



City of Memphis and Shelby County
Pre-Kindergarten FY19 Second Quarter Report
Submitted by: First 8 Memphis

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I. Executive Summary

Pre-Kindergarten (Pre-K) programs offer young children the opportunity to learn, to be creative and to gain the social and emotional skills needed to help them navigate school and life. Research has proven that Pre-K and other early care and education programs and services are an effective investment in children, families and communities. On behalf of the City of Memphis and Shelby County, First 8 Memphis (F8M) is implementing Shelby County's first high-quality early care and education system which aims to prepare 90% of our children to be kindergarten ready and to ensure that 90% of 3rd graders are reading on grade level by 2025. These goals will shape our communities for generations to come. F8M convenes and administers funding to build high-quality early care and education programs. This report reflects FY 2019 Quarter Two (Q2; October 13, 2019 - December 20, 2019) City of Memphis and Shelby County Pre-K data. F8M collected data by monitoring and observing classroom performance that highlights progress made towards achieving long-term goals. As of the end of Q2, 1,305 four-year-old children were enrolled in 66 F8M Pre-K classrooms. Of the 66 Pre-K classrooms, 49 finance classrooms were formally funded via the Preschool Development Grant (PDG) that expired in 2019. These classrooms are part of F8M pay for success model. Of the 957 students in the 49 finance classrooms, 693 students or 72% met the standard for consistent attendance for Q2. This is based upon and reflected in the Validator Report that can be found in Appendices B.

Pursuant to the Professional Service Agreement with the City of Memphis and Shelby County, F8M is providing the Q2 report that will include, but is not limited to the following requirements:

- ◆ Number of at-risk four-year-old children in City and County provided classrooms (II)
- ◆ Number and percentage of children designated as “kindergarten ready” as defined by the State of Tennessee. The data shall include specific information relating to the children participating in Pre-K services (IV)
- ◆ Financial reporting detailing the use of public funds (VI)
- ◆ Data on parent and community engagement on placement of classrooms, delivery of services and alignment for the type of Pre-K instruction (VII)

Note, the above requirements are outlined in the corresponding section of this report. The noted Pre-K Operators are listed in Appendices A.

F8M has continued to monitor classrooms to ensure that children are receiving high-quality care. During Q2, F8M closely examined data around enrollment, attendance, and I-station in order to access the needs of both children and families. F8M, its Pre-K operators and City and County have articulated the ambitious goal of all of our Pre-K students to attain 90% attendance. Of the 1,305 four-year-old children, 874 children or 67% met the goal. There were several factors that impacted both Pre-K enrollment and attendance, this includes:

- ◆ **Family illnesses and poverty:** Absences were due to illnesses of family members, transportation issues, half days, school start and dismissal times for siblings in the same school, and student's hygiene (i.e. clean clothes) as reported by Family Service Workers (FSW), teachers and operator administrators. In addition, from October to December the flu cases for Shelby County were 5.1% higher than the rest of Tennessee
- ◆ **School breaks:** Absences were also due to two major school breaks - Fall Break and Thanksgiving Break - scheduled during this quarter thus increased the likelihood of missing school days.
- ◆ **Transportation:** Transportation challenges contributed to enrollment numbers in Q2. Living outside of their zoned schools, the weather, and lack of consistency for who transports the children significantly impacted the parents ability to continue to keep their children enrolled.

To determine academic growth, I-station assessments are administered at the start and end of each school year. Based on the I-station data at the beginning of the school year, 22% of students scored in tier 1 or are on track to meet grade level expectations. Fifty-nine percent of students scored in tier 2 and are at some risk of not meeting grade level expectations and 20% of students are at significant risk for not meeting grade level expectations. These numbers indicate an ongoing and persistent need for enhancing student learning, development and quality instruction. F8M will continue to work with those Operators to ensure all social, developmental, and emotional needs are met.

F8M assists Pre-K Operators with developing key strategies to help support and provide resources for the children and families being served. F8M will continue this work through the 3rd Quarter (03/13/2020 - 05/22/2020) and looks forward to providing updated data thereafter.

II. Enrollment

Pre-K enrollment standards include ensuring that 95% of eligible students are enrolled in a F8M Pre-K classroom. Classrooms are considered at full capacity with 20 enrolled students, with a minimum of at least 17 students to sustain compliance. Note, financed classrooms are the former PDG 49 classrooms that the pay for success model is applied and non-financed classrooms are the 21 classrooms that are funded directly through the city and county.

a) Finance & Non-Finance classrooms

Across the 66 Pre-K classrooms currently under contract and receiving F8M funding, there is capacity to serve 1,320 at-risk four-year old throughout Shelby County.

