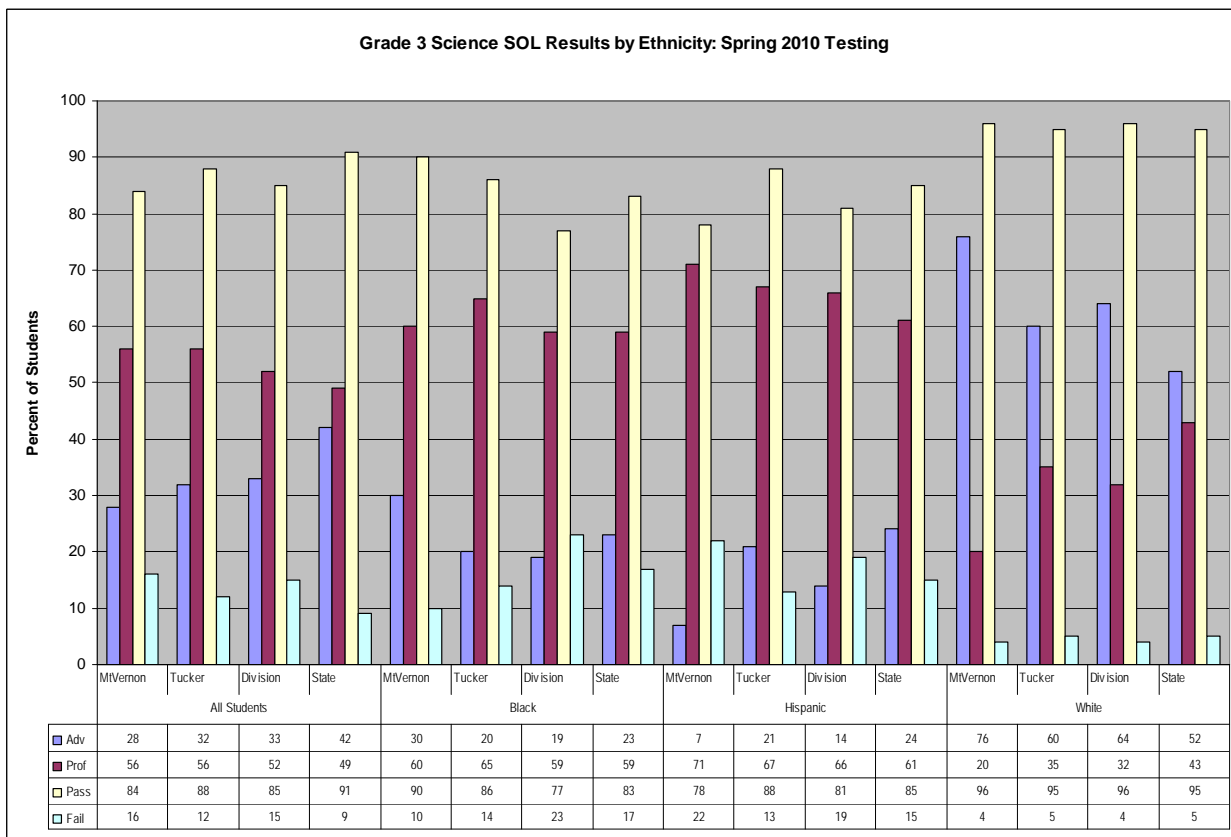


**Figure 12. Grade 3 Math AYP Adjusted Results by AYP Subgroups: Spring 2010**

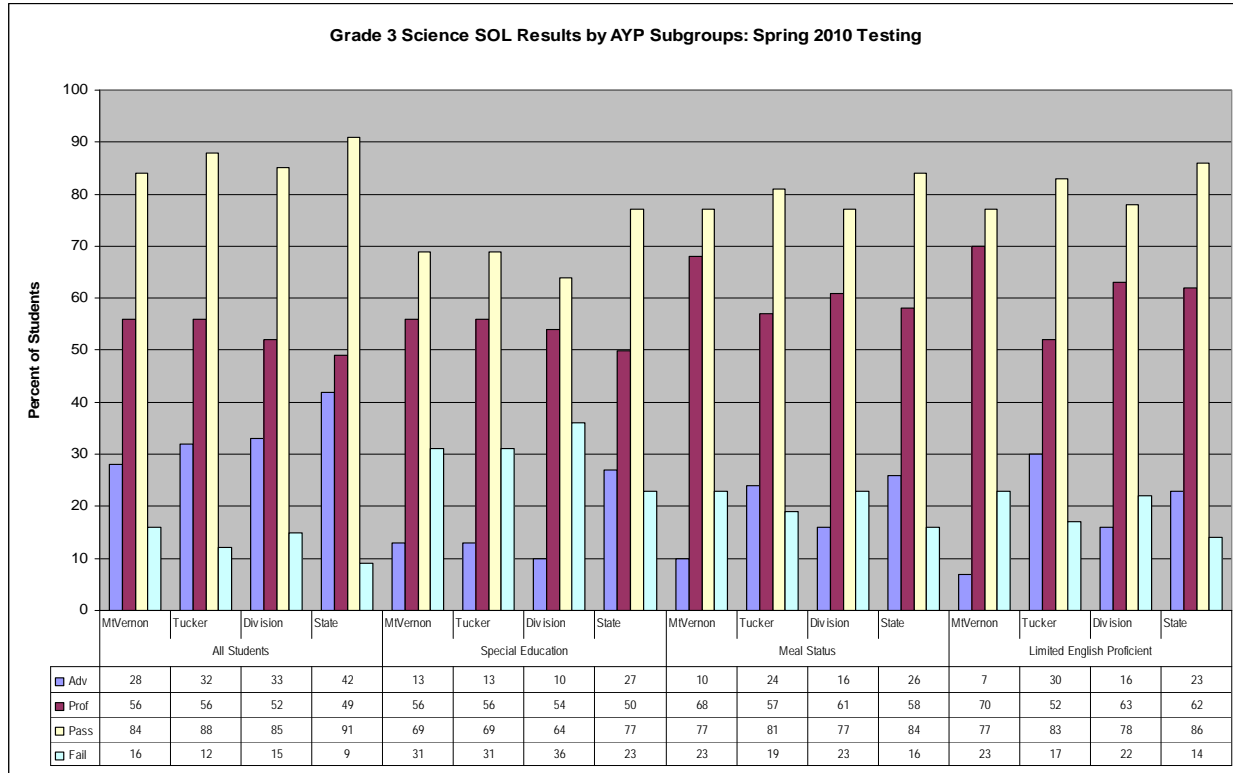




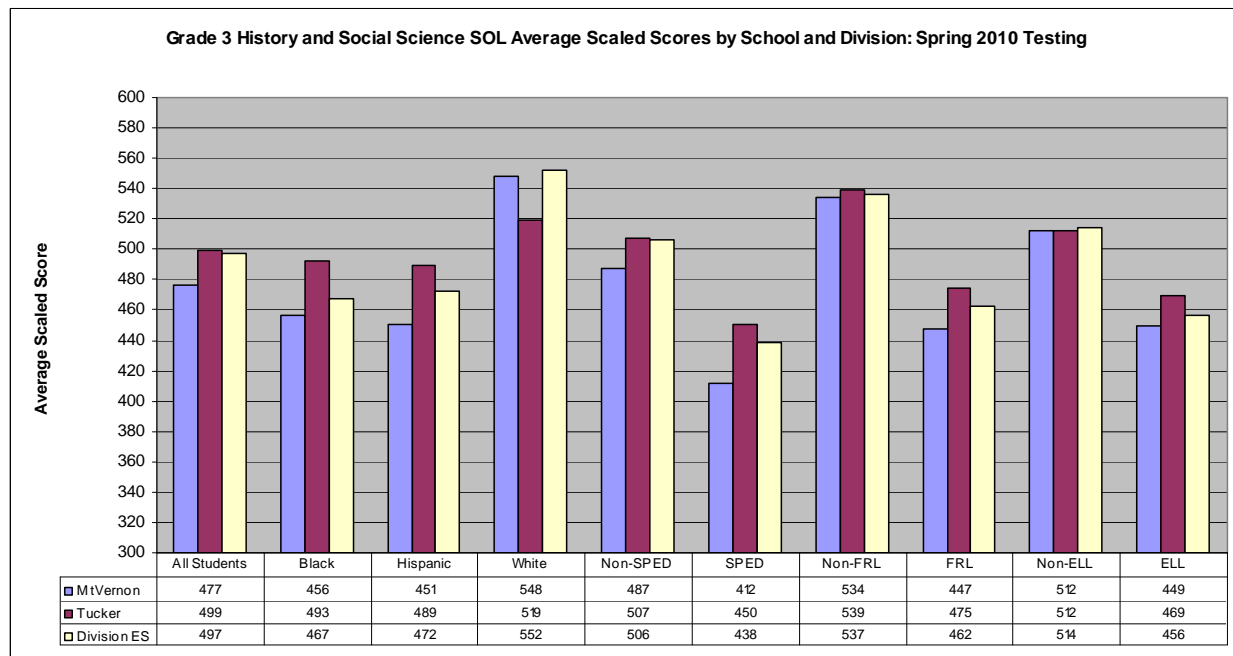
**Figure 13. Grade 3 Science Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



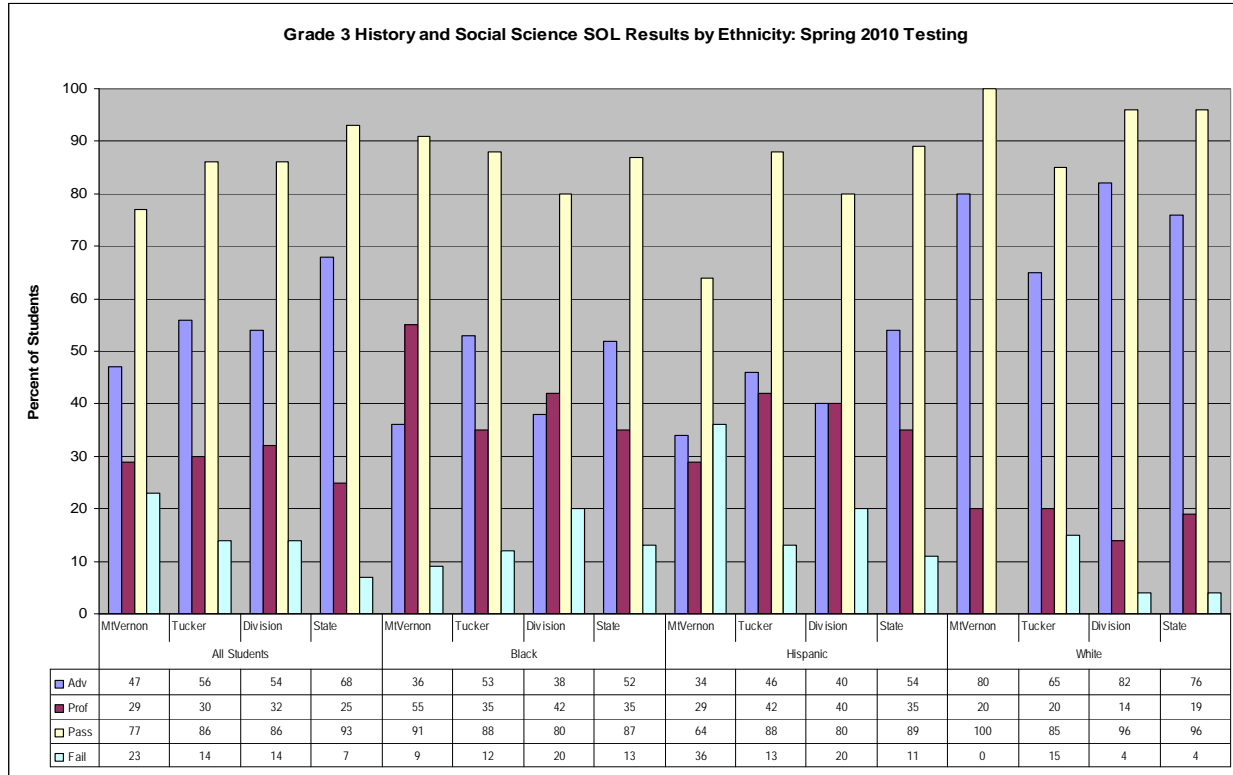
**Figure 14. Grade 3 Science AYP Adjusted Results by AYP Ethnicity: Spring 2010**



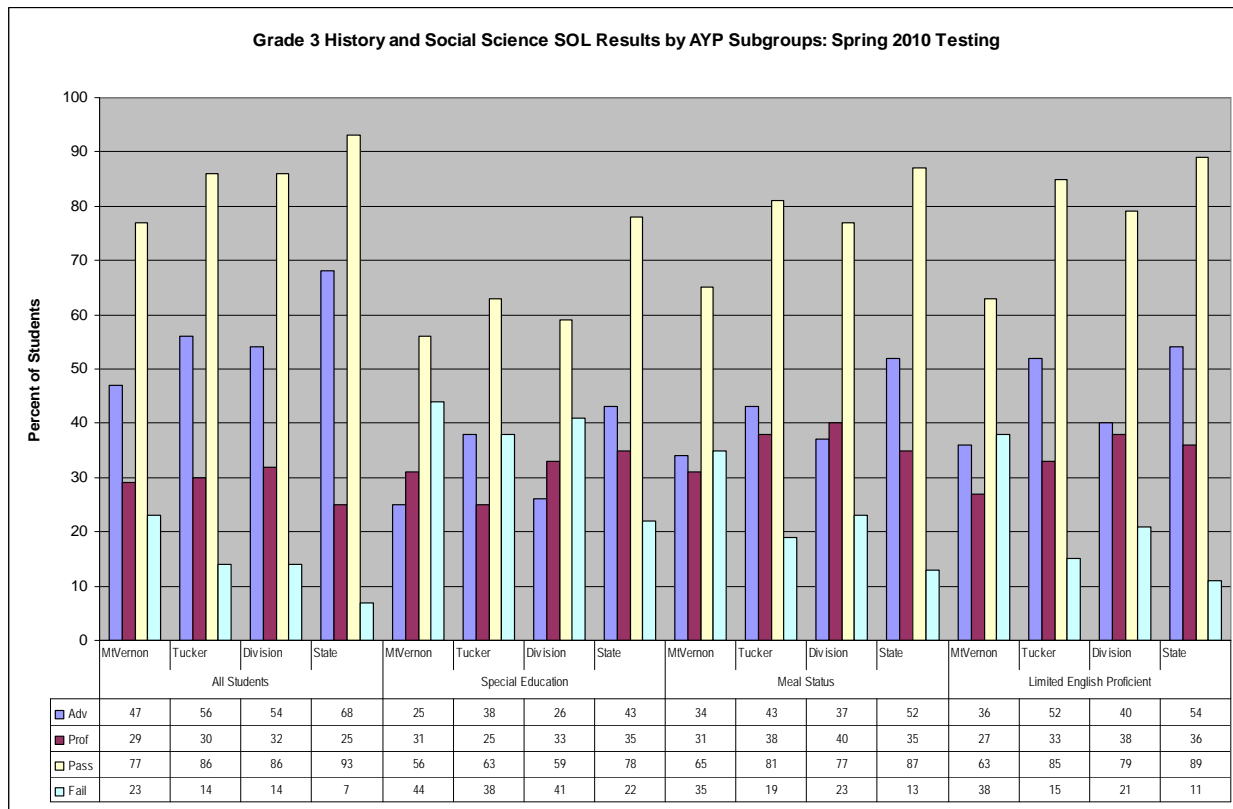
**Figure 15. Grade 3 Science AYP Adjusted Results by AYP Subgroups: Spring 2010**



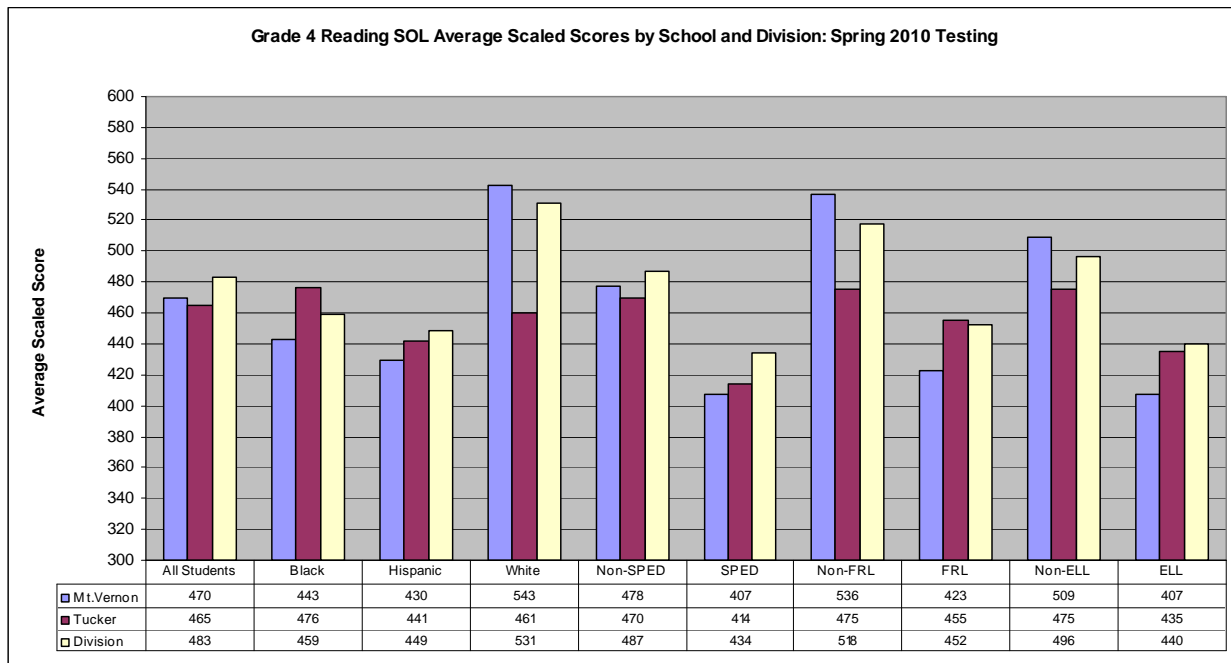
**Figure 16. Grade 3 History Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



