

**EVALUATION OF THE MODIFIED  
SCHOOL CALENDAR IMPLEMENTED AT  
TUCKER ELEMENTARY SCHOOL,  
2004-2005**

**December 2005**

**MONITORING AND EVALUATION SERVICES**

INFORMATION  
FOR



DECISION-MAKING

**ALEXANDRIA CITY PUBLIC SCHOOLS**

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## Executive Summary

An evaluation was conducted of Samuel W. Tucker Elementary School's first year of operating under a Modified School Calendar (MSC) during the 2004-2005 school year. The evaluation used existing data supplemented by observations and purposefully collected information via five questionnaires, each designed for a particular group. This report describes the calendar, compares student performance in MSC's first year to performance in prior years, and describes the experiences and opinions of members of the Tucker Community – teachers, staff, and parents – and of the Alexandria City Public Schools' Central Office staff. Tucker Elementary School successfully completed the first year with the MSC as measured by a number of indicators.

First, it met or surpassed all of the Anticipated Outcomes presented to the Virginia Board of Education in its request to start the school year before Labor Day.

Second, Tucker continued its pattern of performance at or above that of other elementary schools in the division of Alexandria City Public Schools and there was evidence of improvement. In fact, both parents and teachers thought that students performed better in 2004-2005, and diverse evidence supported this sentiment: The percentage of students retained at the end of the 2004-2005 school year decreased from the previous year from 6.5% to 5.3%, and the percentage of those who were conditionally promoted decreased from 6.9% to 5.8%. Performance on Virginia Standards of Learning improved in Spring 2005 compared to Spring 2004:

- Tucker's unadjusted SOL pass rates increased 2-6 percentage points in all subtests.
- Pass rates for Disabled students increased by 43 percentage points in English: Reading, 21-23 in Mathematics and in Science, and 5 in History/Social Studies.
- Black students, who represented 42% of Tucker's 2004-2005 population, had increased pass rates of 8-13 percentage points in all subtests.
- Black students in third grade truly improved their SOL scores, which were significantly greater in 2005 compared to 2004, and they were significantly greater than that of 3<sup>rd</sup> grade students attending the other elementary schools.

Third, participation in the three intersessions averaged 78% of enrolled students (school-level estimates were above 80%), a *de facto* implication of families' acceptance of the new calendar, and registered students' attendance rate was equal to the attendance rate during the regular sessions. As a result of the high level of participation and the ethnic make-up of Tucker, more than double the number of non-white students participated in the remediation and enrichment courses of the intersessions than participated in the last summer school (2003), which had the greatest number of Tucker students attending in three years.

Satisfaction, or, at least, tolerance, with the new calendar was evidenced by both parents and staff. Ninety-seven percent of 221 respondents to the parent's questionnaire indicated acceptance of the MSC; however, 3% stated that the MSC should be terminated. No staff suggested returning to a traditional calendar, although they did suggest improvements.

The report offers fourteen recommendations to improve the MSC at Tucker Elementary School and Alexandria City Public Schools. Monitoring of all aspects of the MSC will be continued to identify overall strengths and weaknesses of this new academic program.

## INTRODUCTION

Samuel W. Tucker Elementary School, located in the southwest corner of the Alexandria City Public School (ACPS) system, first opened for the 2000-2001 school year. The new building was designed for about 600 students, the number currently enrolled in kindergarten through grade 5. Fifty-nine teachers instructed these students in 2004-2005.

ACPS' Superintendent invited Principals to explore the idea of a modified school calendar at the December 2001 Principal's meeting. Tucker's principal discussed this with staff, who began researching the topic and then visited nearby schools in Fairfax County Public Schools (FCPS) that used a modified calendar. A step forward occurred at Tucker in the 2002-2003 school year when the Modified School Calendar (MSC) Committee was established. Committee members included staff and parents. The Committee presented their ideas to the School Board and discussed the issue in the Tucker community. A calendar and budget were proposed and enthusiasm grew. In the 2003-2004 school year, a formal survey of the community was conducted, which culminated in the decision to switch to a MSC. Tucker presented to the Superintendent its "Proposal for Modified School Calendar" (ACPS, November, 2003), which had two main rationales: (1) Students would perform more consistently and better retain knowledge with the shorter summer vacation. (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 that was approved by the School Board. Tucker's calendar change with its Anticipated Outcomes was proposed to the State of Virginia Board of Education (VBOE) in February, 2004, in a request for waiver to start the school year before Labor Day. VBOE approved the request for the 2004-2005 school year.

As background, the modified calendar employed by Tucker is not unique. While there is considerable variation in the specifics of modified calendars, McMillen in the North Carolina Department of Public Instruction noted that there are some unifying characteristics:

Although year-round education exists in many different forms, it involves essentially the reorganization of the traditional calendar so that the long summer vacation is replaced by several smaller breaks evenly spaced throughout the school year. (McMillen, 2001)

Such a reorganization of the calendar was implemented in the 1998-1999 school year at near-by Timber Lane Elementary School, FCPS, which was visited by some Tucker staff. After three school years of experience using the MSC, FCPS found that

the achievement of students at Timber Lane consistently exceeded that of students at a demographically similar comparison school... (FCPS, 2001)

Timber Lane's success resulted in six additional FCPS elementary schools employing the same MSC. This calendar uses a 45-15 model in which school is in session for 45 days, followed by a break of 15 days (FCPS, 2005). A different calendar that allows two summer sessions and has no intersessions is employed at one middle school and one high school (telephone conversation with Michelle Serafin, FCPS Program Evaluation Analyst, July 14, 2005).

Despite this positive experience in a neighboring school system, research results are equivocal on MSC. In 1999, Palmer and Bemis published an extensive review of literature that covered thirty years of data. They found that “Many studies...[suffered] from inadequate research designs or incomplete reporting of data making it difficult to draw conclusions”. Yet they concluded that “significant positive effects” were “indicated” in 27 of 75 analyses of student achievement and no significant effect in 42 analyses. A more recent review and meta-analysis published by Cooper *et al.* (2003) also noted that the “quality of evidence on modified calendars is poor”. Nonetheless, they found an average effect size of  $d = .06$  for 39 school districts, and, for more rigorous studies,  $d = .11$ . Employing a table for interpreting effect size (Coe 2000), an effect size of .11 suggested that about 54% of the students following a traditional calendar would be below an average student following a modified school calendar.

While the effect of MSC may be of doubtful advantage to the overall student population, Cooper and his colleagues (2003) noted that the MSC more positively impacted two specific groups, one related to age and the other to socioeconomic status (SES). Younger students, namely, those in elementary school, showed some effect,  $d=.08$  (about the same as the general result discussed above), whereas high school students did not,  $d=.01$ . SES-associated differences showed that, in a low SES district, an average student who attended a school using a MSC had a score that exceeded the scores of 58% (using Coe’s (2000) tables for  $d=.21-.24$ ) of those attending schools with a traditional calendar.

McMillen’s (2001) study in the North Carolina public instruction system was included in Cooper *et al.*’s (2003) review. His statistical findings reflected those of the statements previously made – no great differences in performance. He noted, however, that divergences in the results of his study and of studies reporting greater achievement in year-round schools may have been “due to methodological distinctions in data analysis and various definitions of year-round schools”. One study that reported achievement benefits in year-round schools, for example, had 220 days of instruction (versus about 180) in a calendar year. This situation evokes the question, “Is improved performance due to an increase in the total number of instructional days or is it due to a year-round calendar?” McMillen concluded that some students may benefit more from a year-round calendar, but these effects are probably too small to be educationally significant by most standards. The consideration of other circumstances such as potential cost savings and stakeholder preferences...may provide a more reasonable basis for decisions about whether to keep or to adopt year-round calendars. (McMillen, 2001)

The purpose of this paper is to discuss the effect of employing a modified school calendar at Tucker Elementary School in the 2004-2005 school year. This evaluation report is written for three audiences, namely, ACPS School Board, ACPS Staff (including Tucker staff), and the general public (including Tucker parents). The report commences with an overview of the evaluation methodology, followed by a description and discussion of the calendar and of intersessions. These contextual elements are succeeded by analyses and discussions of student performance. Experiences of Tucker’s community members are subsequently presented. Finally, a summary of the results with recommendations is given. The Anticipated Outcomes, mentioned previously, are presented in the relevant section of data.

## EVALUATION FRAMEWORK

The Executive Director of Monitoring and Evaluation and an Analyst met several times with the Tucker Elementary School Principal, Assistant Principal, and Intersession Coordinator to discuss evaluation methods and a calendar of implementation (Appendix 1). Since ACPS had presented a set of Anticipated Outcomes to the State of Virginia Board of Education in the “Request for Waiver” for starting the Tucker school year before Labor Day (February 24, 2004), these Anticipated Outcomes served as a framework for the evaluation. Table 1 presents these twelve Anticipated Outcomes, which were evenly distributed among three aspects – student achievement, intersession curriculum, and involving the community.

**TABLE 1**

**Anticipated Outcomes for Tucker ES’s Modified School Calendar  
as Presented to the Virginia Board of Education, February, 2004**

**Student Achievement:**

1. Annually meet or exceed AYP targets for LEP students in reading and mathematics.
2. Annually meet or exceed AYP targets for English and mathematics.
3. Annually meet or exceed VDOE’s SOL assessment targets for English, mathematics, science, and social studies.
4. Annually meet or exceed AYP attendance target.

**Intersession Curriculum:**

5. Annually expand remediation and enrichment offerings by 2%.
6. Annually increase by 3% the number of minority students participating in enrichment and accelerated classes during the intersessions.
7. Annually increase by 3% the number of student projects (a) and curriculum (b) that integrate technology skills c) and address cultural diversity (d) in the instructional program for all students.
8. Annually increase by 3% the number of lessons and intersession offerings that incorporate higher-level thinking (HLT) skills identified by Gifted Services throughout the curriculum (a) and in the intersessions (b).

**Involving the Tucker ES Community:**

9. Annually increase by 3% the number of parents attending parent teacher conferences and other school events.
10. Annually host at least three meetings where parents and staff plan the implementation of the Modified School Calendar and intersessions.
11. Annually host at least two meetings where parents, community and business members, and staff discuss ways to enhance the school’s performance.
12. Annually survey parents so that the school can get their feedback on the Modified School Calendar and intersession offerings.

SOURCE: Alexandria City Public Schools. Samuel W. Tucker Elementary School. “Proposal for Modified School Calendar.” November, 2003.

While the main interest for implementing a modified school calendar was student achievement, also important were the effects on and perceptions of students, the community, teachers, and ACPS staff – what McMillen called “stakeholder preferences” (2001). Information on these diverse aspects was obtained by combining multiple sources of existent and purposefully collected data, which are subsequently described in more detail. Table 2 summarizes the study components and elements.

**TABLE 2**

**Summary of Study Components and Data Sources for Evaluating Tucker Elementary School’s 2004-2005 Modified School Calendar**

<b>Component</b>	<b>Sub-Component</b>	<b>Source</b>	<b>Elements</b>	<b>Caveats</b>
<b>Student</b>	—	SASI	- Socioeconomic status - attendance - disciplinary infractions - test results (SDRT, SOL) - retention - LEP - years in ACPS/US	Transfers
	—	PALS	test results	Transfers
	—	- Intercession Report - Observation	- attendance - relationship of inter-session participation to test results	Students from 2003-2004 who remained versus those who left Tucker
<b>Staff</b>	Tucker - Teachers	- Survey - Interviews	- impact of MSC on tasks - perception of MSC	
	Tucker - Non-Classroom Staff	- Survey - Interviews	- impact of MSC on tasks - perception of MSC	
	Central Office	- Survey - Interviews	- impact of MSC on tasks - perception of MSC	
<b>Parents</b>		- Survey - Interviews	- perception of MSC	

## Data Sources

Student achievement was primarily evaluated by compiling previously published data and by analyses of data from files provided by the manufacturer of the standardized test. Analyses allowed for an historical overview, and, for recent years, comparisons between years of overall performance and between student subgroups, namely, transfers, ethnicity, socioeconomic status, and Limited English Proficiency (LEP). The three tests or standards analyzed were

- SOL for grades 3 and 5,
- Stanford Diagnostic Reading Test (SDRT) for grades 2 through 5, and
- the Phonological Awareness Literacy Screening (PALS) for kindergarten through grade 3.

Student attendance was primarily evaluated by using data routinely maintained in the School Administration Student Information (SASI) system. SASI attendance data for both regular sessions and intersessions were reviewed and supplemented with observations during the last intersession, Spring 2005.

Data on the offerings during intersessions were obtained primarily from the respective intersession catalogues. These were informational brochures intended for and distributed to parents for the purpose of registering their child(ren) for intersession. Additional data were obtained from the Tucker Elementary School Principal and from SASI.

These objective data were complemented by information collected via five self-administered questionnaires, each targeting a particular group taking into consideration the characteristics of the group and its relationship to the MSC. One group was the students' parents, while ACPS staff comprised the other four groups: Central Office, Curriculum Writers (school-based), Tucker Teachers, and Tucker Administrators. Most of the questions in the instruments were structured to elicit an open-ended response. Some questions were similar in all questionnaires, and they were designed to complement information collected by Tucker's Intersession Coordinator, who queried all intersession and regular session teachers. Every person in each targeted group was expected to receive one questionnaire and groups were considered mutually exclusive with the exception of some Tucker teachers who would receive both a Teacher's Questionnaire and a Curriculum Questionnaire.

Questionnaires for Tucker staff and parents were delivered to the school. The primary author of this report hand-delivered the Tucker Administrator's Questionnaire to the intended recipients, while the other questionnaires were distributed by the Principal. The Principal decided who of the staff should get which questionnaire, and he gave the Parent's Questionnaire to the teachers to distribute to every student. Teacher's put the Parent's Questionnaire in the student's backpack on Monday, June 20, 2005, a procedure that Tucker customarily employed to communicate with parents.

Questionnaires for the group denoted as Central Office was comprised of managers responsible for diverse ACPS Division activities, e.g., payroll, human resources, information services, curriculum specialists, transportation, food services. Individuals were selected from a Central Office listing, although their physical location may have been elsewhere, e.g., Burke Library.

These questionnaires were distributed through the inter-office mail system. A reminder to complete the questionnaire was sent by electronic message.

Table 3 summarizes data collection by type of questionnaire. Copies of the instruments are provided in Appendix 2. Only information relevant to circumstances after the third intersession were incorporated into this report to avoid a detailed discussion of the many changes that were made from first to subsequent intersessions.

**TABLE 3**  
**Summary of Questionnaire Data Collection**

Self-Administered Questionnaires for:	Date Distributed	Returned
<i>ACPS Staff:</i>		
Tucker: Administrators	June, 2 <sup>nd</sup> week	4
Curriculum Writers (school-based)	June, 2 <sup>nd</sup> week	8
Teachers	June, 2 <sup>nd</sup> week	28
Central Office	July 12, 2005	15
<i>Parents</i>		
	June 20, 2005	233

### Data Handling and Analyses

The Statistical Package for the Social Sciences (Release 11.5.0, SPSS Inc., 2002) was used for all data management and analyses. In the case of survey data, information from the questionnaires was transcribed into a data base in order to conduct analyses.

Statistical tests were considered significant if the probability was less than 5%. Statistics for comparing mean scaled scores were generated by running one-way analysis of variance or univariate analysis from the general linear measurement sub-menu. One of two statistics was employed to determine differences in mean scaled scores: If the homogeneity of variance was not significant at the 10% level, then the Least Significant Difference was used, if it was significant, then the Games-Howell statistic was applied.