As of December 20th, or the end date of Q2 for operators across the county, a total of 1,223 at-risk students were enrolled in F8M Pre-K classrooms. This represents 93% of total capacity as referenced above.

b) Finance Classrooms

Across the 49 Pre-K classrooms currently operating with F8M financing, there is capacity to serve 980 at-risk four-year old throughout Shelby County.

As of December 20th, or the Q2 end date for operators across the county, 957 students were enrolled in F8M financed classrooms. This represents 98% of the previously stated capacity.

c) Non-Finance Classrooms

F8M has the potential to provide funding for 420 students across 21 classrooms. However, F8M funded 17 Pre-K classrooms as per our executed contracts¹. Of the 17 classrooms, F8M funding serves 340 at-risk four-year old's in Pre-K classrooms across Shelby County. Note, when accounting for the fact that classrooms at Hamilton High and Riverview K-8 are not currently operational or receiving funding, the actual capacity of the 15 fully operating classrooms is 300 students.

¹ As you are aware, F8M and ASD are working on finalizing a contract to support those classrooms for the remainder of the academic school year.

As of December 20th, or the end date of Q2 for operators across the county, 266 at-risk students were enrolled in F8M non-finance Pre-K classrooms. This is 89% of the potential 300 students.

III. Attendance

Attendance is considered satisfactory when students attend at least 90% of total school days in a given quarter. Consistent attendance is tied to F8M's outcome payments to Pre-K classrooms.

a) Finance and Non-Finance Classrooms

Of the 1,305 students enrolled in F8M Pre-K classrooms, 874 students or 67% had satisfactory attendance, meaning that they attended at least 90% of school days for which they were enrolled. The remaining 431, or 33% of students, are considered chronically absent, meaning they missed at least 10% of days for which they were enrolled.

The average daily attendance rate for F8M Pre-K classrooms throughout the first semester, from August to December, was 91%.

b) Finance Classrooms

Of the 1,013 students enrolled in F8M financed Pre-K classrooms, 693 students, 68% had satisfactory attendance, meaning that they attended at least 90% of school days for which they were enrolled. The remaining 320, or 32% of students, are considered chronically absent, meaning they missed at least 10% of days for which they were enrolled.

The overall average daily attendance rate for F8M financed Pre-K classrooms first semester, from August to December, was 92%.

c) Non-Finance Classrooms

Of the 295 students enrolled in F8M non-financed Pre-K classrooms, 182 students or 62% had satisfactory attendance, meaning that they attended at least 90% of school days for which they were enrolled. The remaining 113, or 38% of students, are considered chronically absent, meaning they missed at least 10% of days for which they were enrolled.

The overall average daily attendance rate for F8M non-financed classrooms throughout the first semester, from August to December, was 90%.

IV. I-station

I-station assesses students' Kindergarten readiness. The assessment is administered twice yearly - at the beginning and end of the academic year. I-station data is presented in three tiers - tier 1 indicates a child on track to meet grade level expectations, tier 2 means the child is at some risk of not meeting grade level expectations, and tier 3 indicates a significant risk of a child not meeting grade level expectation.

NWEA MAP Kindergarten Readiness is an assessment administered at the beginning of the Kindergarten year following each Program Year. Note, given the timing of this assessment, there is no updated information on the NWEA MAP in this report.

As noted, I-station data is collected at the beginning and end of the academic year. Given the timing of this report (at the end of Q2) we are reporting on the follow-up after Q1 assessment. In accordance with F8M's scope of work, F8M observed and assessed noted tier 3 Pre-K classrooms to understand some of the challenges and opportunities for students learning and family engagement. Observation notes were subsequently provided to the operator's pre-K managers. The feedback included:

- ◆ Reminding teachers to utilize close proximity with students during instructional time as defined by the Classroom Assessment Scoring System (CLASS),
- ◆ Reiterating the importance of a well-planned lesson aligned to the current theme within the curriculum
- ◆ Using positive reinforcement to redirect students
- ◆ Allowing students free choice of play activities (rather than assigned) that encompasses a variety of learning activities within one play area, and utilizing I-station data and to prepare instruction to meet the deficit areas of learning i.e., letter knowledge

In summary, Pre-K classrooms need to enhance student learning and development by improving quality instruction and enhancing children's social and emotional development and developmentally appropriate practice.

