

March 20, 2023
Manatee County School Board
215 Manatee Avenue West Bradenton, FL 34205

Dear Members of the School Board,

The Citizens' Financial Oversight Committee ("CFOC") has completed its review of the revenue, expenses and operating reserves of the one mill increase in the school ad valorem millage pursuant to "Resolution 2017-11" (the "Resolution") for the fiscal year ending June 30, 2022.

Our review included accessing audited financial records of the Manatee County School District (the "District"), compiling and summarizing detailed records into the data included in this report. We performed certain analytical procedures to verify our conclusions. Also, we relied upon representations of the District, and the internal audit procedures of restricted funds of the District in reaching our conclusions.

Except as otherwise set forth herein, it is our finding that tracking and accounting of Resolution Revenue and Resolution Expenditures were in material compliance with the operating budget established by the District and approved by the Board for the twelve months ending June 30, 2022.

In addition to the CFOCs review of financial records of the District, the CFOC has reviewed certain data to identify relevant outcomes related to the use of the Resolution Revenue (as hereinafter defined) consistent with the stated goals of the Resolution. As illustrated within this report, the district has shown improvement in metrics related to goals set forth in the initiative. This improvement can be attributed to many factors including implementation of the referendum. That said, certain data and analysis being measured at this time are presented in this report.

It is the CFOC's opinion that all conclusions in this report are based on materially correct data.

Susan Harrigan Chair,
Citizens' Financial Oversight Committee

Creation of the Citizens' Financial Oversight Committee

The Citizens' Financial Oversight Committee ("CFOC") was created through the Manatee County School District School Board's approval and adoption of Resolution 2017-11 on November 14, 2017, and the subsequent vote in favor of the one mill increase in the operating ad valorem millage by the constituents of Manatee County in the Special Election held on March 20, 2018.

More specifically: (a) the ballot summary question language approved in Resolution 2017-11 stated the funds generated by the one mill increase to the operating ad valorem millage would be "overseen by an independent citizens' committee"; and (b) paragraph 4 of Resolution 2017-11 provided as follows: "Provided the millage increase for Manatee County Schools is approved, a financial oversight committee appointed by the School Board shall issue an annual report to insure proper fiscal stewardship of the funds. In addition, the committee shall identify relevant outcomes and report results to the community.

The School Board appointed the initial members of the committee in 2018 who serve subject to the committee charter approved by the CFOC and the School Board. Over the past two years, the Board has appointed subsequent members as terms have expired. As of June 30th, 2022, four members' terms are expiring.

Mission of the CFOC

The Mission of the CFOC is to: (i) provide oversight to ensure proper fiscal stewardship of operating funds provided by the one mill increase in the operating ad valorem millage; (ii) identify and measure relevant outcomes from the deployment of the funds from the one mill increase; and (iii) report results to the School Board and the community.

Operation and Organization of the CFOC

The committee meets as a single body to review information provided by the District pertinent to its mission.

Financial Review and Analysis

We have completed our review of the Resolution Revenue, Expenditures and operating reserves of the Resolution Revenue. Our review included accessing audited financial records of the District, compiling and summarizing detailed records into the data included in this report. We performed certain analytical procedures to verify our conclusions. Also, we relied upon representations the District, and the internal audit procedures of restricted funds of the District in reaching our conclusions.

Defining Terms

- Resolution Revenue: Revenue generated from the one mill increase in the school ad valorem millage pursuant to Resolution 2017-11.
- Core Revenue: All other general fund revenue
- Resolution Expenditures: Expenditures restricted from the Revenue source of the one mill increase in the school ad valorem pursuant to Resolution 2017-11
- Core Expenditures: All other general fund expenditures

Conclusions

Our review concludes that the financial records of the District represent, in all material respects, proper recording and tracking of the Resolution Revenue, Resolution Expenditures and operating reserves related to the Resolution Revenue as presented in the following schedules (appendices to this report):

- Resolution Budget vs. Actual Expenditures/Fund Balance by Project for the Year Ended June 30th, 2022 (Schedule A)
- Recap of Comparative Income and Expense Data and Analysis of Increase/Decrease for the Initial Year of Resolution Amounts (Schedule B)

Analysis

Schedule A presents a comparison of budgeted Resolution Expenditures to actual Resolution Expenditures for the fiscal year ending June 30, 2022. Resolution Revenue budgeted but not spent in a given Project accounting category in the fiscal year ended June 30, 2022 was carried forward to the 2021-2022 budget as adjustments restricted to the Project accounting category the funds were originally budgeted for. Similarly, Resolution Expenditures more than the budgeted amounts were carried forward to the following fiscal year as adjustments in the 2021-2022 budget.