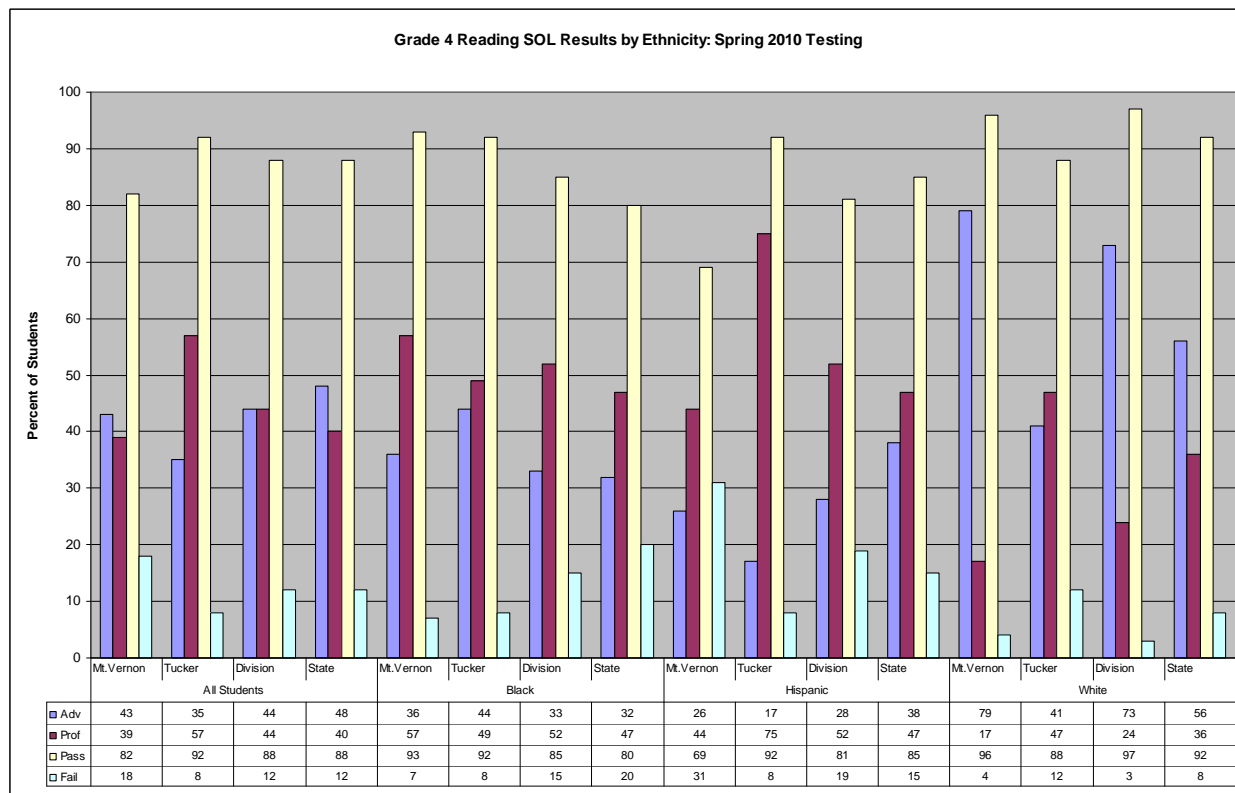
**Figure 17. Grade 3 History AYP Adjusted Results by Ethnicity: Spring 2010**



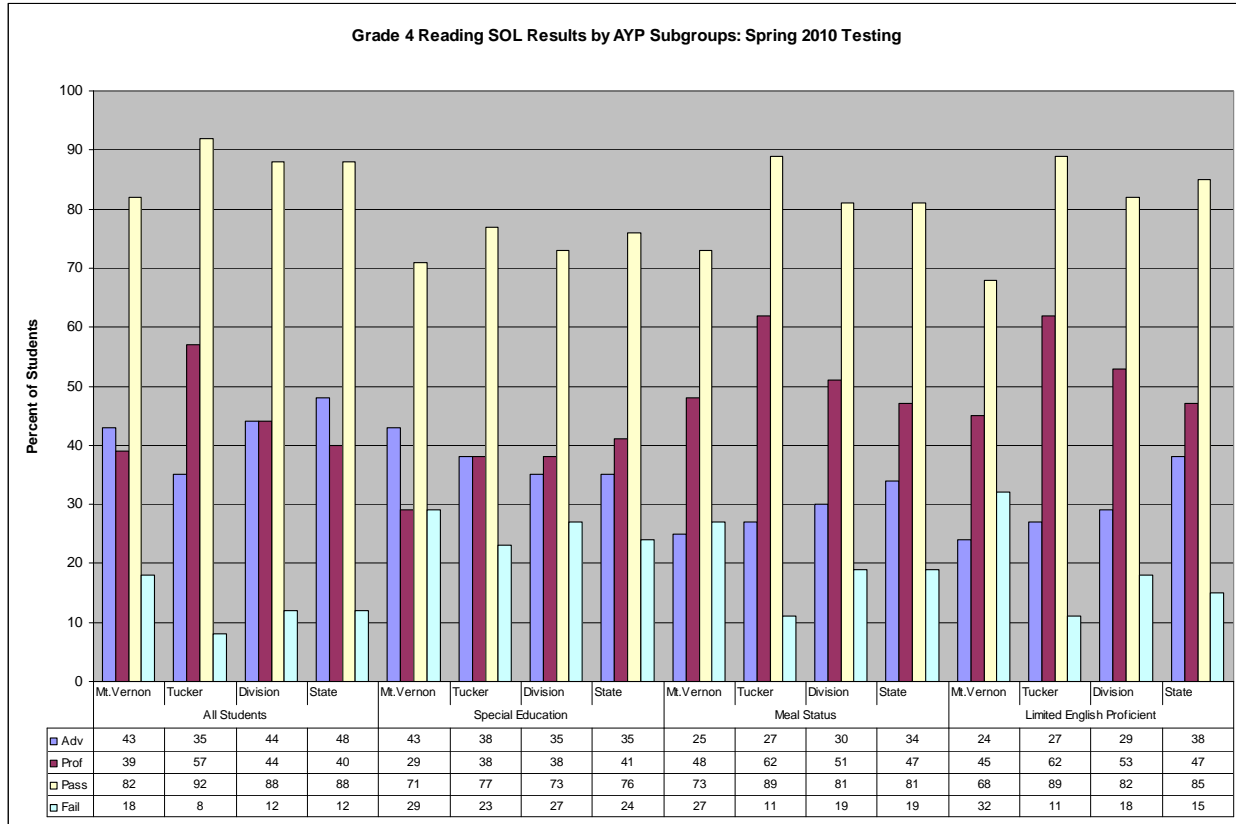
**Figure 18. Grade 3 History AYP Adjusted Results by AYP Subgroups: Spring 2010**



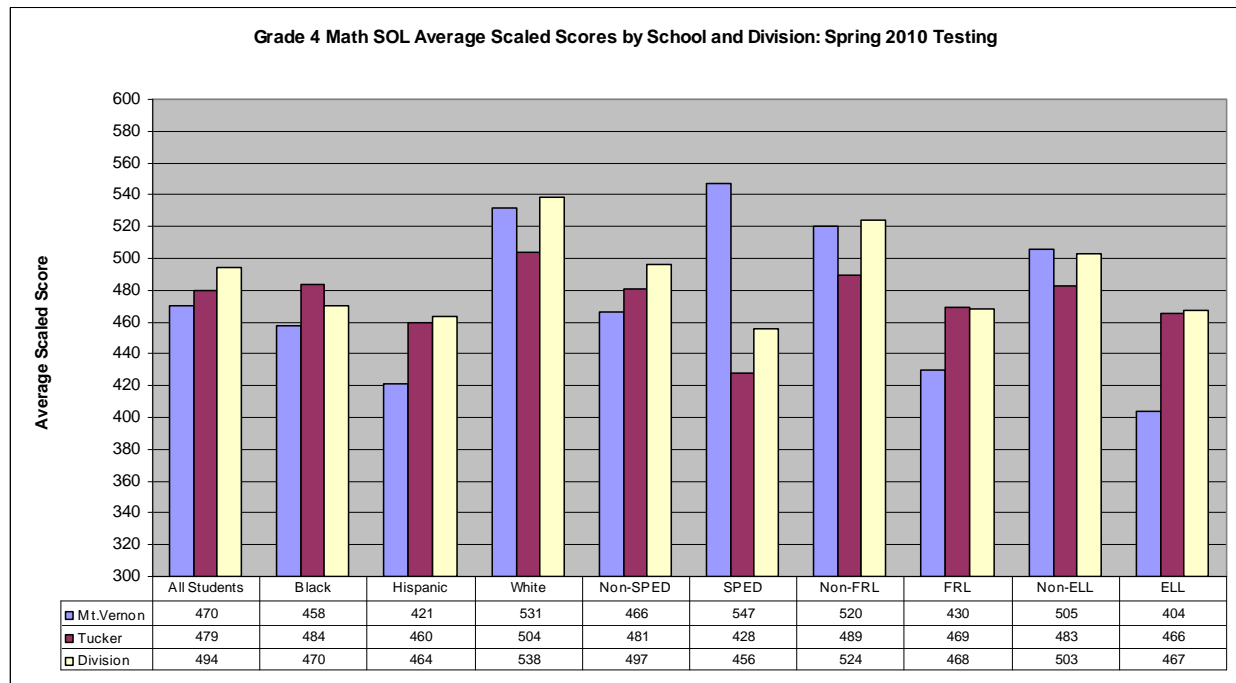
**Figure 19. Grade 4 Reading Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



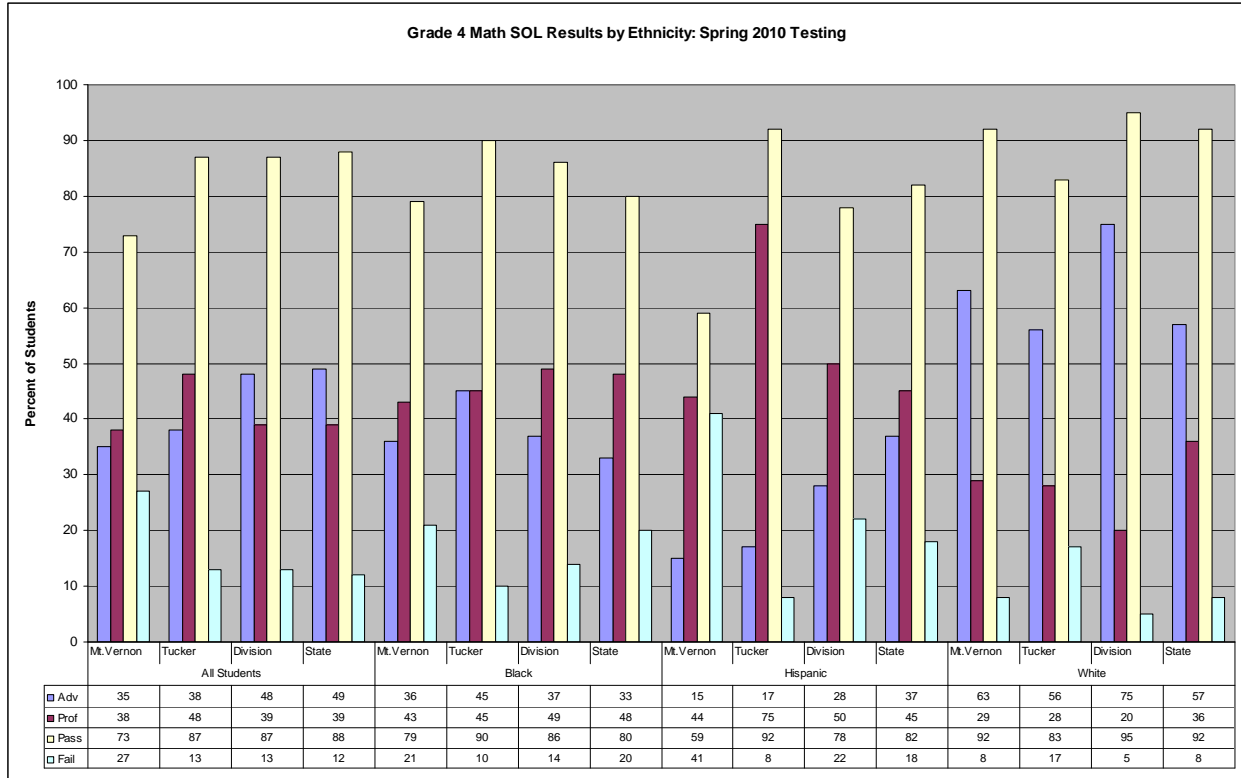
**Figure 20. Grade 4 Reading AYP Adjusted Results by Ethnicity: Spring 2010**



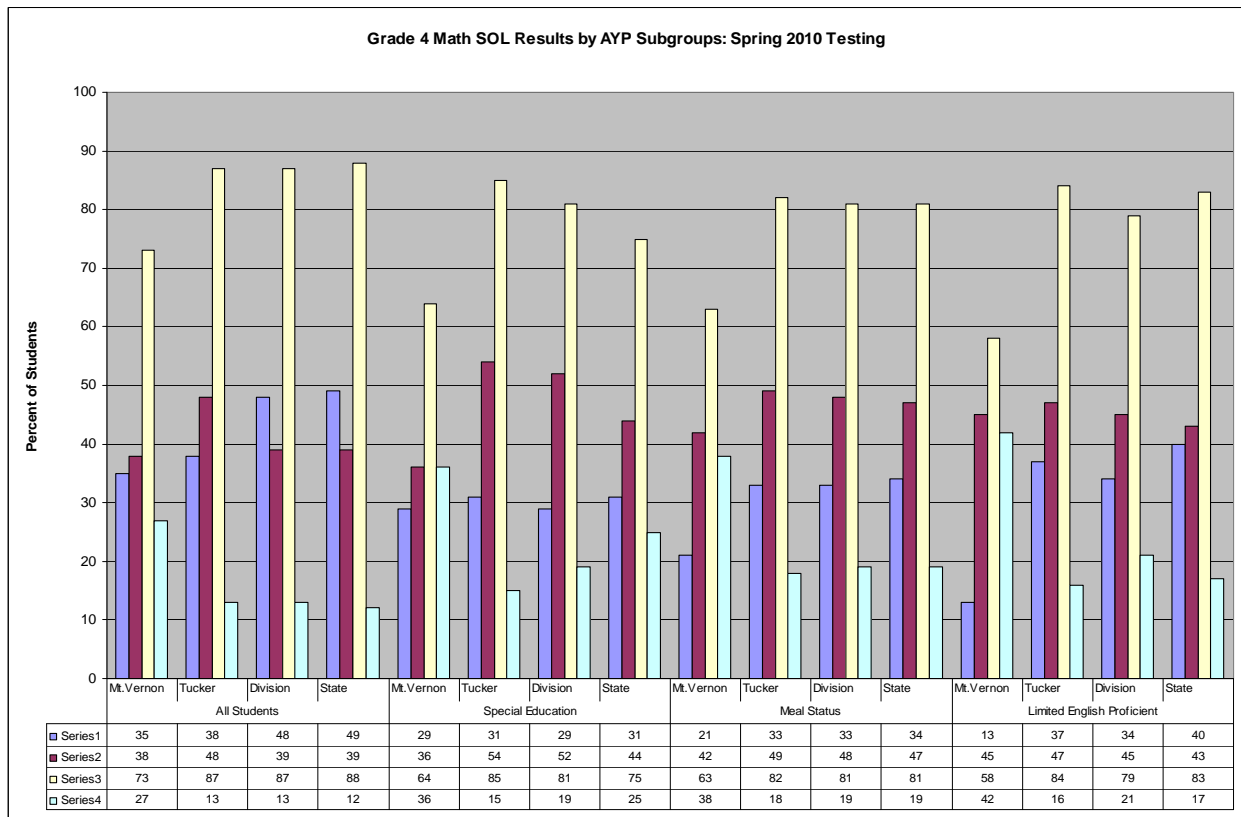
**Figure 21. Grade 4 Reading AYP Adjusted Results by AYP Subgroups: Spring 2010**



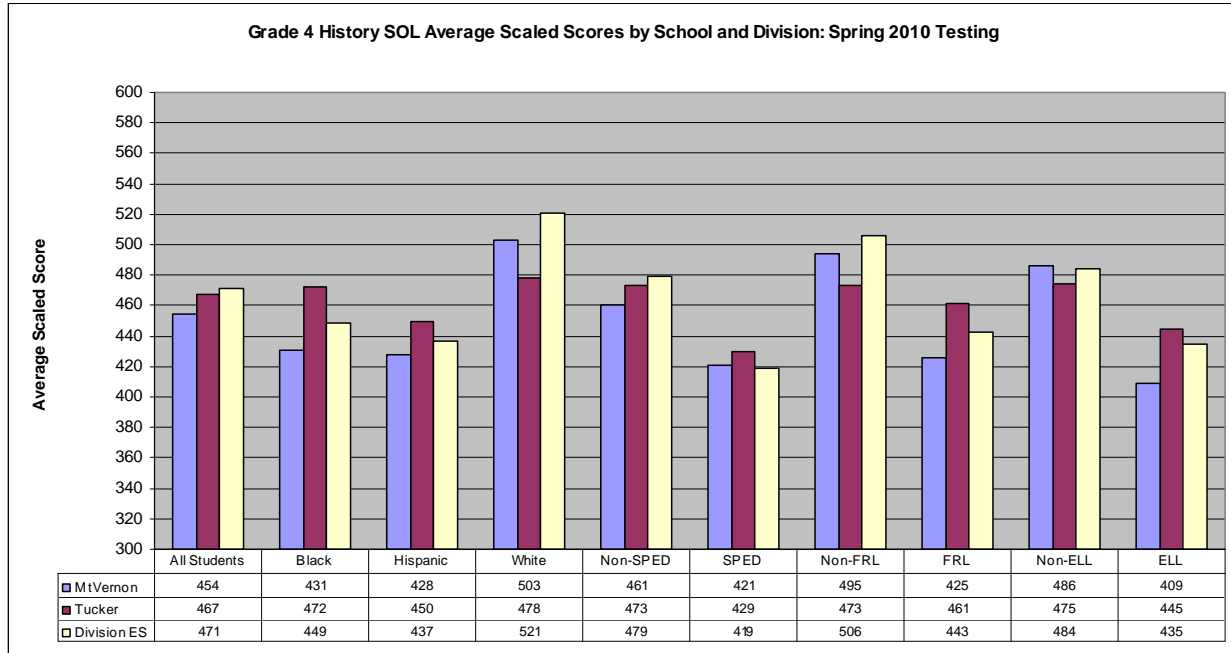
**Figure 22. Grade 4 Math Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



