

Report on Yancey Elementary School

May 11, 2017

*Rev. May 19, 2017**

*Rev. May 24, 2017**

During the course of the 2016-2017 school year, staff has been providing the School Board with a series of reports and updates on Yancey Elementary School. Specifics of these reports can be found as part of the School Board agendas on the following board meeting dates:

- August 11, 2016
- January 12, 2017
- March 9, 2017
- April 27, 2017

The first three updates addressed student achievement and climate survey information. The April 27th update addressed the current status of two major grants that are significant to Yancey Elementary School. For both grants, a 21st Century Grant and a Title I School Improvement Grant, staff cautioned the School Board that it was likely that the funding would not be available for the 2017-2018 school year.

At the April 27th meeting, staff also informed the School Board that it now appears that Yancey may not reach the original student enrollment projection for the 2017-2018 school year. The 2016-2017 enrollment is 118 and the projection for next year is 108 as the graduating 5th grade class is larger than the projected kindergarten class. Updated estimates for the kindergarten class suggest that it may be less than projected such that Yancey may have an enrollment next year of fewer than 105 students.

All of the above information was discussed by the School Board. The School Board asked staff to bring back to the board meeting on May 11 information related to the potential of closing Yancey and absorbing its students into Scottsville and Red Hill Elementary Schools. The purpose of this report is to provide the School Board with relevant information so that the board has the information that it needs to make decisions on next steps.

This report consists of the following sections:

- | | |
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| 1. Enrollment - Updated | 11. Alternate School Uses - New |
| 2. Community Use | 12. Cost/Pupil - New |
| 3. Capital and Operating Budgets | 13. School Size Research - New |
| 4. Student Transportation - Updated | 14. Deed - New |
| 5. Demographics - Updated | 15. Pre-K Programs - New |
| 6. Yancey Workgroup Report (2014) | 16. Transition - New |
| 7. Scottsville and Red Hill Capacities - Updated | 17. Grant Funding - New |
| 8. Yancey Climate Survey | 18. Timeline - New |
| 9. Yancey Staff | 19. Options Available to the School Board - Updated |
| 10. Legal Authority | |

**The report has been updated for the May 25 School Board Meeting with updated information and to address the Board's request for additional material.*

SECTION 1: ENROLLMENT - UPDATED

Yancey K-5 Enrollment History & Projection

03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	
144	131	131	158	168	168	165	138	131	132	133	118	118	118	108	110	113	114	106	
Projections from Fall 2008					168	172	169	167	171	178	178	182	191	201	206				

Yancey’s student enrollment peaked at 168 for both the 2007-2008 and the 2008-2009 school years. At that time, the projection for the 2017-2018 school year was 201 students. In the 2010-2011 school year there was a significant drop in enrollment to 138 students. For the next four years, enrollment stayed in the 130’s but then dropped to 118 in the 2014-2015 school year. That enrollment has remained constant for the past three years but is expected to drop to 108 students for the 2017-2018 school year. The five year projection for the 2021-2022 school year is 106 students.

In the fall of 2016, the school system contracted with the Weldon Cooper Center to prepare a report on future enrollments at all Albemarle County schools. Weldon Cooper used the same basic methodology for calculating enrollment with the exception of kindergarten classes. Kindergarten classes are the most difficult to project as most of those students are not already registered in the school system other than the small number who participate in preschool programs.

Weldon Cooper’s projection for Yancey for the 2017-2018 school year is 110 students and for the 2021-2022 school year is 99 students. It should be noted that Weldon Cooper then has Yancey’s enrollment growing to 116 students over the next five year period.

Yancey Kindergarten Enrollment History

03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	17/18
26	25	23	28	31	34	29	16	28	21	24	13	21	15	18	14

Projection¹ Estimate²

¹Projection made in Fall 2016 as part of division-wide annual enrollment projection process. Kindergarten projections are based on birth data from 5 years prior.

²Estimate is based on registrations to date (9), current enrollment in Bright Stars & Little Learners preschool programs, siblings, and other likely registrations.

Red Hill K-5 Enrollment History & Projection

03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
178	181	159	173	182	185	175	158	158	152	141	153	146	132	129	135	141	140	138

As with other rural schools in Albemarle County that are outside the county’s defined development areas, student enrollments at Red Hill have been declining and are projected to continue to do so. Red Hill’s enrollment peaked at 185 students in the 2008-2009 school year. Staff projects that Red Hill’s enrollment will be 129 students for the 2017-2018 school year and 138 students in the 2021-2022 school year. Five years later, the staff projection is for 134 students.

Weldon Cooper projects enrollment will be 126 students for the 2017-2018 school year and 112 students in the 2021-2022 school year. Five years later, their projection is for 133 students.

Scottsville K-5 Enrollment History & Projection

03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22
180	179	175	170	171	170	170	191	186	180	162	172	178	181	184	188	181	185	182

Scottsville's enrollment peaked at 191 students in the 2010-2011 school year. Staff projects that Scottsville's enrollment will be 184 students for the 2017-2018 school year and 185 students in the 2021-2022 school year. Five years later, the projection is 182 students.

Weldon Cooper, on the other hand, projects enrollment will be 172 students for the 2017-2018 school year and 162 students in the 2021-2022 school year. Five years later, their projection is for 187 students.

SECTION 2: COMMUNITY USE

The following building use information was extracted from our Building Use System. It is possible that other activities took place without having been scheduled through this system. It is noted that most of the 2016-2017 information is through the end of April and not for the entire school year.

Organization	Event	2013/14	2014/15	2015/16	2016/17
Parks and Recreation	Parks & Rec Open Gym	24	40	38	33
	Summer Playground Program		25	18	
	Summer Camp			25	40
Yancey Community Work Group	Meeting	1			
Club Yancey	Club Yancey		21	34	145
	Quick Start Tennis	15			
Albemarle County Board of Elections	Elections	1	2	2	2
Albemarle County Community Education	Cyber Sundays	16			
Albemarle County Office of Housing	AHIP Community Meeting			1	
Albemarle County Board of Supervisors	Community Meetings	2			
Yancey Elementary School	Various Events/Meetings	1	6	11	15
	Summer School		4	2	11
	Summer Invention Camp			12	8
Girl Scouts	Meetings				13

SECTION 3: CAPITAL AND OPERATING BUDGETS

The Yancey operating budget for the 2017-2018 school year is \$1,751,120. If the School Board made the decision to close Yancey, approximately \$990,000 of the operating budget funds would not follow the students to their new schools. Please read the Yancey Staffing section of this report to note that some of this funding might be required to ensure that current Yancey staff have jobs for the 2017-2018 school year.

There is \$205,000 programmed in the capital program for maintenance at Yancey in the next five years. In FY17/18, the capital program has \$15,000 programmed to replace the clock system in the school and another \$80,000 to fund bathroom upgrades. For FY19/20, \$60,000 is planned for kitchen upgrades and \$50,000 to install a new generator.

DART estimates that the cost to bring broadband fiber to Yancey is about \$313,000. This was scheduled to be completed in 2 years and is programmed in the capital program.

These total capital expenditures would no longer be required if the school did not remain open.

