

# Final Report 2016-2017 - eSchool

## Please Finish your Final Report Submission

Your Final Report has been reviewed and the reviewers and or/board have made comments. Please scroll to the bottom of the plan, review the comments and make any requested changes. If the changes are substantive, the council will need to vote and a vote will need to be entered. When you are finished, please resubmit and notify the district that you are finished.

## Print Instructions

Please use the print option in your browser.

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$114,642	N/A	\$119,742
Distribution for 2016-2017	\$183,586	N/A	\$202,959
Total Available for Expenditure in 2016-2017	\$298,228	N/A	\$322,701
Salaries and Employee Benefits (100 and 200)	\$35,000	\$29,479	\$67,007
Employee Benefits (200)	\$0	\$0	\$19,651
Professional and Technical Services (300)	\$10,000	\$299	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$65,000	\$1,495	\$0
Travel (580)	\$0	\$0	\$1,495
General Supplies (610)	\$0	\$0	\$299
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$3,158
Software (670)	\$0	\$0	\$28,500
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$110,000</b>	<b>\$31,273</b>	<b>\$120,110</b>
Remaining Funds (Carry-Over to 2017-2018)	\$188,228	N/A	\$202,591

## Goal #1 Goal

[EDIT ANSWERS](#)

Increase by 5% special education student DIBELS scores in K-3 and SAGE Language Arts scores in 4-12 at the end of the 2016 school year by providing additional one-on-one support for special education students by hiring three part-time aides.

## Academic Areas

- Reading
- Writing

## Measurements

**This is the measurement identified in the plan to determine if the goal was reached.**

1. On a monthly basis, aides will record student progress in relationship to their IEP goals.
2. BOY, MOY, and EOY DIBELS scores
3. Summative SAGE scores

**Please show the before and after measurements and how academic performance was improved.**

We identified 12 special education students in grades 1-3.  
--5 did not have any DIBELS data (opted out)  
--7 had data for BOY  
--only 3 had data for EOY (meaning 4 opted out or moved out during the year)  
--Of the 3 that were tested at both BOY and EOY, all improved

DIBELS 2016-2017

	BOY	EOY
Student 1	82	87
	31	39
	13	22
Student 2	88	98
	51	86
	10	15
Student 3	8	24
	0	6
	N/A	N/A

**Action Plan Steps**

**This is the Action Plan Steps identified in the plan to reach the goal.**

1. Under the direction of the special education teachers, aides will be trained to collect data and provide assistance in accommodating IEPs.
2. Aides will administer and collect data from assessments.
3. Aides will assist students in accomplishing IEP goals and record progress by using special education rubrics.

**Please explain how the action plan was implemented to reach this goal.**

1. Special education teachers trained all three of our aides in how to support and accommodate students with IEPs.
2. Our general education teacher actually administered DIBELS.
3. Aides also kept weekly notes on student improvement; not necessarily assessment scores, but skills achieved.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salaries of aides	\$35,000	\$29,479	Salaries of and computers for aides.
	Total:	\$35,000	\$29,479	

**Goal #2  
Goal**

[EDIT ANSWERS](#)

Increase by 10% student communication, social interaction skills, and participation among eSchool students through educational field trips as measured by a satisfaction scale on two surveys--beginning and end of year--and exit surveys at the conclusion of each trip.

**Academic Areas**

- Technology
- Science
- Fine Arts
- Social Studies

**Measurements**

**This is the measurement identified in the plan to determine if the goal was reached.**

1. Pre- and post-satisfaction scale survey data.
2. Exit survey data.
3. Participation numbers data.

**Please show the before and after measurements and how academic performance was improved.**

The first survey we sent was to families regarding field trips in regional areas across the state. We got 173 responses out of 3800 students, which is only 4.5%. (We are aware that there are many families with multiple students). 67% of respondents were from Salt Lake City area, and we already do field trips there.

Our overall numbers were 1200 participants in field trips throughout the year.

## Action Plan Steps

**This is the Action Plan Steps identified in the plan to reach the goal.**

1. Develop satisfaction scale survey to establish baseline and provide end of year data.
2. Develop exit surveys and give to students after each activity.
3. Divide eSchool into geographical regions as needed.
4. Engage parent volunteers in each region to coordinate monthly field trips.

**Please explain how the action plan was implemented to reach this goal.**

1. Divided Utah into geographical regions.
2. Sent survey to all families to see who was interested in regional field trips and who could help organize them.
3. Response was low and most (67%) lived close enough to attend our regular field trips.
4. Few parents volunteered and no regional field trips occurred.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Other Purchased Services (Admission and Printing) (500)	Entrance fees for students for academic field trips.	\$50,000	\$0	We didn't use any money.
	Total:	\$50,000	\$0	

## Goal #3 Goal

[EDIT ANSWERS](#)

90% of teachers will participate in professional development to learn how to further differentiate and individualize instruction and improve student outcomes in an online setting.

## Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Social Studies

## Measurements

**This is the measurement identified in the plan to determine if the goal was reached.**

1. Assessment of student learning outcomes.
2. Results of year-end teacher evaluations with principal.
3. Data derived from rubric in determining implementation by each teacher.

**Please show the before and after measurements and how academic performance was improved.**

1. All teachers received Effective marks on their evaluations, indicating they're using what they've learned to positively impact their students.
2. Special education teachers created methods to support a non-verbal student.

## Action Plan Steps

**This is the Action Plan Steps identified in the plan to reach the goal.**

1. Send teachers to Corwin Visible Learning Conference.
2. Attend professional development event that will include best practices about digital learning to increase student achievement.
3. Principal will create and use a rubric to determine effective use of targeted professional development.