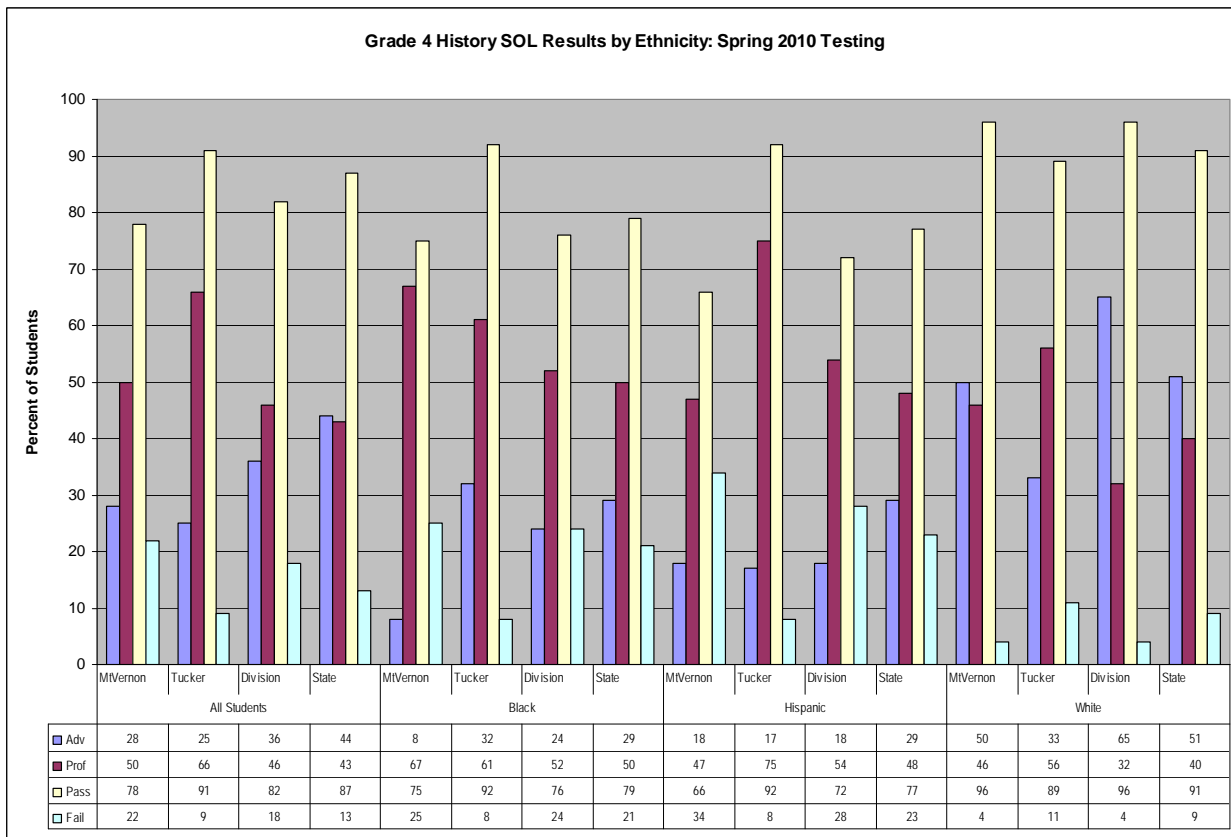
**Figure 23. Grade 4 Math AYP Adjusted Results by Ethnicity: Spring 2010**



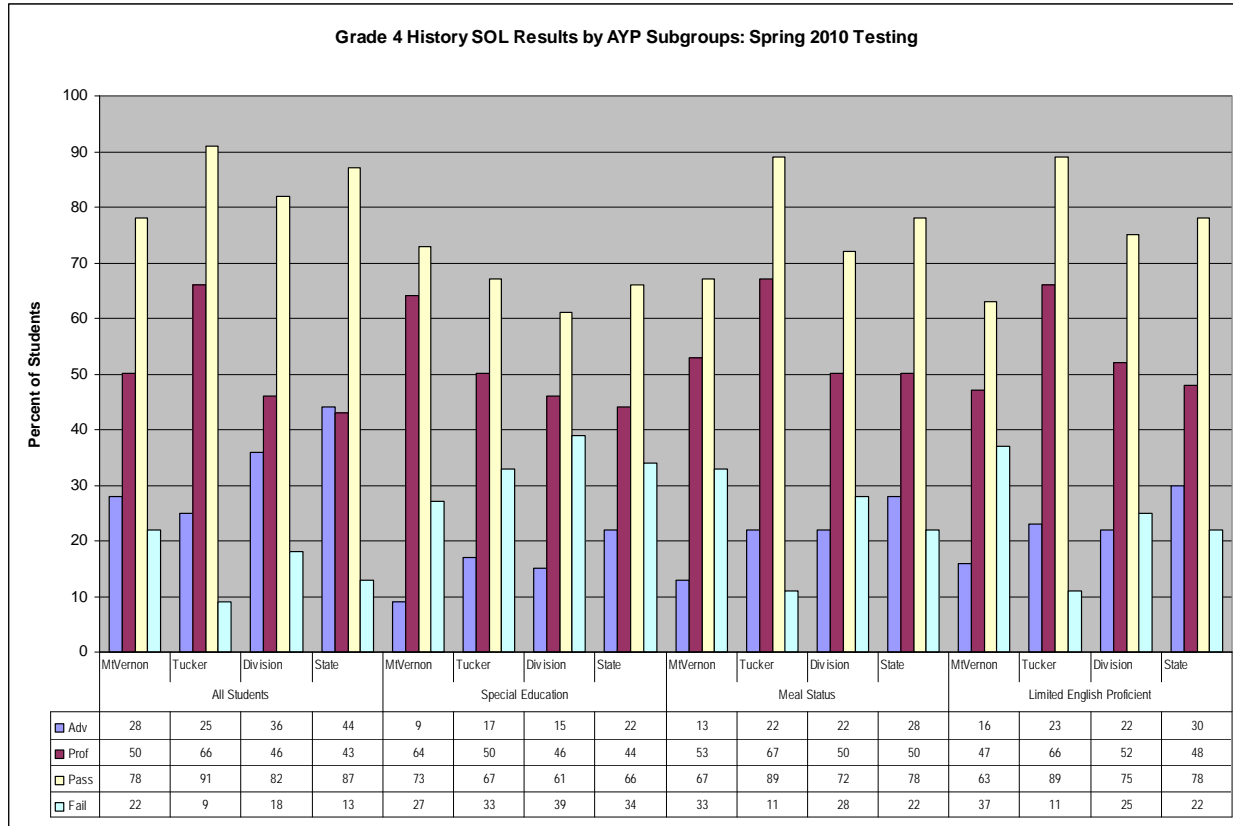
**Figure 24. Grade 4 Math AYP Adjusted Results by AYP Subgroups: Spring 2010**



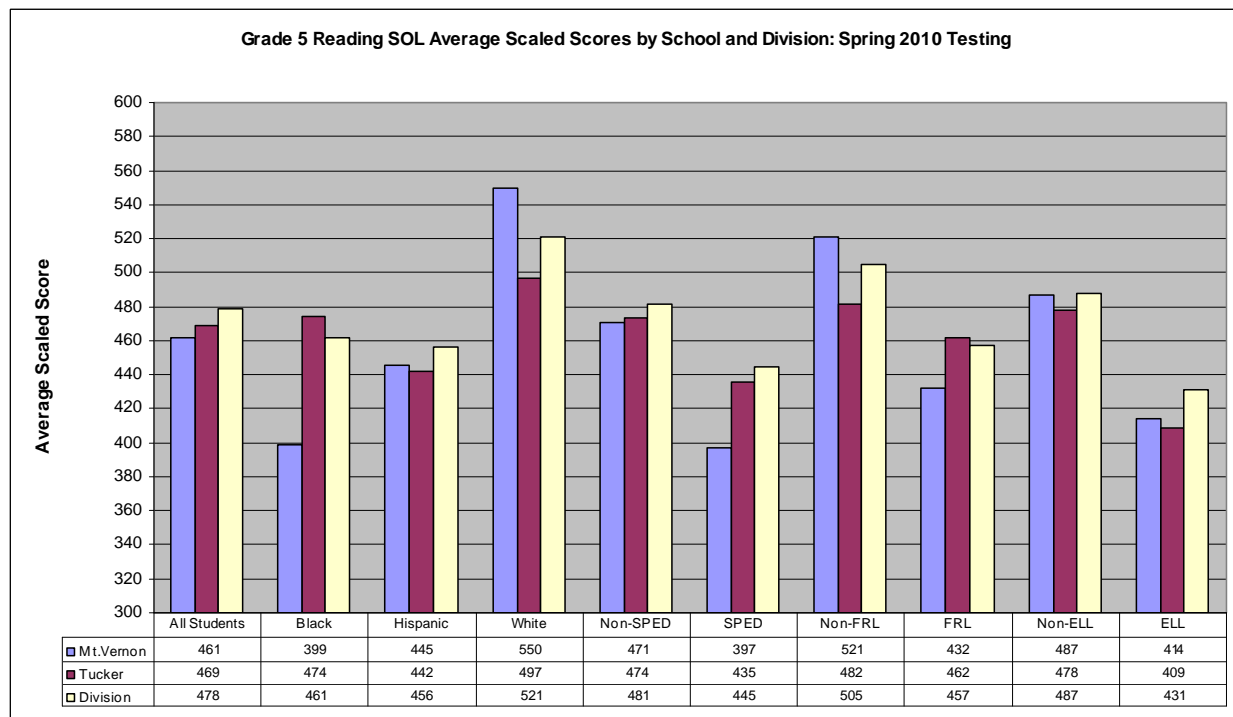
**Figure 25. Grade 4 History Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