SECTION 4: TRANSPORTATION - UPDATED

Yancey Elementary School is currently served by 4 school buses. The current average and longest run times for Yancey and Albemarle’s other rural elementary schools are as shown below:

Bus Ride Times (in minutes)

	Average	Longest
Brownsville	22	64
Crozet	23	63
Meriwether-Lewis	26	61
Murray	27	55
Red Hill	28	81
Scottsville	30	60
Stony Point	36	58
Stone Robinson	32	60
Yancey	33	62

It is feasible that about 40% of Yancey’s enrollment could be districted to Red Hill and 60% to Scottsville. This is based on the most efficient and reasonable transportation routes and keeping existing neighborhoods and communities together at the same school. A map of the potential redistricting is included as Appendix A and was the basis for the analysis of ride times shown below.

The following charts shows the changes in bus ride times by student based on transportation’s recommendations on student placements from Yancey to either Scottsville or Red Hill. As can be noted, 47 students would have a shorter bus ride and 36 students would have a longer bus ride. The average change would be a reduction of 4.6 minutes daily. This analysis was done only for current Yancey students in grade K-4 and assumed the continued use of 4 school buses.

Bus Ride Time Comparison (in minutes)

Time in Minutes	Current		Projected	
	Student Counts	Student Percentage	Student Counts	Student Percentage
0-10	2	2%	3	4%
11-20	15	18%	23	28%
21-30	21	25%	27	33%
31-40	18	22%	16	19%
41-50	23	28%	9	11%
51-60	4	5%	5	6%
Total K-4 Students	83	100%	83	100%

Bus Ride Time Comparison (in minutes)

Current K-4 Yancey Students

Student	Current Ride Time	Projected Ride Time	Difference
1	58	15	-43
2	50	12	-38
3	49	13	-36
4	49	14	-35
5	49	14	-35
6	48	18	-30
7	48	18	-30
8	48	18	-30
9	47	17	-30
10	46	16	-30
11	59	30	-29
12	46	17	-29
13	39	10	-29
14	38	9	-29
15	52	24	-28
16	45	17	-28
17	39	11	-28
18	39	11	-28
19	47	21	-26
20	47	21	-26
21	44	18	-26
22	44	19	-25
23	46	22	-24
24	45	23	-22
25	45	23	-22
26	45	23	-22
27	55	35	-20
28	43	24	-19
29	33	15	-18
30	33	15	-18
31	42	25	-17
32	41	26	-15
33	32	19	-13
34	32	19	-13
35	30	18	-12
36	21	10	-11
37	40	31	-9
38	27	20	-7
39	47	41	-6
40	36	31	-5
41	26	21	-5
42	36	32	-4
43	25	22	-3
44	24	23	-1
45	24	23	-1
46	24	23	-1
47	34	34	0

Student	Current Ride Time	Projected Ride Time	Difference
48	33	34	1
49	23	24	1
50	23	24	1
51	18	20	2
52	22	25	3
53	36	41	5
54	35	40	5
55	38	44	6
56	31	37	6
57	31	37	6
58	30	38	8
59	29	38	9
60	14	25	11
61	24	36	12
62	23	35	12
63	23	35	12
64	21	34	13
65	13	26	13
66	12	27	15
67	12	27	15
68	11	28	17
69	11	28	17
70	10	29	19
71	10	29	19
72	23	45	22
73	21	43	22
74	19	41	22
75	19	41	22
76	11	33	22
77	28	51	23
78	28	51	23
79	18	46	28
80	17	47	30
81	14	57	43
82	14	57	43
83	11	60	49
Total	2673	2294	-379
<i>Average</i>	32.2	27.6	-4.6

It is projected that 47 students will have a shorter or equivalent bus ride while only 36 students are projected to have a longer ride.

SECTION 5: DEMOGRAPHICS - UPDATED

If students were redistricted from Yancey to Red Hill and Scottsville, the demographic changes to each school would be as illustrated below. The data are based on K-5 enrollment at all three schools as of April 2017 and on the attached redistricting map also used to calculate the transportation changes.

Current Student Demographics:

School	Black	Hispanic	White	Disadvantaged ¹	Limited English Proficiency	Students w/Disabilities ²
Red Hill	7%	10%	73%	46%	4%	27%
Scottsville	2%	5%	86%	40%	1%	20%
Yancey	18%	17%	59%	76%	9%	26%

Student Demographics if Redistricting Occurred:

School	Black	Hispanic	White	Disadvantaged ¹	Limited English Proficiency	Students w/Disabilities ²
Red Hill	5%	12%	75%	55%	5%	26%
Scottsville	11%	8%	75%	48%	3%	26%

¹"Disadvantaged" students are those who receive free and reduced price meals under the federal program.

²"Students with Disabilities" are those identified for special education services, from speech pathology and learning disabilities to severe and profound disabilities.

SECTION 6: YANCEY WORKGROUP REPORT

In December 2012, the Board of Supervisors and the School Board approved the charter for a workgroup whose members were to be appointed by the County Executive and Superintendent of Schools. The purpose of the work group was to explore and recommend potential community-wide use of Yancey Elementary School to serve the southern Albemarle community. In April 2014 the Yancey Work Group presented its report to the Board of Supervisors. Many of the recommendations in the report, but not all, were implemented. This is the link to the referenced report:

<http://esblog.k12albemarle.org/attachments/07028cca-310a-4957-b4c1-90ed9e248b1a.pdf>

SECTION 7: SCOTTSVILLE AND RED HILL CAPACITIES - UPDATED

Red Hill

Red Hill could accommodate the additional 44 students in their existing classes and would not require additional classes or classrooms. Their current class sizes are small and could absorb the additional students. The school would continue to need to utilize 2 trailers for auxiliary functions including ESOL, Speech, Family Support Workers and community partners.

Scottsville

Scottsville is currently slightly over their building capacity. For this reason the school currently utilizes mobile classrooms for Art, Music, guidance, psychologist, family support workers, and other auxiliary functions.

If approximately 60 students were redistricted from Yancey to Scottsville, the school would require 2-3 additional K-5 classrooms in addition to the 10 classrooms it currently utilizes. There are several options to accommodate the additional classrooms:

- The school currently has one available classroom in their 4/5 wing that is unassigned.
- As a part of the security addition, an additional classroom will also be constructed. This will be completed sometime during the 2017/18 school year. A mobile classroom could be used until it is complete.
- The Bright Stars class could be relocated to an existing mobile classroom that has a bathroom. This is where the program was previously located two years ago.
- The round room is underutilized. It is smaller than a regular classroom but could accommodate a small class (<15) if staffed in that manner.
- Install additional mobile classrooms if additional auxiliary spaces are needed.

In summary, the situation would be challenging but workable in the short-term. In the long-term, it is advised to accelerate a previously requested capital project to construct additional classrooms. The expansion should also include replacement of the septic system. If funding was made available by the next fiscal year, the earliest this could be built would be for the 2020/21 School Year.