Schedule B presents comparative revenue and expense information and corresponding year over year change analysis. Total expenditures from the General Fund for the District increased by 4.66% with Core Expenditures contributing 2.74% of the increase and Resolution Expenditures contributing 29.66%.

Total revenue for the District also increased 0.54% with Core Revenue and Resolution Revenue contributing -0.20% and 8.71% respectively.

Discussion and Recommendations

Consistent with the CFOC's prior recommendation regarding maintaining increases in Core Expenditures consistent with economic conditions, the CFOC again recommends the School District consider Core Expenditure increases after accounting for inflation. Should there be a correlation between spending in certain areas and the success of the District, in the case of Instruction, there was likely no Core Expenditure increases net of inflation. CPI-U has increased by 10.2% between March 2021 and March 2022, per the Bureau of Labor Statistics.

Incremental increases in Resolution Revenue through an increase in tax assessed values alone will not be sufficient to fund the necessary increases in certain Core Expenditure areas. The following is a breakdown of wage increases over the past 4 years with Core increases and increases that the Referendum brought to wages.

Explanation of Teacher Pay by Source

| Core Pay | | Steps | 2017-'18 | 2018-'19 | 2019-'20 | 2020-'21 | 2021-'22 | Four Year Increase |
|---------------------|-----|-------|----------|----------|----------|----------|----------|--------------------|
| Minimum entry level | 1C | | \$38,892 | \$39,096 | \$39,197 | \$44,941 | \$47,500 | 22.13% |
| Maximum entry level | 8A | | \$44,634 | \$44,839 | \$44,941 | \$44,941 | \$47,500 | 6.42% |
| Maximum | 37C | | \$65,187 | \$71,739 | \$71,840 | \$71,840 | \$74,547 | 14.36% |

| Referendum Supplement | | Steps | 2017-'18 | 2018-'19 | 2019-'20 | 2020-'21 | 2021-'22 | Annual Increase due to Referendum |
|-----------------------|-----|-------|----------|----------|----------|----------|----------|-----------------------------------|
| Minimum entry level | 1C | | N/A | \$4,008 | \$4,728 | \$5,201 | \$5,410 | \$5,201 |
| Maximum entry level | 8A | | N/A | \$4,008 | \$4,728 | \$5,201 | \$5,410 | \$5,201 |
| Maximum | 37C | | N/A | \$4,008 | \$4,728 | \$5,201 | \$5,410 | \$5,201 |

| Additional ¼ Hour | | Steps | 2017-'18 | 2018-'19 | 2019-'20 | 2020-'21 | 2021-'22 | Increase due to Referendum |
|---------------------|-----|-------|----------|----------|----------|----------|----------|----------------------------|
| Minimum entry level | 1C | | N/A | \$1,303 | \$1,307 | \$1,498 | \$1,582 | \$1,582 |
| Maximum entry level | 8A | | N/A | \$1,495 | \$1,498 | \$1,498 | \$1,582 | \$1,582 |
| Maximum | 37C | | N/A | \$2,391 | \$2,395 | \$2,395 | \$2,482 | \$2,482 |

| Total | | Steps | 2017-'18 | 2018-'19 | 2019-'20 | 2020-'21 | 2021-'22 | Four Year Increase |
|---------------------|-----|-------|----------|----------|----------|----------|----------|--------------------|
| Minimum entry level | 1C | | \$38,892 | \$44,407 | \$45,232 | \$51,640 | \$54,492 | 32.78% |
| Maximum entry level | 8A | | \$44,634 | \$50,342 | \$51,167 | \$51,640 | \$54,492 | 15.70% |
| Maximum | 37C | | \$65,187 | \$78,138 | \$78,963 | \$79,436 | \$82,439 | 21.86% |

| Additional Supplements | | Steps | 2017-'18 | 2018-'19 | 2019-'20 | 2020-'21 | 2021-'22 | Four Year Increase |
|------------------------|-----|-------|----------|----------|----------|----------|----------|--------------------|
| Master's Degree | 1C | | \$907 | \$937 | \$937 | \$937 | \$1,200 | 32.30% |
| Specialist | 8A | | \$3,325 | \$3,436 | \$3,436 | \$3,436 | \$3,436 | 3.34% |
| Doctorate | 37C | | \$5,743 | \$5,934 | \$5,934 | \$5,934 | \$5,934 | 3.33% |

Maximum "Step" in 2017-18 was 30C @ \$65,187

House Bill 641 established minimum entry level pay to be Step 8A in 2020-'21

Maximum Step for 2021-'22 was 37D @ \$74,547

Relevant Outcomes and Results

Pursuant to the Resolution, the CFOC has identified relevant outcomes related to the use of the Resolution Revenue, consistent with the stated goals of the Resolution. In order to measure these outcomes, the CFOC has relied upon representations of the District.