Pre-K managers used the observation notes to develop quality improvement for those classrooms. Next steps provided by operators included the use of advisors and instructional coaches to meet with teachers to provide additional individual support. Teachers have been encouraged to develop small group differentiated instructional activities to support individual learning needs using I-station indicators of progress (ISIP), a testing system designed to assess and report student’s ability in critical domains throughout the academic school year . F8M will work with operators to ensure we are all meeting the social, emotional, and developmentally appropriate needs of Pre-K students.

Due to having to administer the MAP assessment following the previous program year, the data will not be able to be provided in this report until the 2020 fall academic year.

V. Validator Report

Pursuant to Section II.A of the Validation Agreement, the Independent Validators have issued a final report (the “Final Report”) for the Program Cumulative Quarter ending on December 20, 2019 reflecting the outcome payment due a payable for such Program Quarter. The outcome payment made to Community Outcomes Fund LP was in the amount of \$693,000. *Please refer to Appendix B to review the official final report.*

VI. Fiscal Report

Please refer to Appendix C for an aggregate report for both finance and non-finance classrooms.

VII. Quality Report

F8M Operations Manager monitored operator enrollment and attendance data during Q2 and identified classrooms for monitoring. Classrooms identified in Q1 with most of the students scoring in tier three of I-station were monitored for quality and operators

completed action plans for quality improvement. Monitoring will be adjusted as data continues to change and monitoring will be adjusted to ensure quality improvement.

a) Attendance & Enrollment

F8M saw an increase in classroom enrollment for Q2, however, during this quarter student absences also increased. There were several factors that affected classroom attendance. A major contributing factor was illness. During Q2 (from October to December 2019) the flu cases for Shelby County were 5.1% higher than the rest of Tennessee. FSW, teachers and operators note the additional factors that contributed to absences:

- ◆ Illnesses of family members
- ◆ Transportation issues
- ◆ Half days
- ◆ School start and dismissal times for siblings in the same school
- ◆ Student hygiene (i.e. clean clothes)

FSW are continually monitoring student's attendance, along with classroom enrollment and are working diligently with families to support their needs.

To help support families and increase attendance, laundry machines have been placed in some of the Charter School facilities. While many of the operators do have uniform policies, uniforms are not a requirement for Pre-K students. FSW reports express the challenges families face due to not having washers and dryers and the impact it plays on sending their children to school. This year there has been a push to support families in a way that allows for them to have a safe non-judgmental zone where they can use the resources provided to support their needs.

Transportation presents a barrier for some of our families and is more apparent as the school year progresses. Many of our Pre-K operators allow for students living outside of their zoned school to enroll in any classroom if there are available seats. However, a decrease or change in enrollment in some classrooms is noted due to parents agreeing to transport their children long distances. In the beginning of the school year, attendance records are strong. However, as the year progresses attendance for those students begins to slow down. In some cases, while siblings may attend the same school, siblings utilize bus transportation, whereas the Pre-K student is driven to school. Transportation to distant sites remains a barrier for the Pre-K student.

Another transportation barrier includes lack of consistency of who brings the Pre-K student to school. FSW note that in several cases the person bringing the child to school often changes as the school year progresses. Specific examples include:

- ◆ A parent was unable to make their car payment and therefore, the car was repossessed, and therefore the student no longer had transportation to school.
- ◆ Another family depended on the grandmother to take the child to school and unfortunately the grandmother suddenly passed away and the child no longer had a reliable, dependable transportation
- ◆ A one vehicle family in which the parents ended their relationship then had difficulty getting the Pre-K student to school

FSW also noted that transportation problems can also be brought on by a change in the weather. Students attending their zoned schools often walk to school with their guardian and once the weather transitioned to Fall and it began to get cooler and/or wet families are less likely to walk. Also, there is a utility bill increase with cold weather. Many of our families do not have the resources for high utility bills. During the month of November, Shelby County experienced some of its coldest temperatures including some snow. FSW remains diligent in supporting families. This includes assisting families with clothing and linking families with partner organizations that can help with utilities and other basic needs i.e. food.

Note, poverty and lack of other transportation options are the contributing factors to school attendance.