SECTION 8: CLIMATE SURVEY

Shown below are the Yancey students' climate survey results for the past 4 school years:

	2013-14	2014-15	2015-16	2016-17
I like school a lot				
ACPS	77	76	76	74
Yancey	54	45	80	67
School is boring				
ACPS	22	21	22	23
Yancey	44	46	35	36
My schoolwork makes me more curious about learning				
ACPS	XXXX	67	67	64
Yancey	XXXX	51	57	54
I have fun at recess on most days				
ACPS	XXXX	92	92	91
Yancey	XXXX	91	95	90
Getting good grades is very important to me				
ACPS	95	93	93	92
Yancey	95	91	92	97
Students at this school are friendly				
ACPS	XXXX	87	87	87
Yancey	XXXX	44	55	49
Adults at this school treat me respectfully				
ACPS	XXXX	86	89	87
Yancey	XXXX	55	65	56
If I have a personal problem at school I can find a friend or adult who can help me				
ACPS	89	84	85	86
Yancey	71	78	78	77
Students at this school get teased about how they look				
ACPS	37	30	30	28
Yancey	68	59	58	64
If I tell an adult about bully, they will help				
ACPS	88	89	92	91
Yancey	59	55	60	69

SECTION 9: YANCEY STAFF

Over the past 3 years, class sizes and grade level configurations have been changed to increase collaboration among and between teachers. The following diagram shows the shifts in the configurations.

2011-2012		
Grade	Classes	Teachers
K	1	1
1	1	1
2	2	2
3	1	4**
4	1	
5	2	
Int/Spec.*		
Totals	8	16

2012-2013		
Grade	Classes	Teachers
K/1	3	3
2	1	1
3	1	4**
4	1	
5	2	
Int/Spec.*		8
Totals	8	16

2013-2014		
Grade	Classes	Teachers
K/1	3	3
2/3	2	2
4	2	2
5	1	1
Int/Spec.*		8
Totals	8	16

2014-2015		
Grade	Classes	Teachers
K	1	1
1	1	1
2	1	1
2/3	1	1
3	1	1
4	1	1
5	2	2
Int/Spec.*		8
Totals	8	16

2015-2016		
Grade	Classes	Teachers
K-2	3	6
3-5	3	6
Int/Spec.*		4
Totals	6	16

2016-2017		
Grade	Classes	Teachers
K-2	3	6
3-5	3	6
Int/Spec.*		4
Totals	6	16

*Interventionists/Specials

**Completely Departmentalized

As can be found on page C-64 of the School Board's Funding Request, Yancey has 26.44 Full Time Equivalent (FTE's). It is estimated that approximately 13.5 of these positions would follow students to their new schools and the balance of the positions could be eliminated albeit there is no budgetary necessity for that to occur immediately. Considering the potential for a School Board decision in May, it appears appropriate that all Yancey staff be allowed to find existing positions within the school system or to be placed in overstaffed positions for the duration of the 2017-2018 school year.

SECTION 10: LEGAL AUTHORITY

The following section of the State Code describes the School Board's authority to consolidate schools and the requirement to hold a public hearing prior to making such a decision.

§ 22.1-79

Powers and duties

A school board shall:

1. See that the school laws are properly explained, enforced and observed;
2. Secure, by visitation or otherwise, as full information as possible about the conduct of the public schools in the school division and take care that they are conducted according to law and with the utmost efficiency;
3. Care for, manage and control the property of the school division and provide for the erecting, furnishing, equipping, and noninstructional operating of necessary school buildings and appurtenances and the maintenance thereof by purchase, lease, or other contracts;
4. Provide for the consolidation of schools or redistricting of school boundaries or adopt pupil assignment plans whenever such procedure will contribute to the efficiency of the school division;
5. Insofar as not inconsistent with state statutes and regulations of the Board of Education, operate and maintain the public schools in the school division and determine the length of the school term, the studies to be pursued, the methods of teaching and the government to be employed in the schools;
6. In instances in which no grievance procedure has been adopted prior to January 1, 1991, establish and administer by July 1, 1992, a grievance procedure for all school board employees, except the division superintendent and those employees covered under the provisions of Article 2 (§ 22.1-293 et seq.) and Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, who have completed such probationary period as may be required by the school board, not to exceed 18 months. The grievance procedure shall afford a timely and fair method of the resolution of disputes arising between the school board and such employees regarding dismissal or other disciplinary actions, excluding suspensions, and shall be consistent with the provisions of the Board of Education's procedures for adjusting grievances. Except in the case of dismissal, suspension, or other disciplinary action, the grievance procedure prescribed by the Board of Education pursuant to § 22.1-308 shall apply to all full-time employees of a school board, except supervisory employees;
7. Perform such other duties as shall be prescribed by the Board of Education or as are imposed by law;
8. Obtain public comment through a public hearing not less than 10 days after reasonable notice to the public in a newspaper of general circulation in the school division prior to providing (i) for the consolidation of schools; (ii) the transfer from the public school system of the administration of all instructional services for any public school classroom or all noninstructional services in the school division pursuant to a contract with any private entity or organization; or (iii) in school divisions having 15,000 pupils or more in average daily membership, for redistricting of school boundaries or adopting any pupil assignment plan affecting the assignment of 15 percent or more of the pupils in average daily membership in the affected school. Such public hearing may be held at the same time and place as the meeting of the school board at which the proposed action is taken if the public hearing is held before the action is taken. If a public hearing has been held prior to the effective date of this provision on a proposed consolidation, redistricting or pupil assignment plan which is to be implemented after the effective date of this provision, an additional public hearing shall not be required;
9. At least annually, survey the school division to identify critical shortages of teachers and administrative personnel by subject matter, and report such critical shortages to the

Superintendent of Public Instruction and to the Virginia Retirement System; however, the school board may request the division superintendent to conduct such survey and submit such report to the school board, the Superintendent, and the Virginia Retirement System; and

10. Ensure that the public schools within the school division are registered with the Department of State Police to receive from the State Police electronic notice of the registration or reregistration of any sex offender within that school division pursuant to § 9.1-914.

SECTION 11: ALTERNATE SCHOOL USES - NEW

At the May 11, 2017 School Board Meeting, the Board requested further exploration of two alternate school uses of the Yancey: a charter school or an early education center. Additional information about the process of creating a charter school is included in Appendix B.

Early Education Center

If the Board elects to change the grade configurations, there are at least two variations to explore. First, Yancey could house the Pre-K and Kindergarten students of Red Hill, Scottsville & Yancey's current boundaries. Yancey's upper grades would be redistricted to either Red Hill or Scottsville. Second, Yancey could house the Pre-K, Kindergarten, and First Grade classes of Scottsville & Yancey's current boundaries. In that scenario, the upper grades would be housed at Scottsville, and Red Hill would remain unchanged. The enrollment implications of those changes for the 2017/18 school year are detailed below:

	School	PK	K	1	2	3	4	5	Total
2017/18 No Change	Red Hill	16	25	22	23	21	20	18	145
	Scottsville	18	30	31	33	26	35	29	202
	Yancey	0	18	14	23	17	16	20	108
Pre-K & K @ Yancey	Red Hill 1-5			29	33	28	25	25	140
	Scottsville 1-5			39	44	33	46	42	204
	Yancey PK/K	34	73						107
Pre-K, K & 1st @Yancey	Red Hill PK-5	16	25	22	23	21	20	18	145
	Scottsville 2-5				56	43	51	49	199
	Yancey PK-1	18	48	45					111

Both options have transportation challenges. The three schools currently utilize 12 buses. The first option would require 6 additional busses to remain within the sixty minute guideline. The second option would require an additional 4 busses. These busses would not have a second route which would make hiring drivers difficult due to lack of hours. In both options, an alternative to additional busses would be a shuttle system. Students would ride to their original school and then either transfer busses or remain on their bus to travel to Yancey.