As illustrated within this report, the district has shown improvement in metrics related to goals set forth in the initiative. This improvement can be attributed to many factors including implementation of the referendum.

Student achievement has continued to rise until the time of COVID where the District data did not improve at the same rate as previously (when using school grade as a proxy for student achievement). The recruitment and retention of teachers and staff with competitive salaries has been measured differently in for the 2022 fiscal year than in previous years. Data in the previous years was collected at three points during the year. For this report, that data is collected at only one time of the year, eliminating inaccuracies due to staff transfers and other factors.

Some data was collected for the 2019-2020 school year, but no school grades were assigned due to the COVID-19 pandemic. 2020-2021 school grades were only available if a District opted in. No conclusion can be drawn about the impact of Resolution Revenue on retention. Information related to the expansion of Career and Technical Education and STEM programs supported by the Resolution Revenue is being measured, including the number of programs added as well as student participation in these programs.

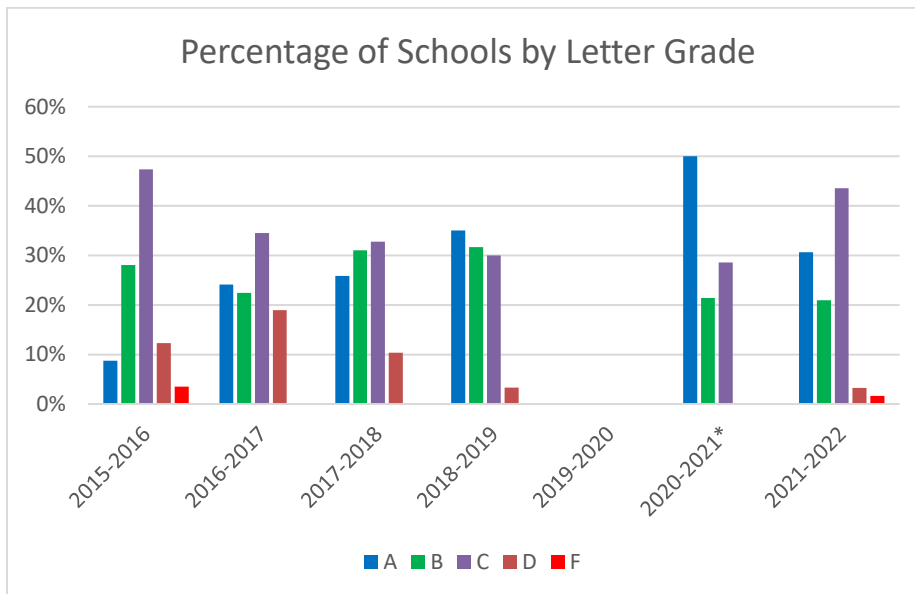
“To increase student achievement...”

We have examined the grades of each school in the District from 2015 to 2022. Though the District grade itself has remained consistent as a “B” for the last three years, 2016-'17 thru 2019-20 (not illustrated in this report), individual school performance has improved. By the end of the 2018-2019 school year, all but two schools were a grade C or above. This information was provided by the Florida Department of Education website. We are assuming that school grades can be used as a proxy for student performance. Again, school grades for the 2020-2021 school year are unavailable.

Number of Schools by Letter Grade

| School Grade | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021* | 2021-2022 |
|--------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|
| A | 5 | 14 | 15 | 21 | N/A | 7 | 19 |
| B | 16 | 13 | 18 | 19 | N/A | 3 | 13 |
| C | 27 | 20 | 19 | 18 | N/A | 4 | 27 |
| D | 7 | 11 | 6 | 2 | N/A | | 2 |
| F | 2 | 0 | 0 | 0 | N/A | | 1 |
| Total | 57 | 58 | 58 | 60 | N/A | 14 | 62 |

*School & District Grades were opt-in only in 2021



However, District rating improved from 641 for FYE June 2018 to 668 for FYE June 2019 (9 points below an “A” Rating, lifting state ranking from 33rd to 28th. The District projected their annual score to be 702 for FYE June 2020, but the State DOE did not release District Scores for 2020-21.