**Figure 26. Grade 4 History AYP Adjusted Results by Ethnicity: Spring 2010**

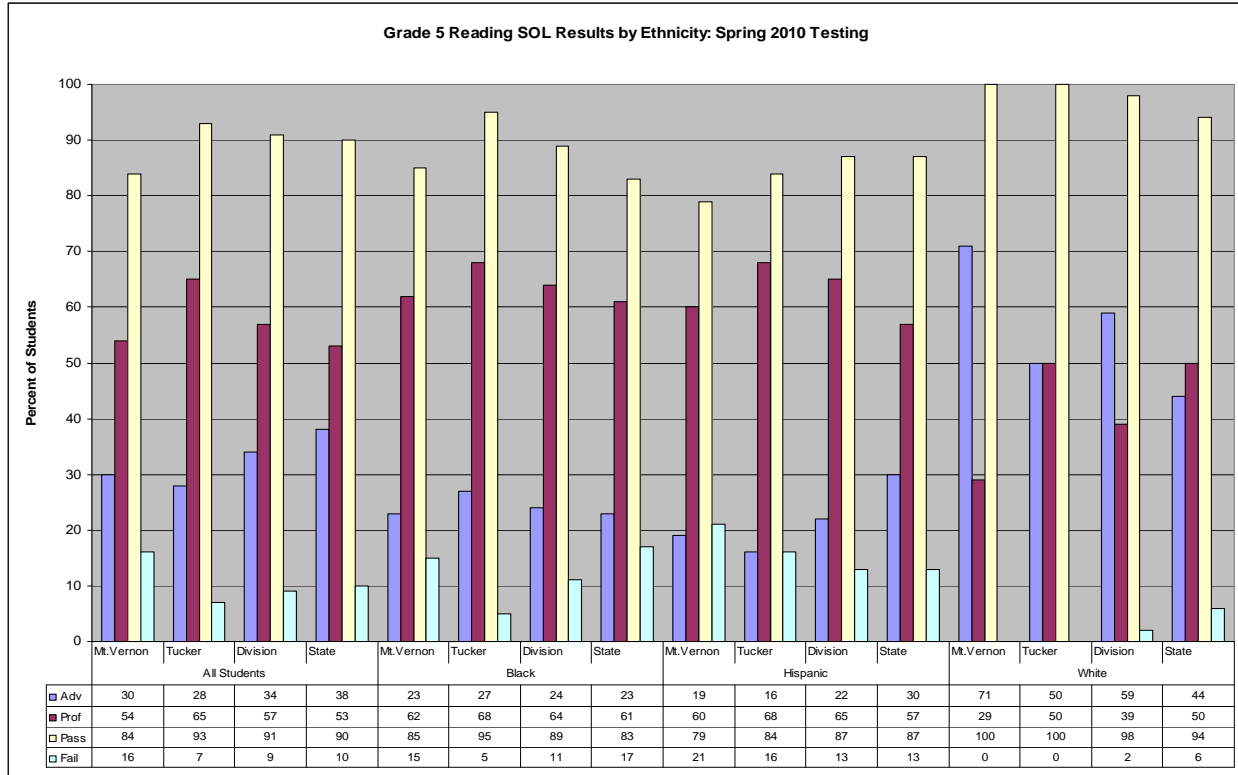


**Figure 27. Grade 4 History AYP Adjusted Results by AYP Subgroups: Spring 2010**

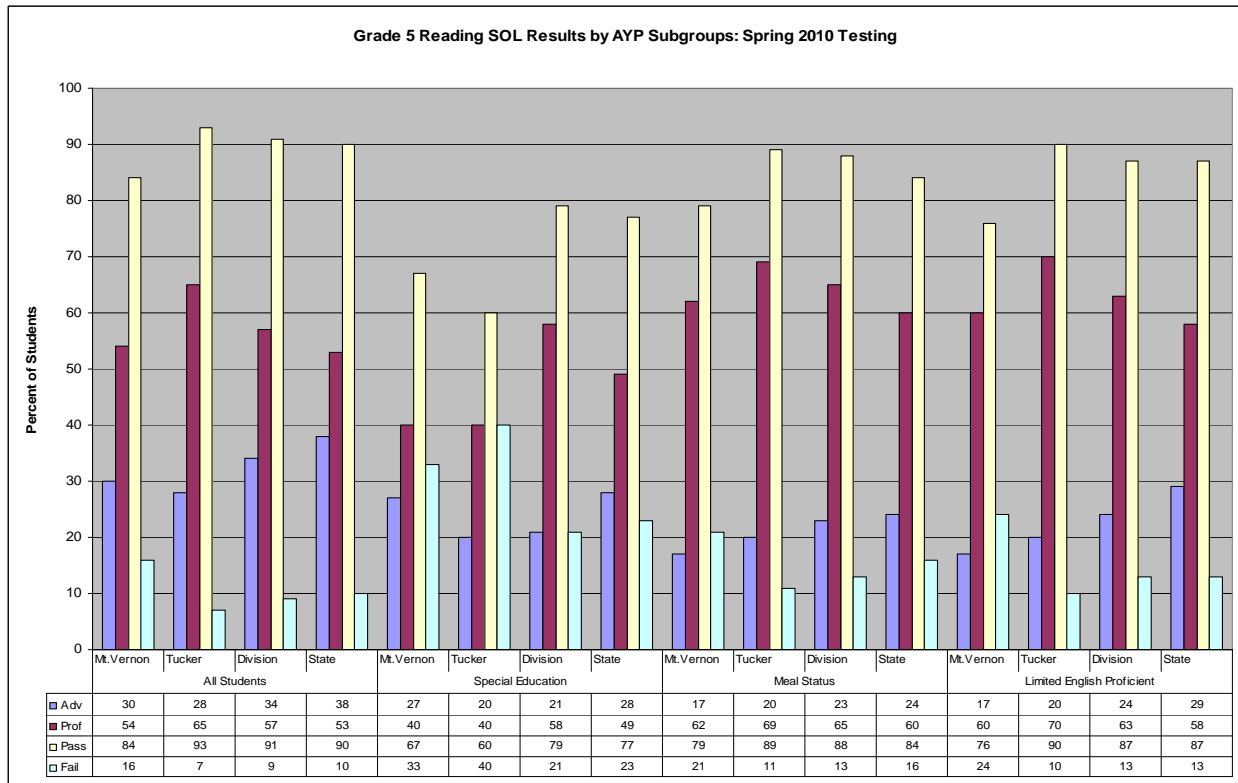


**Figure 28. Grade 5 Reading Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**

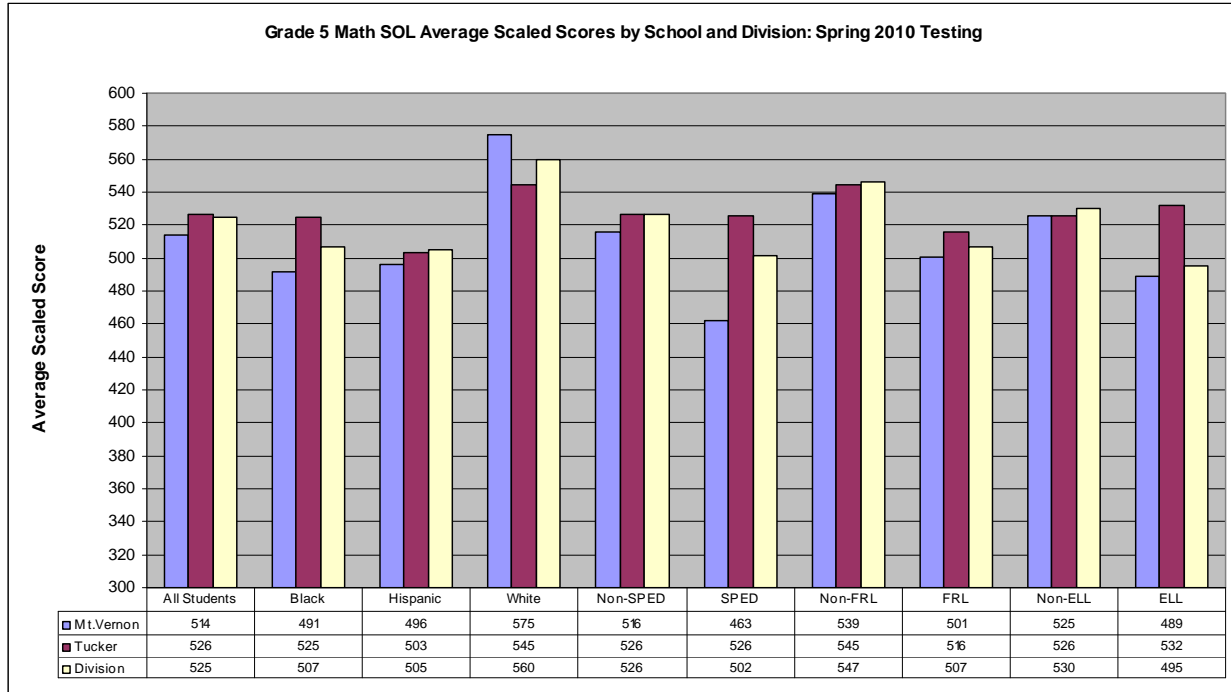




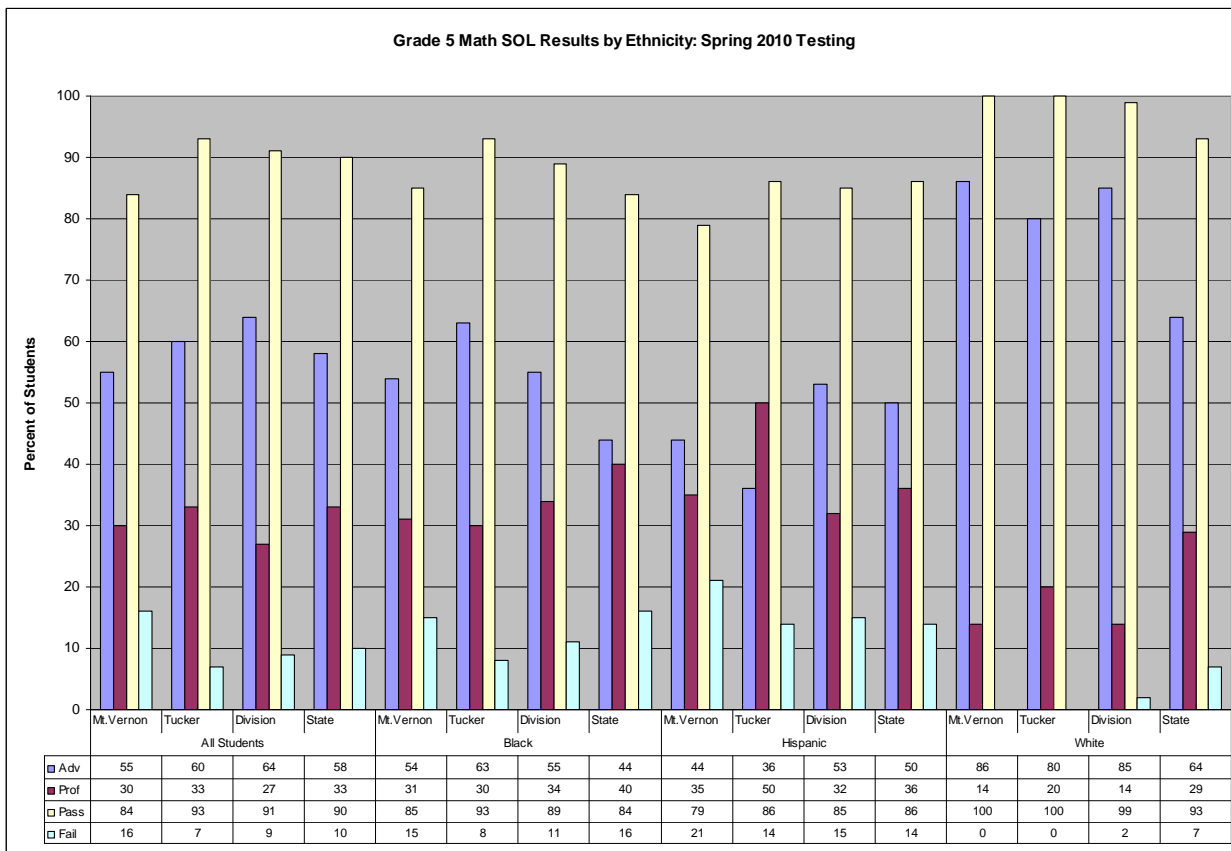
**Figure 29. Grade 5 Reading AYP Adjusted Results by Ethnicity: Spring 2010**



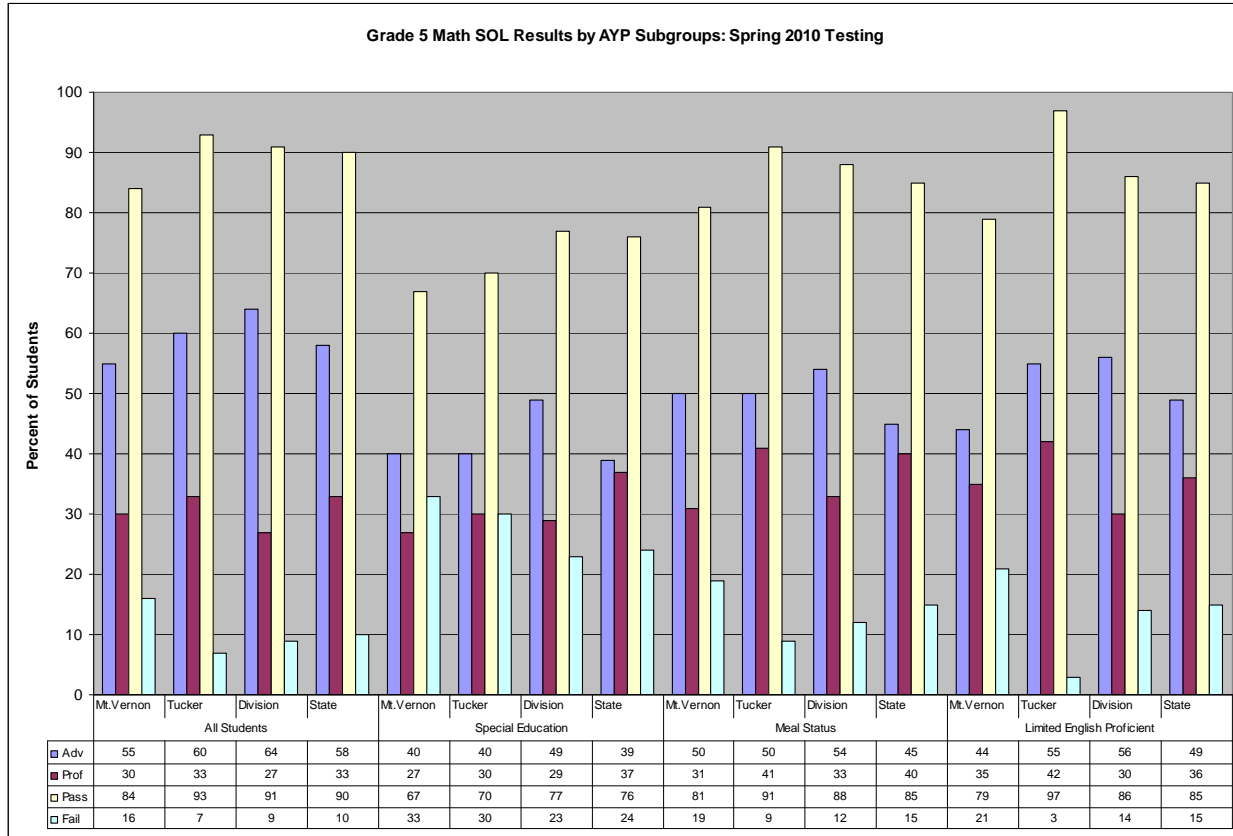
**Figure 30. Grade 5 Reading AYP Adjusted Results by AYP Subgroups: Spring 2010**



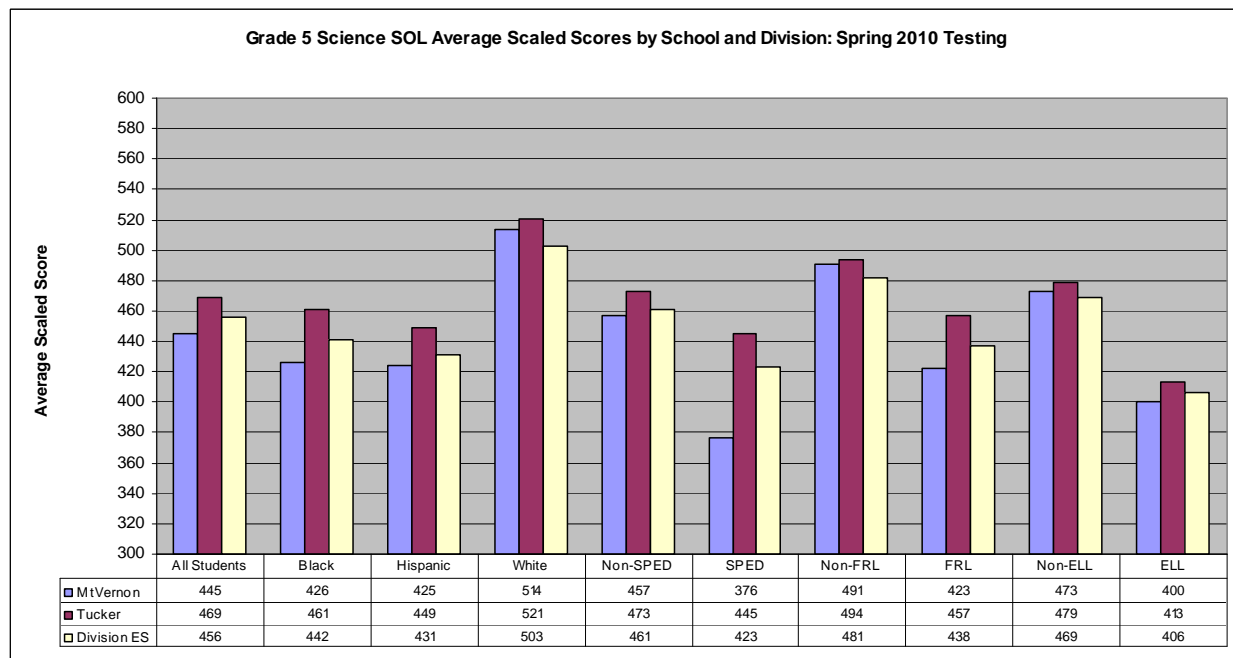
**Figure 31. Grade 5 Math Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



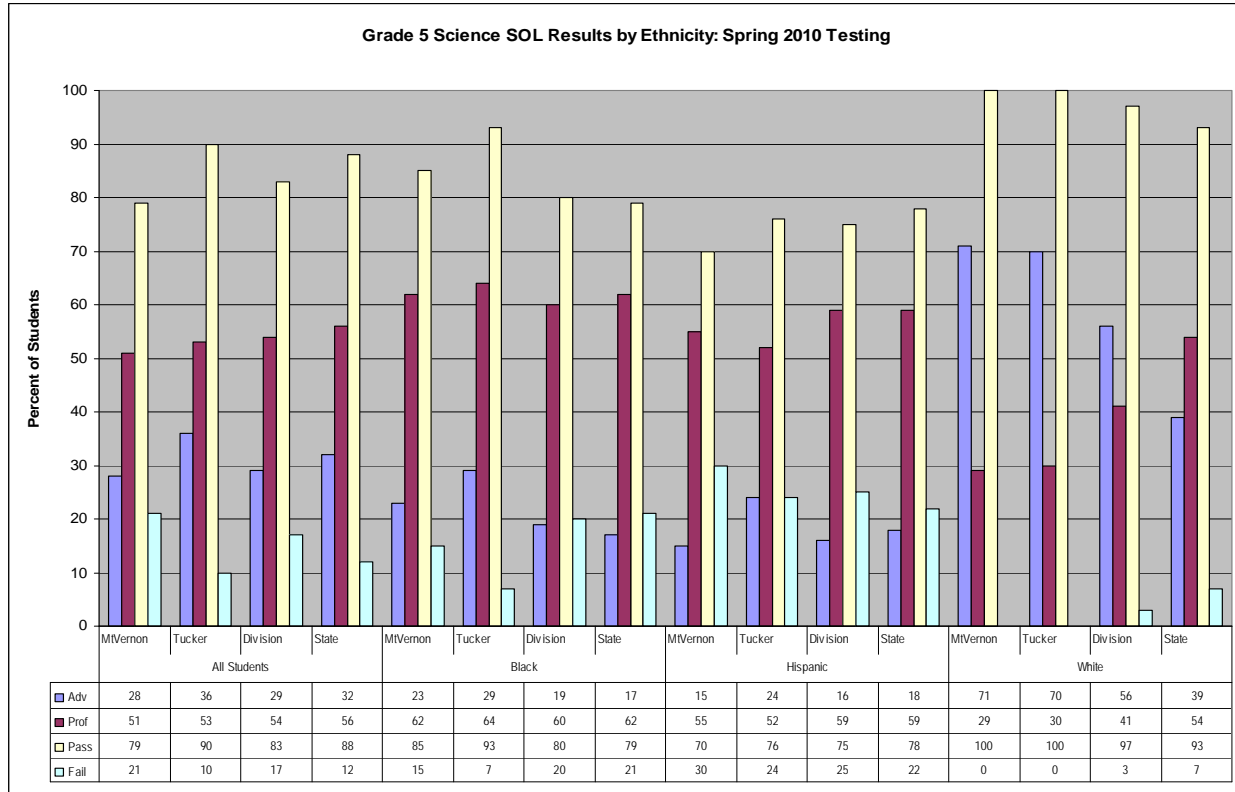
**Figure 32. Grade 5 Math AYP Adjusted Results by Ethnicity: Spring 2010**



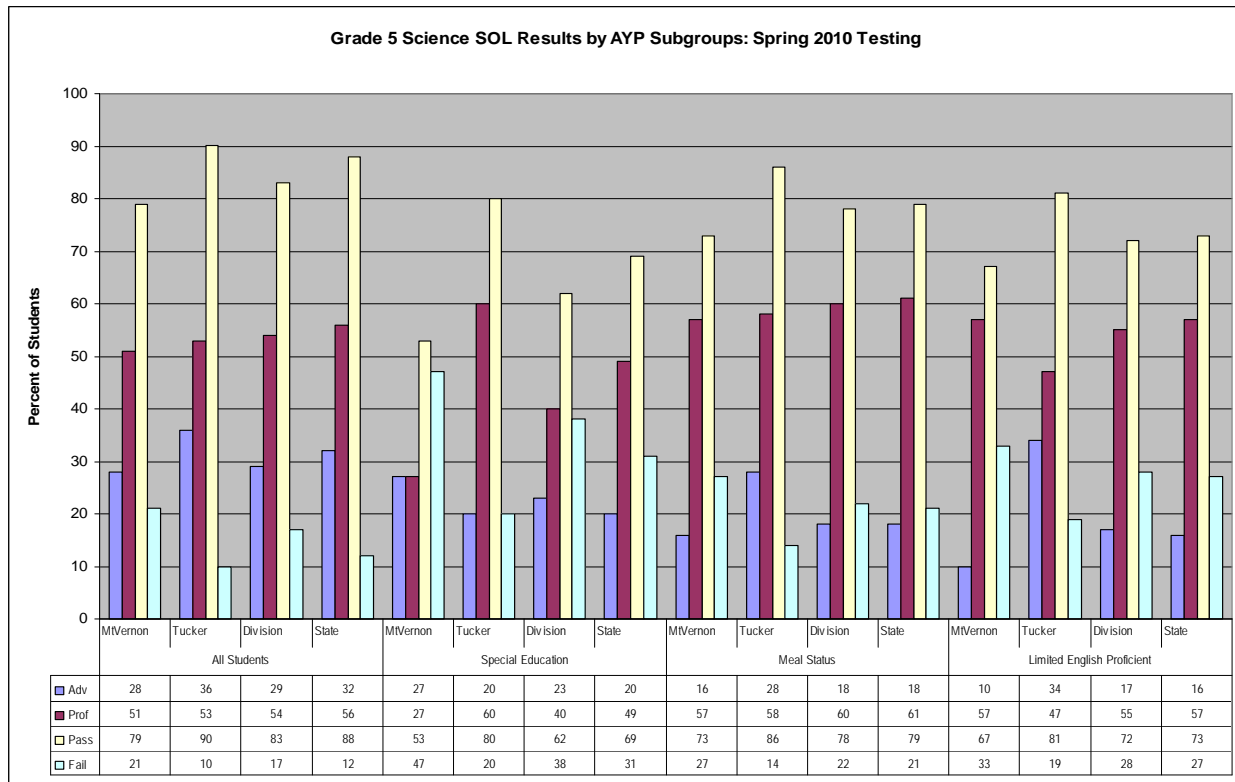
**Figure 33. Grade 5 Math AYP Adjusted Results by AYP Subgroups: Spring 2010**