SECTION 12: COST/PUPIL - NEW

2016/17 Operating Budget

School	Enrollment ¹	Schools Funds	Utilities/ Transportation	Special Revenue/ Grants	Total Funding ²
Yancey ³	118	\$15,409	\$1,049	\$4,036	\$20,493
Red Hill ³	132	\$14,152	\$1,218	\$1,677	\$17,046
Woodbrook	313	\$11,059	\$502	\$448	\$12,008
Stony Point	235	\$9,998	\$654	\$932	\$11,584
Scottsville	181	\$10,434	\$654	\$437	\$11,525
Agnor-Hurt	492	\$10,213	\$503	\$277	\$10,992
Cale	638	\$9,524	\$452	\$420	\$10,396
Greer	622	\$9,093	\$452	\$765	\$10,310
Stone-Robinson	410	\$9,418	\$757	\$102	\$10,277
Murray	252	\$9,523	\$696	\$4	\$10,224
Baker-Butler	595	\$8,501	\$510	\$50	\$9,060
Crozet	357	\$8,489	\$475	\$0	\$8,964
Broadus Wood	267	\$8,173	\$751	\$7	\$8,931
Hollymead	465	\$8,264	\$420	\$146	\$8,830
Meriwether Lewis	448	\$8,103	\$493	\$184	\$8,780
Brownsville	739	\$7,562	\$434	\$3	\$7,999
Division Total	6,264	\$9,217	\$547	\$358	\$10,122

¹ K-5 Enrollment + SPED PK

² Includes all funding sources that can be directly attributable to each school. Includes all grants & special revenue funds. Does not include non-attributable costs such as central office administrative staff.

³ To maintain programs and staffing for parity, both schools are held harmless and staffed at an enrollment of 150.

SECTION 13: SCHOOL SIZE RESEARCH - NEW

The Board requested research on school size. As a part of the 2009 Southern Feeder Pattern Study, research was compiled in a report. The report, "Effects of School Size on Student Outcomes: A Brief Overview of Research" is included in Appendix C.

SECTION 14: DEED – NEW

The attorney's office was able to locate the 1911 deed by which the trustees of the Colored Peoples Educational Board of Esmont, Virginia obtained ownership of the parcel and the 1915 deed conveying the property from the aforementioned trustees to the School Board of Scottsville District Number 3 of Albemarle County, Virginia. The matter of conveyance to the School Board of Scottsville District Number 3 was heard by the Chancery Court (essentially, the court was authorizing the School Board to accept the conveyance), and the court made the following findings:

It appearing to the Court from the petition filed this day by said School Board and from the Abstract of Title and the deed from the Trustees of the Colored Peoples Educational Board of Esmont filed therewith, that the Colored Peoples Educational Board of Esmont has agreed to convey to said School Board 3 acres of land lying and situate, near Porter's Precinct in Albemarle County, Virginia, and that this conveyance is to be a gift, and said School Board expects to use it for school purposes, and that it is very advantageous to said School Board expects [sic] to acquire title to said property as would be conveyed to it as set out in said deed, and also that said deed would convey a clear and unclouded title in said property to said School Board, it is therefore ordered that the said School Board of Scottsville District Number 3 of Albemarle County, be, and they are, hereby authorized to accept said deed and the proposed arrangement in all respects is hereby ratified and confirmed.

There was no agreement that was incorporated as an exhibit. From the attorney's research, it does not appear that the gift of property was conditioned upon its use as a school, although such use was anticipated.

SECTION 15: PRE-K PROGRAMS - NEW

Currently, Scottsville Elementary has a Bright Stars Classroom that serves both Yancey and Scottsville students. The two schools' pre-school programs were combined starting in the 2015/16 school year. Red Hill has a combination Title 1/Bright Stars Classroom. In the event that Yancey is closed, any Yancey family who has a 4 year old next year that meets the qualifications of the Bright Stars program and would otherwise be served at Scottsville will be guaranteed a slot at the Red Hill preschool program.