Finally, holidays presented a challenge for consistent attendance in Q2. Two major breaks occurred during this quarter for all operators - Fall Break and Thanksgiving Break, with the end of the quarter falling right before the Winter Break. Many students missed school as they extended their holiday time. Operators have extended Fall Break and Thanksgiving Break to full weeks in recent years, but some families travel to their home country before the break and extend sometimes after the break. The validator report shows that of the 41 finance classrooms, 693 students met consistent attendance, and therefore the payout to F8M private investors for Q2 was \$693,000 dollars.

b) Supports for increasing attendance & enrollment

F8M is working with Porter-Leath and the Pre-K operators to continue exploring the contributing factors for low attendance and change in enrollment. Thus far in this school year, F8M supported Pre-K classrooms by ensuring that:

- ◆ Families had access to washers and dryers at some Pre-K locations
- ◆ Families were able to utilize Uber ride share
- ◆ Families were able to receive coats or other clothing
- ◆ Families had access to community connections for financial assistance i.e. utility bill support

Additionally, to help decrease transportation barriers Pre-K operators, when appropriate, transferred students to a classroom closer to their home when space was available.

F8M will convene FSW and the early childhood consortium (ECC) to discuss barriers to Pre-K enrollment and attendance. In collaboration with community partners, F8M will explore new ways to support families in the upcoming school year 2020-2021.

VIII. Conclusion

F8M is working to create and implement high-quality early care and education services for children and families in Shelby County. With this vision in mind, F8M is collaborating with the City of Memphis and Shelby County to expand and improve Pre-K services. Over the past two quarters, F8M was able to increase classroom enrollment from 1,134 students in Q1 to 1,305 in Q2. F8M will continue to work with its Operators and community partners to increase enrollment for Q3. The percentage of students meeting 90% consistent attendance was higher in Q1 than Q2. This was due to unforeseen challenges and barriers including: two major holiday breaks, transportation challenges and other barriers related to lack of financial resources. With ongoing investment and support, F8M will continue to provide a funding structure for a comprehensive and universal needs-based Pre-K education program to meet the long-term goal of improving economic and social mobility for the families and children in Shelby County.

Appendix A

Financed Classrooms

School	Classroom	Operator
A.B. Hill Elementary	A. B. Hill #2	SCS
Hanley Elementary	Aspire Hanley #1	Aspire Public Schools
Belle Forest Community School	Belle Forest #2	SCS
Berclair Elementary	Berclair #2	SCS
Chimneyrock Elementary	Chimneyrock #1	SCS
Chimneyrock Elementary	Chimneyrock #2	SCS
Cordova Elementary	Cordova #1	SCS
Cornerstone Prep - Denver	Cornerstone Denver #1	Capstone Education Group
Dexter Elementary	Dexter #2	SCS
Doubletree Elementary	Doubletree #2	SCS
Downtown Elementary	Downtown #1	SCS
Downtown Elementary	Downtown #2	SCS
Freedom Preparatory Academy Elementary	Freedom Prep #1	Freedom Preparatory Academy
Germanshire Elementary	Germanshire #1	SCS
Germanshire Elementary	Germanshire #2	SCS
Getwell Elementary	Getwell #3	SCS

Highland Oaks Elementary	Highland Oaks #1	SCS
Highland Oaks Elementary	Highland Oaks #2	SCS
Holmes Road Elementary	Holmes Road #3	SCS
Holmes Road Elementary	Holmes Road #4	SCS
Kingsbury Elementary	Kingsbury #2	SCS
KIPP Memphis Preparatory Elementary	KIPP Memphis Prep #1	KIPP
Libertas School	Libertas Dunbar*	Libertas School
Libertas School	Libertas Greenfield*	Libertas School
Libertas School	Libertas Houston*	Libertas School
Libertas School	Libertas Morrison*	Libertas School
Libertas School	Libertas Smith*	Libertas School
Libertas School	Libertas Wells*	Libertas School
Lowrance School	Lowrance #2	SCS
Memphis Scholars Florida Kansas	Memphis Scholars FK #1	Memphis Scholars
Oak Forest Elementary School	Oak Forest #1	SCS
Oak Forest Elementary School	Oak Forest #2	SCS
Peabody Elementary School	Peabody #1	SCS
Raleigh-Bartlett Meadows Elementary	Raleigh-Bartlett Meadows #1	SCS
Raleigh-Bartlett Meadows Elementary	Raleigh-Bartlett Meadows #2	SCS