Individual school grades and information about school grading can be found at the following websites:

Department of Education (DOE)

<https://www.fldoe.org/>

2021-22 Guide to Calculating School Grades and District Grades

<https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesCalcGuide22.pdf>

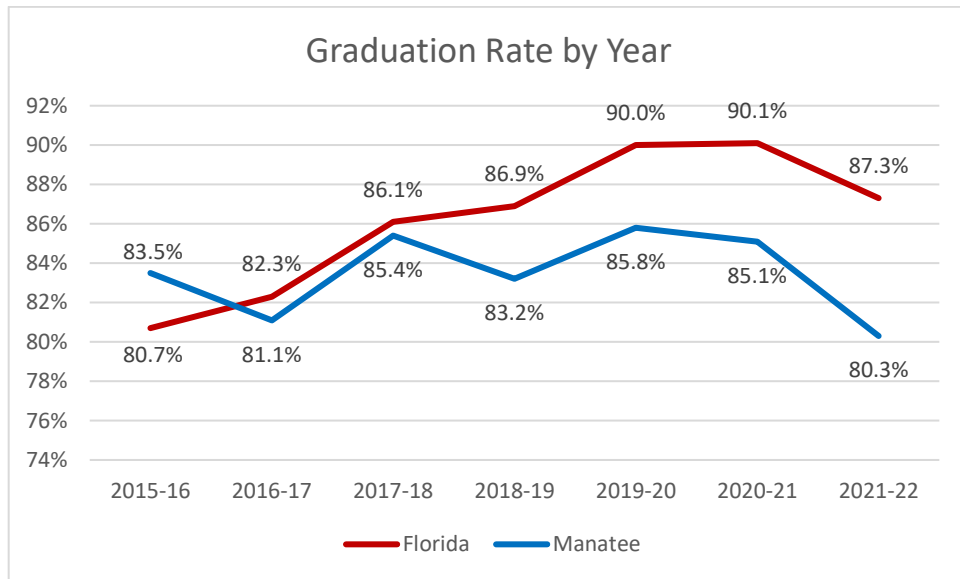
Academic Dashboard

<https://www.manateeschools.net/academicdb>

The chart below shows the graduation rate in the district compared to the state as a whole from 2015-16 to 2021-2022. Note manatees 2.75% increase going into 2019-2020 during the time of the COVID impact, but a widening graduation rate gap compared to the state's 8.1% increase.

Graduation Rate by Year

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---------|---------|---------|---------|---------|---------|---------|---------|
| Florida | 80.7% | 82.3% | 86.1% | 86.9% | 90.0% | 90.1% | 87.3% |
| Manatee | 83.5% | 81.1% | 85.4% | 83.2% | 85.8% | 85.1% | 80.3% |



“To recruit and retain teachers and staff...”

This Committee has worked with the District to collect accurate information about retention.

The following chart was provided to the CFOC by the Administration showing teacher retention at the elementary, middle, and high school levels as well as MTC and cross-departmental teachers. This was created by comparing the teachers recorded in August 2021 (the beginning of the school year and comparing it to those recorded at the beginning of the new school year.

Year over Year Retention of All Staff

| School | Year | Retained | Hired | Total | Retention Rate % |
|--------|------|----------|-------|-------|------------------|
| 2018 | 2019 | 4707 | 798 | 5505 | 87% |
| 2019 | 2020 | 4942 | 732 | 5674 | 90% |
| 2020 | 2021 | 4658 | 510 | 5168 | 82% |
| 2021 | 2022 | 4363 | 707 | 5070 | 84% |

Year over Year Retention of Instructional/Teachers

| School | Year | Retained | Hired | Total | Retention Rate % |
|--------|------|----------|-------|-------|------------------|
| 2018 | 2019 | 2412 | 270 | 2682 | 90% |
| 2019 | 2020 | 2441 | 301 | 2742 | 91% |
| 2020 | 2021 | 2313 | 243 | 2556 | 84% |
| 2021 | 2022 | 2240 | 286 | 2526 | 88% |

Please note:

- Year over Year (YoY) retention rates show the percentage of employees who were employed on day one of the school fiscal year and remain with the district on the last day of that year. The school fiscal year starts on July 1 and ends on June 30.
- Any new employees hired during the fiscal year become part of the number of employees of the following year, provided they were active on day one of that year.