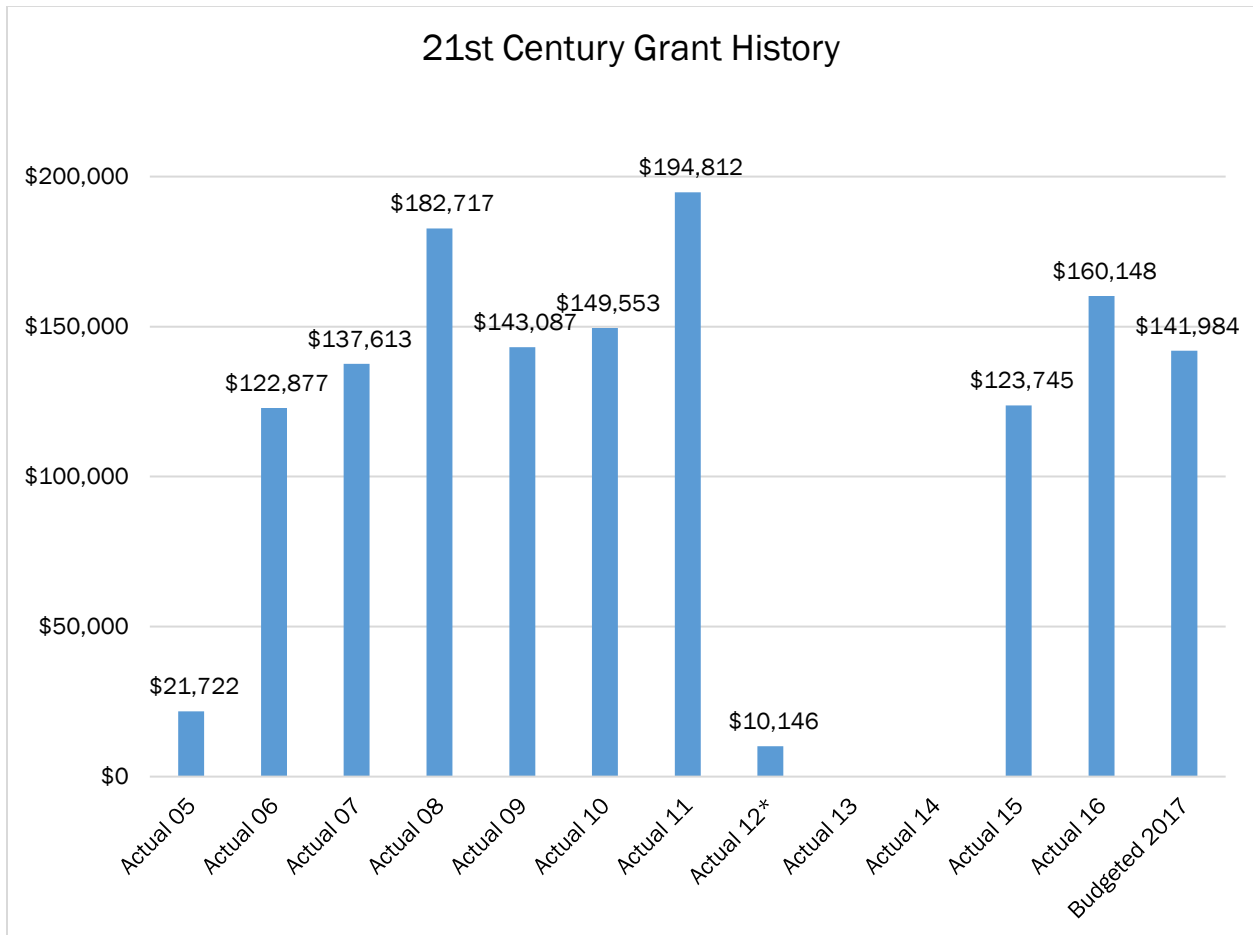
SECTION 16: TRANSITION - NEW

If the Board elected to close the school, well-coordinated transition activities will be critical. To ensure these activities occur, a staff committee will be convened with representatives of all departments and affected schools.

Specific to Red Hill and Scottsville Elementary Schools, it will be very important to ensure that Yancey students and families are welcomed and assimilated into their new school communities. Extra staffing will be provided to those schools to support counseling and other transition activities.

SECTION 17: GRANT FUNDING - NEW

In 2014, Yancey received a 21st Century Community Learning Center grant from the Virginia Department of Education. The grant was renewable for three years and will conclude this school year. The school has benefited from the grant since the 2005/06 school with the exception of a three year lapse when they were not awarded the grant. The grant funding combined with donations has supported Club Yancey, the school's after school enrichment program. The program will not continue if a new source of funding is not identified.



* Fund balance used. Grant was not awarded in this time frame.

For two years, the school also benefited from a School Improvement Grant under Title 1 to continue the required implementation of the priority school reform model. In the current year, the School Improvement Grant totaled \$253,517. The primary expenses for this grant are for \$200,000+ of services provided by the University of Virginia (UVA) and its partners. UVA was designated the Lead Turnaround Partner to deliver consultation and training services to Yancey. Funds are also used to pay stipends for Yancey Elementary School teachers. It is not anticipated that this grant will continue through the 2017/18 fiscal year.

SECTION 18: TIMELINE - NEW

2012-13 School Year

In response to declining enrollment at Yancey Elementary School and rising costs per pupil that caused the Albemarle County School Board and Long-Range Planning Advisory Committee to explore the possibility of closing the school, the Albemarle County Board of Supervisors and School Board appointed the “B.F. Yancey Workgroup” to (1) identify service needs of the Southern Albemarle community; (2) develop recommendations for enhanced use of the school building; (3) determine feasibility for public and private partnerships to support program development; (4) research best practices for successful program implementation; and (5) identify potential funding mechanisms for model programs.

Infusion of Capital Improvement Plan (CIP) Funds in 2013:
\$698,143 for HVAC replacement (main building and kitchen)

Donations:
Received donations totaling \$77,542 for Club Yancey

2013-14 School Year

[Final Report of the Yancey Workgroup](#), including seven recommendations, presented to Board of Supervisors and School Board

Brief summary of actions taken on the workgroup’s recommendations, December 2013 – Present:

- Septic system upgraded
- Intergenerational Learning Center implemented at Phase I, including partnerships with the Jefferson Area Board for Aging (JABA) and a private preschool in Scottsville, as well as community service offerings, such as Spanish and exercise classes for all ages and open gym on the weekends
- Fundraising committee dissolved; ongoing fundraising efforts absorbed by Club Yancey Director
- Community School and Place-Based Learning embraced as guiding values

Infusion of CIP Funds in 2014:

- \$428,717 for roof replacement
- \$30,200 for security entrance
- \$819,422 for wastewater treatment plant (including land purchase) in 2014/2015

Donations:
Received donations totaling \$56,495 for Club Yancey (a 27.1% decrease from the prior year)

**2014-15
School Year**

- Yancey identified as a Priority School, a federal designation due to low Standards of Learning (SOL) test scores; entered planning year
- School division began planning for Yancey to enter into Reconstitution next school year, a process wherein staffing is restructured
 - Interviewed and hired new teaching staff
 - Created differentiated pay structure for teachers

Grants and donations:

- Received 21st Century Community Learning Center Grant from the Virginia Department of Education (VDOE)
 - Funds designated to expand student participation in Club Yancey, which provides after-school academic and fitness enrichment to students
 - Renewable for three years, increasing annual value of approximately \$142,000 to a total of approximately \$426,000
- Received donations totaling \$37,096 for Club Yancey (a 34.3% decrease from the prior year)

**2015-16
School Year**

- First Year for Priority status
- Yancey entered into Reconstitution with staff
- Monticello Area Community Action Agency (MACAA) discontinued Head Start preschool program at Yancey due to low enrollment
 - Program participants transferred to the Bright Stars program at Scottsville Elementary School

Grants and donations:

- Second year of 21st Century Grant
- Received School Improvement Grant under Title I to continue required implementation of the Priority School Reform Model
 - University of Virginia (UVA) designated as Lead Turnaround Partner to deliver consultation and training services
 - In addition to covering services provided by UVA's Curry School of Education, grant funds support staff development stipends, benefits, and mileage
 - Approximately \$262,000 awarded in 2015-16
- Received donations totaling \$11,714 for Club Yancey (a 68.4% decrease from the prior year)

2016-17 School Year

- Yancey denied accreditation as a result of three continuous years of failing to meet SOL assessment benchmarks
- Second year of Reconstitution (Priority status)
- In response to accreditation-denied status, developed Corrective Action Plan for submission to VDOE, including steps to improve SOL performance and a timeline for implementation
- Memo of Understanding (MOU) adopted between School Board and Virginia Board of Education as a formal demonstration of local and state support of Yancey as an accreditation-denied school
 - MOU requires quarterly progress reports to the School Board; local monitoring of progress toward Corrective Action Plan implementation; and a June meeting with VDOE's School Improvement Department

Recent challenges:

- Long-Range Planning Advisory Committee received new enrollment projections from internal staff as well as a third party consultant, the Weldon Cooper Center, indicating a trend of declining enrollment
 - In 2008, school division staff predicted an enrollment of 201 students at Yancey in 2017-18; based on recent trend data, staff now predict a much lower enrollment in 2017-18 of 108 students
 - Weldon Cooper's projection for Yancey in 2017-18 is 110 students, falling to 99 students in 2021-22
 - Currently, only 9 students are enrolled to begin kindergarten at Yancey in 2017-18; we anticipate that number may rise to 14
- School division has received requests for transfer from Yancey's principal as well as half of the school's teachers
- Assistant Superintendent for Student Learning has received multiple transfer requests from parents based on school performance; the school division has no policy that supports a mechanism to approve such requests