Ridgeway Early Learning Center	Ridgeway #5	SCS
Ridgeway Early Learning Center	Ridgeway #6	SCS
Ridgeway Early Learning Center	Ridgeway #7	SCS
Ridgeway Early Learning Center	Ridgeway #8	SCS
Ridgeway Early Learning Center	Ridgeway #9	SCS
Sea Isle Elementary	Sea Isle #1	SCS
Sharpe Elementary	Sharpe #3	SCS
Shelby Oaks Elementary	Shelby Oaks #1	SCS
Shelby Oaks Elementary	Shelby Oaks #2	SCS
Sherwood Elementary	Sherwood #2	SCS
Snowden Elementary	Snowden #1	SCS
Southwind Elementary	Southwind #2	SCS
Southwind Elementary	Southwind #3	SCS
Southwind Elementary	Southwind #4	SCS
Wells Station Elementary	Wells Station #2	SCS
Whitehaven Elementary	Whitehaven #2	SCS
Winchester Elementary	Winchester #2	SCS

* Indicates a Libertas classroom. These classrooms each have a capacity of 10 students, rather than the standard 20 students. For reporting purposes, two Libertas classrooms are merged together to count as one traditional classroom.

Non-Financed Classrooms

School	Classroom	Operator
Alton Elementary	Alton #2	SCS
Bartlett Elementary	Bartlett #1	Bartlett City Schools
Berclair Elementary	Berclair #1	SCS
Bethel Grove Elementary	Bethel Grove #2	SCS
Corning Achievement Elementary	Corning #1 **	ASD Direct-Run
Dunbar Elementary	Dunbar #2	SCS
E.A. Harrold Elementary	EA Harrold #1	Millington Municipal Schools
E.A. Harrold Elementary	EA Harrold #2	Millington Municipal Schools
Egypt Elementary	Egypt #2	SCS
Evans Elementary	Evans #2	SCS
Frayser Achievement Elementary	Frayser Achievement #1 **	ASD Direct-Run
Georgian Hills Achievement Elementary	Georgian Hills #1 **	ASD Direct-Run
Hamilton High School Pre-K program	Hamilton High #1 ***	SCS
KIPP Memphis Academy Elementary	KIPP Memphis Academy #1	KIPP
Libertas School	Libertas Bridges*	Libertas School
Libertas School	Libertas Jemison*	Libertas School
Magnolia Elementary	Magnolia #2	SCS

Memphis Scholars Caldwell-Guthrie	Memphis Scholars CG #1	Memphis Scholars
Memphis Scholars Caldwell-Guthrie	Memphis Scholars CG #2	Memphis Scholars
Riverview Elementary School	Riverview K-8 #1 ***	SCS
Springdale Elementary	Springdale #2	SCS
Whitney Achievement Elementary	Whitney #1 **	ASD Direct-Run

* Indicates a Libertas classroom. These classrooms each have a capacity of 10 students, rather than the standard 20 students. For reporting purposes, two Libertas classrooms are merged together to count as one traditional classroom.

** Indicates a classroom run by an operator who has not executed an official F8M contract in a timely manner. As a result of an unsigned Master Data Sharing Agreement, data for these classrooms is not included in the data.

*** Indicates a classroom for which First 8 funding is available, but the classroom has neither an assigned teacher nor any enrolled students.

Appendix B

Independent Validator Program Quarter Report Form

Independent Validator – Quarterly Report

Program Quarter: 2

Program Quarter Dates: 10/21/2019 to 12/20/2019

Program Quarter Cumulative Dates: 08/05/2019 to 12/20/2019

Outcome Metrics and Payment Calculations

Base Cohort Number: 980

Number Enrolled: 1013

of Classrooms: 49

Consistent Attendance

Applicable in Program Quarters 1-4

- ◆ Number of Service Recipients attending at least ninety percent (90%) of school days during the quarter: 693
 - Payment Per Service Recipient: \$1,000

Consistent Attendance Outcome Payment = \$1,000 * 693 = **\$693,000**

Development of Early Reading Skills:

Applicable in Program Quarter 4

Number of IS Full-Year Service Recipients: [_____]

- ◆ Number of IS Full-Year Service Recipients progressing from Tier 3 to Tier 2 over the course of the Program Year: [_____]
 - Payment Per Service Recipient: \$2,000
- ◆ Number of IS Full-Year Service Recipients testing in Tier 1 at the beginning and end of the Program Year: [_____]

- Payment Per Service Recipient: \$3,000
- ◆ Number of IS Full-Year Service Recipients progressing from Tier 2 to Tier 1 over the course of the Program Year: [_____]
- Payment Per Service Recipient: \$4,000
- ◆ Number of IS Full-Year Service Recipients progressing from Tier 3 to Tier 1 over the course of the Program Year: [_____]
- Payment Per Service Recipient: \$6,000