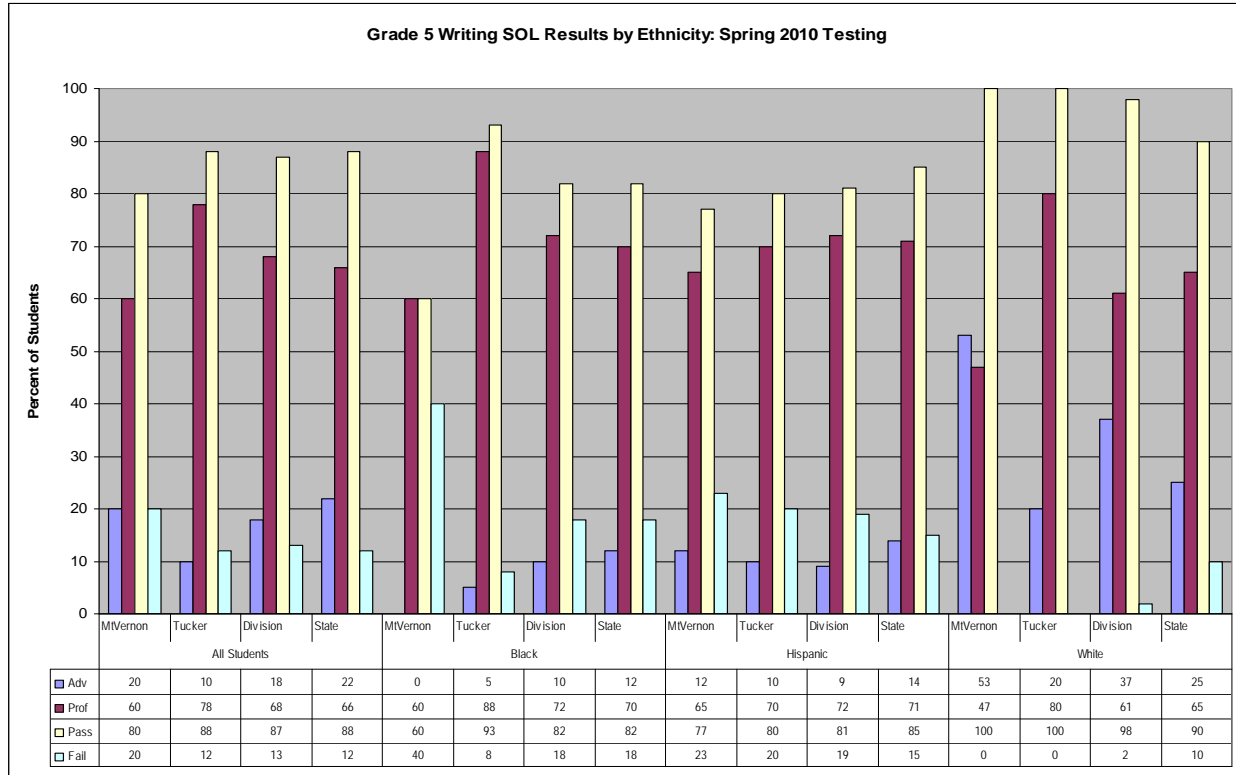
**Figure 34. Grade 5 Science Average Unadjusted Scaled Scores by AYP Subgroups: Spring 2010**



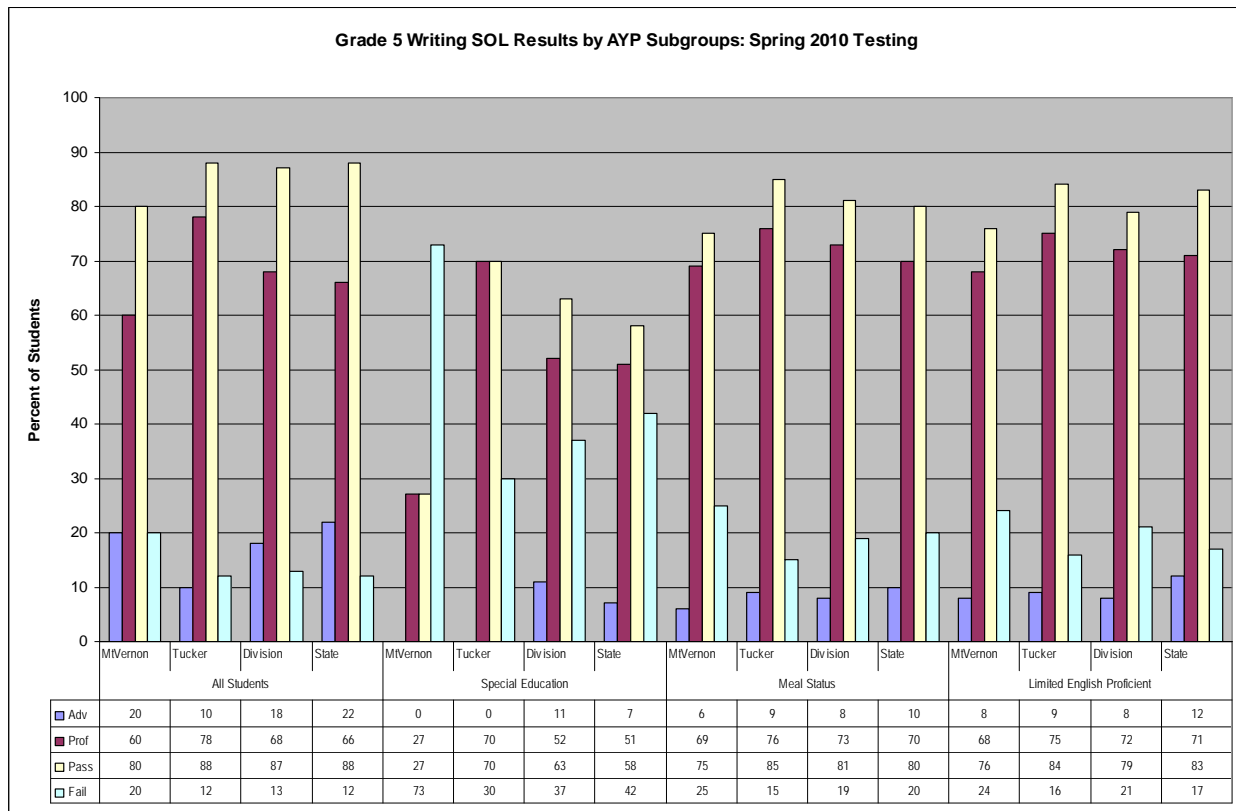
**Figure 35. Grade 5 Science AYP Adjusted Results by Ethnicity: Spring 2010**



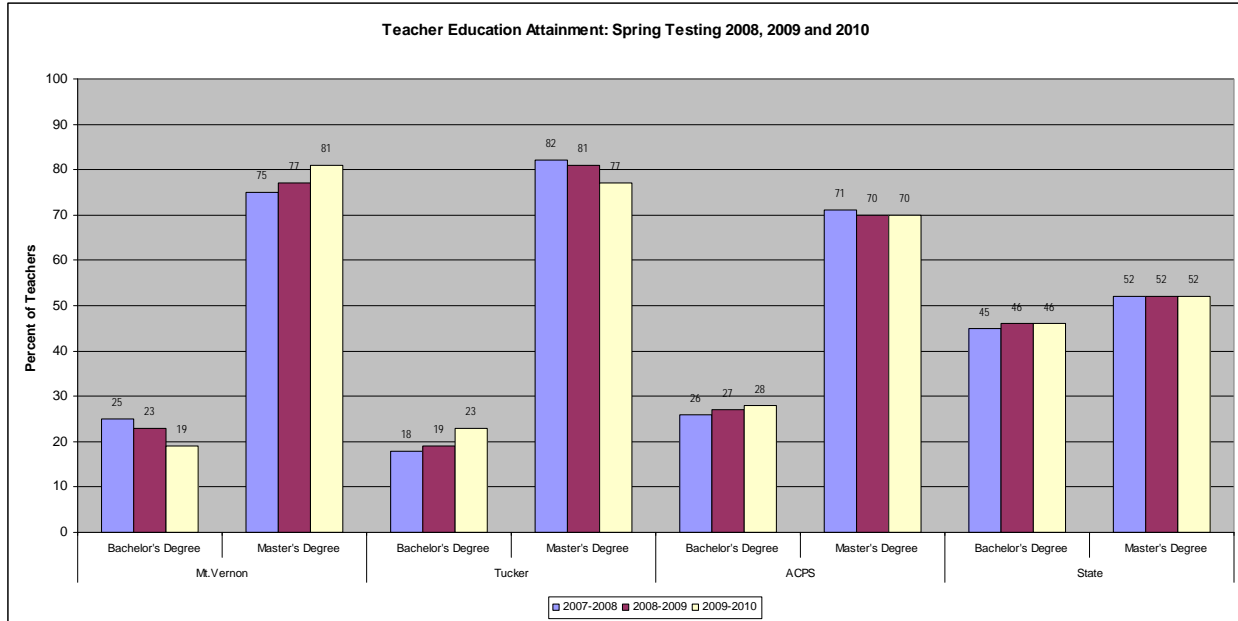
**Figure 36. Grade 5 Science AYP Adjusted Results by AYP Subgroups: Spring 2010**



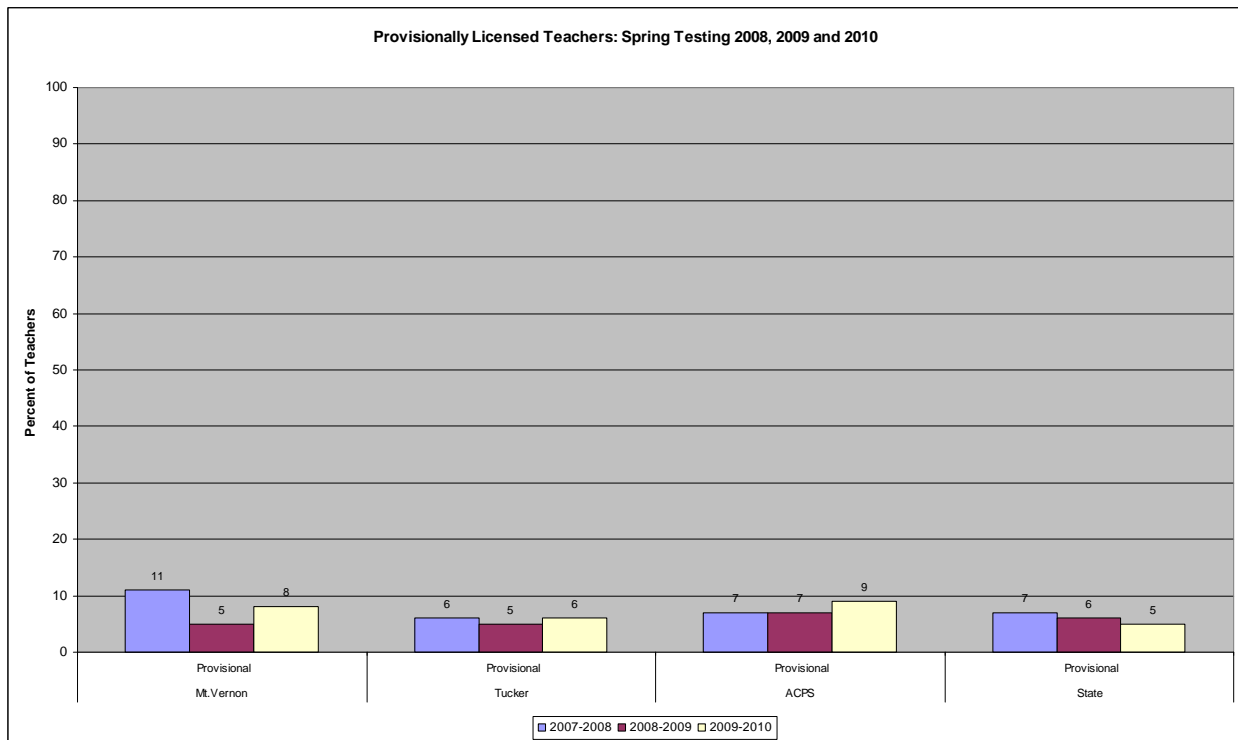
**Figure 37. Grade 5 Writing AYP Adjusted Results by Ethnicity: Spring 2010**