Teacher Population with Advanced Degrees

| | 6/7/2017 # | 6/7/2017 %age | 6/6/2018 # | 6/6/2018 %age | 2/4/2020 # | 2/4/2020 %age | 6/7/2021 # | 6/7/2021 %age | 4/1/2022 # | 4/1/2022 %age |
|---------------------------------------|---------------|------------------|---------------|------------------|---------------|------------------|---------------|------------------|---------------|------------------|
| Doctorate | 56 | 2.07% | 67 | 2.20% | 74 | 2.47% | 55 | 2.03% | 60 | 2.08% |
| Specialist | 52 | 1.93% | 63 | 2.07% | 55 | 1.84% | 50 | 1.84% | 50 | 1.74% |
| Master's | 1,096 | 40.61% | 1,221 | 40.18% | 1,326 | 44.27% | 1,055 | 38.92% | 1,109 | 38.51% |
| Total Advanced Degrees | 1,204 | 44.61% | 1,351 | 44.46% | 1,455 | 48.58% | 1,160 | 42.79% | 1,219 | 42.33% |
| Bachelor's | 1,495 | 55.39% | 1,688 | 55.54% | 1,540 | 51.42% | 1,551 | 57.21% | 1,661 | 57.67% |
| Total Teachers | 2,699 | 100.00% | 3,039 | 100.00% | 2,995 | 100.00% | 2,711 | 100.00% | 2,880 | 100.00% |

The table above shows the number of teachers in the school district with advanced degrees as well as the percentage of the total teacher population holding those degrees. There is a significant jump in the number of teachers holding advanced degrees after the Resolution was implemented. Not enough information is available to determine if this is due to recruitment of more competitive candidates, or if teachers already employed within the district completed advanced degree certifications during this time. Please note that the time periods when these measurements were taken are not uniform, but the Committee felt it was important to present the information that we have. Additionally, there is a drop in 2021 in both the raw number and percentage of teachers with advanced degrees compared to 2020. It is no secret that many teachers nation-wide left the field because of the Pandemic, so to see a drop in these numbers is not surprising. However, it makes it much harder to assess the efficacy of the Referendum in terms of hiring more teachers with advanced degrees.

“Expand Career and Technical Education and STEM programs to prepare students for the workforce...”

This is an area where extensive data is being collected by the District. Much of this information is internally generated by the District and utilized by District leadership, as opposed to the information being collected only at the request of this Committee. We have reviewed plans outlining the intended use of the Resolution Revenue for these areas and provided feedback where appropriate, and the District has made changes accordingly in response to this feedback.

The relevant outcomes that we can measure at this time are the number of programs added and the number of students participating in these programs. A summary of the progress is included as Schedule C in the appendices. As mentioned previously, the CFOC is continuing to track and analyze data to reach conclusions about the success of these programs.

The District has identified the following relevant outcomes that it is measuring:

- Graduation Rates
- Number of Industry certifications earned
- On-the-Job Training experience

The degree of planning that has gone into the deployment of Resolution Revenue to expand career and technical education and STEM programs by the District, as well as the identification of relevant outcomes it is measuring gives this Committee a high degree of confidence that we will be able to continue to collect consistent, reliable information on these programs as the information becomes available. It is encouraging that the District administration and staff overseeing these programs proactively identified relevant outcomes that they wanted to measure for their own purposes.

Conclusions

It is vital that the District takes a more hands on approach with measuring the relevant outcomes of the Resolution and using that information to guide their decision making. For this Committee to uphold its obligation under the Resolution, we need consistent, reliable information provided to us in a timely fashion in a format conducive to data analysis. We are grateful for the help of District staff members who have worked hard to get us the information we have thus far, and we must work together to establish a more streamlined, recurring flow of information. This is particularly true for relevant outcomes for teacher and staff recruitment and retention.

Recognition of Staff

The CFOC has achieved a good working relationship with District staff that has allowed us to access information in an easier and more timely manner. We would like to specifically thank Rachel Sellers, Richard Bailey, Doug Wagner, and Christian Moreno Hernandez, for their efforts and guidance.