Grants and donations:

- Third and final year of 21st Century Grant
- Second and final year of School Improvement Grant/UVA partnership
 - Approximately \$235,000 awarded in 2016-17
- Received donations totaling \$1,500 for Club Yancey (an 87.2% decrease from the prior year, and a 98.1% decrease from 2012-13)
 - For the fourth consecutive year, Club Yancey has experienced significantly declining donations to fund its operating costs

2016-17
School Year
(continued)

Relevant Reports to the School Board:

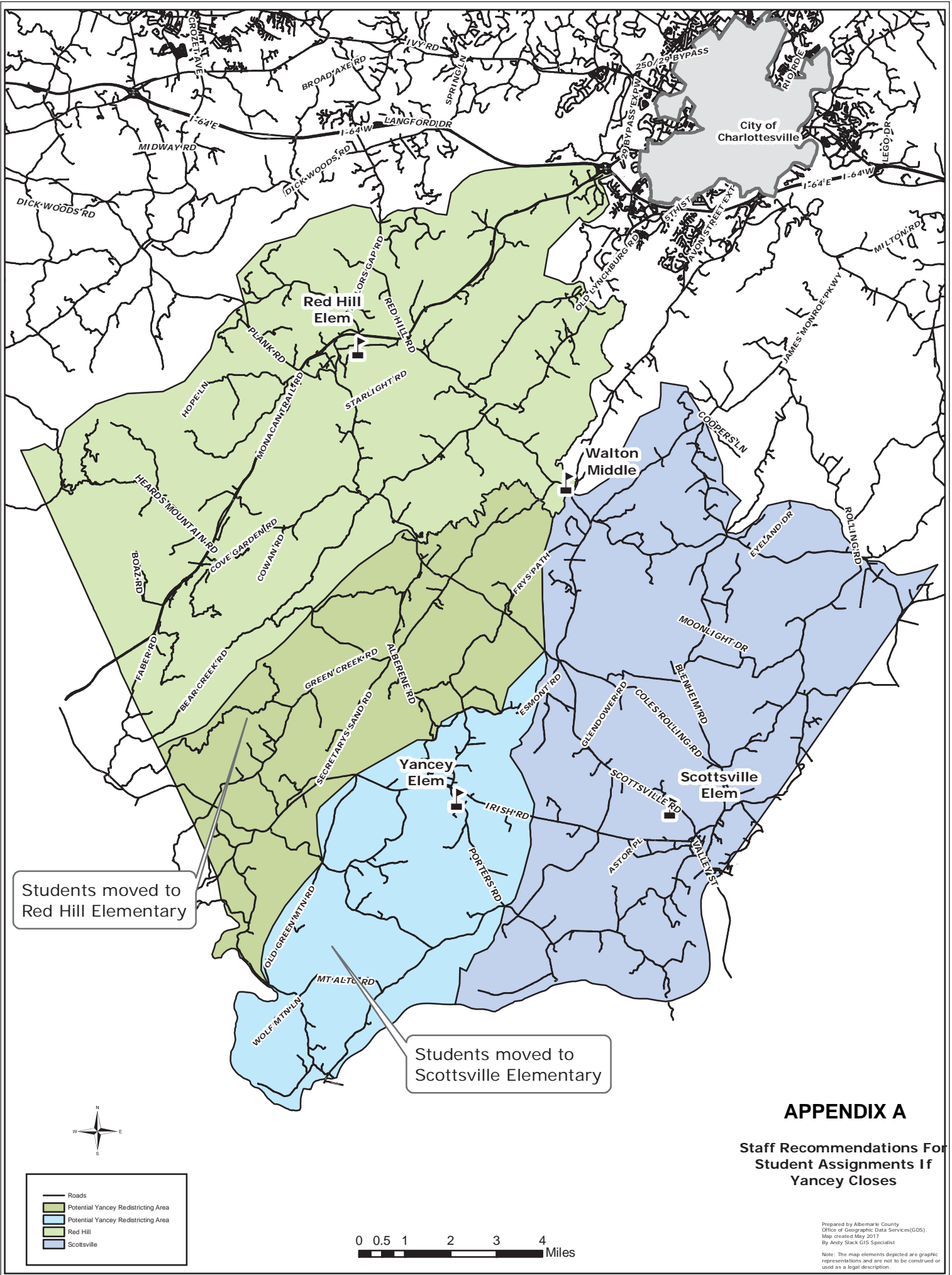
- Quarterly updates addressing student achievement and school climate presented on August 11, January 12, and March 9
- Current status of grant funding and an update regarding student enrollment presented on April 27
- Information related to the potential closing of Yancey presented on May 11, per Board request
- Additional information related to the potential closing of Yancey scheduled to be presented on May 25, per Board request

Community Meetings:

- Meeting of the Yancey community to discuss next steps of Reconstitution on April 12
- Informational meeting regarding the future of Yancey for parents and community members of Yancey, Scottsville, and Red Hill on May 18, May 22, and May 23, respectively
- Public hearing on the future of Yancey scheduled for May 25

SECTION 19: OPTIONS - UPDATED

- Keep the school open in its current status.
- Close the school effective at the end of the 2016-2017 school year.
- Close the school effective at the end of the 2017-2018 school year.
- Pursue alternate school uses



APPENDIX A

Staff Recommendations For Student Assignments If Yancey Closes

Prepared by Albemarle County Office of Geographic Data Services (GDS). Map created May 2017 by Andy Slack GIS Specialist

Note: The map elements depicted are graphic representations and are not to be construed or used as a legal description.

**Existing Public School to Charter School
Information Report to the School Board
May 25, 2017**

[Current State Policy Considerations](#) (Link to July 1, 2016 State Code)

Local school boards may establish public charter schools within the school division. Priority shall be given to public charter school applications designed to increase the educational opportunities of at-risk students, and at least one-half of the public charter schools per division shall be designed for at-risk students; however, the one-half requirement shall not apply in cases in which an existing public school is converted into a public charter school that serves the same community as the existing public school, nor shall such public charter school conversions be counted in the determination of school division compliance with the one-half requirement.

Charter schools may be established through two distinct paths:

- 1) a proposal brought to the Virginia Board of Education and then to the Albemarle School Board through an application from an outside entity such as community/parents
- 2) as a public conversion proposal pursued by the School Board.

In Albemarle County Public Schools, [Murray High School](#) represents a public school conversion and the [Community Public Charter](#) middle school represents a school that was initiated through a community-based proposal under prior state guidelines. Changes were made to Code governing charter schools in Virginia as of July 1, 2016. These changes are reflected in this document.

Community Charter Model: (§ 22.1-212.8. Charter application process.)

Any person, group, or organization, including any institution of higher education, may submit an application to the local school board for the formation of a public charter school; however, applications submitted by outside entities must submit their application ([form linked here](#)) for review to the [Virginia Board of Education](#) to meet state requirements **prior** to submission to the local school board. This is a new procedure established by the Commonwealth since the approval of the Community Charter middle school was founded in 2008.