All types of questionnaires included a number of open-ended questions. Qualitative data from these questions were included in a table in this document when the issue appeared at least three times in the parental responses (a rate of at least 1.4% (3 out of 221 questionnaires with responses)), or when mentioned by two or more respondent groups. Notable single comments that seemed particularly relevant or that captured a number of different elements will be presented as a vignette in the form of a quote box. Other singly occurring comments, especially those that addressed operations or procedures, also will be given.

## FINDINGS

Findings on the Modified School Calendar implemented at Tucker Elementary School in the 2004-2005 school year are largely presented by topic. Results start with a description of the school year, including the intersessions. This provides the contextual background to consider student performance, which follows. Subsequent to these more objective perspectives are the experiences and views of the community, which are followed by recommendations.

### **The School Year and Intersessions**

The modified school calendar employed at Tucker Elementary School is known as a “single-track” calendar, meaning all students are on the same calendar. The school year roughly follows a 45-10 day model, whereby the school is in session for about 45 days and is followed by a ten day break (Table 4). The summer break between the 2004-2005 and the 2005-2006 school years was four weeks. Because of the durations of the breaks, including summer, Tucker’s calendar does not meet the definition for a year-round calendar used by McMillen (2001) or by the National Association for Year-Round Education (NAYRE, 2005):

Students in a year-round program attend the same classes and receive the same amount of instruction as students on a nine-month calendar (usually 180 days)...[which] is organized into instructional blocks and vacation periods that are evenly distributed across 12 months. (NAYRE 2005)

While Tucker’s calendar may not meet the definition of year-round instruction, it is clearly a modified school calendar. What is not modified is the instruction: Tucker teachers use the same curriculum and materials as do ACPS teachers in other elementary schools.

For the 2004-2005 school year, while other ACPS schools started on the Tuesday after Labor Day, September 7<sup>th</sup>, Tucker commenced six weeks earlier, on July 26<sup>th</sup>. As a result, Tucker students were ahead of their peers covering the prescribed curriculum until April 11<sup>th</sup>, when the fourth and last session started. From that point on, students in the two calendars – regular and modified – were synchronized for the remaining ten weeks through the last day of the school year, June 23<sup>rd</sup>, 2005.

A Tucker student spent the same amount of time in school, 183 days, as s/he would have at a school following a traditional calendar in the ACPS system. The breaks within the school year, referred to as intersessions, afforded an opportunity for supplemental days of instruction. Intersessions offered two types of courses: “remediation”, which were in place of summer school and by invitation only (required), and enrichment – optional and not required by anyone.

An intersession’s daily schedule was divided into two class periods, each lasting about two and one-half hours and occupying the morning before lunch (AM) or the afternoon (PM). This allowed students to enroll in two courses per intersession of 9-10 days. Students who were required to take remediation enrolled in one remediation course plus one enrichment course. According to Tucker’s “Registration Catalog” to inform parents of the respective intersessions (a separate packet for each intersession), students who were not required to take a remediation course enrolled in two enrichment courses.

The reader should note that this document uses the term “class” for what the “Registration Catalogue” refers to as “session” to avoid confusion with the other meaning of the word session employed in this document, namely, the nine week school session. (Both terms are used by Conolly in sample letters to parents (2000).)

**TABLE 4**  
**Calendar for 2004-2005 Tucker Elementary School**

Session	Scheduled Start	Scheduled End	Student Days			
			in Class		Off	
			Planned	Actual	Planned	Actual
1 <sup>st</sup>	Monday, July 26	Friday, October 1	47	47	3	3
<b>Intersession 1</b>	Monday, October 4	Friday, October 15	10	10	0	0
2 <sup>nd</sup>	Monday, October 18	Tuesday, December 21	42	42	5	5
<b>Intersession 2</b>	Monday, January 3	Friday, January 14	10	10	0	0
3 <sup>rd</sup>	Tuesday, January 18	Thursday, March 17	41	41 - (2+1) = 40 <sup>a</sup>	9	10 <sup>a</sup>
<b>Intersession 3</b>	Monday, March 28	Friday, April 8	10	9 <sup>a</sup>	0	0
4 <sup>th</sup>	Monday, April 11	Thursday, June 23	53	54	1 <sup>a</sup>	0
<b>Summer</b>	Monday, June 27	Friday, July 22	0	0	20	20

<sup>a</sup> Adjustments for snow days February 24 and 28, and made up on March 11<sup>th</sup> and April 8<sup>th</sup>.

**Student Holidays and Days Off (excluding intersessions - see table above)**

Wednesday through Friday, July 21-23 (Teacher Work Day/Staff Development)

Wednesday, September 1 (Teacher Work Day/Staff Development)

Monday, September 6 (Labor Day)

Friday, September 24 (Teacher Work Day/Staff Development)

Thursday, November 11 (Veteran’s Day)

Wednesday, November 24 (Teacher Work Day/Staff Development)

Thursday and Friday, November 25-26 (Thanksgiving Day)

Monday, December 13 (Teacher Work Day/Staff Development)

Wednesday through following Friday, December 22-31 (Winter holiday)

Monday, January 17 (Martin Luther King Day)

Thursday, January 20 (Inauguration Day)

Monday, February 21 (President’s Day)

Friday, March 11 (Teacher Work Day/Staff Development)

Monday through Friday, March 21-25 (Spring Break)

Monday, May 30 (Memorial Day)

Friday, June 24 (Teacher Work Day/Staff Development)

Tucker students began the school day at 8:35 AM and ended it at 2:45 PM. This daily schedule was maintained during both sessions and intersessions. Similarly, both had 30 minutes scheduled for lunch, although lunch service began earlier during intersessions (about 11:00 versus 11:30 A.M.). Recess was scheduled for one 30 minute period, and might have occurred either during the morning or the afternoon, depending on the student's grade level. Students remained in a single room during a regular school session, whereas they had two rooms during intersession, one for each class. The greatest difference in the school day of an intersession compared to a session was the intense focus on two subjects for two-weeks.

The intersession student's day was comprised of four distinct activities: class, recess, lunch, and Drop Everything And Read (DEAR). Class activity, as noted previously, was divided into two periods, each focusing on a single subject and occurring either before or after lunch. Recess occurred once a day during either period, depending on the student's grade level. DEAR, an activity to encourage students to read, was twice a day, once each class period for fifteen minutes. Teachers were given a break by a roving staff during one of the DEAR pauses.

Observations of six classes conducting DEAR showed that 100% of the students were involved in reading. Participation may have been in group or individual format, depending on the grade level. Groups were used for children in lower grades to whom a story was read out-loud. In higher grades, children had a selection of books from which to choose according to his/her reading ability. Books for higher grade students came from two main sources, the teacher's own personal library and the school's library, staffed by the library assistant during intersession. While the author visited the school's library, a staff member remarked that the library had a much greater volume of activity during intersession compared to regular school sessions due to teachers continuously checking out books. Students were not allowed to check-out books during intersession, but they were allowed to check-out two extra books before intersession. Classes visited the library on an occasional basis; they did not have regularly scheduled time, as during regular sessions, because intersession teachers did not get (or need) a planning period, which is the time used for regularly scheduled library sessions during school sessions.

#### 2004-2005 Planned Versus Implemented Calendar

The total number of scheduled classroom days during the four regular sessions was 183, the same as for schools on the traditional calendar. While the average number of scheduled session days was 45.75, it varied from 41 to 53 days, with the two extremes in length occurring contiguously in the 3<sup>rd</sup> and the 4<sup>th</sup> sessions (January 18<sup>th</sup> through March 17<sup>th</sup> and April 11<sup>th</sup> through June 23<sup>rd</sup>). The actual numbers of session days were 40 and 54 due to snow days and make-up days. Two snow days occurred in the third session, one on Thursday, February 24<sup>th</sup> and the other on Monday, February 28<sup>th</sup> (ACPS, February 28, 2005). The first was made up during the third session on a scheduled teacher work day, Friday, March 11<sup>th</sup>, versus Monday, March 28<sup>th</sup>, for other schools. The second snow day was made-up during the fourth session on Friday, April 8<sup>th</sup> (Table 4), whereas other schools made-up this snow-day on Friday, April 22<sup>nd</sup>.

Intersessions were scheduled for ten consecutive days. The actual number of days was ten for two intersessions and nine for the last intersession (March 28<sup>th</sup> - April 8), which was reduced by

one day for the aforementioned snow day. Thus, while intersessions were scheduled for an “extra” 30 days instruction for students needing remedial work, the actual number was 29 days.

In summary, the number of classroom days a child could have had if s/he had no absences and considering the four regular sessions plus the three intersessions was 212 (183 + 10 + 10 + 9).

Knowing the maximum number of classroom days and the adjustments for snow days are a routine applied to evaluating a school calendar in any school year and regardless of the type of calendar employed. In the 2004-2005 school year, the modified school calendar was not the only new element, however: Tucker ES initiated “Opening Doors”, a home visit program, that potentially confounds interpreting the effects of the MSC. All of the following information on this program was provided by Tucker’s Principal, Patrick McClintock-Comeaux.

“Opening Doors” began October 19, 2004, in the 13<sup>th</sup> week of the school year, immediately following the first intersession and at the start of the second regular session. The program ended February 4, 2005, after the second intersession and while students were well into the third session. Both teacher and family participation were voluntary. A total of fourteen staff visited 46 families 71 times. Participating teachers were given a stipend of \$25.00, paid through the principal’s budget for “differentiated resources”. Table 5 summarizes characteristics of the staff involved in the program. Less than 15% of the families who had children attending Tucker ES participated in “Opening Doors”. It is unknown what the effect this participation may have had on the outcomes discussed in this report.

**TABLE 5**

**Summary of Tucker Staff Who Participated in the Home Visit Program**

<b>Type of Teacher or Other Staff</b>	<b>Specific Title</b>	<b>Number of Participants</b>
<i>Classroom Teachers:</i>	Kindergarten	2
	Grade 3	2
	Grade 4	3
<i>Other Teachers:</i>	English as a Second Language	1
	Learning Disabled	2
	Reading Specialist	1
<i>Other Staff:</i>	Instructional Assistant	2
	Secretary (as interpreter)	1
<b>Total Tucker Staff Who Participated</b>		<b>14</b>

## Curriculum

The use of a modified calendar did not necessitate any changes to the curricula of the regular session, but it did require the development of curricula for the intersessions. ACPS Assistant Superintendent for Curriculum and Instruction, Cathy David, in a conversation with the primary author on October 25, 2005, explained that this was accomplished through school-based management by having Tucker teachers who were selected to teach an intersession class develop curricula for the intersession in exchange for a salary adjustment. A questionnaire was developed that targeted these teachers to obtain information on these curricular activities.

Eight of twelve persons completed the curriculum questionnaire. Five respondents worked on math and four worked on language arts, with one person having worked on both areas. Generally, a teacher worked by her or himself, although a few teachers specified working with another individual. While most teachers were given a flat fee for the effort, three persons indicated that the task was for an explicit number of days of effort. The actual number of days worked was between 4.5 and 20. Guidelines used for the curriculum work were specified by five teachers as the pacing guides. Three mentioned using the SOL's (not mentioning the pacing guide) and three others mentioned team needs or conversations with peers. A teacher who worked on English as a Second Language noted that she had *created* a curriculum, and had not either replaced or restructured an existing curriculum. Another teacher mentioned using something that showed how to review concepts using "hands-on" activities.

*Notable Comment (teacher):* While I understand the need to make remediation interesting, we still need to address our students' academic needs.

Intersessions included both remediation and enrichment courses. While remediation courses were always taught by Virginia-licensed teachers, enrichment courses were often taught by visiting instructors. Some courses were offered either in the morning (AM) or in the afternoon (PM) session, and others were offered both sessions, each for a different group of students. One enrichment course for grades three and four was a field trip for a full day. Tucker had one Anticipated Outcome related to these courses, which Table 6 shows was surpassed:

- *Annually expand remediation and enrichment offerings by 2%.*

Students and their families became aware of intersession courses via a "Registration Catalog" that was sent home in the student's back-pack. Remedial courses were limited to language arts and mathematics, while enrichment courses were offered in both of these subjects as well as others. A child who needed remediation was required to enroll in one remedial course plus one enrichment course, each lasting the entire period of the intersession. Such a child was sent a letter of invitation from the school, which was a prerequisite in order to enroll in a remedial course. School personnel said that this singling-out of students resulted in other children feeling left out ("I want to be invited, too!"). Two to five remedial courses were offered for each grade in each intersession (Table 6). Winter Intersession offered the fewest remedial courses while it had the most enrichment courses (Tables 6 and 7). Enrichment courses usually were designated for multiple grade levels, while remedial courses were for a single grade level,

but 2<sup>nd</sup> and 5<sup>th</sup> grade both had multi-grade remedial courses, with 5<sup>th</sup> in with 3<sup>rd</sup> as well as 4<sup>th</sup> grades (Table 7).

**TABLE 6**

**Number of Courses Listed in 2004-2005 Intersession Registration Catalogues for Parents of Tucker Elementary School Students, by Grade**

Grade	Intersession					
	1 - Fall		2 - Winter		3 - Spring	
	R	E	R	E	R	E
Kindergarten	3	8	2	10	4	9
1	4	11	3	12	3	13
2	4	14	2	16	4	11
3	4	13	3	13	5	11
4	4	11	3	13	3	13
5	4	9	3	11	3	11
Total Number of Courses	23	66	16	75	22	68

NOTES: “R” indicates a reinforcement/remedial course and “E” indicates an enrichment course. Courses listed for more than one grade were ascribed to each grade in this table.

**TABLE 7**

**Number of Mixed Grade Courses Offered to Parents in the 2004-2005 Tucker Elementary School Intersession Registration Catalogues, by Grade**

Grades	Intersession					
	1		2		3	
	R	E	R	E	R	E
Kindergarten - 1	0	5	0	11	0	2
Kindergarten - 2	1	6	0	0	0	1
1 - 2	1	4	1	8	1	17
1 - 3	0	0	0	0	1	1
2 - 3	0	6	0	12	0	0
3 - 4	0	1	0	1	0	2
3 - 5	2	4	1	0	1	11
4 - 5	0	9	0	10	0	3
Total Number of Courses	4	35	2	41	3	37

NOTE: “R” indicates a remedial course and “E” indicates an enrichment course.

Intersession information as it was portrayed in the SASI computer system was reviewed. Data for all three intersessions – courses, class lists, teachers, attendance – were assembled into a singly identified intersession. The intersession listed 52 courses; however, one of these courses was not taught in the third intersession. This difference in the number of courses listed versus those actually taught exemplifies the difficulty of retrieving some intersession data. Other examples of data that are difficult to retrieve include the number of children who attended one versus two or three intersessions, a count of the number of students who registered for an intersession but did not show, a count of how many intersessions a child attended, and the number of days in attendance for each intersession course. These are difficulties with respect to single variables; the impediments will increase when analyzing these data to determine the effect of intersession participation on student performance.

Each course in SASI was identified by a subject code. This information was used to analyze the distribution of the courses across the subjects. Table 8 shows that there was a shift from a more diverse subject representation in the first intersession to largely reading and electives with some mathematics in the last two intersessions.