Adjustment to account for additional service recipients:

- ◆ Positive Adjusted BCN-ISFYSR Difference = 980 - [_____] = [_____]
- ◆ Weighted-Average of IS Full-Year Recipients Result = [\$_____]

Development of Early Reading Skills Outcome Payment =

$$\$2,000 * [_____] + \$3,000 * [_____] + \$4,000 * [_____] + \$6,000 * [_____] + \$_____ * [_____] =$$

$$\$[_____]$$

Kindergarten Readiness:

Applicable in Final Report

Number of KR Full-Year Service Recipients: [_____]

- ◆ Number of KR Full-Year Service Recipients testing at or above the 50th percentile of the nationally assessed population but below the 70th percentile of that population: [_____]
- Payment Per Service Recipient: \$4,500
- ◆ Number of KR Full-Year Service Recipients testing at or above the 70th percentile of the nationally assessed population: [_____]
- Payment Per Service Recipient: \$7,500

Adjustment to account for additional service recipients

- ◆ Positive Adjusted BCN-KRFYSR Difference = 980 - [_____] = [_____]
- ◆ Weighted-Average of KR Full-Year Recipients Result = [\$_____]

Kindergarten Readiness Outcome Payment =

$$\$4,500*[\text{_____}] + \$7,500*[\text{_____}] + \$2,505*[\text{_____}] = \$[\text{_____}]$$

Total Applicable Outcome Payments This Period = \$693,000**Analysis Process**

The process for validating the cumulative Q2 data was similar to the process used during Q1. Cumulative data from Q1 and Q2 was used to calculate the payment outcome. All Service Recipients' days were included in the calculation regardless if the Service Recipient enrolled late or withdrew early.

Data were imported into SAS 9.0 in order to run simple count analyses. Data were grouped by: student key. School key and classroom key were not used for the cumulative days because grouping by these two variables created duplicate counts for 8 students (those who left one classroom/school and transferred to another). Service Recipients' expected number and actual number of days attended were summed. The total actual number attended was divided by the total expected number attended in order to calculate the proportion of days each Service Recipient attended. Using the "actual sum" divided by the "expected sum" accounted for Service Recipients who entered the school year late or left the school year early. Those Service Recipients who met or exceeded the 90% threshold, for the total number of days enrolled, were then indicated as "1" in a new variable called "meet", all others were indicated as "0". We summed the total number of Service Recipients who met the 90% threshold - variable "meet". This data was checked using a pivot table in excel, and the same total number of Service Recipients were found.

Additional Analysis Information

Additional analyses were run to better understand: (1) the group of Service Recipients who met the 90% threshold and (2) which schools were contributing the greatest number of Service Recipients. Roughly 68% of Service Recipients across all classrooms had a 90% attendance record for cumulative service days (Q1+Q2). We suspect that this drop in the number of Service Recipients (from 80% from Q1) who met the threshold is likely due to holiday breaks and the weather. Preliminary analyses confirm this assumption, where we explored the weather patterns on days where most absences were recorded. The days sampled had weather that was cold, rainy, or experienced winter weather.

98 Service Recipients had perfect attendance across the two quarters. Five classrooms had 90 percent or more of the Service Recipients meet the 90% threshold for the cumulative time (Q1+Q2). Those classrooms include: Libertas Dunbar/Greenfield, Dexter #2, Getwell #3, Peabody

#1, and Southwind #3. Two classrooms had 100 percent of their Service Recipients meet the 90% attendance threshold rate – Dexter #2 (21 Service Recipients) and Libertas Dunbar/Greenfield (12 Service Recipients).

Corrections from Draft to Final Validation Report

Please note that there is a change in the total number of Service Recipients served included in the cumulative data (Q1+Q2) and those who met the 90% threshold from the Draft report (Total = 1021; N90%=697) to the Final Validation Report (Total = 1013; N90%=693). This is due to duplicate Service Recipient entries mentioned above in the Analysis Process section. Seeding Success contacted the University of Memphis to bring attention to the discrepancy and checks were performed to ensure both institutions were using the same data file. Once it was confirmed that both institutions were using the same data file, Seeding Success noted that the discrepancy was likely due to Service Recipients who left one classroom or school and enrolled in another. We checked our coding and agreed that the coding was double-counting 8 Service Recipients (4 of which no longer met the 90% threshold), hence the grouping by classroom key and school key was dropped. We reran our code and confirmed that the same number of Service Recipients who met the 90% threshold was found by Seeding Success. The final validation report reflects these coding changes and the updated amount to be dispersed.