Per the Virginia Board of Education procedures, a public charter school application shall be a proposed agreement and shall include:

1. An executive summary.
2. A mission statement of the public charter school that is consistent with the principles of the Standards of Quality, including identification of the targeted academic program of study.

3. A plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon termination or revocation of the charter.
4. The location or geographic area proposed for the public charter school.
5. The grades to be served each year for the full term of the charter contract.
6. Minimum, planned, and maximum enrollment per grade level per year for the term of the charter contract.
7. Evidence of need and community support for the proposed public charter school.
8. Background information on the proposed founding management committee members and, if identified, the proposed public charter school leadership and management team.
9. The public charter school's proposed calendar and a sample daily schedule.
10. A description of the academic program that is aligned with the Standards of Learning.
11. A description of the public charter school's instructional design, including the type of learning environment, such as classroom-based or independent study; class size and structure; curriculum overview; and teaching methods.
12. The public charter school's plans for identifying and successfully serving students with disabilities, students who are English language learners, students who lag behind academically, and gifted students, including compliance with applicable laws and regulations.
13. A description of cocurricular or extracurricular programs and how such programs will be funded and delivered.
14. Plans and timelines for student recruitment and enrollment, including lottery procedures.
15. The public charter school's student discipline policies, including discipline policies for special education students.
16. An organization chart that clearly presents the public charter school's organizational structure, including lines of authority and reporting between the management committee; staff; any related bodies, such as advisory bodies or parent and teacher councils; and any external organizations that will play a role in managing the public charter school.
17. A clear description of the roles and responsibilities for the management committee, the public charter school's leadership and management team, and any other entities shown in the organization chart.
18. A staffing chart for the public charter school's first year and a staffing plan for the term of the charter contract.
19. Plans for recruiting and developing the public charter school's leadership and staff.
20. The public charter school's leadership and teacher employment policies.
21. Proposed governing bylaws.
22. Explanations of any partnerships or contractual relationships central to the public charter school's operations or mission.
23. The public charter school's plans for providing transportation, food service, and all other significant operational and ancillary services.
24. A statement of opportunities and expectations for parent involvement.
25. A detailed public charter school start-up plan that identifies tasks, timelines, and responsible individuals.

26. A description of the public charter school's financial plan and policies, including financial controls and audit requirements.
 27. A description of the insurance coverage that the public charter school will obtain.
 28. Start-up and five-year budgets with clearly stated assumptions.
 29. Start-up and first-year cash-flow projections with clearly stated assumptions.
 30. Evidence of anticipated fundraising contributions, if claimed in the application.
 31. A sound facilities plan, including backup or contingency plans, if appropriate.
 32. Assurances that the public charter school (i) is non-religious in its programs, admission policies, employment practices, and all other operations and (ii) does not charge tuition.
 33. Disclosure of any ownership or financial interest in the public charter school, by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and a requirement that the successful applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of any charter.
- C. The charter applicant shall include in the proposed agreement the results of any Board review of the public charter school application that may have been conducted as provided in subsection C of § [22.1-212.9](#).
- 1998, cc. [748](#), [890](#); 2000, cc. [631](#), [712](#), [1028](#); 2002, cc. [851](#), [874](#); 2004, c. [530](#); 2005, c. [928](#); 2009, c. [441](#); 2014, cc. [645](#), [693](#); 2016, c. [770](#).

Public School Charter Conversion Model:

Charter school conversion applications initiated and directed by a local school board are **not** subject to review by the Virginia Board of Education. A charter school application for the conversion school is developed and shared with the local school board for approval. A local school board intending to convert an existing school to charter status is still required to adhere to [Article 1.2](#) and must address all application elements required in the charter school law, including the provisions specifically for conversions of existing public schools.

Implementation Process:

Within 90 days of approval of a charter application, the local school board and the defined management committee of the approved public charter school shall execute a charter contract that clearly sets forth (i) the academic and operational performance expectations and measures by which the public charter school will be judged and (ii) the administrative relationship between the local school board and public charter school, including each party's rights and duties. Such 90-day period may be extended by a period not to exceed 30 days by mutual agreement of the parties. Such performance expectations and measures shall include applicable federal and state accountability requirements and may be refined or amended by mutual agreement after the public charter school has collected baseline achievement data for its enrolled students.

Requests for waivers from the Virginia Board of Education must be made by the Board, on behalf of the applicant, within 6 months prior to the opening of the school.

Unless otherwise addressed by the local school board policies, an applicant should consider allowing at least 18 months after state Board review and subsequent submission to the local school board to the proposed opening date for the public charter school. *It is not clear if this applies to public conversions which are approved by the local board and not the Virginia Board of Education.*

Current Local Policy Considerations

Charter Policy LC has not been updated to mirror revised state policy (a revision has been completed but not yet gone to the Board for review). Current local policy does limit the number of charter schools to “ten percent of the Division’s total number of schools”; however, current local policy does state conversions serving the same community are not counted, so a Yancey conversion is also possible under current local policy.

It is not clear if a School Board conversion is subject to the current local policy timelines. If so, assuming the initial Review Committee step is unnecessary as the application would originate from the Division, the School Board would hold a public hearing within 60 days — after giving “reasonable public notice” -- to rule on charter applications. Current local policy also states that applications must be received "eighteen months prior to the prior to the opening of the charter school". It is not clear if this applies to a local conversion in current policy.

References:

- [Code of Virginia Article 1.2. Establishment of Charter Schools](#)
- [Virginia Public Charter School Application Process](#)
- [Virginia Public Charter School Application \(Word\)](#)
- [Board Policy LC: Charter Schools \(PDF\)](#)

**Effects of School Size on Student Outcomes: A Brief Overview of
Research**

Prepared for Albemarle County Schools

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James Madison University

Overview

The purpose of this brief is to present research findings related to school size and its impact on student achievement and associated student factors. Arguments for larger schools can include increased variety of classes, greater specialization of teachers, lower costs, a more diverse student body, and greater opportunities for students to develop social relationships (Kuziemko, 2006; Ready, Lee, & Welner, 2004). For small schools, benefits consist of ease in developing student to student relationships, staff familiarity with each other and the students, teachers accepting more responsibility for student learning, a stronger sense of community, and encouragement of better teaching; all of which indirectly impact student achievement and affect (Leithwood & Jantzi, 2009).

A few notes on this brief:

- Although achievement is the primary focus of research on the impacts of school size, there are several additional factors that emerged from several studies (i.e. teacher efficacy, attendance, bullying, etc.). These factors are included below.
- All research cited appeared in peer reviewed journals, or edited manuscripts and book chapters.
- High school research is included in a separate category and might help provide a more robust picture of the relationship between school size and student outcomes. High school findings, however, cannot be generalized to other school levels.