**TABLE 8**

**Number of Tucker Elementary School 2004-2005 Intersession Courses Listed in SASI, by Subject Area**

<b>Subject Area</b>	<b>Intersession</b>		
	1	2	3
1 - Reading	14	22	20
2 - Social Studies	4	0	0
3 - Mathematics	9	6	5
4 - Science	2	1	1
5 - Foreign Language	5	1	3
7 - Physical Education/Athletics	7	4	3
8 - Technology	2	1	1
9 - Electives/Music/Art	9	14	18
<b>Total Number of Courses</b>	<b>52</b>	<b>49</b>	<b>51</b>

NOTE: This list was compiled based on SASI data on July 11, 2005.

According to Tucker’s school principal, overall, 15% of the courses integrated technology or aspects of cultural diversity, and 25% integrated higher level thinking (Table 9), demonstrating that two additional Anticipated Outcomes were met and surpassed:

- *Annually increase by 3% the number of student projects (a) and curriculum (b) that integrate technology skills) and address cultural diversity (d) in the instructional program for all students.*
- *Annually increase by 3% the number of lessons and intersession offerings that incorporate higher-level thinking (HLT) skills identified by Gifted Services (sic) throughout the curriculum (a) and in the intersessions.*

**TABLE 9**

**General Characteristics of Actual Intersession Offerings  
at Tucker Elementary School 2004-2005**

Characteristic of Offerings	Intersession		
	1	2	3
Total # Courses	44	45	48
Total # of Classes	62	53	73
# Integrating Technology or Cultural Diversity	9	3	8
# Integrating Higher Level Thinking	8	13	13

NOTE: Source, Patrick McClintock-Comeaux, Principal, Tucker Elementary School

Looking at the total number of courses and classes given in Tables 6-9, one might conclude that there are substantial differences. This is not the case, however, nor should it be since all have the same origin, that is, the Intersession Coordinator. Apparent differences among the three data formats – catalogue, Principal, SASI – are largely due to the timing of information (offered versus implemented), counting courses versus classes (multiple sections of the same course), and the method of maintaining that information in a digital data base format.

In summary, all three of the curriculum-related Anticipated Outcomes were surpassed. This was due to 2004-2005 being the first year of MSC and because the objectives were stated as annual increments subsequent to the first year.

**Student Performance**

Students must attend school in order to perform academically. Thus, student attendance data for both regular and intersessions will be presented first, followed by test results.

Attendance

Attendance was evaluated using data in SASI. Tucker’s average daily attendance was 96.74% for the 2004-2005 school year, greater than the 96.24% in 2003-2004. The rate surpassed the Annual Yearly Progress target of 94.0% , exceeding the Anticipated Outcome for attendance:

- *Annually meet or exceed AYP attendance target.*

Student participation and attendance in the intersessions also were analyzed using SASI data. ITS (8/2/05) provided, upon request, an IS participation count by ethnicity (Table 10) and a pre-IS total student enrollment of 517, 545, and 578, respectively. Using these numbers as denominators, IS participation was between 82% and 91% . School-level estimates also were over 80%, with the lowest participation rate in Winter Intersession. As a minimum estimate of participation, the ITS' data for IS participation by ethnicity was combined with enrollment data routinely published monthly by ITS; this showed steadily increasing IS participation rates from 71% in Fall Intersession to 88% in Spring Intersession (Table 10). A physical count of students on the last day of this last intersession confirmed the high rate of participation: 486 students were present out of 531 students who had registered for the intersession and 601 regular session students enrolled just prior to the Spring Intersession. Thus, 81% (100% x (486 present ÷ 601 regular session students)) of all of Tucker's students were physically counted present in school on Thursday, April 7<sup>th</sup>. Not only was student participation in the intersessions high, but the student attendance rate surpassed that of regular school sessions, with SASI showing an average daily attendance of 96.8% for the three intersessions.

Tucker presented one Anticipated Outcome to the VDOE related to minority enrollment:

- *Intersession minority enrollment in enrichment and accelerated classes will increase 3% annually.*

**TABLE 10**

**Tucker Intersession Enrollment 2004-2005, by Ethnicity**

<b>Ethnicity of Student</b>	<b>Intersession</b>		
	1	2	3
American Indian/Alaskan	2	2	2
Asian/Pacific Islander	44	50	54
Black/Not of Hispanic Origin	204	212	244
Hispanic	111	115	135
Native Hawai'ian	0	0	1
Unspecified	7	9	13
White/Not of Hispanic Origin	55	61	77
Blank	0	1	1
<b>Total</b>	<b>423</b>	<b>450</b>	<b>527</b>
<b>% of Regular Session</b>	<b>70.7%</b>	<b>74.6%</b>	<b>87.7%</b>
<b>Total Number of Regular Session Students</b>	<b>598</b>	<b>603</b>	<b>601</b>

SOURCES: Ethnicity data are from ACPS, ITS, 8/2/05 in response to a special data request. Data in the last row are from Monthly Membership/Ethnic Breakdown for 10/04, 12/04, 3/05.

Table 10 shows that 83% of the students enrolled in the Spring Intersession identified themselves as non-white. This was similar to ITS’ “Monthly Membership/Ethnic Breakdown” for March 2005, which showed that 85% of Tucker’s students were non-White. Thus, non-white participation in intersession seemed to be proportional to enrollment of students in the regular session. Taking this into consideration and intersession participation rates above 70%, many more minority students attended these supplementary learning sessions than attended summer sessions (Tables 10 and 11). Third intersession enrollment, for example, had more than double the number of students identified as non-whites who attended the 20 day Summer Session 2003 (Tables 10 and 11), *viz.*, (2+54+244+135+1=) 436 versus 153 (=17+74+62), respectively. This meant that Tucker surpassed the minority enrollment Anticipated Outcome.

**TABLE 11**

**Tucker Summer School Enrollment 2001-2005, by Ethnicity and Year**

<b>Ethnicity</b>	<b>Year</b>				
	2001	2002	2003	2004	2005
American Indian/Alaskan	0	0	0	0	0
Asian/Pacific Islander	15	5	17	0	0
Black/Not of Hispanic Origin	46	38	74	0	0
Hispanic	52	27	62	0	0
White	11	7	18	0	0
<b>Total Number (column total)</b>	<b>124</b>	<b>77</b>	<b>171</b>	<b>0</b>	<b>0</b>

NOTE: Enrollment is based on school identified in June. No Summer School in 2004 or 2005.

SASI data were analyzed to determine if registration and attendance patterns were similar between remedial and enrichment classes. In perusing the data, recorded absences suggested minor incompleteness in reporting, e.g., a student was marked absent on all days but one only, which occurred right in the middle of the nine day intersession period. Another student’s attendance record showed s/he was marked ill for the morning period and had an unexcused absence in the afternoon. These examples were the exception, however, and the data seemed valid as a whole. Without adjusting for the aforementioned seeming errors, the average number of students registered to attend one of the 24 remedial courses was 12.1, significantly less than the 15.7 average for the 47 enrichment classes, reflecting the intent to keep remedial classes small. The number of students who never showed for a course was 1.0 per 100 remedial course students compared to the significantly greater value of 3.8 per 100 enrichment course students. This may have reflected the diligence associated with attending a remedial course. Among those pupils who had attended a course at least one day, the average number of days absent was similar, 1.31 for remedial courses and 1.29 for enrichment courses.

## Test Results

From its inception, Tucker had continually performed above ACPS' pass rates. Thus, it was no surprise that it continued to do so in the 2004-2005 school year, and that it met or surpassed all three of the test-related Anticipated Outcomes presented to the VDOE. The Anticipated Outcomes, which are related to overall achievement, and overall achievement in other tests will be presented first, followed by additional analyses, including those that focus on subgroups.

Overall Achievement: Anticipated Objectives, PALS, and SDRT

Two Anticipated Outcomes addressed overall student achievement, one defined in terms of Virginia's Standards of Learning (SOL) and one in terms of Annual Yearly Progress (AYP). These will be discussed in sequence.

- *Annually meet or exceed VDOE's SOL assessment targets for English, mathematics, science and social studies.*

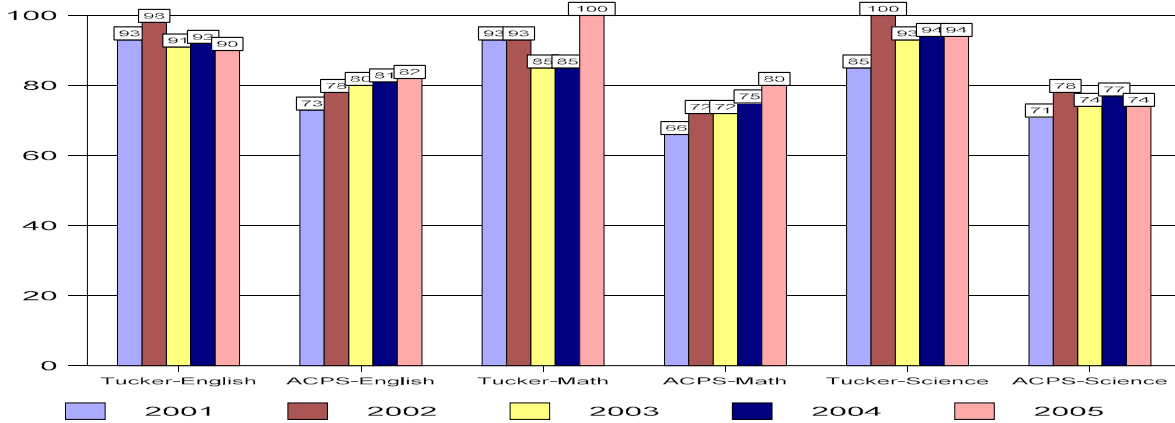
Table 12 shows that Tucker students, even with unadjusted pass rates, easily surpassed all of Virginia's benchmarks for both 3<sup>rd</sup> and 5<sup>th</sup> grades in all subjects – English, Mathematics, Science, and Social Studies. Surpassing the SOL benchmarks was expected, given that Tucker's overall performance has been among the best in Alexandria's elementary schools. Adjusted pass rates for 5<sup>th</sup> grade students further exemplify Tucker's performance relative to the Division, which is illustrated in Figure 1 for three SOL subtests.

**TABLE 12**

### **Tucker ES 2005 SOL Unadjusted Pass Rates Compared to State Benchmarks**

<b>Subject</b>	<b>Spring 2005 Testing</b>	
	<b>Virginia Benchmarks</b>	<b>Tucker</b>
English: Reading & Literature	75%	83%
Mathematics	70%	87%
Social Studies	50% for Grade 3	83%
	70% for Grade 5	78%
Science	50% for Grade 3	84%
	70% for Grade 5	86%

NOTE: Final data.



**FIGURE 1**

**5<sup>th</sup> Grade Adjusted SOL Per Cent Pass Rates for English, Mathematics, and Science, Spring 2001–2005, Tucker ES and ACPS Division**

SOURCES: Table 79 of Monitoring and Evaluation Services, *SOL Overview of 2003 Results* (p. 76, 2003) and *SOL Overview of 2005 Results* (p. 80, 2005).

- *Annually meet or exceed AYP targets for English and mathematics.*

AYP targets were defined by the Annual Measurable Objectives (AMO) determined by the Federal Government in negotiation with the State of Virginia. For Spring 2005, pass rates were 65.0% for Reading and Language Arts and 63.0% for Mathematics (VDOE, 6/22/05). Table 13 shows that these AMOs were met and that Tucker’s pass rates were 2% to 5% greater in 2005 than in 2004.

**TABLE 13**

**Tucker ES SOL Results for AYP for 2004 and 2005, by Grade**

Subject and Grade	Spring 2004			Spring 2005		
	Number		Pass Rate	Number		Pass Rate
	Tested	Passed		Tested	Passed	
<b>Reading</b>						
3 <sup>rd</sup> grade unadjusted	67	45	67%	91	72	79%
5 <sup>th</sup> grade unadjusted	82	75	91%	68	60	88%
Unadjusted Reading Total	149	120	81%	159	132	83%
<b>Mathematics</b>						
3 <sup>rd</sup> grade unadjusted	77	63	82%	93	84	90%
5 <sup>th</sup> grade unadjusted	90	73	81%	74	62	84%
Unadjusted Mathematics Total	167	136	81%	167	146	87%

NOTE: Final data.

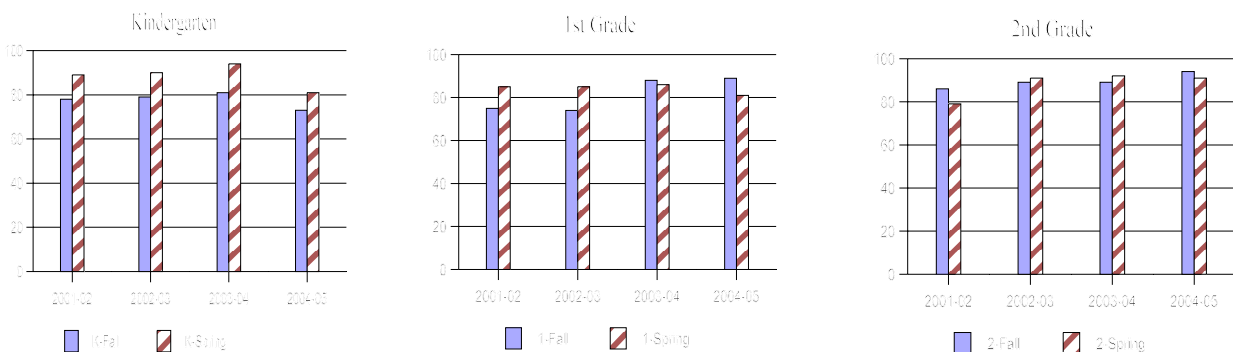
Additional analyses of standardized test data were conducted to gain a deeper understanding of the impact of Tucker’s calendar change on student performance. These included results on two other standardized tests and further analyses on the SOL tests. The two standardized tests were on reading only, but they tested students at grade levels other than those included in the previously discussed SOL tests. This section first discusses the results from the standardized reading tests, the Phonological Awareness Literacy Screening (PALS) and the Stanford Diagnostic Reading Test (SDRT), and then is followed by further analyses of the SOL tests.

PALS was administered in both Fall and Spring of the 2004-2005 school year. All students in kindergarten through second grade were tested. Spring results showed that a greater percentage of kindergartners had mastery of literacy, but a lesser percentage of students in 1<sup>st</sup> and 2<sup>nd</sup> grades had mastery of literacy (Table 14 and Figure 2).

**TABLE 14**

**PALS – Percentage with Mastery of Literacy Fundamentals,  
Tucker ES and Division, by Grade, 2001-2002 through 2004-2005 School Years**

School	Grade: Year:	K				1 <sup>st</sup>				2 <sup>nd</sup>			
		01-02	02-03	03-04	04-05	01-02	02-03	03-04	04-05	01-02	02-03	03-04	04-05
Tucker	- Fall	78	79	81	73	75	74	88	89	86	89	89	94
	- Spring	89	90	94	81	85	85	86	81	79	91	92	91
Division	- Fall	73	70	72	81	67	69	75	79	74	76	78	80
	- Spring	81	80	84	80	75	80	82	82	70	80	84	83



**FIGURE 2**

**Tucker ES Percentage with PALS Mastery of Literacy Fundamentals in Fall and Again in Spring for 2001-2002 through 2004-2005 School Years, by Grade**

All 3<sup>rd</sup> grade students take the PALS test in the fall, but only those who did not make the fall benchmarks had to retake the test in the spring. Thus, only a small number of students take the Spring PALS test, making within-school statistical comparisons difficult. Results in Table 15 suggested that the percentage of Tucker's 3<sup>rd</sup> grade students who met the spring benchmarks for mastery of literacy in 2005 did not differ from the percentages in the previous two years, but exceeded the divisional percentages.