**Please explain how the action plan was implemented to reach this goal.**

1. All eSchool teachers attended the 2017 Instructional Leadership (21st Century) Conference.
2. All teachers participated in principal-run professional development based on two books--What Works in K-12 Online Learning and Making the Move to K-12 Online Teaching.
3. Principal evaluated all teachers based on district evaluation standards.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Expert speaker's salary and travel expenses	\$10,000	\$299	Travel to conference and books
Other Purchased Services (Admission and Printing) (500)	Conference costs for staff members	\$15,000	\$1,495	As Described
	Total:	\$25,000	\$1,794	

## Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$202,591 to the 2017-2018 school year. This is 100% of the distribution received in 2016-2017 of \$202,959. Please describe the reason for a carry-over of more than 10% of the distribution.

There are a few reasons for the heavy amount of carryover. Last year (2016) we talked with representatives at the state who informed us we could give back excess monies from Trustlands and start fresh with only one year's allotment of funds. In spring 2017 when we tried to give the money back, the state told us we couldn't give it back. It's extra because we hadn't planned on using it. Another reason for the carryover is that the council didn't use money for field trips as anticipated. Lastly, the council feels that our hands are tied on some of our ideas because the laws are built for brick-and-mortar schools, not online schools. We feel restricted in what we're able to use the money for because we don't have a central location of students and equipment.

## Increased Distribution

Please explain how any additional funds recieved exceeding the estimated distribution were spent.

## Increased Distribution

**The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.**

With increased money, we will hire an additional special education teacher (Goal 2). Including salary and benefits, it would be about \$55,000.

**Description of how any additional funds exceeding the estimated distribution were actually spent.**

## Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website

The school plan was actually publicized to the community in the following way(s):

- School website

## Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2016-04-15

## Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

## Note About Amendments

You may add a response to an amendment's explanation as part of the Final Report, however this is not required.

## Plan Amendments

### Approved Amendment #1

**Submitted By:**

Megan Dunnigan

**Submit Date:**

2016-09-14

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

2016-09-15

**District Reviewer:**

Catherine Weight

**District Approval Date:**

2016-10-03

**Board Approval Date:**

2016-09-30

**Number Approved:**

6

**Number Not Approved:**

1

**Absent:**

0

**Vote Date:**

2016-09-14

**Explanation for Amendment:**

One of our goals was not accepted so we needed to replace it. The new goal is to increase graduation rates by 5%. We will accomplish this by holding study skills classes, which means students will come to the computer lab for part of their school day to work on online classes. They'll have the support of a teacher in the room as they work. Students will mostly take credit recovery classes to make up credits they've missed. We'll have two teachers each work half a day. The cost of the two part-time teachers, is equal to one salaried teacher position (plus benefits). The amount is \$60,000.00.

**Final Explanation for Amendment:**

More study skills classes were offered throughout the day and two teachers each worked part-time. In 2016 our graduation rate was 9.4% and in 2017 it was 17.4%. That is an improvement of 7.7%, which exceeded our goal of a 5% improvement! The cost of the teachers' salaries and benefits was \$59, 534.86.

**Approved Amendment #2** **Submitted By:**

Megan Dunnigan

**Submit Date:**

2017-03-09

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

2017-03-17

**District Reviewer:**

Catherine Weight

**District Approval Date:**

2017-03-17

**Board Approval Date:**

2017-03-17

**Number Approved:**

5

**Number Not Approved:**

0

**Absent:**

3

**Vote Date:**

2017-02-10

**Explanation for Amendment:**

We neglected to include a goal that we thought we had. It was on last year's plan and on our upcoming plan and has to do with the continuous improvement of DIBELS scores. The goal is to improve DIBELS scores among 1st-3rd grade students by 10% by the end of the year. We will accomplish this by using BOY DIBELS scores to determine the needs of a student and give them access to an online reading program that will target their specific needs. The EOY scores will be the measuring stick for progress. This goal addressed the academic areas of Reading and Writing. Our measurements include the following. One, students take mandatory pre-test on one of two school-approved programs. Two, teachers and mentors use these programs to provide Tier 2 and Tier 3 instruction. Three, students take post-tests. The end measure is EOY DIBELS. We'll renew our subscriptions to online intervention programs such as IXL and Lexia which costs about \$22,000. This money comes from carryover funds that were previously unused.

**Final Explanation for Amendment:**

We delivered DIBELS and intervention programs for students who got low scores. We used BOY and EOY composite scores as our measurement. We used mostly iReady and MobyMax, which cost \$29,301.90. For all 3 grades, the percent of students in red (well-below benchmark) decreased from BOY to EOY. Grade 1 decreased by 19%, Grade 2 by 1% and Grade 3 by 2%. For grades 1 and 3, the students in green (at benchmark) increased by 6%. Grade 2 fell by 5%. Overall, we didn't meet our goal of improving by 10% in the benchmark measurement, but we increase by 6% and also decreased the number of well-below benchmark students, which is still positive.

**Please Note**

Comments will only be visible for users that have logged in.

**Comments**

Date	Name	Comment
2016-06-15	Karen Rupp	Goal #1 Aide to track student materials and progress. The law states funds must be used for direct instruction of students. Be aware that trust funds are eligible to be used for a teacher, teacher aide, tutor, or other personnel if an employee paid out of School LAND Trust funds spends at least 75% of the employees time interacting with, instructing, or preparing to instruct a student in an approved academic area. The aide would have to fall within this definition in order to use trust funds.
2016-06-28	Catherine Weight	Please make the changes the state has suggested.

**Required for Submission**

**Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.**

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Comments have been read through and considered/addressed
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

[BACK](#)

[SUBMIT FOR REVIEW](#)