**Figure 38. Grade 5 Writing AYP Adjusted Results by AYP Subgroups: Spring 2010**

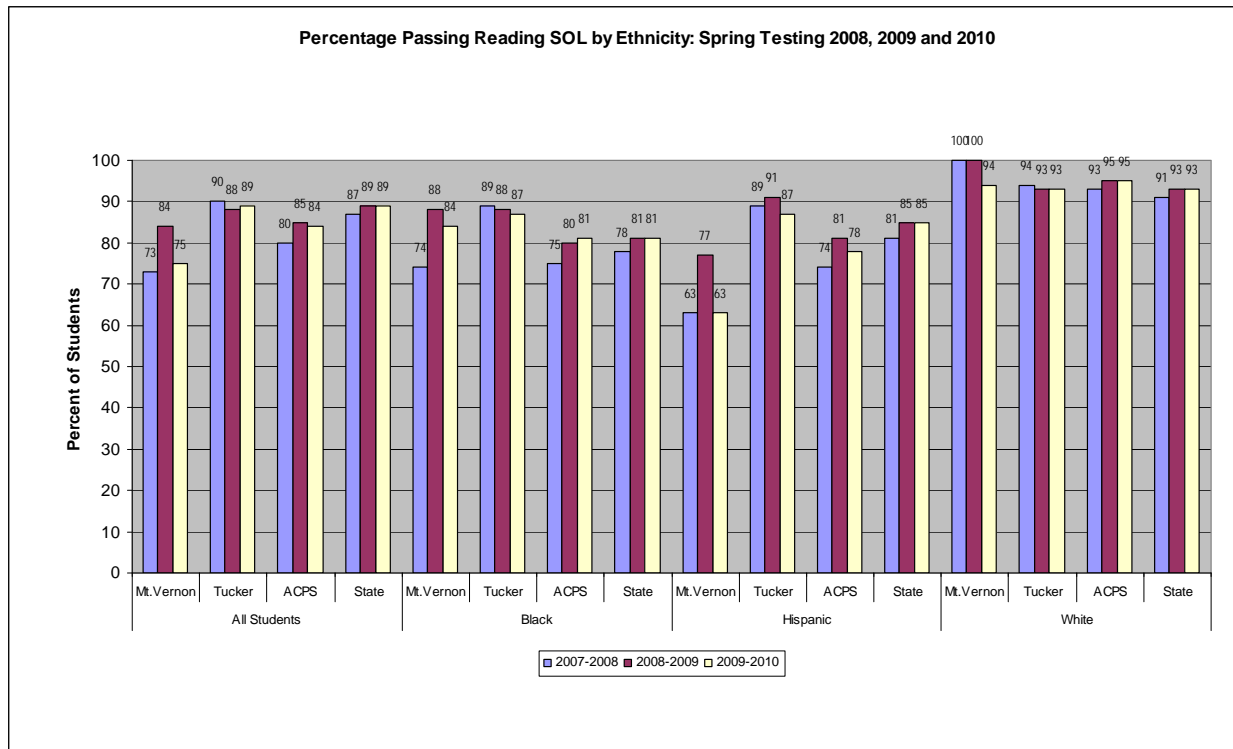


**Figure 39. Teacher Education Attainment: Spring 2008, 2009, and 2010**

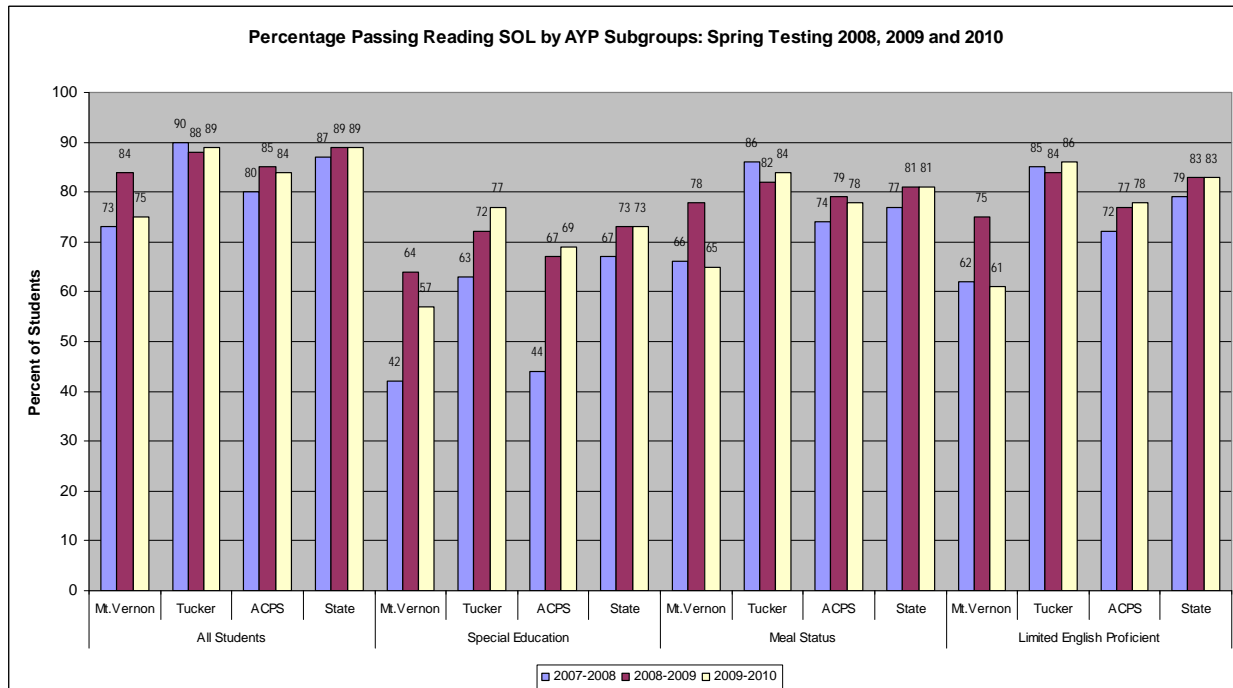


**Figure 40. Provisionally Licensed Teachers: Spring 2008, 2009, and 2010**



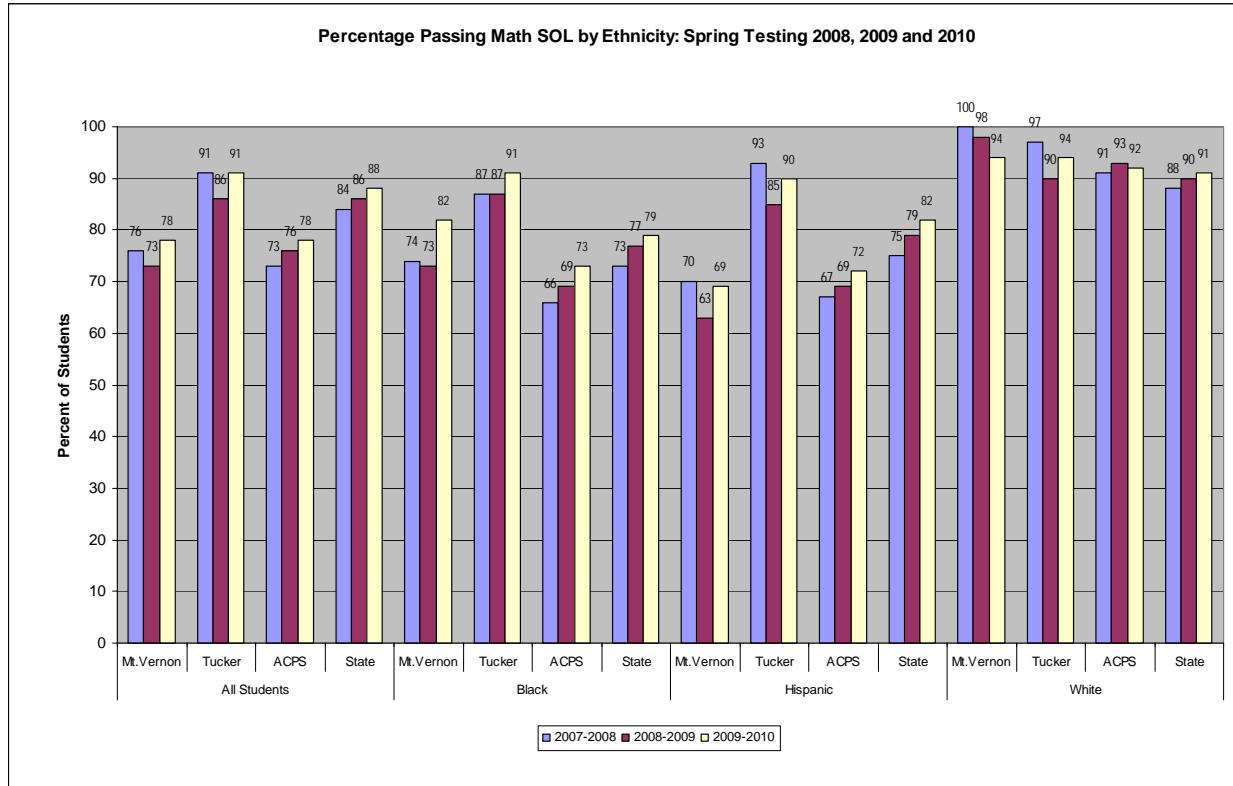


**Figure 41. Reading AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010**

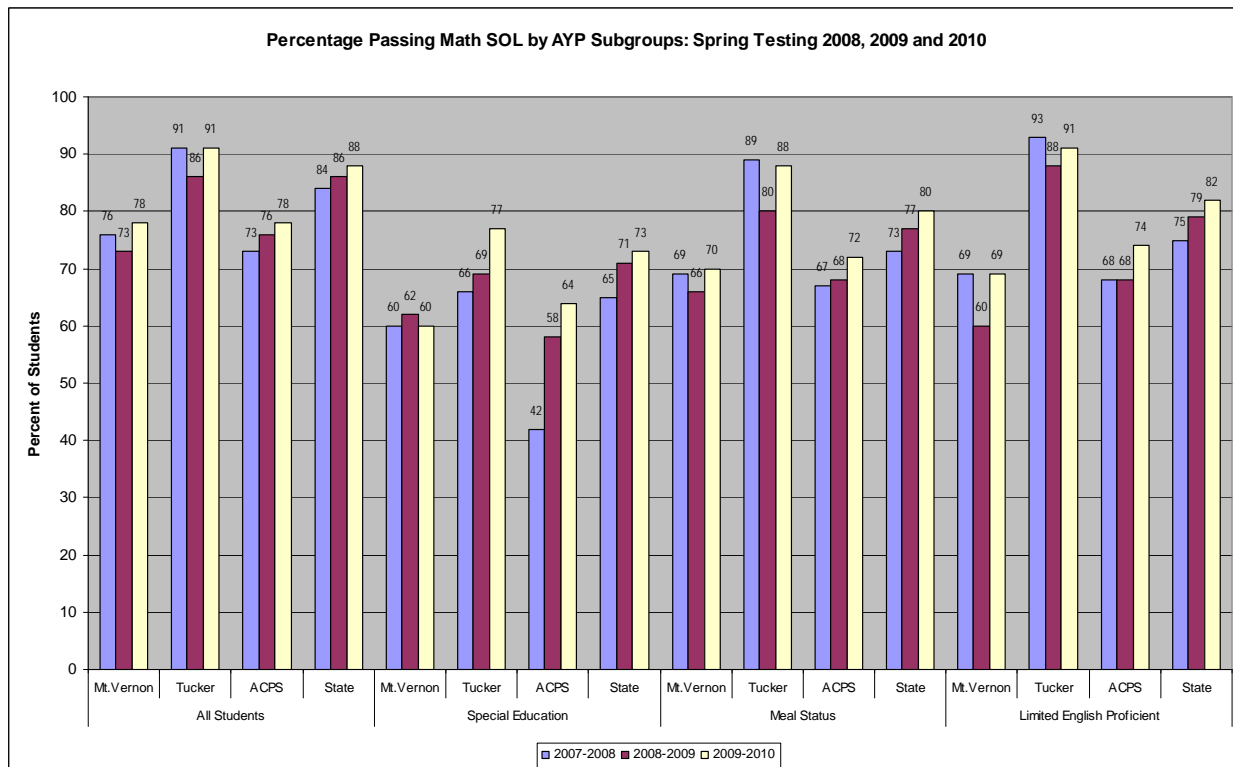


**Figure 42. Reading AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010**

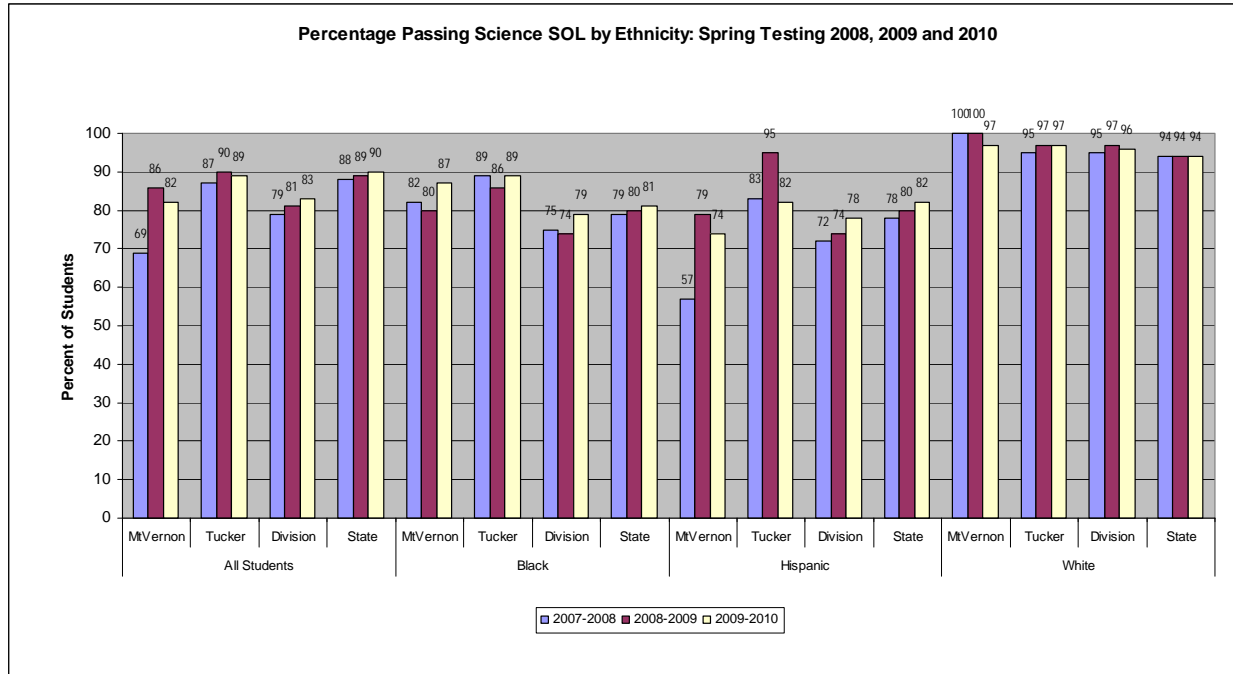




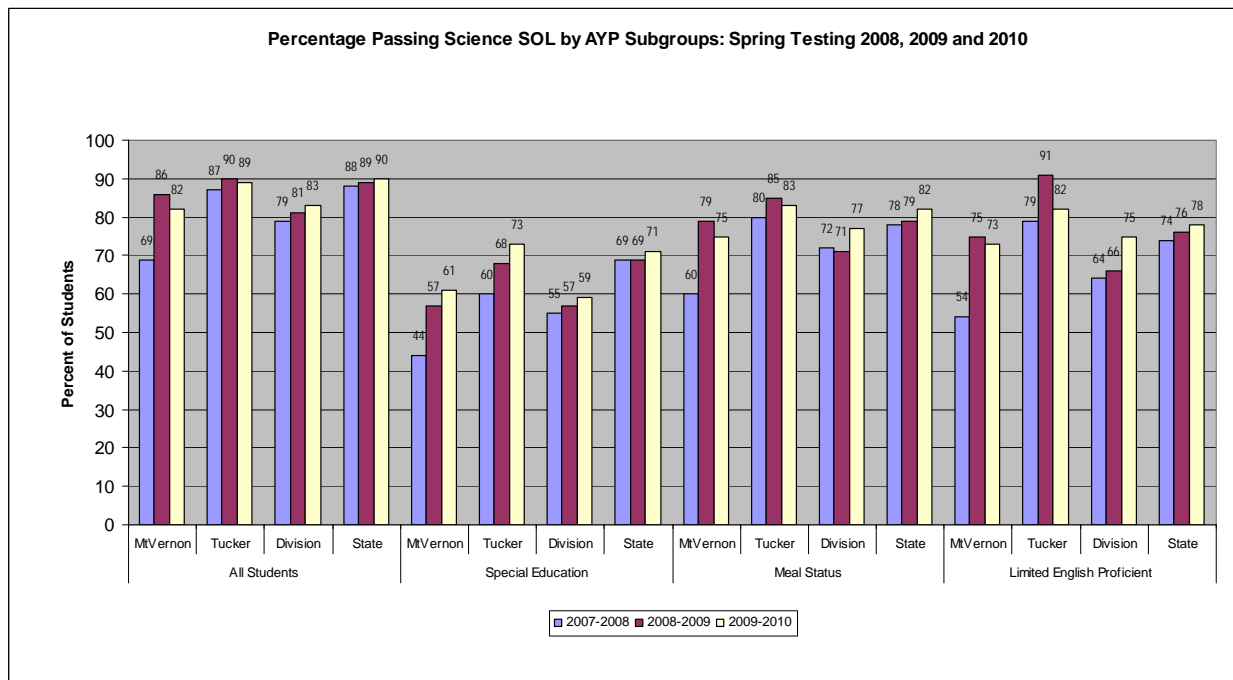
**Figure 43. Math AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010**



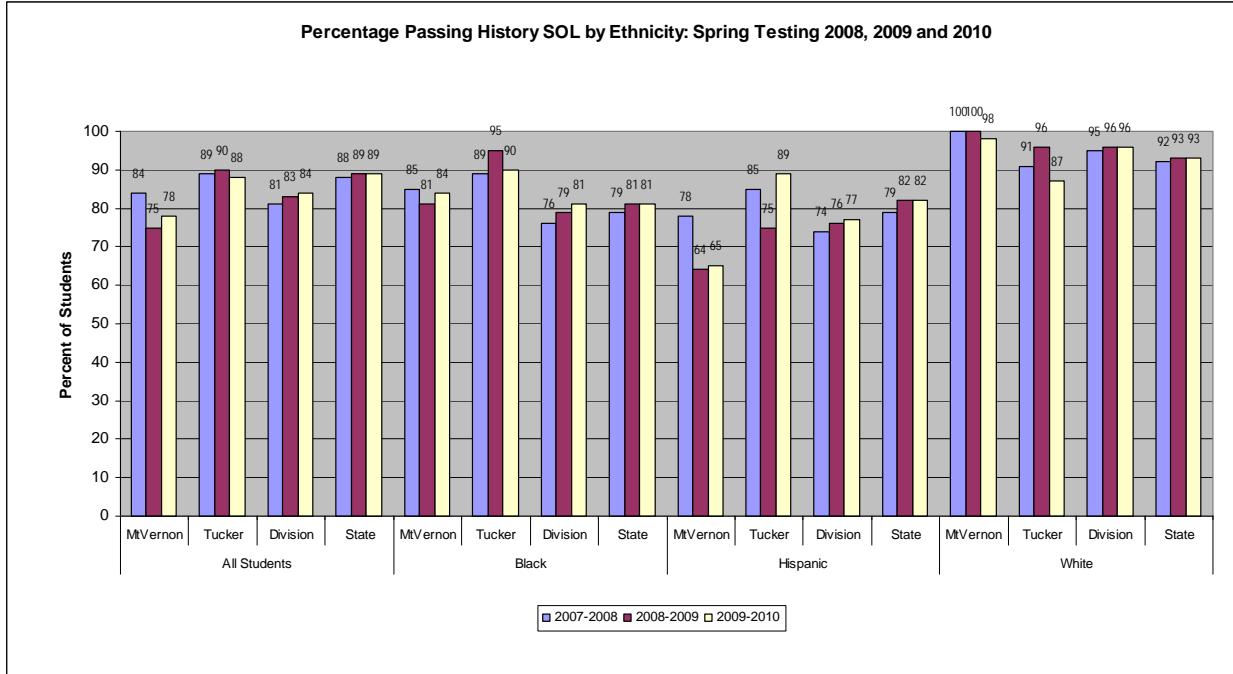
**Figure 44. Math AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010**



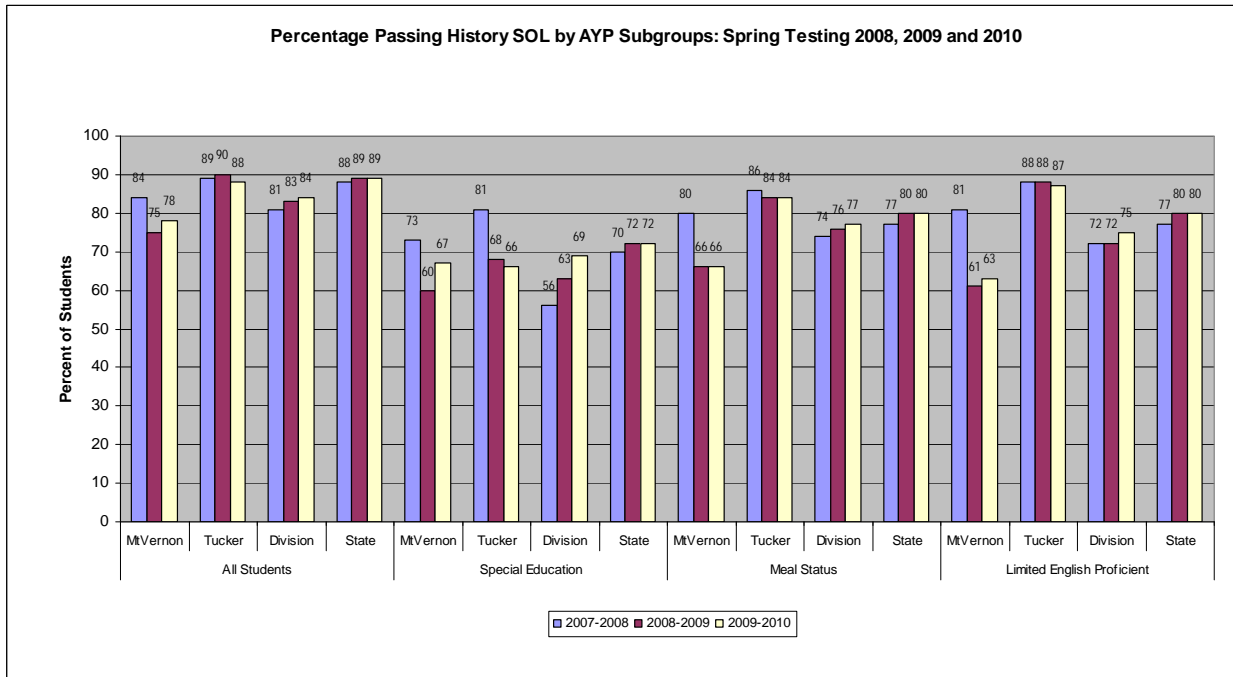
**Figure 45. Science AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010**