**TABLE 15**

**PALS - Percentage with Mastery of Literacy Fundamentals,  
Tucker ES and Division, 3<sup>rd</sup> Grade, 2002-2003 through 2004-2005 School Years**

<b>Institution</b>	<b>School Year:</b>	<b>Percentage with Mastery</b>			<b>Number of Test Takers</b>		
		02-03	03-04	04-05	02-03	03-04	04-05
Tucker - Fall		85%	91%	87%	85	74	92
Tucker - Spring: Only Students Who Failed Fall		44%	14%	44%	9	7	9
Division - Fall		73%	82%	76%	879	878	873
Division - Spring: Only Students Who Failed Fall		45%	29%	39%	200	136	180

NOTE: From the respective annual PALS reports, except Tucker 2004-2005 was calculated.

The Stanford Diagnostic Reading Test (SDRT), administered only in the spring, was given to students in the 2<sup>nd</sup> through the 5<sup>th</sup> grades. Comparison of Tucker’s performances in 2005 with its performances in the three previous years suggested meaningful changes for 4<sup>th</sup> and for 2<sup>nd</sup> grades – a decline for 4<sup>th</sup> and an increase for 2<sup>nd</sup> (Table 16). Tucker’s total percentiles tended to be above those of the Division, although there was a downward trend for 4<sup>th</sup> grade students.

**TABLE 16**  
**SDRT – Mean Percentile Scores,**  
**Tucker ES and Division, Spring 2001-2005, by Subtest and by Grade**

Grade and School	Total Tested 2005	Subtest by Year (percentile value)															
		Vocabulary				Phon. Anal./Scan.				Comprehension				Total			
		02	03	04	05	02	03	04	05	02	03	04	05	02	03	04	05
2 - Tucker	82	57	64	54	68	63	72	66	74	70	71	62	76	63	69	59	73
2 - Division	692	52	56	57	61	54	60	60	67	60	63	61	67	55	60	59	65
3 - Tucker	75	52	50	57	59	57	58	64	56	66	72	71	71	58	59	64	62
3 - Division	682	55	54	56	56	50	53	54	60	56	60	59	60	53	54	55	58
4 - Tucker	54	55	53	50	48	68	69	59	61	62	62	61	54	64	65	59	54
4 - Division	608	54	53	50	57	60	61	56	64	55	56	55	59	57	58	54	61
5 - Tucker	47	57	52	58	53	72	69	54	63	60	63	59	61	66	64	56	61
5 - Division	617	53	54	55	54	67	65	60	60	58	60	59	57	62	61	59	58

NOTES: Year is the last two digits only, for example, 2002 is indicated as “02”. “Phon. Anal./Scan.” refers to Phonetic Analysis for grades 2 and 3 and Scanning for Grades 4 and 5. Results are from Tables 4-7, Monitoring and Evaluation, August 12, 2005.

#### Analyses of Other Tests and by Subgroup

This section will present the analyses of results on other tests and results by subgroups.

One of the reasons for implementing a MSC was to strengthen students in weakly performing subgroups, including students with limited English proficiency (LEP) (ACPS, Tucker, “Proposal for Modified School Calendar” 2004, p. 1), who had an Anticipated Outcome:

- *Annually meet or exceed AYP targets for LEP students in reading and mathematics.*

As previously mentioned, the AMOs were pass rates of 65.0% for Reading and Language Arts and 63.0% for Mathematics (VDOE, 6/22/05). Table 17 shows that Tucker’s LEP subgroup met or surpassed these targets, and, therefore, the Anticipated Outcome. Note, however, the tendency for lower pass rates for students in the 5<sup>th</sup> grade compared to students in the 3<sup>rd</sup> grade.

**TABLE 17**

**Tucker ES's LEP Students' 2005 SOL Pass Rates**

<b>Subject and Grade</b>	<b>Total Tested</b>	<b>No. Who Passed</b>	<b>Pass Rate</b>
3 <sup>rd</sup> grade - SELP Proxy for Reading	2	1	50%
- SOL English: Reading + Writing	33	27	82%
<i>3<sup>rd</sup> grade subtotal</i>	35	28	80%
5 <sup>th</sup> grade - SELP Proxy for Reading	6	3	50%
- SOL English: Reading + Writing	13	10	77%
<i>5<sup>th</sup> grade subtotal</i>	19	13	68%
<b>Tucker Grades 3 &amp; 5 LEP English: Reading Total</b>	<b>54</b>	<b>41</b>	<b>76%</b>
Mathematics - 3 <sup>rd</sup> grade	35	35	100%
- 5 <sup>th</sup> grade	19	14	74%
<b>Tucker Grades 3 &amp; 5 LEP Mathematics Total</b>	<b>54</b>	<b>49</b>	<b>91%</b>
History - 3 <sup>rd</sup> grade	35	30	86%
- 5 <sup>th</sup> grade	25	18	72%
<b>Tucker Grades 3 &amp; 5 LEP History Total</b>	<b>60</b>	<b>48</b>	<b>80%</b>
Science - 3 <sup>rd</sup> grade	35	29	83%
- 5 <sup>th</sup> grade	18	13	72%
<b>Tucker Grades 3 &amp; 5 LEP Science Total</b>	<b>53</b>	<b>42</b>	<b>79%</b>

NOTE: Includes all students designated as LEP, regardless of ESL level or transfer status.

In addition to the LEP group, the performances of other commonly reported groups, especially those reported for the No Child Left Behind Act, were assessed using SOL test data. Groups were identified by a characteristic and comprised Disabled, Economically Disadvantaged, LEP, Transfers, and Ethnic Group. Each group was analyzed independent of other characteristics, so that, except for Ethnic Group, the categories were not mutually exclusive. Ethnic groups for analyses included those with at least five students, namely, Asian, Black, Hispanic, and White.

Pass rates and mean scaled scores for each of these groups in 2004 and 2005 are presented in Tables 18 and Table 19, respectively. Using the same table format, Table 20 provides the number of students who took these tests, thus allowing the reader to see the wide variation in the number of test takers. Overall, there is no obvious, consistent pattern among the groups for either pass rates or scaled scores. Pass rates for the Disabled group, however, were, except for 5<sup>th</sup> grade History, greater in 2005; with fewer than 20 test takers the significance was uncertain.

**TABLE 18**

**Tucker ES SOL Subtest Unadjusted Pass Rates (%) for 2004 and 2005,  
by Grade and Student Category**

Category and Grade	Year:	English: Reading		English: Writing		Mathematics		History/ Soc. Studies		Science	
		04	05	04	05	04	05	04	05	04	05
All - 3 <sup>rd</sup> - 5 <sup>th</sup>		67%	79%			82%	90%	67%	83%	74%	84%
		91%	88%	87%	93%	81%	84%	88%	78%	88%	86%
<b>All</b>		<b>81%</b>	<b>83%</b>	<b>87%</b>	<b>93%</b>	<b>81%</b>	<b>87%</b>	<b>77%</b>	<b>81%</b>	<b>82%</b>	<b>85%</b>
LEP - 3 <sup>rd</sup> - 5 <sup>th</sup>		79%	82%			96%	100%	81%	86%	88%	83%
		42%	77%	85%	93%	85%	74%	85%	72%	71%	72%
<b>LEP</b>		<b>88%</b>	<b>80%</b>	<b>85%</b>	<b>93%</b>	<b>91%</b>	<b>91%</b>	<b>78%</b>	<b>80%</b>	<b>79%</b>	<b>79%</b>
Disabled - 3 <sup>rd</sup> - 5 <sup>th</sup>		20%	54%			73%	82%	33%	54%	47%	73%
		67%	77%	56%	79%	39%	57%	80%	62%	67%	79%
<b>Disabled</b>		<b>45%</b>	<b>88%</b>	<b>56%</b>	<b>79%</b>	<b>45%</b>	<b>68%</b>	<b>53%</b>	<b>58%</b>	<b>55%</b>	<b>76%</b>
Econ. Disadv. - 3 <sup>rd</sup> - 5 <sup>th</sup>		70%	78%			78%	90%	59%	80%	71%	84%
		87%	90%	83%	NA	77%	80%	84%	76%	82%	86%
<b>Econ. Disadv.</b>		<b>76%</b>	<b>83%</b>	<b>83%</b>	<b>NA</b>	<b>77%</b>	<b>85%</b>	<b>72%</b>	<b>78%</b>	<b>77%</b>	<b>85%</b>
Transfers - 3 <sup>rd</sup> - 5 <sup>th</sup>		46%	46%			60%	64%	39%	50%	39%	40%
		83%	92%			69%	64%	67%	71%	85%	69%
<b>Transfers</b>		<b>64%</b>	<b>70%</b>			<b>65%</b>	<b>64%</b>	<b>50%</b>	<b>83%</b>	<b>62%</b>	<b>57%</b>
Asian - 3 <sup>rd</sup>		88%	71%			91%	100%	70%	100%	90%	88%
Asian - 5 <sup>th</sup>		100%	100%	100%	100%	100%	100%	100%	83%	90%	100%
<b>Asian</b>		<b>95%</b>	<b>86%</b>	<b>100%</b>	<b>100%</b>	<b>95%</b>	<b>100%</b>	<b>83%</b>	<b>92%</b>	<b>90%</b>	<b>93%</b>
Black - 3 <sup>rd</sup> Black - 5 <sup>th</sup>		48%	83%			66%	88%	50%	86%	53%	83%
		89%	84%	80%	91%	73%	79%	85%	69%	89%	82%
<b>Black</b>		<b>72%</b>	<b>84%</b>	<b>80%</b>	<b>91%</b>	<b>71%</b>	<b>84%</b>	<b>70%</b>	<b>78%</b>	<b>75%</b>	<b>83%</b>
Hispanic - 3 <sup>rd</sup> Hispanic - 5 <sup>th</sup>		81%	68%			90%	90%	82%	65%	88%	80%
		89%	88%	90%	89%	83%	80%	89%	80%	81%	79%
<b>Hispanic</b>		<b>95%</b>	<b>77%</b>	<b>90%</b>	<b>89%</b>	<b>86%</b>	<b>85%</b>	<b>86%</b>	<b>73%</b>	<b>84%</b>	<b>79%</b>
White - 3 <sup>rd</sup> White - 5 <sup>th</sup>		82%	86%			100%	96%	82%	90%	91%	90%
		100%	100%	100%	100%	90%	100%	78%	100%	100%	100%
<b>White</b>		<b>90%</b>	<b>87%</b>	<b>100%</b>	<b>100%</b>	<b>96%</b>	<b>97%</b>	<b>80%</b>	<b>94%</b>	<b>95%</b>	<b>94%</b>

NOTES: Groups are not mutually exclusive, except for race. Years are noted in the table as 04 for 2004 and 05 for 2005. LEP is any student identified as LEP, regardless of ESL level. Transfers include any, regardless of other characteristics, who entered Tucker after September 30<sup>th</sup> for the 2003-2004 school year and after August 20<sup>th</sup> for the 2004-2005 school year. Fifth grade History/Social Studies test was actually taken in the 4<sup>th</sup> grade in the ACPS. Gray areas indicate subject/grade are not tested/identified.

**TABLE 19**

**Tucker ES SOL Subtest Unadjusted Scaled Scores for 2004 and 2005,  
by Grade and Student Group**

Category and Grade	English: Reading		English: Writing		Mathematics		History/ Social Studies		Science	
	04 SS	05 SS	04 SS	05 SS	04 SS	05 SS	04 SS	05 SS	04 SS	05 SS
All - 3 <sup>rd</sup>	421	442			485	485	463	469	448	469
- 5 <sup>th</sup>	484	465	464	488	459	475	475	466	467	462
LEP - 3 <sup>rd</sup>	428	436			498	490	477	466	464	454
- 5 <sup>th</sup>	474	447	450	471	460	443	458	444	431	430
Disabled - 3 <sup>rd</sup>	359	392			410	436	391	421	395	423
- 5 <sup>th</sup>	440	431	418	435	406	404	426	418	435	443
Econ. Disadv. - 3 <sup>rd</sup>	410	428			478	469	449	451	431	456
- 5 <sup>th</sup>	473	457	453	NA	451	459	456	454	454	450
Transfers - 3 <sup>rd</sup>	384	401			417	433	398	378	398	427
- 5 <sup>th</sup>	455	450			416	427	423	450	450	442
Asian - 3 <sup>rd</sup>	448	452			515	542	472	489	484	461
Asian - 5 <sup>th</sup>	505	515	490	553	491	557	502	491	467	500
Black - 3 <sup>rd</sup>	396	442			445	472	434	472	420	469
Black - 5 <sup>th</sup>	477	455	454	481	448	465	469	453	463	462
Hispanic - 3 <sup>rd</sup>	430	422			498	465	485	444	448	446
Hispanic - 5 <sup>th</sup>	481	463	546	480	454	460	490	458	449	448
White - 3 <sup>rd</sup>	458	460			536	511	491	486	488	502
White - 5 <sup>th</sup>	496	465	505	495	483	490	449	518	525	473

NOTES: Groups are not mutually exclusive, except for race. Maximum scaled score is 600, and the minimum to pass a test is 400. Years are noted in the table as 04 for 2004 and 05 for 2005. LEP is any student identified as LEP, regardless of ESL level. Transfers include anyone, regardless of other characteristics, who entered Tucker after September 30<sup>th</sup> for the 2003-2004 school year and after August 20<sup>th</sup> for the 2004-2005 school year. Fifth grade History/Social Studies test is actually taken in the 4<sup>th</sup> grade in the ACPS. Summary mean scaled scores for each category and significance tests were not calculated; the latter are given in a subsequent table. Gray areas indicate subject/grade are not tested/identified.