Appendix C

Budget to Actual for Financed Classrooms (August 1 - February 29, 2020)

	8 Month Award	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	YTD Actual Total	Remaining Balance
Expenses										
Personnel										
Direct Staff										
Director/Supervisor	147,308.00	33,329.26	19,142.06	22,813.10	23,701.11	16,288.54	16,424.10	10,952.54	142,650.71	4,657.29
Educational Assistants	751,998.03	60,713.09	99,050.95	100,835.08	132,365.87	87,266.03	85,820.09	96,536.20	662,587.31	89,410.72
Other Salaries & Wages	641,612.00	56,909.41	68,595.44	103,858.00	82,283.13	69,919.63	67,578.07	63,944.38	513,088.06	128,523.94
Teachers	1,658,867.60	180,690.83	181,746.76	200,002.85	266,511.54	193,309.07	194,461.73	181,917.90	1,398,640.68	260,226.92
Total Direct Staff	\$3,199,785.63	\$ 331,642.59	\$ 368,535.21	\$ 427,509.03	\$ 504,861.65	\$ 366,783.27	\$ 364,283.99	\$ 353,351.02	\$ 2,716,966.76	\$482,818.87
Professional Contracted Services										
Contracts for Sub. Teachers Non-Certified	148,316.67	3,497.50	3,497.50	3,497.50	3,497.50	3,497.50			17,487.50	130,829.17
Other Contracted Services (FSW, Nurse, etc.)	56,666.67		3,082.94	16,217.17	34,675.00	7,429.62	6,681.34	7,861.48	75,947.55	(19,280.88)
Total Professional Contracted Services	\$ 204,983.33	\$ 3,497.50	\$ 6,580.44	\$ 19,714.67	\$ 38,172.50	\$ 10,927.12	\$ 6,681.34	\$ 7,861.48	\$ 93,435.05	\$ 111,548.28
Total Benefits	807,244.97	79,114.98	94,544.79	100,698.19	122,580.69	94,634.71	96,579.13	101,164.75	689,317.24	117,927.73
Total Personnel	\$ 4,212,013.93	\$ 414,255.07	\$ 469,660.44	\$ 547,921.89	\$ 665,614.84	\$ 472,345.10	\$ 467,544.46	\$ 462,377.25	\$ 3,499,719.05	\$712,294.88
Program Expense										
Field Trips	58,080.00	400.00	885.76	1,090.75	2,492.66	2,272.07	1,090.75	1,090.75	9,322.74	48,757.26
In-Service/Staff Development	12,833.33	842.36	1,221.46	1,826.25	923.92	1,372.97	891.25	942.77	8,020.98	4,812.35
Instructional Supplies & Materials	74,776.99	4,094.27	2,954.73	7,746.50	5,224.89	3,704.13	3,029.09	2,459.89	29,213.50	45,563.49
Other Program Material	144,863.28	10,200.30	4,311.69	12,517.98	15,156.46	8,357.39	10,311.33	3,083.33	63,938.48	80,924.80
Other Supplies and Materials	121,683.26	5,128.78	8,803.92	6,281.18	4,533.78	7,312.40	22,913.37	3,766.98	58,740.41	62,942.85
Telephone	7,333.33	3,388.87	1,593.25	1,565.80	1,613.40	1,046.43	1,607.58	1,311.56	12,126.89	(4,793.56)
Travel	33,763.33	531.59	3,438.94	4,903.84	3,715.98	3,174.61	3,119.07	2,863.73	21,747.76	12,015.57
Utilities	14,166.67	2,222.70	765.03	688.20	550.06	24.89	36.98	107.44	4,395.30	9,771.37
Total Program Expense	\$ 467,500.19	\$ 26,808.87	\$ 23,974.78	\$ 36,620.50	\$ 34,211.15	\$ 27,264.89	\$ 42,999.42	\$ 15,626.45	\$ 207,506.06	\$ 259,994.13
Total Indirect Cost	200,485.87	7,093.54	6,346.18	10,434.95	14,879.01	8,391.33	17,485.05	15,611.89	80,241.95	120,243.92
Total Expenses	\$ 4,880,000.00	\$ 448,157.48	\$ 499,981.40	\$ 594,977.34	\$ 714,705.00	\$ 508,001.32	\$ 528,028.93	\$ 493,615.59	\$ 3,787,467.06	\$1,092,532.94

Footnote: This document does not include the expenses from Feb for KIPP. This budget is 8 months.