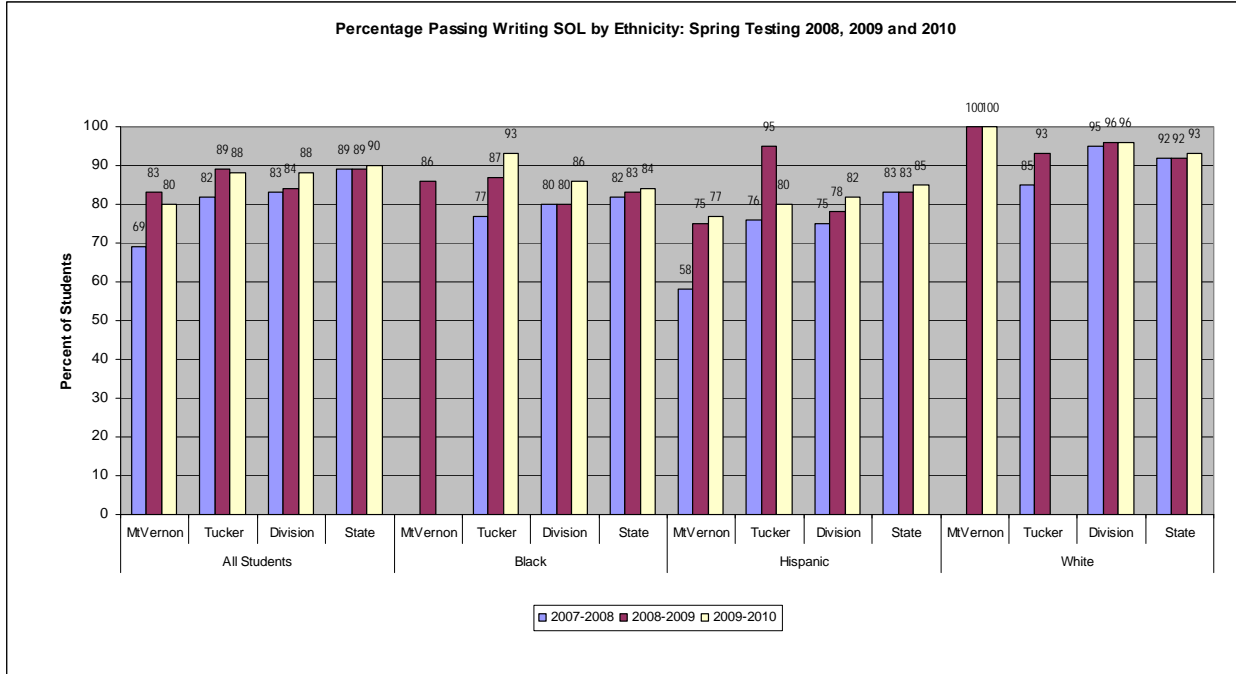
**Figure 46. Science AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010**



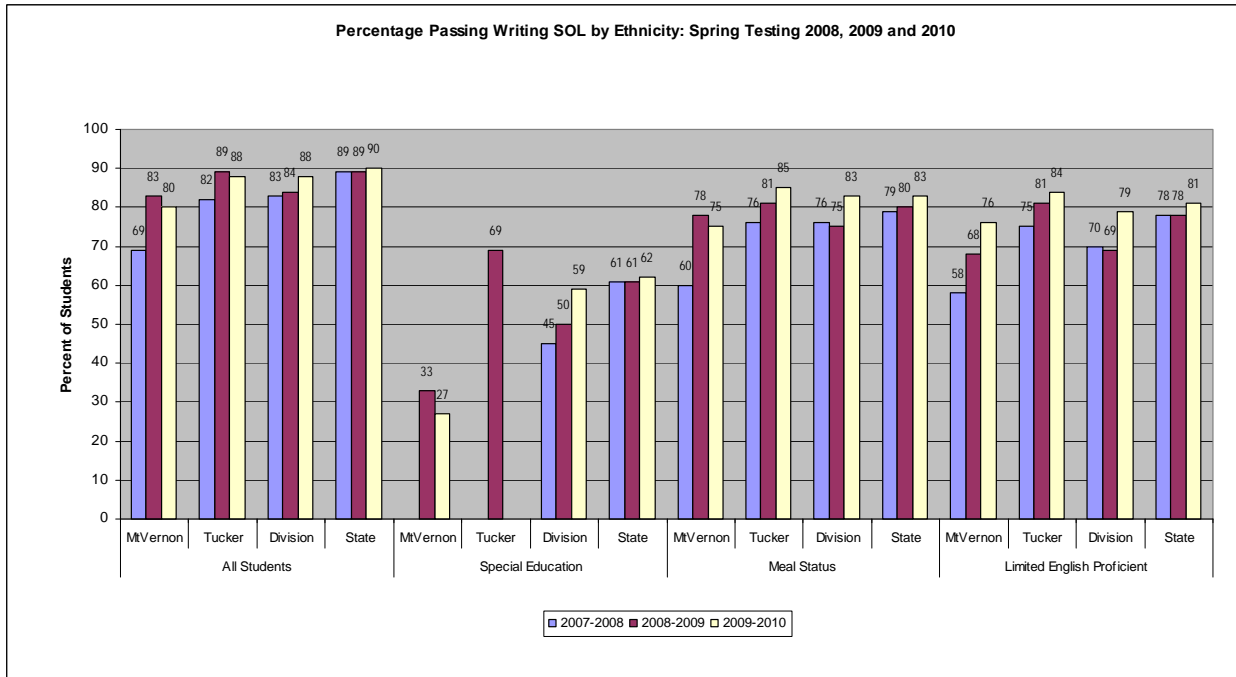
**Figure 47. History AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010**



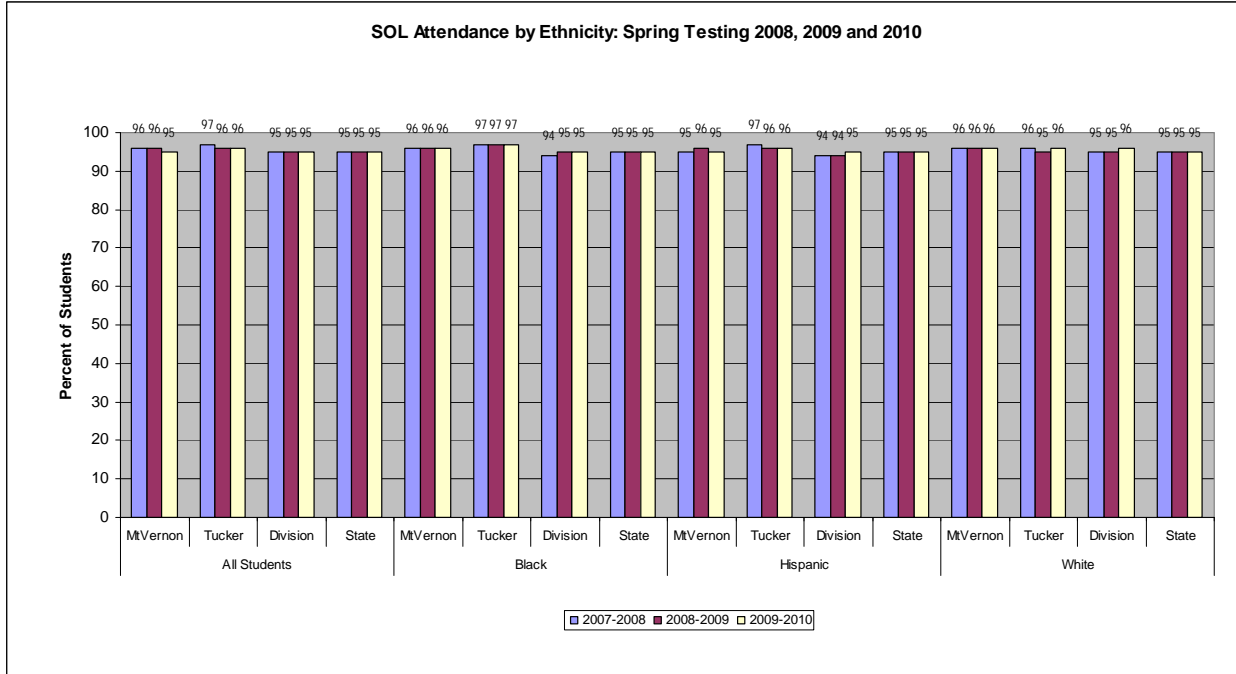
**Figure 48. History AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010**



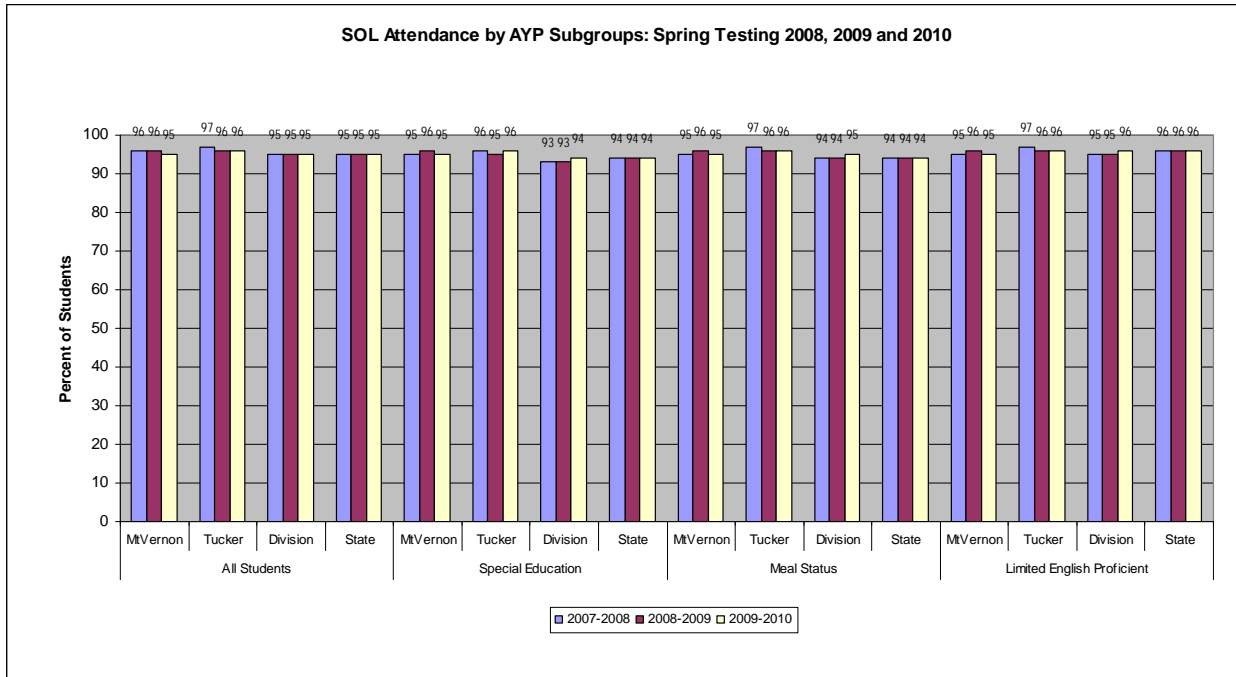
**Figure 49. Writing AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010**



**Figure 50. Writing AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010**



**Figure 51. Attendance AYP Adjusted Results by Ethnicity: Spring 2008, 2009, and 2010**



**Figure 52. Attendance AYP Adjusted Results by AYP Subgroups: Spring 2008, 2009, and 2010**

## **Discussion and Recommendations**

In the review of SOL data, Tucker tended to outperform the division and state in nearly all SOL measures. Whereas for Mount Vernon, the White subgroup tended to outperform the division and state in nearly all indicators, but the Hispanic, Meal Status, and Limited English Proficient subgroups tended to be nearly equal or below the division and well below Tucker and the state. It is important to consider that more than half of the enrolled students at Tucker (57%) and Mount Vernon (58%) were designated as economically disadvantaged (see Appendix 2). Given this, it helps put into perspective the AYP Adjusted Results where Tucker tended to outperform the division and Mount Vernon was roughly on par with the division. It is also helpful to consider that Mount Vernon also had a much greater proportion of Hispanic (53.3%, see Appendix 3), Special Education and Limited English Proficient students than Tucker or the division. These three AYP subgroups also tended to have greater numbers of students who fail the SOL tests across division and state-level data.

### **Summary of MSC Advantages**

Both MSC schools had participation rates of over 96 percent for all enrolled students in the fall 2010 intersession. MSC school staff reported that parents both appreciated the intersessions and were satisfied with the quality of the current program based parent surveys collected in fall 2010. Thus, with the three intersessions included, most MSC students benefit from having an additional 25 days of instruction.

### **Summary of MSC Disadvantages**

Staff at both MSC schools indicated that it has been an ongoing challenge to obtain ACPS Central Office support for intersessions, at the beginning of a new school year and throughout the year. In part, it was due to the special programming needs of the MSC, but more frequently it was due to the MSC schools being out of sync with the rest of the division (see Appendix 1: Comparison of the Modified and Regular Academic Calendars in ACPS for 2010-11).

### **Summary of Differences between the MSC Schools**

There are a number of key differences between the two MSC schools. These include the points mentioned earlier regarding the student populations. Staff culture also differs between the two schools. Tucker has a powerful staff culture with a strong mission and high work ethic as well as a solid core of “Tucker Originals,” to “Tuckerize,” or to acculturate new staff. Mount Vernon has a strong commitment to growth and change. In the 2010-11 school year, Mount Vernon experienced a great amount of staff turnover including having a new Principal, a new Intersession Coordinator, and a large proportion of new teachers. Whereas there is high retention both in terms of years of service at Tucker (average 5.23 years) and decreased turnover (with 97% returning to teach at Tucker for school year 2010-11), Mount Vernon teachers have fewer average years of service at the

school (average 4.36 years) and a higher turnover rate (with 79% returning to teach at Mount Vernon for school year 2010-11). Tucker benefits from having teaching staff support the school by fully staffing committees and serving as Team Leaders. While Mount Vernon is currently developing the capacity for the support offered by teachers when they serve on committees and as Team Leaders. Having Intersession Coordinators serve for two or more years has allowed Tucker to develop and enhance the program, whereas having a new Intersession Coordinator each year for the past four years, Mount Vernon could not build upon experience to further develop or improve the program. In terms of school facilities, where Tucker benefits from having a newer, modern building, Mount Vernon has an older, traditional structure.

### **Discussion of Limitations**

This report attempts to provide an overview of the two MSC schools, with data gathered from existing reports, handbooks, test score data, and staff interviews. While this overview provides a snapshot of current performance and some insight into the differences, a more extensive evaluation which could include other school, student and teacher data, formal surveys of staff, students and parents is highly recommended.

### **Recommendations**

To improve planning, operations, and implementation of ACPS initiatives at the MSC schools, staff at Tucker and Mount Vernon each offered a number of suggestions to address the challenges they encountered.

#### ***Recommendation 1: Modify the calendar to eliminate a five-day intersession.***

MSC staff at both schools agreed that it takes as much time and effort to plan, run, and to conduct follow-up on a five-day intersession as it does to operate a two-week intersession. On one hand, Tucker suggested having each of the three intersessions be two-weeks long, Mount Vernon suggested modifying the calendar to eliminate the winter intersession and either extending the length of the fall intersession and/or providing a school-wide break for facilities maintenance and cleaning.

#### ***Recommendation 2: Have ACPS Central Office develop an intersession policy and procedures manual.***

Given the wide variety of activities and responsibilities, such as hiring and orienting staff new to the ACPS, preparing budgets, ordering supplies, and handling money, it is very important that policy and procedures required to plan and run intersessions are clear and transparent. Given the high turnover rate for Intersession Coordinators, it may be critical to provide this support and guidance in a written format.

***Recommendation 3: Increase ACPS Central Office awareness of MSC schedules and support needs.***

Staff at both MSC schools discussed the numerous challenges they faced at the start of a new academic year, to plan and obtain resources for intersessions, to schedule their staff for ACPS professional development, and to implement ACPS initiatives when the calendars are out of sync. Whereas, Tucker suggested having an MSC Coordinator in the ACPS Central Office to serve as a point of contact, Mount Vernon suggested that all ACPS Central Office staff need to have a greater awareness of the MSC calendar and intersession programming needs.

***Recommendation 4: Increase ACPS Central Office support for planning and running intersessions.***

Both MSC schools agreed that there is a great amount of effort needed to plan, run, and do follow-up on the intersessions. This may have led to the high turnover rates of Intersession Coordinators. Tucker suggested having a full-time Intersession Coordinator along with a full-time Intersession Administrative Assistant. Mount Vernon focused on changes to the ACPS division infrastructure, such as updating the student information system to accommodate intersession registration and attendance, having the School Registrar handle registration for intersession, collecting a one-time fee at the beginning of the year for all intersession participation, and arranging online payment of fees. With these changes in place, the Intersession Coordinator could then focus time and effort on planning and running the intersession programs, and Mount Vernon staff considered that a part-time Intersession Coordinator might still be feasible. However, it is important to note that currently both Intersession Coordinators tended to work full-time schedules, and sometimes more, to plan and run their respective programs.

***Recommendation 5: Coordinate and plan professional development to include the MSC staff.***

MSC staff expressed concern with the timing of professional development. For example, New Teacher Orientation is held three weeks after the MSC academic year begins. Thus, new teachers in MSC school have been in the classroom for almost a month without any orientation to the ACPS (e.g., Blackboard, policies and regulations, etc.). Other division-wide professional development sessions may conflict with intersessions or summer vacation. One way to address this is to coordinate schedules to include the MSC staff, such as by scheduling multiple offerings (with one or more option appropriate for the MSC schedule) and by avoiding single offerings during intersessions whenever possible. For courses that have multiple sessions, it may be helpful to reserve some slots for MSC staff for sessions that do not conflict with intersessions for a limited time period to ensure that some MSC staff receives the training.