TABLE 20

Tucker ES Number of Test Takers for Results in Tables 18 and 19

Category and Grade	English: Reading		English: Writing		Mathematics		History/ Soc. Studies		Science	
	04	05	04	05	04	05	04	05	04	05
All - 3 <sup>rd</sup>	67	91			77	93	69	92	69	92
- 5 <sup>th</sup>	82	68	87	71	90	74	76	78	86	73
<b>All</b>	<b>149</b>	<b>159</b>	<b>8</b>	<b>71</b>	<b>167</b>	<b>167</b>	<b>145</b>	<b>170</b>	<b>155</b>	<b>165</b>
LEP - 3 <sup>rd</sup>	14	33			24	35	16	35	16	35
- 5 <sup>th</sup>	12	13	17	15	20	19	20	25	17	18
<b>LEP</b>	<b>26</b>	<b>46</b>	<b>17</b>	<b>15</b>	<b>44</b>	<b>54</b>	<b>36</b>	<b>60</b>	<b>33</b>	<b>53</b>
Disabled - 3 <sup>rd</sup>	15	11			15	11	15	11	15	11
- 5 <sup>th</sup>	18	13	18	14	18	14	15	13	18	14
<b>Disabled</b>	<b>33</b>	<b>24</b>	<b>18</b>	<b>14</b>	<b>33</b>	<b>25</b>	<b>30</b>	<b>24</b>	<b>33</b>	<b>25</b>
Econ. Disadvan. - 3 <sup>rd</sup>	42	50			49	51	44	51	44	51
- 5 <sup>th</sup>	52	39	58	0	56	45	50	46	55	44
<b>Econ. Disadv.</b>	<b>94</b>	<b>89</b>	<b>58</b>	<b>0</b>	<b>105</b>	<b>96</b>	<b>94</b>	<b>97</b>	<b>99</b>	<b>95</b>
Transfers - 3 <sup>rd</sup>	13	11			15	11	13	10	13	10
- 5 <sup>th</sup>	12	12			16	14	9	14	13	13
<b>Transfers</b>	<b>25</b>	<b>23</b>			<b>31</b>	<b>25</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>23</b>
Asian - 3 <sup>rd</sup>	8	7			11	7	10	7	10	7
Asian - 5 <sup>th</sup>	10	7	10	7	11	7	8	6	10	7
<b>Asian</b>	<b>18</b>	<b>14</b>	<b>10</b>	<b>7</b>	<b>22</b>	<b>14</b>	<b>18</b>	<b>13</b>	<b>20</b>	<b>14</b>
Black - 3 <sup>rd</sup>	31	42			32	42	30	42	30	42
Black - 5 <sup>th</sup>	44	32	46	34	45	34	41	36	45	34
<b>Black</b>	<b>75</b>	<b>74</b>	<b>46</b>	<b>34</b>	<b>77</b>	<b>76</b>	<b>71</b>	<b>78</b>	<b>75</b>	<b>76</b>
Hispanic - 3 <sup>rd</sup>	16	19			20	20	17	20	17	20
Hispanic - 5 <sup>th</sup>	18	16	21	18	23	20	18	25	21	19
<b>Hispanic</b>	<b>34</b>	<b>35</b>	<b>21</b>	<b>18</b>	<b>43</b>	<b>40</b>	<b>35</b>	<b>45</b>	<b>38</b>	<b>39</b>
White - 3 <sup>rd</sup>	11	21			13	22	11	21	11	21
White - 5 <sup>th</sup>	9	10	10	9	10	10	9	11	9	10
<b>White</b>	<b>20</b>	<b>34</b>	<b>10</b>	<b>9</b>	<b>23</b>	<b>32</b>	<b>20</b>	<b>32</b>	<b>20</b>	<b>31</b>

NOTES: Groups are not mutually exclusive, except for race. Years are noted in the table as 04 for 2004 and 05 for 2005. LEP is any student identified as LEP, regardless of ESL level. Transfers include anyone, regardless of other characteristics, who entered Tucker after September 30<sup>th</sup> for the 2003-2004 school year and after August 20<sup>th</sup> for the 2004-2005 school year. Fifth grade History/Social Studies test is actually taken in the 4<sup>th</sup> grade in the ACPS. Gray areas indicate subject/grade are not tested/identified.

Since there was no apparent pattern in the test results, statistical tests of significance were applied to scaled scores to determine if a significant improvement occurred in 2005 comparing Tucker's results to those of students at other elementary schools within ACPS. Table 21 shows that where, in 2004, Tucker did not have a mean scaled score that was greater than that of other elementary schools, the scaled score in 2005 was greater, but not significantly so. For the one subtest and grade for which Tucker's mean scaled score in 2004 was significantly greater than that of the other elementary schools, namely, 5<sup>th</sup> grade mathematics, it not only continued to be significantly greater in 2005, but the margin increased from 28 points (459-431) to 37 points (475-438). These data provided further evidence of the high level of performance of students attending Tucker relative to students attending the Division's other elementary schools.

**TABLE 21**  
**Comparison of SOL Mean Scaled Scores for Tucker ES**  
**and the Division's Other Elementary Schools (ES) in 2004 and 2005, by Grade**

Subject and Grade	Spring 2004		Spring 2005	
	Tucker	Other ES	Tucker	Other ES
<b>English: Reading + Writing</b>				
3 <sup>rd</sup> Grade - All students	421 (67)	422 (742)	442 (91)	429 (757)
5 <sup>th</sup> Grade - All students	484 (82)	456 (745)	465 (68)	452 (672)
<b>Mathematics</b>				
3 <sup>rd</sup> Grade - All students	485 (77)	466 (820)	485 (93)	467 (791)
5 <sup>th</sup> Grade - All students	459* (90)	431 (792)	475* (74)	438 (702)
<b>History/Social Studies</b>				
3 <sup>rd</sup> Grade - All students	463 (69)	471 (777)	469 (92)	462 (750)
5 <sup>th</sup> Grade - All students	475 (76)	469 (740)	466 (78)	477 (705)
<b>Science</b>				
3 <sup>rd</sup> Grade - All students	448 (69)	453 (777)	469 (92)	459 (751)
5 <sup>th</sup> Grade - All students	467 (86)	439 (768)	462 (73)	429 (678)

NOTE: Number in parentheses is the number of students who took the test.

\* Within the grade (row), Tucker's mean score was significantly greater than that of Other Elementary Schools in the same year.

**TABLE 22**

**Comparison of SOL Mean Scaled Scores in 2004 and 2005 of Non-Transfer and Transfer Students for Tucker and the Division's Other Elementary Schools (ES), by Grade**

SOL Subtest, Grade, and Group	Spring 2004		Spring 2005	
	Tucker	Other ES	Tucker	Other ES
<b>Reading Test</b>				
3 <sup>rd</sup> Grade - All, except Transfers and LEP-in US <1 year	429 (54)	423 (696)	447* (80)	429 (707)
- Transfers or LEP-in US <1 year	384 (13)	413 (46)	401 (11)	422 (50)
5 <sup>th</sup> Grade - All, except Transfers and LEP-in US <1 year	489* (70)	457 (706)	468 (56)	453 (643)
- Transfers or LEP-in US <1 year	455 (12)	440 (39)	450 (12)	425 (29)
<b>Mathematics Test</b>				
3 <sup>rd</sup> Grade - All, except Transfers and LEP-in US <1 year	502* (62)	467 (764)	492* (82)	471 (724)
- Transfers or LEP-in US <1 year	417 (15)	449 (56)	433 (11)	431 (67)
5 <sup>th</sup> Grade - All, except Transfers and LEP-in US <1 year	468* (74)	434 (736)	486* (60)	441 (659)
- Transfers or LEP-in US <1 year	416 (16)	395 (56)	427 (14)	387 (43)
<b>Science Test</b>				
3 <sup>rd</sup> Grade - All, except Transfers and LEP-in US <1 year	460 (56)	454 (730)	475 (82)	460 (702)
- Transfers or LEP-in US <1 year	398 (13)	436 (47)	427 (10)	453 (49)
5 <sup>th</sup> Grade - All, except Transfers and LEP-in US <1 year	470* (73)	440 (729)	467* (60)	430 (649)
- Transfers or LEP-in US <1 year (only)	450 (13)	422 (39)	442* (13)	404 (29)

NOTE: Transfer categories are those used for measuring Annual Yearly Progress. Entries are scaled scores; 400 and above are passing scores. Numbers in parentheses are the number of students. ES means elementary school.

\* Within the grade and group (row), Tucker's mean score was significantly greater than that of Other Elementary Schools in the same year.

The high level of performance of Tucker's students relative to students at other elementary schools becomes even more evident using transfer status to compare SOL scaled scores in 2005 to 2004. Transfers status was used because the amount of time at the school may affect what a student has learned, and, therefore, the student's performance on tests. AYP categories were used, namely, a student was a transfer in 2003-2004 if s/he arrived after September 30<sup>th</sup> and, in 2004-2005 if s/he arrived after August 20<sup>th</sup>. Table 22 shows that among the three SOL subtests presented, Tucker had five mean scaled scores in 2005 that were significantly greater than the mean scaled scores of other elementary schools, one more than in 2004.

Analyses of students grouped by other characteristics continued to demonstrate Tucker's high level of performance compared to students attending other elementary schools, as evidenced in Table 23. Considering Tucker students grouped by positive status for LEP, disability, and economic disadvantage, there was no clear pattern that SOL subtest mean scaled scores in 2005 greatly differed from those of 2004. Some evidence was provided for the Economic Disadvantaged group, wherein the 3<sup>rd</sup> grade students had mean scaled English scores that were significantly greater than students in other elementary schools in 2005 but not in 2004. While Tucker 5<sup>th</sup> grade LEP and Disabled students had mean English scores that were greater than students in other schools in 2005, the scores were no longer significantly greater as they had been in 2004. The same situation applied to the mean score for mathematics for Tucker 5<sup>th</sup> grade Disabled students. While these comparisons are useful, the practical meaning of these differences is not clear given that analyses for LEP and Disabled groups included comparisons with groups of less than 25 test takers, the minimum group size typically used for comparisons (Whitley, 2002, pp. 398-399).

**TABLE 23**

**Comparison of SOL Mean Unadjusted Scaled Scores in 2004 and 2005 of Specific Groups for Tucker ES and the Division’s Other Elementary Schools (ES), by Subtest and Grade**

Subtest, Group, and Grade	Spring 2004		Spring 2005	
	Tucker	Other ES	Tucker	Other ES
<b>English: Reading + Writing</b>				
LEP - 3 <sup>rd</sup> grade	428 (14)	408 (145)	436 (33)	415 (181)
- 5 <sup>th</sup> grade	474* (12)	432 (88)	447 (13)	433 (101)
Disabled - 3 <sup>rd</sup> grade	359 (15)	372 (136)	392 (11)	373 (148)
- 5 <sup>th</sup> grade	440* (18)	403 (156)	431 (13)	420 (122)
Economically Disadvantaged - 3 <sup>rd</sup> grade	410 (42)	399 (417)	428* (50)	407 (388)
- 5 <sup>th</sup> grade	473* (52)	436 (409)	457* (39)	428 (355)
<b>Mathematics</b>				
LEP - 3 <sup>rd</sup> grade	498* (24)	449 (219)	490* (35)	456 (220)
- 5 <sup>th</sup> grade	460 (20)	408 (137)	443 (19)	418 (132)
Disabled - 3 <sup>rd</sup> grade	410 (15)	412 (139)	436 (11)	410 (15)
- 5 <sup>th</sup> grade	406* (18)	382 (155)	404 (14)	401 (121)
Economically Disadvantaged - 3 <sup>rd</sup> grade	478* (49)	445 (439)	469* (51)	444 (416)
- 5 <sup>th</sup> grade	451* (56)	413 (440)	459* (45)	419 (376)

NOTES: Entries are scaled scores; 400 and above are passing scores. Numbers in parentheses are the number of students. ES means elementary school.

\* Within the grade and group (row), Tucker’s mean score was significantly greater than that of Other Elementary Schools in the same year.

Table 23 is continued on the next page.

Table 23, continued

Subtest, Group, and Grade	Spring 2004		Spring 2005	
	Tucker	Other ES	Tucker	Other ES
<b>Science</b>				
LEP - 3 <sup>rd</sup> grade	464 (16)	433 (179)	454 (35)	445 (192)
- 5 <sup>th</sup> grade	431 (17)	412 (110)	430 (18)	407 (108)
Disabled - 3 <sup>rd</sup> grade	395 (15)	422 (141)	423 (11)	422 (144)
- 5 <sup>th</sup> grade	435* (18)	407 (158)	443* (14)	409 (122)
Economically Disadvantaged - 3 <sup>rd</sup> grade	431 (44)	430 (444)	456 (51)	437 (398)
- 5 <sup>th</sup> grade	454* (55)	420 (429)	450* (44)	408 (360)

NOTE: Entries are scaled scores; 400 and above are passing scores. Numbers in parentheses are the number of students. ES means elementary school.

\* Within the grade and group (row), Tucker's mean score was significantly greater than that of other elementary schools in the same year.

Comparison of ethnic groups is presented in Table 24. As previously mentioned, an ethnic group was included only if there were at least five members in each grade at Tucker, resulting in four groups – Asians, Blacks, Hispanics, and Whites. This discussion will focus on comparisons within an ethnic group, and, especially between Tucker 2005 and Tucker 2004. One ethnic group, Black, in one grade, third, showed significantly improved performance in the first year of employing the modified calendar at Tucker: third grade Black students had significantly greater reading and science mean scaled scores in 2005 compared to 2004. The mean scaled score in reading of Tucker third grade Black students was 396 in 2004 versus 442 in 2005, which also was significantly greater than the mean score of 407 for Blacks attending other elementary schools. The mean scaled scores in science repeated this pattern: In 2005, the average score for Tucker third grade Black students was 469, significantly greater than the 420 in 2004 and also of Blacks attending other elementary schools in 2005. The import of this 49 point increase is even more impressive when one realizes that in 2004, Tucker third grade Black students had an average performance that was nine points below that of Blacks at other elementary schools, whose mean score increased by eleven points in 2005.

There were other indications of improved test scores within ethnic groups. Mathematics mean scores of Tucker Black students in both third and fifth grades in 2005 were significantly greater than those of their peers at other elementary schools, although they were not significantly greater than their own scores in 2004. Mathematics mean scores for Tucker Asian students increased in 2005 relative to 2004 for both third and fifth grade students, although the differences were not statistically significant at the 5% level. The 2005 score for fifth grade Asian students, however, was 92 points greater – a significant difference – than that of Asians at other elementary schools.

In summary, analyses of performance within ethnic groups provided clear evidence of improvements in at least one group, third grade Black students, and some evidence of improvement in other groups. Specifically, Tucker's third grade Black students significantly improved their performance in SOL English and science subtests compared to their grade cohorts in the preceding school year. In addition, there was some evidence that both Black and Asian students had improved SOL mathematics's scores. The portent of improved performance for Black students is realized when it is acknowledged that in the 2004-2005 school year they comprised 42% of Tucker's population, the greatest proportion of any ethnic group (ACPS, ITS, "Monthly Membership /Ethnic Breakdown" for September 2004, December 2004, and March 2005).

**TABLE 24**

**Comparison of SOL Mean Scaled Scores in 2004 and 2005 of Ethnic Groups for Tucker ES and the Division's Other Elementary Schools (ES), by Subtest and Grade**

Subtest, Ethnic Group, and Grade	Spring 2004		Spring 2005	
	Tucker	Other ES	Tucker	Other ES
<b>English: Reading + Writing</b>				
Asian - 3 <sup>rd</sup> grade	448 (8)	438 (41)	452 (7)	455 (31)
- 5 <sup>th</sup> Grade	505* (10)	459 (41)	515 (7)	488 (36)
Black - 3 <sup>rd</sup> grade	396 (31)	400 (347)	442*. <sup>#</sup> (42)	407 (335)
- 5 <sup>th</sup> grade	477* (44)	436 (339)	455* (32)	432 (319)
Hispanic - 3 <sup>rd</sup> grade	430 (16)	413 (179)	422 (19)	415 (204)
- 5 <sup>th</sup> grade	481* 18	446 (178)	463 (16)	439 (163)
White - 3 <sup>rd</sup> grade	458 (11)	473 (168)	460 (21)	481 (179)
- 5 <sup>th</sup> grade	496 (9)	504 (184)	465 (10)	497 (152)
<b>Mathematics</b>				
Asian - 3 <sup>rd</sup> grade	515 (11)	501 (47)	542 (7)	499 (37)
- 5 <sup>th</sup> grade	491* (11)	443 (51)	557* (7)	465 (45)
Black - 3 <sup>rd</sup> grade	445 (32)	440 (361)	472* (42)	439 (337)
- 5 <sup>th</sup> grade	448 (45)	412 (347)	465* (34)	419 (324)
Hispanic - 3 <sup>rd</sup> grade	498 (20)	456 (229)	465 (20)	457 (230)
- 5 <sup>th</sup> grade	454 (23)	421 (206)	460 (20)	424 (181)
White - 3 <sup>rd</sup> grade	536 (13)	526 (171)	511 (22)	528 (178)
- 5 <sup>th</sup> grade	483 (10)	476 (185)	490 (10)	485 (150)

Table 24 is continued on the next page.