Appendix D

Budget to Actual for Non-Financed Classrooms (August 1 - February 29, 2020)

	8 Month Award	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	YTD Actual Total	Remaining Balance
Expenses										
Personnel										
Direct Staff										
Director/Supervisor	90,794.67	19,924.44	14,314.30	15,611.97	16,199.00	14,732.68	12,907.65	7,001.38	100,691.42	(9,896.75)
Educational Assistants	290,544.67	25,499.44	43,777.27	44,748.77	58,140.01	41,257.23	40,273.51	43,126.37	296,822.60	(6,277.93)
Other Salaries & Wages	239,333.33	26,561.59	24,813.03	33,783.00	21,271.96	25,464.04	21,891.86	21,609.79	175,395.27	63,938.06
Teachers	596,654.07	73,847.50	76,768.94	80,350.80	97,489.96	77,274.29	78,668.02	78,961.16	563,360.67	33,293.40
Total Direct Staff	\$ 1,217,326.73	\$ 145,832.97	\$ 159,673.54	\$ 174,494.54	\$ 193,100.93	\$ 158,728.24	\$ 153,741.04	\$ 150,698.70	\$ 1,136,269.96	\$81,056.77
Professional Contracted Services										
Contracts for Sub. Teachers Non-Certified	2,000.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00			7,000.00	(\$5,000.00)
Other Contracted Services (FSW, Nurse, etc.)	25,170.67	0.00	883.67	11,739.83	2,042.16	3,053.63	1,427.24	1,732.98	20,879.51	4,291.16
Total Professional Contracted Services	\$ 27,170.67	\$ 1,400.00	\$ 2,283.67	\$ 13,139.83	\$ 3,442.16	\$ 4,453.63	\$ 1,427.24	\$ 1,732.98	\$ 27,879.51	(\$708.84)
Total Benefits	221,561.73	28,733.45	37,022.60	41,503.27	44,273.46	36,418.45	39,365.94	40,810.16	187,435.42	34,126.31
Total Personnel	\$ 1,466,059.13	\$ 175,966.42	\$ 198,979.81	\$ 229,137.64	\$ 240,816.55	\$ 199,600.32	\$ 194,534.22	\$ 193,241.84	\$ 1,432,276.80	\$33,782.33
Program Expense										
Field Trips	8,933.33		861.00	861.00	1,330.06	1,287.73	861.00	861.00	6,061.79	2,871.54
In-Service/Staff Development	7,260.00	155.71	877.70	2,511.70	1,519.96	861.00	861.00	879.17	7,666.24	(\$406.24)
Instructional Supplies & Materials	30,687.33	1,374.16	2,352.85	4,915.19	1,608.43	1,256.00	1,018.00	4,138.53	16,663.16	14,024.17
Other Program Material	31,302.87	2,374.12	1,226.04	4,422.15	6,394.26	2,349.75	6,707.31	1,664.95	25,138.58	6,164.29
Other Supplies and Materials	16,000.00	1,361.76	1,272.74	2,177.17	777.64	1,568.59	682.47	6,299.19	14,139.56	1,860.44
Telephone	5,000.00	835.36	134.52	505.20	314.08	315.46	378.99	479.19	2,962.80	2,037.20
Travel	7,000.00	1,075.41	1,101.20	366.00	346.34	957.95	901.65	949.67	5,698.22	1,301.78
Utilities	6,000.00	641.06	50.19	233.80	165.94	135.12	72.25	59.12	1,357.48	4,642.52
Total Program Expense	\$ 112,183.53	\$ 7,817.58	\$ 7,876.24	\$ 15,992.21	\$ 12,456.71	\$ 8,731.60	\$ 11,482.67	\$ 15,330.82	\$ 79,687.83	\$ 32,495.70
Total Indirect Cost	65,121.33	3,592.34	4,607.48	4,779.96	5,585.25	5,595.42	5,224.49	4,988.42	34,373.36	30,747.97
Total Expenses	\$ 1,643,364.00	\$ 187,376.34	\$ 211,463.53	\$ 249,909.81	\$ 258,858.51	\$ 213,927.34	\$ 211,241.38	\$ 213,561.08	\$ 1,546,337.99	\$97,026.01

Footnote: This document does not include Feb. expenses for KIPP nor Millington WA; budget is for 8 months.