Summary of Research Findings

The following main points were derived from this research:

- There is not a consistent definition of a “small” school. Without this distinction it is hard to predict the impact of consolidation on student outcomes. For the research presented, the exact definition of “small” has been provided, when available, for added clarity.
- The research is mixed as to whether smaller schools are associated with higher levels of student achievement because different levels of “small” are found to be statistically significant throughout the research. For instance, one study finds that elementary schools of around 760 students are the ideal size for student achievement. Other numbers cited range from 400 in elementary schools up to 1000 students for high schools. There also are potential diminishing returns to school size on student achievement, as very small schools might have little to no impact on student success (as opposed to medium-sized schools, reflecting a curvilinear relationship between school size and student achievement).
- In addition to achievement, smaller schools appear to be associated with higher attendance, greater student engagement and more positive teacher attitudes. Conversely, there is also research to suggest that there are higher instances of bullying in smaller schools.
- Most of the research focuses on math and reading scores, with little attention given to other content areas (i.e. social studies, science, etc.).

Effects of School Size on Achievement

Elementary

1) The majority of research on the impact of elementary school size on student achievement finds an *inverse* or *non-linear* relationship.

- A 1984 study examined the impact of school size on individual student achievement in math and found an inverse relationship (Eberts, Kehoe, & Stone, 1984). Results indicate that the greatest negative impact on student performance occurred when moving from medium (400-600 students) to larger (over 800 students) elementary schools. There was little impact on performance when moving between small (under 200) and medium (400-600) elementary schools.
- Another study used least squares estimates to approximate that the optimal size for student achievement in elementary schools is 760 students (Borland & Howsen). Said differently, the authors find that school size has a nonlinear relationship with respect to student success on a mean total battery score of reading, language, and mathematics assessments. Up to 760 students they saw increases in student achievement, which then decreased after this threshold.
- A second study of Nevada public schools examined school size as one of several factors that might affect student achievement (Archibald, 2006). School size was shown to have a significant, negative relationship with student achievement, defined as scores on the Terra Nova Nevada state test. Statistical significance exists for both reading ($p < .05$) and mathematics ($p < .07$) in grades three through six. This study does not quantify “small” school, only indicating that that size is negatively associated with student achievement.
- Kuziemko (2006) used a two-stage-least-squares estimation to determine the relationship between school size and achievement, as well as attendance. Results from this study corroborate the negative relationship between school size, and math scores and attendance rates. Larger schools were shown to be associated with lower student achievement and lower levels of pupil attendance. Although no specific quantity of “small” or “large” is provided, the author suggests that, within reason, smaller schools will produce higher achievement and attendance. The author also acknowledges that “unreasonably low” school sizes are not financially realistic.
- Bickel and Howley (2000) use data from the 8th grade Iowa Test of Basic Skills to suggest that Georgia school districts should limit grade-level sizes to an upper limit of 250 students per grade for high schools, and 100 students per grade for elementary schools.
- Lee and Loeb (2000) examined test and survey data from teachers and sixth and eighth-grade students in 264 K-8 Chicago schools. Hierarchical linear modeling revealed that small schools (less than 400 students) had higher math achievement scores compared to medium or larger schools. In addition, teachers in smaller schools reported more positive attitudes toward teaching.
- Based on 6th and 11th grade data from the Office of Public Instruction in the state of Montana, a 1985 study found general trends (although not universal to all variables tested) that smaller elementary and high schools were more likely to be

stronger in areas of communication skills, consumer mathematics, critical thinking, lifelong learning, and consumer knowledge and attitudes (Edington & Gardener, 1985). In this particular study, “smaller” was not quantified, but the authors note that the state of Montana generally has smaller elementary and high schools relative to most other states.

2) Three additional studies discovered no effects on achievement as student population was increased.

- One study by Sadoski and Willson (2006) showed that gains on Colorado state reading assessments (CSAP) could not be attributed to elementary or middle school size. It should be noted, however, that the purpose of this article was to test the impact of a particular reading intervention and not specifically to examine the issue of school size on achievement. This study also excluded data from schools with less than 15 students per grade, which might have impacted the results.
- Caldas (1993) examined Louisiana testing data from grades 3, 5, 7, 10, and 11 in language arts, mathematics, written composition, science, and social studies. He found no meaningful relationship between school size and student achievement. However, in urban areas there was a stronger, negative relationship between school size, attendance rates and student achievement compared to non-urban areas.
- Self (2001) studied an Ohio school district and found that students in high school benefit more from consolidation than elementary or middle school students. Major benefits for secondary students are additional course offerings as well as added extra curricular activities.

3) Other Findings on Achievement

- Schreiber (2002) examined the Third International Mathematics and Science Study and discovered that school size and school resources were significantly, positively associated with school-level achievement in advanced mathematics. The focus of this study was on high achieving U.S. students in advanced math classes.

Secondary

1) In general, studies of secondary schools and students corroborated findings from elementary studies. Most of this research also reveals an *inverse* or *non-linear* relationship between school size and student achievement.

- A study by Lee and Smith (1997) used National Educational Longitudinal Study (NELS) reading and mathematics data from 1988 to answer three questions: (1) which size high school is most effective for students' learning; (2) which size is most equitable; and (3) whether the effects of school size are consistent across high schools defined by their social compositions. Results indicate that the ideal high school size for student achievement is between 600-900 students. In particular, large schools over 2,100 students have considerably lower levels of achievement than much smaller schools. In addition, the authors found that students from smaller schools were more engaged with school than pupils in

larger schools. One last important finding is that enrollment size has a stronger effect on achievement in schools with higher percentages of lower-SES and minority students. This echoes similar findings from a study by the same authors two years earlier (Lee and Smith, 1995). Results from the 1995 study indicated that gains in achievement, as well as greater and more socially equitable engagement, were associated with smaller high schools.

- Another secondary study used Educational Longitudinal Study (ELS) data to determine the effects of school size on math achievement and dropout rates. Data from this study once again favors smaller schools. There is a positive relationship between drop-out rates and school size. There is, however, a curvilinear relationship with respect to math scores. Those students attending very small (< 674) or very large (> 2592) schools show the largest gains compared to the students in between who showed smaller gains (Werblow & Duesbery, 2009).
- A 2000 study used hierarchical linear modeling and NELS data for both reading and mathematics to investigate the relationship between school size and achievement (Lee, 2000). For all students, the author found that the optimal high school size for learning in math and reading is between 600-900 students. In addition, results show that high school size is more important for students from lower socio-economic backgrounds than their more affluent counterparts.

Effects of School Size on Bullying and Social Interactions

- In reference to bullying, one study in particular discovered that smaller schools are often positively associated with bullies (Ma, 2001). The author notes that this finding could be a result of bullying being done in private and not in front of a crowd of people. Because there are more opportunities for privacy in smaller schools, this could lead to higher instances of bullying than in larger schools.
- There is research to suggest that social interactions are generally more positive in smaller high schools (Lee, Bryk, & Smith, 1993).

Effects of School Size on Dropout Rates

- Asplough (1998) examined K-12 enrollment in 447 Missouri school districts and discovered that school size is a significant, positive factor in school dropout rates.
- Another study used NELS data from 1988 to examine the impact of high school size on urban and suburban dropout rates (Lee & Burkam, 2003). The researchers discovered that students enrolled in high schools of fewer than 1,500 students more often stay in school than those in larger schools.

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