Table 24, continued

Subtest, Ethnic Group, and Grade	Spring 2004		Spring 2005	
	Tucker	Other ES	Tucker	Other ES
<b>Science</b>				
Asian - 3 <sup>rd</sup> grade	484 (10)	476 (42)	461 (7)	479 (33)
- 5 <sup>th</sup> grade	467 (10)	444 (47)	500* (7)	450 (38)
Black - 3 <sup>rd</sup> grade	420 (30)	429 (355)	469* <sup>#</sup> (42)	438 (326)
- 5 <sup>th</sup> grade	463* (45)	420 (344)	462* (34)	413 (319)
Hispanic - 3 <sup>rd</sup> grade	448 (17)	438 (203)	446 (20)	443 (207)
- 5 <sup>th</sup> grade	449 (20)	428 (191)	448 (19)	415 (168)
White - 3 <sup>rd</sup> grade	488 (11)	513 (169)	502 (21)	512 (177)
- 5 <sup>th</sup> grade	525 (10)	488 (183)	473 (10)	473 (151)

NOTES: Only ethnic groups that had at least five test takers in every school and year category were included. Entries are scaled scores; 400 and above are passing scores. Numbers in parentheses are the number of students who took the test. ES means elementary school.

Significance results comparing within the row for grade, group, and year:

\* The mean score was significantly greater than that of other group's.

# Tucker's mean score in 2005 was significantly greater than that of Tucker in 2004.

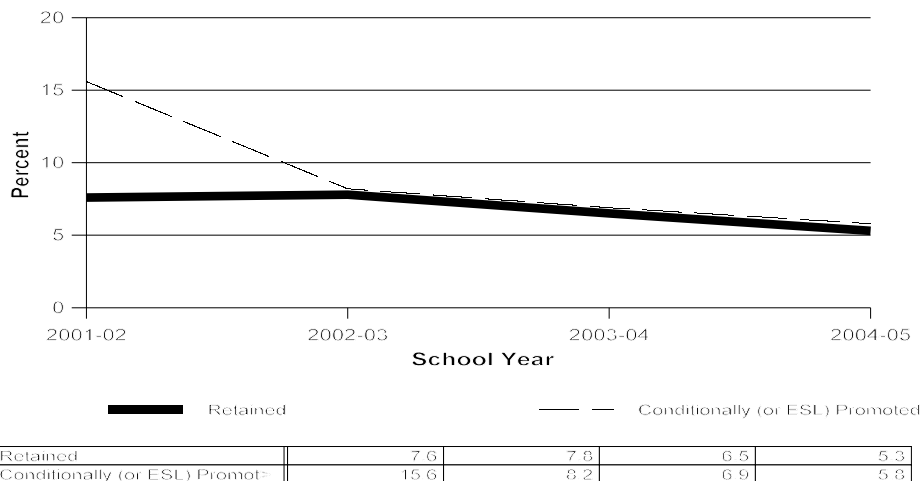
Analyses discussed so far reviewed student achievement as measured by performance on standardized tests. Table 25 presents data regarding students who were performing so poorly that they were retained for the following school year, that is, repeated the grade, or for whom retention was considered a possibility. The percentage of total students in either category declined in 2004-2005, thus, there were 20% fewer children who would be repeating, in the 2005-2006 school year, the grade that they attended in 2004-2005, and there were 17% who were conditionally promoted into the 2005-2006 school year (Figure 3).

**TABLE 25**

**Number of Tucker Students Retained or Conditionally Promoted at the End of School Years 2001-2002 through 2004-2005**

Retention Condition	School Year			
	2001-02	2002-03	2003-04	2004-05
Retained	45	48	40	32
Conditional Promotion - 1 <sup>st</sup>	63	41	37	27
Conditional Promotion - 2 <sup>nd</sup>	29	9	1	4
ESL Promotion	NA	NA	4	4
Total Number of Students (September <sup>a</sup> )	590	612	613	604

<sup>a</sup> From the “Membership Breakdown of Student Population” for the month of September (produced in early October) of the respective years (ACPS, ITS, 2002, 2003, 2004, 2005).



**FIGURE 3**

**Percentage of Tucker Students Retained or Conditionally Promoted, 2001-2002 through 2004-2005 School Years**

## The Tucker Community and the 2004-2005 School Year

Data discussed until this point were objective and continues to be so for the first part of this section, which otherwise focuses on the perspectives of the members of the Tucker community. The section starts with data on student transfers and parental involvement. Findings obtained from the self-administered questionnaires for parents and for ACPS staff are subsequently discussed. Results are presented according to the category of the respondent, followed by issues identified by multiple respondent categories.

### Tucker ES and the Community

Involvement of the community in Tucker ES was the issue for four of the twelve Anticipated Outcomes presented to the Virginia Board of Education in the request to start the school year before Labor Day. Two outcomes pertained only to parents, one to parents plus Tucker staff, and the fourth to the broader community of Tucker. Data collected and provided by the Tucker ES Principal gave information on these outcomes, which will be discussed in the same order.

The two outcomes pertaining only to parents were distinct, one regarding involvement with the school and the other with obtaining their input. The first Anticipated Outcome for parents was:

- *Annually increase by 3% the number of parents attending parent teacher conferences and other school events.*

Tucker had five scheduled events in the school year to involve parents with the school, two of which were Parent Teacher Conferences (PTC). Since Tucker enrollment has been stable at about 600 students since its inception and it can be assumed that the percentage of students with the same parents also has been stable, a comparison of one year to another of parental involvement based simply on the number of attendees is reasonable. Table 26 shows that attendance at four of the five events was greater and increased by 6% overall in 2004-2005 compared to 2003-2004. PTC attendance increased, especially in the third quarter.

**TABLE 26**

**Attendance at Tucker Elementary School Sponsored  
Parent Activities 2003-2005, by Type of Event**

Event	School Year		% Change in 2004-2005
	2003-2004	2004-2005	
Back to School Night	318	343	↑ 8%
Heritage Night	275	296	↑ 7%
Parent Conferences: 1 <sup>st</sup> Quarter	456	472	↑ 4%
3 <sup>rd</sup> Quarter	291	351	↑ 21%
Math Night	112	75	↓ 33%
Total Attendance	1452	1537	↑ 6%

The second parent-only Anticipated Outcome specified

- *Annually survey parents so that the school can get their feedback on the Modified School Calendar and intersession offerings.*

This was accomplished in the process of conducting this evaluation. A questionnaire for parents was sent home with students on Monday, June 20, 2005. The number of students with whom the questionnaire was sent was 598. A total of 233 questionnaires were returned, 221 of which had a response to at least one question. Among the twelve questionnaires without responses, nine persons wanted to be contacted, one person said that a questionnaire had been completed for a younger child, and two had no comments. The questionnaire is given in Appendix 2.

The Anticipated Outcome that included parents and staff was related to the MSC:

- *Annually host at least three meetings where parents and staff plan the implementation of the Modified School Calendar and intersessions.*

A total of ten meetings were held with parents and staff. These meetings included discussions of plans for implementing the Modified School Calendar and the intersessions.

The broader community was addressed in the fourth and last of the Anticipated Outcomes related to the involvement of the Tucker Community and that were presented to the VBOE:

- *Annually host at least two meetings where parents, community and business members, and staff discuss ways to enhance the school's performance.*

Per the Principal, six meetings were held on this topic.

### Parental Views

As previously stated, 221 of 598 parental questionnaires distributed to Tucker students were returned with a response to at least one question. Open-ended responses were diverse. In a few cases, responses suggested the possibility that the same person may have given the response on more than one questionnaire. This could have occurred because the person had more than one child attending Tucker ES and a questionnaire was completed for each child, or, because the person assisted another parent in completing the questionnaire. The design of the instrument did not allow a count of the number of families who responded, thus, the reader should keep in mind that the questionnaires provided parental views of 37% of the students. Not all respondents answered every question, so the actual number who responded varied by question. The denominator used for comparing responses was the number of questionnaires with a response to at least one question, *viz.*, 221. This section will first present the results of the closed-ended questions, followed by responses to open-ended questions.

**TABLE 27**

**Parents' Number of Children Attending Tucker ES**

Number of Children Attending Tucker ES	Parents' Response	
	Number	Row Percent
1	131	59
2	72	33
3	12	5
Missing Response	6	3
Column Total	221	100

Three out of five children had no siblings attending Tucker, while 33% had one sibling, and 5% had two siblings at Tucker (Table 27).

**TABLE 28**

**Parents' Perception of Child's Performance at Tucker in 2004-2005**

Performance Was	Child Number			Total	
	One	Two	Three	Row Total	% of Responses (N=187)
Worse	2	3	0	5	3%
Same	39	12	1	52	28%
Better	80	50	0	130	70%
<i>Number of Responses (column sum)</i>	<i>121</i>	<i>65</i>	<i>1</i>	<i>187</i>	<i>100%</i>
Missing Response to Specified Number	10	7	11	28	
Column Total	131	72	12	215	
Cannot compare - Kindergartner	0	1	0	1	
Missing Response to Child Count				5	

NOTES: Counts control for the response of the parent with respect to the number of children indicated, that is, if a parent said that s/he had one child enrolled at Tucker, then only the response for the first child was used, even if a response also was given for a second child.

Parents were asked what they thought about their child's performance in 2004-2005. Table 28 shows that, among parents who responded, 70% said the child did better versus 3% who said the child did worse.

*Notable Comment (parent):* She loved it, and...got the help that she needed.

Parents were asked if there had been changes in costs for school and for child care. Well over the majority of responses indicated that the costs for both remained the same (Table 29). Essentially no one had comments about the costs when the costs remained the same: Among those who said that costs had remained the same, reasons for changes elicited comments from three of 154 respondents on school costs and one out of 82 respondents on child care costs. This was in stark contrast to those who had experienced a change, in which case 29 of 46 respondents on school costs and 28 of 46 respondents on child care costs had comments. The reduced number of respondents to the questions on child care costs compared to the questions on school costs may have been due to questionnaire directions (Appendix 2).

**TABLE 29**

**Parents' Relative Costs in 2004-2005**

Direction of Costs	Costs for					
	School			Child Care		
	N	%	No. of Comments	N	%	No. of Comments
Decreased	16	8%	20	20	16%	14
Stayed the Same	154	77%	4	82	64%	1
Increased	29	15%	9	26	20%	14
Number of Respondents	199		33	128		29
Missing Response	33			105		

**TABLE 30**

**Parents' Reasons for Changes in Costs**

<b>Cost Aspect</b>	<b>Direction of Cost</b>	<b>% of All Respondents to Question</b>	<b>Comment</b>
<i>School</i>	Decreased	3	Lower summer/break costs because of less child care
		1	Children transferred from private to public school
	Same		(4 diverse comments)
	Increased	3	Intersession costs
		3	More lunch money because of extended calendar
		1	Child started kindergarten
		1	Child care
<i>Child Care</i>	Decreased	6	More school (also usually specified less summer costs)
	Same	1	
	Increased	7	Child care program/costs increased

NOTE: A comment was included if it was mentioned by three or more respondents. The denominator for calculating the percent is 199 for *School* and 128 for *Child Care*.

Comments on costs permitted us to have an idea of what the parents thought contributed to the changes in costs. Table 30 shows that among all respondents to the question on school costs, six percent cited an increase due to intersession costs, either for registration fees or for lunch (13 out of 200 respondents, Tables 29 and 30). Comments on the costs of child care revealed that the main reason for a decrease was because the child was in school more, whereas an increase was due to child care costs themselves (Table 30).

Parents had 213 comments on the question on what was good about the MSC. Twelve aspects were mentioned in three or more questionnaires. The two most commonly expressed issues about what was good were more school time and the intersessions (Table 31).

*Notable Comment (parent):* I was reluctant initially, but quickly realized enrichment classes allowed my daughter to recharge while learning what she chose.

**TABLE 31**

**Parents' Responses to the Question "What was good about the MSC?"**

<b>% of All (N=221) Questionnaires</b>	<b>Point or Issue</b>
19	More school time
15	Intersessions
7	Improved performance and/or attitude of child
7	Child retained more knowledge
6	Rhythm of school and breaks
5	Vacation
5	Suits work schedules
4	Reduced costs (sometimes specified summer camp or child care)
3	Did not see benefit
2	Children were busier
2	Flexibility of schedule
2	Child enjoys it
2	Nothing
1	It (intersession) is organized

The question on what was *not* good about the MSC generated substantially fewer comments, 149. This might have suggested that satisfaction with the calendar outweighed dissatisfaction. The most frequent comments were nothing was not good, that is, everything was okay (19%), followed by the summer was short (17%, Table 32). Parents with a child attending a school other than Tucker had difficulty juggling the different calendars. Similar to the negative perspective raised by the question on what was good about the MSC, three questionnaires (1%) noted that *everything* was not good.

**TABLE 32**

**Parents' Responses to the Question "What was *not* good about the MSC?"**

<b>% of All (N=221) Questionnaires</b>	<b>Point or Issue</b>
19	Nothing (was not good; that is, everything was okay)
17	Short summer
4	Too many breaks or breaks too long
3	Scheduling inconvenience or difficulty in changing
3	Scheduling problems specific to child care
1	Everything was not good

**TABLE 33**

**Parents' Responses to the Question on How to Improve the MSC**

<b>% of All (N=221) Questionnaires</b>	<b>Point or Issue</b>
19	None (specified)
8	More summer
4	Allow intersession participation for one week
3	Cancel MSC
3	Intersession needs more classes from which to select
3	More physical activities (sports, outdoor, after school teams)

A significant percentage, 19%, had no suggestions on how to improve the MSC (Table 33). Almost one in ten respondents wanted a longer summer. Seven questionnaires, 3% of respondents, stated that the MSC should be canceled. Perusal of these questionnaires revealed that they were the same questionnaires that said *nothing* was good about the MSC and/or *everything* was not good about the MSC. The sources of these data allowed us to conclude that the parents of seven out of 221 (3%) students definitely did not want a modified school calendar.

## Staffs' Views

As previously described, four distinct questionnaires were used to solicit experiences and perspectives from ACPS employees according to the employees' role with respect to Tucker Elementary School and the implementation of the MSC. Table 34 gives the number of questionnaires returned for each of these four groups – Tucker teachers, Tucker administrators, curriculum writers, and Central Office staff. Copies are in Appendix 2. Issues and comments on the MSC varied according to the role of the respondent. The denominator used for calculating percentages is the number of returned questionnaires for the category. Data will be presented by respondent category and issue, co-mingling these diverse perspectives.

**TABLE 34**

**Number of Respondents by Category of ACPS Staff Questionnaire**

<b>Questionnaire Category</b>	<b>Number of Questionnaires Returned</b>
Tucker Teachers	28
Tucker Curriculum Revisers	8
Tucker Administrators	4
Central Office	15

### Teachers

Twenty-eight persons completed the questionnaire designed for teachers (Table 34). Responses suggested that 26 of these persons were teachers, although some did not have classrooms. Both of the other two persons were in health services, one of whom stated her role and the other whose role was discerned by comments. The responses of these two professionals who provided services to students were included in the analyses.

Since using the MSC meant that materials had to be received earlier than for the traditional calendar, teachers were asked about the timeliness of the receipt of materials. Overall, materials arrived on time, although some teachers experienced both timely and late arrival (Table 35). Two of the four teachers who said that books had arrived late noted that the tardy item was the student work book. Several teachers said that Central Office did not keep in mind that Tucker started the school year earlier, requiring adjustments to dated activities. Several also mentioned that the problems they had expected to occur did not, in fact, occur.