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## Appendix 1: Comparison of the Modified and Regular Academic Calendars in ACPS: 2010-11

### Modified Academic Calendar

	JULY 2010							AUGUST 2010							SEPTEMBER 2010							OCTOBER 2010						
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
Student Days					1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2
Intersession Days	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
Teacher Work Days (TWD) Professional Development (PD)	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
Student/Staff Holidays	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
Make-Up Days	25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
	28 Teachers Return							2 First Day of School							1 PD / 8 Labor Day 22-24 Conferences							31 2 - TWD 4-16 Intersession						

### Regular Academic Calendar

	August 2010							September 2010							October 2010						
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
Student Days	1	2	3	4	5	6	7				1	2	3	4						1	2
Teacher Work Days (TWD) Professional Development (PD)	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
Holidays	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
Make-Up Days	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
New Teachers	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
	25-27 New Teachers 30 Teachers Return							6 Labor Day 7 First Day of School							31 14-15 High School Conf						

Comparison of the Modified and Regular Academic Calendars in ACPS: 2010-11 (continued)

Modified Academic Calendar

NOVEMBER 2010							DECEMBER 2010							JANUARY 2011							FEBRUARY 2011							MARCH 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5			1	2	3	4	5
7	8	9	10	11	12	13	6	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
21	22	23	24	25	26	27	19	20	21	22	23	24	26	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
28	29	30					28	27	28	29	30	31	23	24	25	26	27	28	29	27	28						27	28	29	30	31			
2 Delayed Opening 11 Veterans Day 24-27 Thanksgiving Holiday							22-31 Winter Break for Students 22 - TWD							30 31 3-7 Interseccion 17 - MLK Holiday							21 President's Day							8-11 Parent Conferences 18 TWD - Snow Make-Up #1						

Regular Academic Calendar

November 2010							December 2010							January 2011							February 2011							March 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5			1	2	3	4	5
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
28	29	30	2 Delayed Opening 11 Veterans Day				26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	21 President's Day						27	28	29	30	31		
15-16 M.S. Conf, 17-19 Elem Conf 24-26 Thanksgiving							23-31 Winter Break							30 31 1 New Years Day 17 MLK Holiday/31 TWD							3-4 Middle Conf/9-10 H.S. Conf 9-11 Elementary Conf							18 PD - Snow Make-up #1						

## Comparison of the Modified and Regular Academic Calendars in ACPS: 2010-11 (continued)

### Modified Academic Calendar

APRIL 2011							MAY 2011							JUNE 2011							JULY 2011							SUMMARY				
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	MO	Stdtd Dyc	Early Ris	TWDPD	Mk-Up
					1	2	1	2	3	4	5	6	7				1	2	3	4						1	2	July			4.5	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	6	6	7	8	9	10	11	3	4	5	6	7	8	9	Aug	22			
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	Sep	20	3	1	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	18	20	21	22	23	24	26	17	18	19	20	21	22	23	Oct	11		1	
24	25	26	27	28	29	30	29	30	31					28	27	28	29	30			24	25	26	27	28	29	30	Nov	18			
4-16 Intercession 18-22 Spring Break							27 - Holiday, Make Up #2 30 - Memorial Day							20-21 Early Release 21 Last Day/Students 22 Make up #3														Dec	15		1	
																												Jan	15			
																												Feb	19			
																												Mar	22	3	1	1
																												Apr	6			
																												May	20			1
																												Jun	15	3	.5	1
																												Ttl	183	9	9	3

Qtr 1: 43 Days   Qtr 2: 43 Days   Qtr 3: 47 Days   Qtr 4: 50 Days

### Regular Academic Calendar

April 2011							May 2011							June 2011							July 2011							SUMMARY				
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	MO	Stdtd Dyc	Early Ris	TWDPD	Mk-Up
					1	2	1	2	3	4	5	6	7				1	2	3	4						1	2	Aug			2	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	Sep	18		2.5	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	Oct	21	2		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	Nov	18	5	1	
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	Dec	16			
8 TWD/Snow Make-Up #3 18-22 Spring Break							27 Holiday/Snow Make-Up #2 30 Memorial Day							16-17 Elem full day, MS/HS half-day 21 Last Day; 22 TWD, Snow #4														Jan	19		1	
																												Feb	19	5		
																												Mar	22		1	1
																												Apr	15		1	1
																												May	20			1
																												Jun	15	2	.5	1
																												Ttl	183	13	9	4

Qtr 1: 47 days   Qtr 2: 45 days   Qtr 3: 46 days   Qtr 4: 45 days

## Appendix 2: Meal Status by School and Division: October 1995-2010

### Alexandria City Public Schools Food and Nutrition Services

Annual October 31 Percentage of Students  
Eligible for Free and Reduced Priced Meals  
by Individual School  
1995 - 2010



School	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
John Adams	50	52	56	53	57	56	49	52	48	56	51	52	56	60	53	57
Charles Barrett	37	37	41	39	46	36	33	29	26	28	32	22	26	27	25	29
Patrick Henry	64	66	65	66	66	67	62	65	65	64	63	65	66	70	72	70
Jefferson-Houston	72	69	71	64	50	77	72	73	71	79	76	82	81	87	76	64
Cora Kelly	51	55	57	53	60	56	59	61	60	63	63	64	71	74	74	73
Lyles-Crouch	64	65	65	60	65	64	57	42	36	31	27	28	25	26	24	25
MacArthur	33	32	31	29	29	34	29	30	31	32	30	28	26	28	28	26
George Mason	60	63	58	52	50	42	37	40	36	37	32	27	27	25	24	28
Maury	69	69	65	70	66	73	76	78	78	79	69	47	42	43	41	37
Mount Vernon	72	76	75	76	73	65	72	72	62	69	69	64	64	61	58	58
Polk	49	46	44	38	46	41	46	48	48	49	51	44	48	48	57	51
Ramsay	69	71	72	72	72	67	59	66	67	68	63	66	63	67	79	80
Tucker	n/a	n/a	n/a	n/a	n/a	57	56	57	59	58	57	54	54	52	57	52
F. C. Hammond Middle #1	56	58	56	56	50	54	54	55	57	56	56	53	55	57	57	59
F. C. Hammond Middle #2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	66
F. C. Hammond Middle #3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65	60
George Washington Middle #1	54	56	55	53	54	47	53	49	52	54	52	51	52	52	50	46
George Washington Middle #2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	52
T.C. Williams - Minnie Howard Campus	50	50	47	43	37	45	50	47	49	47	48	49	53	54	53	52
T. C. Williams High - Main Campus	32	32	34	31	37	33	35	40	40	40	40	41*	47	53	55	51
S.T.E.P.	54	45	49	53	60	59	59	45	52	56	47	n/a	n/a	n/a	n/a	53
<b>Annual District %</b>	<b>52</b>	<b>53</b>	<b>53</b>	<b>51</b>	<b>52</b>	<b>51</b>	<b>50</b>	<b>51</b>	<b>51</b>	<b>52</b>	<b>50</b>	<b>49</b>	<b>51</b>	<b>53</b>	<b>54</b>	<b>52</b>

Data obtained from the following sources:

- ACPS Monthly ADA Summary Oct 2010 and Attend Sec. Oct 2010, provided by ITS
- ACPS FNS Eligibility Counts Report Unduplicated-Summary, by School Oct 30, 2010
- ACPS Direct Certification by School supplied by VDOE, Summer 2010
- VDOE does not recognize rounding percentages up

\* denotes TC Williams and STEP have been combined in 2006

### Appendix 3: Ethnicity by School and Division: December 2009

Membership Ethnic Breakdown for December 18, 2009 (2009-2010)						
INCLUDING students under 5 and over 20						
INCLUDING District Wide Special Education students						
School	White %	Black %	Hispanic %	Asian/Pac %	AmerInd %	Unspecified %
Mount Vernon	30.6	12.1	53.3	2.2	0.6	1.3
Patrick Henry	8.9	46.4	28.4	7.0	1.9	7.5
Maury	47.0	37.1	7.3	1.3	0.3	7.0
Lyles-Crouch	54.0	31.6	5.0	5.0	0.3	3.6
Jefferson-Houston	11.2	70.2	12.9	0.7	1.0	4.1
George Mason	62.4	5.9	24.6	1.2	1.0	4.9
Douglas MacArthur	55.1	22.2	14.6	4.3	0.3	3.3
Charles Barrett	52.8	14.3	21.0	3.5	3.8	4.5
Cora Kelly	8.5	44.4	41.9	1.8	0.3	3.1
William Ramsay	5.3	30.0	48.5	8.8	0.1	7.3
James Polk	18.1	43.3	23.4	9.6	0.9	4.7
John Adams	14.5	37.5	26.1	8.9	2.8	10.3
Samuel Tucker	16.8	41.6	20.0	8.5	2.8	10.3
-- ELEMENTARY TOTAL --	27.3	32.7	27.3	5.5	1.3	5.9
George Washington MS 1	33.3	31.0	31.0	3.1	0.2	1.5
George Washington MS 2	32.9	33.1	26.4	4.0	2.9	0.6
F.C. Hammond 1	11.7	45.2	28.9	9.1	0.2	4.8
F.C. Hammond 2	10.1	48.7	27.5	10.4	0.2	3.1
F.C. Hammond 3	10.9	44.7	27.1	12.3	1.0	3.9
T.C. Williams High School	21.2	41.4	28.0	6.8	0.8	1.7
T.C. Minnie Howard Campus	21.2	41.0	28.9	5.2	0.3	3.3
-- SECONDARY TOTAL --	20.9	40.8	28.2	6.9	0.8	2.3

### Appendix 4: Accreditation & AYP Status: School Year 2010-11

The school accreditation and AYP statuses, as shown below, are based on VSAP test results from the 2009-10 school year. Eighteen of 19 schools are fully accredited. One school is accredited with warning. Seven of 19 schools met the AYP benchmark for English. Fourteen of 19 schools met the AYP benchmark for Math. Overall, seven of 19 schools made AYP and seven of 19 schools are fully accredited and made AYP.

**Table 2. Accreditation and AYP Status by School and Division: School Year 2010-11**

SCHOOL NAME	2010-11 ACCREDITATION STATUS	2010-11 AYP STATUS
JOHN ADAMS ELEMENTARY SCHOOL	Fully Accredited	Did not Make AYP - English
CHARLES BARRETT ELEMENTARY SCHOOL	Fully Accredited	Made AYP
PATRICK HENRY ELEMENTARY SCHOOL	Fully Accredited	Made AYP
JEFFERSON-HOUSTON ELEMENTARY SCHOOL	Warned in English and History	Did not Make AYP - English
CORA KELLY MAGNET ELEMENTARY SCHOOL	Fully Accredited	Did not Make AYP - English
LYLES-CROUCH ELEMENTARY SCHOOL	Fully Accredited	Made AYP
DOUGLAS MACARTHUR ELEMENTARY SCHOOL	Fully Accredited	Made AYP
GEORGE MASON ELEMENTARY SCHOOL	Fully Accredited	Made AYP
MAURY ELEMENTARY SCHOOL	Fully Accredited	Did not Make AYP - English
MOUNT VERNON ELEMENTARY SCHOOL	Fully Accredited	Did not Make AYP -English
JAMES K. POLK ELEMENTARY SCHOOL	Fully Accredited	Made AYP
WILLIAM RAMSAY ELEMENTARY SCHOOL	Fully Accredited	Did not Make AYP - English
SAMUEL W. TUCKER ELEMENTARY SCHOOL	Fully Accredited	Made AYP
FRANCIS C HAMMOND 1 MIDDLE SCHOOL	Fully Accredited	Did not Make AYP - English, Math
FRANCIS C HAMMOND 2 MIDDLE SCHOOL	Fully Accredited	Did not Make AYP - English, Math
FRANCIS C HAMMOND 3 MIDDLE SCHOOL	Fully Accredited	Did not Make AYP - English, Math
GEORGE WASHINGTON 1 MIDDLE SCHOOL	Fully Accredited	Did not Make AYP - English
GEORGE WASHINGTON 2 MIDDLE SCHOOL	Fully Accredited	Did not Make AYP -English, Math, OAI
T. C. WILLIAMS HIGH SCHOOL	Fully Accredited	Did not Make AYP- English, Math, OAI
DIVISION	NA	Did not Make AYP -English

**Accreditation Benchmarks**

Subject	Grade 3	Grade 4-5	Grades 6-12
English	75	75	70
Math	70	70	70
Science	50	70	70
History	50	70	70

The AYP benchmarks (AMO) for Virginia's tests administered in 2009-2010 were: English: >81 and Mathematics: >79.  
 The AYP benchmarks (AMO) for Virginia's tests to be administered in 2010-2011 will be: English: 86 and Mathematics: 85.  
 The Other Academic Indicator (OAI) can be 70 for a designated content area, 94 for attendance, or 80 for graduation.

**Appendix 5: Mount Vernon Elementary School – 29 Adequate Yearly Progress (AYP) Benchmarks for 2010-2011**  
**Based on Data from spring 2010 testing**

**MOUNT VERNON ELEMENTARY SCHOOL – Met **25** of **29** AYP Benchmarks**

	Participation						Proficiency					
	English			Mathematics			English			Mathematics		
	#	Benchmark 95%	Met AYP	#	Benchmark 95%	Met AYP	#	Benchmark >81%	Met AYP	#	Benchmark >79%	Met AYP
All Students	1	100.00%	<b>Y</b>	8	100.00%	<b>Y</b>	15	74.50%	<b>N</b>	22	77.77%	R10
Black Students	2	100.00%	TS	9	100.00%	TS	16	84.21%	TS	23	81.57%	TS
Hispanic Students	3	100.00%	<b>Y</b>	10	100.00%	<b>Y</b>	17	62.50%	<b>N</b>	24	69.17%	R10
White Students	4	100.00%	<b>Y</b>	11	100.00%	<b>Y</b>	18	93.65%	<b>Y</b>	25	93.65%	<b>Y</b>
Limited English Proficient Students	5	100.00%	<b>Y</b>	12	100.00%	<b>Y</b>	19	61.31%	<b>N</b>	26	68.84%	R10
Students with Disabilities	6	100.00%	TS	13	100.00%	TS	20	56.52%	TS	27	60.00%	TS
Disadvantaged Students	7	100.00%	<b>Y</b>	14	100.00%	<b>Y</b>	21	65.43%	<b>N</b>	28	69.93%	R10

Other academic indicator	<b>29</b>	Attendance	95.48%	<b>Y</b>
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Benchmarks: attendance (94%) or science, or writing, or history (70%) for elementary & middle schools; federal graduation indicator (80%) for high schools.

AYP BENCHMARKS for 2010-2011 (Spring 2011 testing) English=86 & Mathematics=85

AYP BENCHMARKS for 2009-2010 (Spring 2010 testing) English>81 & Mathematics>79

AYP BENCHMARKS for 2008-2009 (Spring 2009 testing) English=81 & Mathematics=79

**Present AYP Status for Mount Vernon Elementary School: 2010-2011**

School Year	Subject	Status	Action Required	Title I?
2010-2011	English: Reading	<b>Year 2</b>	<b>Public School Choice and Supplemental Education Services</b>	Yes
2010-2011	Mathematics	<b>Year 1 Holding</b>	<b>Public School Choice</b>	Yes

Legend: **Y**=Yes; **N**=No; **TS**=Met AYP—Too Small to be evaluated; **R10**=Met AYP—Reduction by 10 percent in the failure rate; **I**=Met AYP by showing Improvement; **3YA**=Met AYP due to 3-year Average.



**Appendix 6: Samuel W. Tucker Elementary School – 29 Adequate Yearly Progress (AYP) Benchmarks for 2010-2011**  
**Based on Data from spring 2010 testing**

**SAMUEL W. TUCKER ELEMENTARY SCHOOL – Met **29** of **29** AYP Benchmarks**

	Participation						Proficiency					
	English			Mathematics			English			Mathematics		
	#	Benchmark 95%	Met AYP	#	Benchmark 95%	Met AYP	#	Benchmark >81%	Met AYP	#	Benchmark >79%	Met AYP
All Students	1	100.00%	<b>Y</b>	8	100.00%	<b>Y</b>	15	88.88%	<b>Y</b>	22	91.28%	<b>Y</b>
Black Students	2	100.00%	<b>Y</b>	9	100.00%	<b>Y</b>	16	86.61%	<b>Y</b>	23	91.47%	<b>Y</b>
Hispanic Students	3	100.00%	<b>Y</b>	10	100.00%	<b>Y</b>	17	87.27%	<b>Y</b>	24	89.83%	<b>Y</b>
White Students	4	100.00%	TS	11	100.00%	TS	18	93.47%	TS	25	93.75%	TS
Limited English Proficient Students	5	100.00%	<b>Y</b>	12	100.00%	<b>Y</b>	19	86.36%	<b>Y</b>	26	91.37%	<b>Y</b>
Students with Disabilities	6	100.00%	TS	13	100.00%	TS	20	76.92%	TS	27	76.92%	TS
Disadvantaged Students	7	100.00%	<b>Y</b>	14	100.00%	<b>Y</b>	21	83.63%	<b>Y</b>	28	88.23%	<b>Y</b>

Other academic indicator	<b>29</b>	Writing	88.37%	<b>Y</b>
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Benchmarks: attendance (94%) or science, or writing, or history (70%) for elementary & middle schools; federal graduation indicator (80%) for high schools.

AYP BENCHMARKS for 2010-2011 (Spring 2011 testing) English=86 & Mathematics=85

AYP BENCHMARKS for 2009-2010 (Spring 2010 testing) English>81 & Mathematics>79

AYP BENCHMARKS for 2008-2009 (Spring 2009 testing) English=81 & Mathematics=79

**Present AYP Status for Samuel W. Tucker Elementary School: 2010-2011**

School Year	Subject	Status	Action Required	Title I?
2010-2011	English: Reading		<b>Not in corrective action</b>	
2010-2011	Mathematics		<b>Not in corrective action</b>	

Legend: **Y**=Yes; **N**=No; **TS**=Met AYP—Too Small to be evaluated; **R10**=Met AYP—Reduction by 10 percent in the failure rate; **I**=Met AYP by showing Improvement; **3YA**=Met AYP due to 3-year Average.