*Notable Comment (teacher):* Doing report cards and then getting a break was awesome...

**TABLE 35**

**Timeliness of Receipt of Material**

Material Was Received:	Type of Material		
	Reading	Books	Supplies
On Time	17	14	17
Late	1	4	2
Missing Response	10	10	9

NOTE: Number is the number of respondents to the questionnaire for teachers.

Teachers were asked three diverse questions about intersessions with a scaled, closed-ended response format (Table 36). The vast majority agreed that the remediation courses helped students to keep up. Most strongly agreed that sports should be offered. They also agreed or strongly agreed that they enjoyed the opportunity to teach intersessions; however, one teacher noted that teachers should not be allowed to teach all three intersessions because of fatigue.

*Notable comment (teacher):* LEP students are able to maintain an “English-rich environment”.

**TABLE 36**

**Perspectives on Three Questions in the Teachers’ Questionnaire**

Statement	Response				
	Strongly Agree	Agree	Disagree	Strongly Disagree	NA, No Opinion, or Missing
Remediation classes helped students to keep up.	3	19	1	0	5
IS should offer courses such as soccer, basketball, etc.	20	6	0	0	2
I enjoyed the opportunity to teach at IS.	12	9	0	0	5

NOTE: Number is the number of respondents to the questionnaire for teachers.

Given that a school on a modified calendar starts earlier than that to which the general public is accustomed, a few questions were asked to gain the teacher’s perspective. Among the 28 questionnaires returned by instructional staff, 18 responded to the question on transfers, with 15 indicating that they had a total of 58 children transfer into and four out of Tucker. When asked about the challenges that the MSC presented in managing children transferring in, nine of the fifteen stated that the children were far behind while one said that the intersessions helped the children to catch up; five did not mention any challenges.

Thinking that teachers might choose to not return to Tucker in the event that the MSC did not work for them, they were asked if they would be returning to Tucker for the 2005-2006 school year. Twenty-six of 28 respondents said yes, and the two respondents who said no indicated that MSC was not the reason for non-return.

All Staff

Staff were asked for comments on the open-ended questions regarding the strengths of, challenges of, and improvements to Tucker’s MSC. To facilitate comparison of the comments by staff category, the data for the different staff categories are presented together on a single question. Note, however, that the number of comments on each question differed among the staff respondent categories as well as between the questions themselves. The questions and the associated comments will be discussed in sequence.

**TABLE 37**

**Staffs’ Comments on MSC Strengths, by Staff Category**

<b>Strength</b>		<b>Staff Category</b>		
		<i>Tucker</i>		<i>Central Office</i>
		Teachers	Administrator	
<i>Number of questionnaires returned</i>		28	4	15
<i>Number of comments</i>		41	10	12
Rhythm of school and breaks		7		
Regarding the Students:	Intersessions	10	3	1
	Retained more knowledge/academically more consistent/less “learning loss”	7	1	2
	Improved performance and/or attitude			1
	Improved performance not yet known			3
	Intervention given at appropriate time	5	3	
	They enjoy the schedule	3		

Table 37 summarizes staffs' comments on the strengths of the MSC. The average number of comments per respondent varied according to the category of the staff, from 1.3 comments per Central Office respondent to 2.5 comments per Tucker Administrator respondent. Two strengths were identified by all three categories of staff, the intersessions and the students' retention of information. Within a staff respondent category, however, the rank order of frequency that a strength was mentioned differed. While intersessions were the most commonly stated strength by both Tucker teachers and administrators, Central Office staff most frequently noted that the students' improved performance was not yet known. Two teachers pointed out that the regular school sessions basically corresponded to quarters, making the transition relatively easy. Among the seven teachers who liked the rhythm of the school sessions and breaks, two stated that it reduced the likelihood of burn-out.

Compared to the question on the strengths of the MSC, every category of staff had fewer remarks on the challenges of the MSC, averaging only 1.1 to 1.5 comments per respondent (Table 38). In addition, comments did not converge on similar issues and only one issue was identified as a notable challenge, namely, earlier ordering and staffing for Central Office staff.

**TABLE 38**

**Staffs' Comments on MSC Challenges, by Staff Category**

<b>Challenge</b>		<b>Staff Category</b>		
		<i>Tucker</i>		<i>Central Office</i>
		Teachers	Administrator	
<i>Total number of questionnaires returned</i>		28	4	15
<i>Total number of comments</i>		30	6	16
Calendar:	Short summer/long school year	3		
	Earlier ordering, staffing			8
	Late arriving students	3		
	Keeping multiple calendars			2
Intersession:	Transition from IS into regular session	3		
	Cleaning the classroom before and after IS	2		
	End of year too close to start of new year	2		
	Not wearing yourself out	2		

Suggestions for improvements on the Modified School Calendar solicited even fewer comments than did the questions on challenges, averaging less than one comment per respondent regardless of staff category (Table 39). The issue that stood out for Tucker teachers also was mentioned by one Central Office staff, namely, lengthen the summer vacation. The other notable issue was identified by five Central Office staff, who said that all schools on a MSC need to be on the same schedule. While a Tucker staff member indicated that the date for report card distribution needed to be changed, one teacher had commented (under the question “What was good about the MSC?”) that s/he really liked the report card distribution date to coincide with the end of a regular session. Note that, in contrast to the parents, no staff member said that they wanted the calendar changed back to a traditional calendar.

*Notable comment (Central Office staff): We can't deal with more than two calendars.*

**TABLE 39**

**Improvements for Tucker MSC for 2005-2006 and Beyond Suggested by ACPS Staff, by Staff Category**

Improvement	Staff Category		
	<i>Tucker</i>		<i>Central Office</i>
	Teachers	Other	
<i>Total number of questionnaires returned</i>	28	4 + 8	15
<i>Total number of comments</i>	24	7 + 4	12
Calendar:	Lengthen summer vacation		1
	All MSC on same schedule		5
Intersession:	It's organized		2
	More structure during IS		2
	Improve curriculum, screen non-ACPS teachers		2
	Restructure dates for report card distribution		1

NOTE: “Other” under Tucker Staff includes Administrators plus Teachers who worked on curriculum, respectively.

With respect to lengthening summer vacation, three persons suggested on the Teacher questionnaire that this could be done by shortening the winter break. This may not be possible without altering Tucker’s compact to have the same holiday breaks as the rest of the Division.

Tucker staff were asked a closed-ended question regarding parental involvement in the 2004-2005 school year. Among the 22 persons who answered the question, 72% thought it was the same (Table 40). Staff also were asked why parental involvement changed; three of the ten persons who answered thought involvement increased because of the Home Visit Program.

**TABLE 40**

**Tucker Staffs' Perceptions of Parental Involvement in 2004-2005**

		Teachers	Other
Parental Involvement:	less	1	0
	same	16	2
	more	5	1
No response		6	1

Miscellaneous Staff Suggestions

A number of individual comments were made by staff that seemed to merit inclusion in this report. Most of these comments, given in Table 41, related to operational or procedural aspects.

**TABLE 41**

**Miscellaneous Staff Suggestions**

<b>Aspect and Recommendation</b>	<b>Reason for Suggestion</b>
<i>Calendar</i>	
Have school sessions coincide with quarters and issue report cards before the IS.	Provides both teachers and students (who do not need remediation) with a complete break.
Adjust the digital and paper version of the school's calendar format and colors to allow readability in black and white.	Some of the colors used in the calendar for 2004-2005 were difficult to distinguish. This problem was augmented when the calendar was printed in black and white by either photocopying or printing from the web site. Using stippling, slanted lines, or other formats in combination with the colors would improve communication of schedule, especially with parents and off-site staff.
<i>Intersession</i>	
Consider having teachers suggest to parents IS courses that may strengthen a student.	Parents may feel more confident in selecting IS courses if they know what the teacher thinks.
Consider restricting teachers' involvement in teaching IS.	This would help avoid 'burn-out' or fatigue of teachers at the end of lengthened school year when using a modified calendar.
Maintain same discipline in IS as in regular school session.	This will avoid the necessity of teachers re-training children on proper comportment during regular sessions in school.

## SUMMARY AND RECOMMENDATIONS

Tucker Elementary School, in its first year of operating under a Modified School Calendar, continued its pattern of performance at or above that of other elementary schools in the division of Alexandria City Public Schools as measured by a number of indicators. First, it succeeded in meeting or surpassing all of the Anticipated Outcomes presented to the Virginia Board of Education in its request to start the school year before Labor Day. Second, student achievement was at least maintained and there was evidence of improvement, especially for one group. Third, participation in all three intersessions was very high, a *de facto* implication of families' acceptance of the new calendar. Each of these elements will be summarized with details.

The Anticipated Outcomes comprised twelve objectives evenly distributed among three aspects – Tucker community, intersession curriculum, and student achievement. Involvement of the Tucker community as measured by one of the four Anticipated Outcomes showed a 6% increase in the participation rate of parents in specified school activities. Some of this increased participation may have been independent of the change in calendar and may have been the result of initiating “Opening Doors”, a home visitation program. Anticipated Outcomes related to the intersession curriculum were readily surpassed. This was, in part, due to the fact that outcomes were stated for continuing years of the MSC, and not for the first year of operating a MSC. The four Anticipated Outcomes on student achievement also were met, continuing the success that Tucker Elementary School has known since its inception in 2000.

Both parents and teachers thought that students at Tucker ES performed better in 2004-2005 under the modified school calendar compared to 2003-2004 under a traditional calendar. Diverse evidence supported this sentiment. First, the percentage of students who were retained at the end of the 2004-2005 school year decreased from the previous year from 6.5% to 5.3%, and the percentage of those who were conditionally promoted decreased from 6.9% to 5.8%. Secondly, performance on standardized tests also supported the sentiment of parents and teachers, as demonstrated by comparing Virginia Standards of Learning results for 2004-2005 and 2003-2004:

- Tucker's unadjusted pass rates in all SOL subtests compared – English: Reading, Mathematics, History/Social studies, and Science – increased two to six percentage points in each test in 2005.
- Disabled students increased pass rates by 5% in History/Social Studies, 21-23% in Mathematics and in Science, and by 43% in English: Reading.
- Black students, the ethnic group with the greatest representation at Tucker – 42% of the 2004-2005 population, had increased pass rates of eight to thirteen percentage points in all subtests.
- There was very strong evidence that 3<sup>rd</sup> grade Black students truly improved their SOL scores for English: Reading and for Science, 442 versus 396, and 469 versus 420, respectively. These 2005 scores were significantly greater than the scores in 2004, and they were significantly greater than the 3<sup>rd</sup> grade students attending other elementary schools in the division.

- There was substantial evidence that Black students had improved scores in Mathematics. While the 2005 scores in both 3<sup>rd</sup> and 5<sup>th</sup> grades were not significantly greater than they were in 2004 (472 versus 445, and 465 versus 448, respectively), they were significantly greater than the scores of Black students at other elementary schools (439 and 419, respectively). In addition, the 2004 scores had not been significantly greater than those of their peers at other elementary schools.
- There was strong evidence that 3<sup>rd</sup> grade students overall truly improved their SOL Science scores in 2005 compared to 2004, 471 versus 447. The 2005 score was significantly greater than it was in 2004, and it was 12 points greater, but not significantly greater, than the score of 3<sup>rd</sup> grade students attending other elementary schools.

Intersession participation involved the majority of the students enrolled as regular students at Tucker, from 71% of students during the first intersession to 88% during the third intersession. Non-white and white student participation in the third intersession reflected enrollment proportions of each group. As a result of this high level of participation and the ethnic make-up of Tucker, more than double the number of non-white students participated in the remediation and enrichment courses of the intersessions than participated in the last summer school (2003), which happened to have had the greatest number of Tucker students attending in three years. Average attendance at the three intersessions was 96.8%, which was greater than the 96.74% average for the regular sessions; both averages were well above the Annual Yearly Progress target of 95.0%.

Satisfaction, or, at least, tolerance, with the new calendar was evidenced by both parents and staff. Ninety-seven percent of 221 respondents to the parent's questionnaire indicated acceptance of the MSC; however, 3% indicated that the MSC should be terminated. No staff suggested that the calendar should be returned to a traditional calendar, although they did have suggestions for improvements.

Table 44 summarizes fourteen changes that were suggested by the data, by observations, and/or by comments. The recommendations are clustered by aspect on the left and the rationale for the change is given on the right.

**TABLE 44**

**Recommendations for Changes to Tucker’s MSC and Rationale for Said Changes**

<b>Aspect and Recommendation</b>	<b>Reason for Change</b>
<b><i>Calendar</i></b>	
Have all schools on a modified calendar follow the same calendar.	<ul style="list-style-type: none"> <li>• Reduces the confusion of using three calendars.</li> <li>• Reduces the additional tasks and inefficiencies incurred by Central Office staff, a particular problem in small units.</li> <li>• Increases the likelihood of timeliness of receiving goods and executing time-dependent activities.</li> </ul>
Review the calendar to consider having a longer summer break.	<ul style="list-style-type: none"> <li>• Allows Tucker students to participate in ACPS band and other summer camps.</li> <li>• Allows something closer to a traditional summer.</li> </ul>
<b><i>Intersession</i></b>	
Create an IS procedures and regulations handbook.	<ul style="list-style-type: none"> <li>• Standardizes information and expectations.</li> <li>• Improves communication.</li> </ul>
Establish guidelines for which courses are to be offered during IS.	Allows a review and refocus of purpose of and resources for IS.
Establish qualifications for teaching an IS course.	<ul style="list-style-type: none"> <li>• Provides standards for hiring.</li> <li>• Communicates standards to the community.</li> </ul>
Give short biographies of IS teaching staff.	Allows parents to be better informed about the teachers, many of whom are not from ACPS.
Give parents a “heads-up” that their child may be required to attend the upcoming IS.	Allows parents to better plan for IS.
Review use of school library to determine if policies and/or procedures should be changed.	Strengthen students’ library skills, especially those in language arts remediation.
Review the electronic record keeping system of IS classes, courses, and attendance.	Ensure that the system facilitates analyses of student participation and performance.
<b>Anticipated Outcomes (AO)</b>	
Revise <i>Annually expand remediation and enrichment offerings by 2%</i> .	There needs to be a limit based on enrollment.
Revise <i>IS minority enrollment in enrichment and accelerated classes will increase 3% annually</i> .	IS participation rates of at least 71% brings into question the suitability of this objective.
<b>Operations</b>	
Bring the dispatcher for substitute teachers back to work in July rather than in August.	<ul style="list-style-type: none"> <li>• Makes dispatcher available for MSC schools.</li> <li>• Year-round staff continue with their own duties.</li> </ul>
Orient substitute teachers in July, not August.	Prepares them to function in MSC schools.
Restructure staff development dates and processes.	Minimize the use of substitute teachers at MSC schools, especially for August training.

The MSC budget was one of the areas that was not fully explored in this initial evaluation of the MSC at Tucker. It was felt, that in this first year, implementation issues were far more important than an in-depth analysis and comparison of various costs. However, future investigations will take a closer look at MSC budgets from a cost/benefits perspective. For example, with an additional year's data in hand, a better cost comparison can be made between MSC inter-session remediation costs per student and the cost of regular summer school remediation costs. As time permits, evaluation of test performance will control for participation in intersessions and other factors, to better determine if the MSC has any cumulative effects on student achievement.

Along with costs and student achievement, the MSC greatly impacts the lives of school staff. Will ensuing years find continued excitement and high levels of motivation, or will the efforts wear them? Staff attendance and attention, for example, will be important barometers of the health of the MSC culture. Monitoring of all aspects will be continued to identify these aspects along with the overall strengths and weaknesses of this newly implemented academic calendar. The MSC evaluation after the end of the 2005-2006 school year will reveal whether Tucker continues its success into its second year, and whether Mount Vernon Community School experiences the same favorable outcomes.

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## **APPENDICES**

**1 Summary of Visits to Tucker School**

**2 Questionnaires**

**APPENDIX 1**

**Summary of Visits to Tucker School**

<b>Visit Number and Purpose</b>				
<b>M&amp;E Staff</b>	1 - Staff Meeting	2 - Observation	3 - Observation	4 - Observation
A	Thur., March 10 (10AM-noon)	Wed., March 30 - half day	Tue., April 5 - few hrs	NA
B	Thur., March 10 (10AM-noon)	Wed., March 30 - all day	Tue., April 5 - half day	Thur., April 7 - half day

## **APPENDIX 2**

### **Questionnaires**

- 1) Questionnaire for Tucker Teachers on MSC
- 2) Questionnaire for Tucker MSC Curriculum Writers (school-based)
- 3) Questionnaire for Tucker Administrative and Non-Teaching Staff on MSC
- 4) Questionnaire for Tucker Parents on MSC
- 5) Questionnaire for Non-Tucker Staff on MSC

## Questionnaire for Tucker Teachers on the Modified School Calendar (MSC)

*Instructions: We would like to know your thoughts about and experiences with the MSC. Please write your answers on this sheet. Attach an additional sheet if necessary.*

**The following questions are in regard to the regular school sessions (not inter-sessions).** *(Please limit your answers to your personal experience.)*

1. What new items did you have to develop, for example, curriculum, materials, processes, procedures, etc.? *(Please indicate whether this was for a regular school session or an inter-session, and limit your answer to your own experience.)*

2. Did you have any transfer students? *(Circle the answer.)* Yes No

If yes, about how many? \_\_\_\_\_

Generally speaking, when did she/he/they transfer in?

What challenges, if any, did the MSC present to integrating the student(s) into class?

3. *(Circle the item describing your opinion. Specific information and suggestions also are welcomed.)*

A. I received the new reading series { **On Time**      **Late** }

B. I received books { **On Time**      **Late** }

C. I received supplies { **On Time**      **Late** }

Comments about receiving these items:

4. *(Circle the item describing your opinion.)* Parental involvement has been { **Less**      **Same**      **Greater** } this year?

If there was a change in involvement, what, specifically, do you think caused it?

5. What were some of the strengths of using a MSC?

6. What were some of the challenges of using a MSC?

7. Are you returning to Tucker next year? (Circle the answer.) Yes No  
 If no, are you not returning because of the MSC? (Circle the answer.) Yes No

**The following questions are about the inter-sessions.**

(Circle the expression that best describes your opinion.)

	Strongly Agree	Agree	No Opinion or NA	Disagree	Strongly Disagree
8. Remediation classes helped students keep up with the rest of the class.	SA	A	NO/NA	D	SD
9. Inter-session should offer courses such as soccer, basketball, karate, etc.	SA	A	NO/NA	D	SD
10. I enjoyed the opportunity to teach during the inter-session.	SA	A	NO/NA	D	SD

**The following questions are general, that is, they could relate to either the modified school calendar in general or to some specific aspect of the calendar or inter-sessions.**

11. What improvements would you recommend to the Modified School Calendar for the upcoming year?

12. What improvements would you recommend to the Modified School Calendar over the next few years?

13. Please add any other remarks you wish to make.



*If you would like to chat with us about your MSC or inter-session experience, please complete the following, and we will call you, or just give us a call*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**Thank you for sharing your observations with us!**

Please return this questionnaire to:  
 Lydia A. d'Alois  
 Monitoring & Evaluation Services  
 ACPS

E-mail: [lydia.dalois@acps.k12.va.us](mailto:lydia.dalois@acps.k12.va.us)

Telephone: 703-824-6638

**Questionnaire for Staff Who Worked on the Curriculum  
for the Modified School Calendar  
as Implemented at Samuel W. Tucker Elementary School**

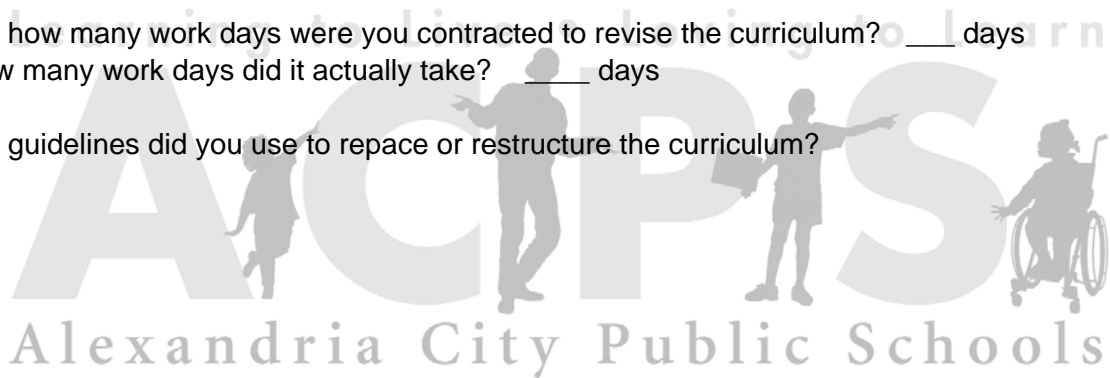
*Background and Instructions: Information compiled from this questionnaire will become a part of the evaluation of the Modified School Calendar (MSC). You have received this questionnaire because you were worked on repacing curriculum for the MSC as implemented at Samuel W. Tucker Elementary School. We would like to know about that experience. Please complete the questions below on this sheet of paper; attach another sheet if necessary. If a question is not relevant, please write "NA".*

1. On which content area did you work?

2. With whom did you work?

3. a. For how many work days were you contracted to revise the curriculum? \_\_\_\_ days  
b. How many work days did it actually take? \_\_\_\_ days

4. What guidelines did you use to repace or restructure the curriculum?



5. What challenges did the Modified School Calendar pose to repacing or restructuring this curriculum?

6. Please outline the general changes that were made.

7. Has the revised curriculum been implemented? (Circle the answer.) Yes No Don't know

8. Have you used this revised curriculum? (Circle the answer.) Yes No

9. What improvements would you recommend to the Modified School Calendar for the upcoming year?

10. What improvements would you recommend to the Modified School Calendar over the next few years?

11. Please add any other remarks you wish to make regarding the revised curriculum or the MSC.

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*If you would like to chat with us about your MSC and/or intersession experience, please complete the following, and we will call you, or just give us a call.*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**Thank you for taking the time to share your experiences with us!**

*Please return this questionnaire to:*

*Lydia A. d'Alois  
Monitoring & Evaluation Services  
ACPS*

E-mail: [lydia.dalois@acps.k12.va.us](mailto:lydia.dalois@acps.k12.va.us)

Telephone: 703-824-6638

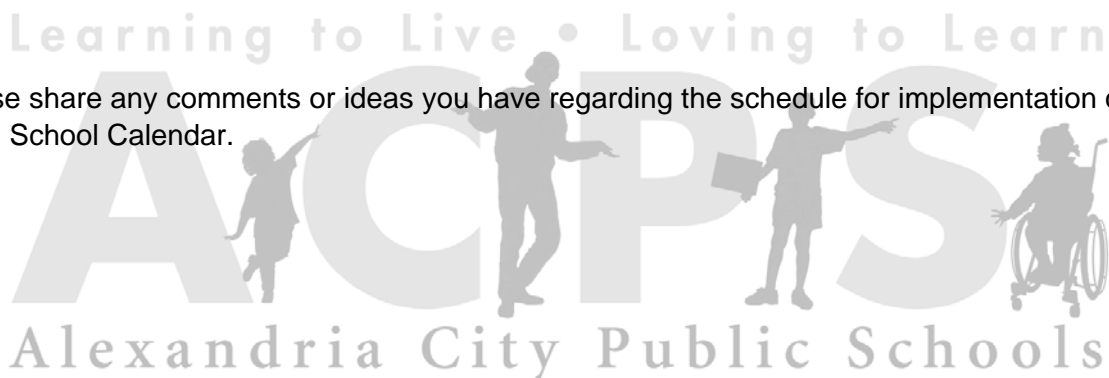
**Questionnaire for Tucker Administrators and Non-Teaching Staff  
on the Modified School Calendar  
as Implemented at Samuel W. Tucker Elementary School**

*Instructions: We would like to know about your experiences with the Modified School Calendar (MSC) implemented at Tucker Elementary School. Since this questionnaire is going to a broad array of staff, if a question is not relevant to your work, please write "NA". Please respond on this sheet and attach a blank sheet if more space is needed.*

1. To which unit is your position assigned? \_\_\_\_\_

2. What new items did you have to develop, for example, curriculum, materials, processes, procedures, etc.? *(Please indicate whether this was for a regular school session or an inter-session, and limit your answer to your own experience.)*

3. Please share any comments or ideas you have regarding the schedule for implementation of the Modified School Calendar.



4. Were there unanticipated costs - materials or labor - in your job or unit as a result of using a MSC ?  
*(Circle the answer.)*

No

Yes → *Please explain:* \_\_\_\_\_

5. *(Circle the item inside the bracket that best describes your opinion.)* Regarding parental involvement, parents have been { **Less**   **Similarly**   **More** } involved?

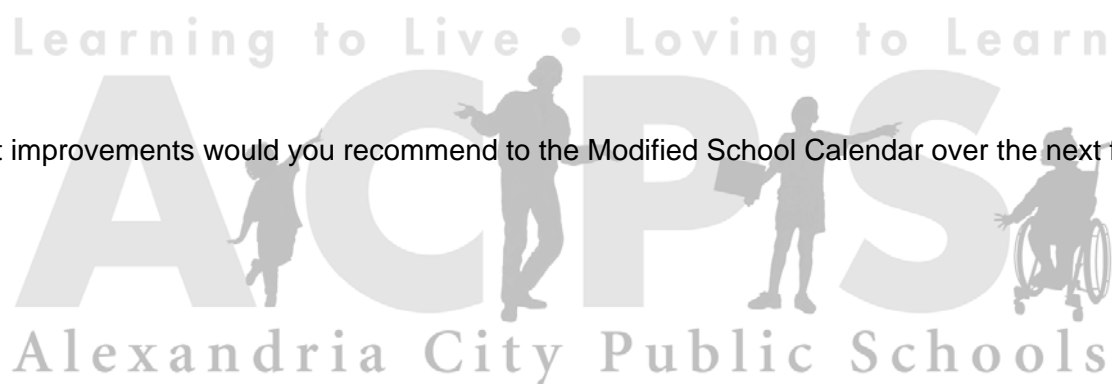
If there was a change, what do you think contributed to this change in involvement?

6. What were the strengths of having a MSC?

7. What were the challenges of having a MSC?

8. What improvements would you recommend to the Modified School Calendar for the upcoming year?

9. What improvements would you recommend to the Modified School Calendar over the next few years?



10. Please add any other remarks you wish to make.

**Thank you for sharing your experiences and observations  
with us!**

*Please return this form to:*

*Lydia A. d'Alois  
Monitoring & Evaluation Services  
ACPS*

**Questionnaire for Parents  
on the Modified School Calendar  
as Implemented at Samuel W. Tucker Elementary School**

*Instructions: This year your child's school, Samuel W. Tucker Elementary, used a Modified School Calendar (MSC). Before this new calendar was implemented, we asked you what you thought about it. Now that you have had one school year of experience with it, we again would like to know your thoughts and experiences on this new calendar. Please answer the questions below on this sheet of paper, and then return this sheet to the school. Thank you for taking the time to share with us your observations.*

***Please return this form to Samuel W. Tucker Elementary School.***

1. How many children do you have enrolled at Tucker? \_\_\_\_

2. *(Circle one of the responses inside the brackets.)*

Your child did { **Worse**    **The Same**    **Better** } in school this year with the Modified School Calendar.

*(If you have more than one child enrolled, please give a response for each child.)*

*Second child:*

Your child did { **Worse**    **The Same**    **Better** } in school this year with the Modified School Calendar.

*(If you have more than one child enrolled, please give a response for each child.)*

3. *(Circle one of the responses inside the brackets.)*

Your costs associated with school { **Increased**    **Stayed the Same** (go to item #5)    **Decreased** }.

If costs changed (by either increasing or decreasing), what caused the change?

4. *(Circle one of the responses inside the brackets.)*

Your costs associated with child care { **Increased**    **Stayed the Same** (go to item #5)    **Decreased** }.

If costs changed (by either increasing or decreasing), what caused the change?

5. What was good about having a Modified School Calendar?

6. What was not good about having a Modified School Calendar?

7. What improvements would you recommend to the Modified School Calendar for the upcoming year?

8. What improvements would you recommend to the Modified School Calendar over the next few years?

9. Please add any other remarks you wish to make.

*If you would you like to chat by phone or in person with us about your experiences with the Modified School Calendar, please give us a method and a time to contact you.*

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Do you prefer to call us? (Circle one) Yes            No

*If yes, call us at 703-824-6638 and ask for Lydia.*

*If no, when is the best time for us to call you? \_\_\_\_\_*

**Thank you for your time and for sharing your  
experiences with us!**

***Please return this form to Samuel W. Tucker Elementary School.***

**Questionnaire (for Non-Tucker Staff) on the Modified School Calendar  
as Implemented at Samuel W. Tucker Elementary School 2004-05 School Year**

*Background and Instructions: Information compiled from this questionnaire will become a part of the evaluation of the Modified School Calendar (MSC). You have received this questionnaire because the work you do may have been affected by Tucker Elementary School's implementation of a MSC during the 2004-05 school year. We would like to know about this. Complete the questions below on this sheet, and continue on a blank sheet of paper if necessary. Write "NA" if a question is not relevant.*

1. To which unit is your position assigned? \_\_\_\_\_

2. What new items did you have to develop, for example, processes, procedures, materials, etc.?  
(Please indicate whether this was for a regular school session or an inter-session.)

3. How did the calendar impact your annual work tasks? Share any comments or ideas you have regarding the schedule for implementation of the Modified School Calendar.

4. Were there unanticipated costs - materials or labor - in your job or unit as a result of using a MSC?  
(Circle the answer.)

Yes

No → Please explain:

5. Were there tasks that you do for all elementary schools or all schools that you had to do separately for Tucker because of the MSC? (Circle the answer.)

No

Yes → Please note the task, what you had to change, and an estimate of the time it took.

6. What were the strengths of having a MSC?

7. What were the challenges of having a MSC?

8. What improvements would you recommend to the Modified School Calendar for the upcoming year?

9. What improvements would you recommend to the Modified School Calendar over the next few years?

10. Please add any other remarks you wish to make.

## **Thank you for taking the time to share your experiences with us!**

*If you would like to further discuss with us your MSC experience, please complete the following.*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Do you prefer to call us? (Circle one) Yes No

If no, when is the best time to call you? \_\_\_\_\_

**Please return this questionnaire to:**

**Lydia A. d'Alois  
Monitoring & Evaluation Services, ACPS**

E-mail: [lydia.dalois@acps.k12.va.us](mailto:lydia.dalois@acps.k12.va.us)

Telephone: 703-824-6638