APPENDIX

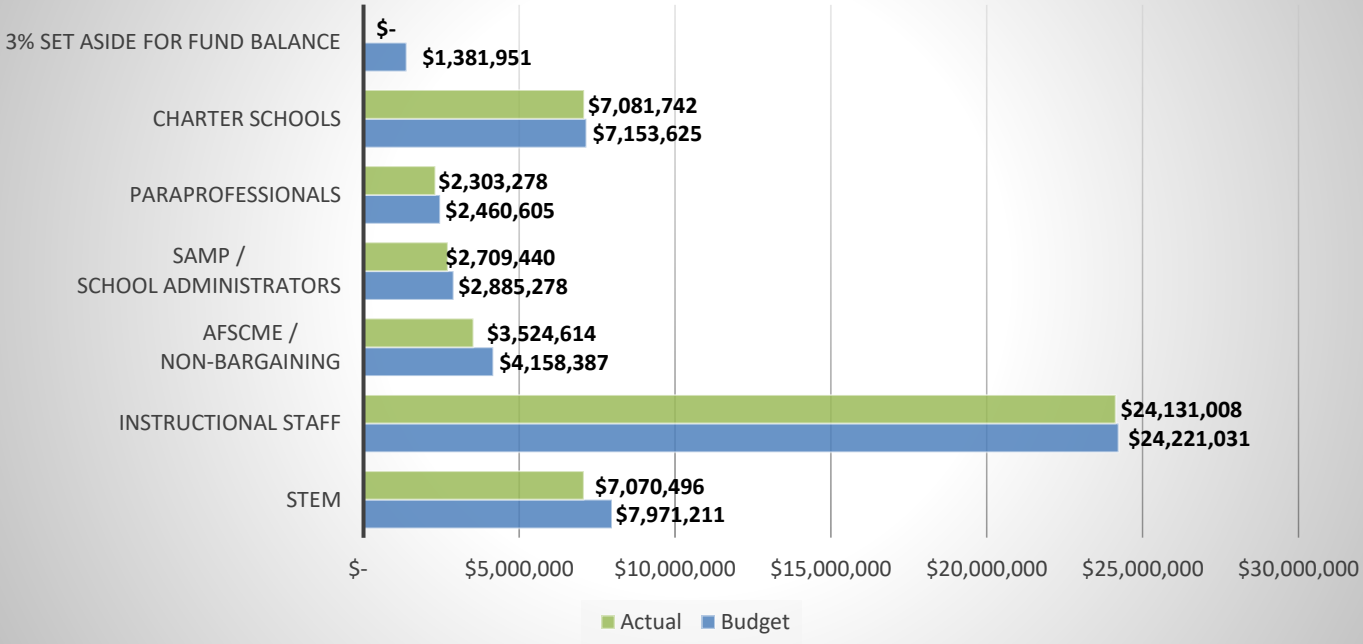
CFOC ANNUAL REPORT FOR THE FISCAL YEAR ENDING JUNE 30, 2022

Schedule A

Referendum Expenditures - Budget vs Actual by Project for Year Ending June 30th, 2022

| | Goal | 2020-21 Actual | % | 2021-22 Budget | % | 2021-22 Actual | % Expensed |
|------------------------------------|---------|-------------------|---------|-------------------|---------|-------------------|---------------|
| STEM | 15.50% | \$ 7,817,296 | 17.22% | \$ 7,971,211 | 15.87% | \$ 7,070,496 | 15.10% |
| Instructional Staff | 51.00% | \$ 22,730,745 | 50.09% | \$ 24,221,031 | 48.22% | \$ 24,131,008 | 51.54% |
| AFSCME / Non-Bargaining | 8.00% | \$ 2,845,869 | 6.27% | \$ 4,158,387 | 8.28% | \$ 3,524,614 | 7.53% |
| SAMP / School Administrators | 6.00% | \$ 2,561,141 | 5.64% | \$ 2,885,278 | 5.74% | \$ 2,709,440 | 5.79% |
| Paraprofessionals | 5.00% | \$ 1,891,525 | 4.17% | \$ 2,460,605 | 4.90% | \$ 2,303,278 | 4.92% |
| Charter Schools | 14.50% | \$ 6,251,469 | 13.77% | \$ 7,153,625 | 14.24% | \$ 7,081,742 | 15.13% |
| 3% set aside for Fund Balance | 3.00% | \$ 1,285,841 | 2.83% | \$ 1,381,951 | 2.75% | \$ - | 0.00% |
| Total | 100.00% | \$ 45,383,886 | 100.00% | \$ 50,232,088 | 100.00% | \$ 46,820,578 | 100.00% |

2021 - 2022 Actual vs Budgeted Expenditures



Schedule B

Recap of 2021 vs 2022 Core and Resolution Revenue and Expenditures

| Core vs Resolution Analysis | Sum of 2021 Actuals | Sum of 2022 Actuals | Difference Year to Year 2021 vs 2022 | Percentage Difference |
|-----------------------------|---------------------|---------------------|--------------------------------------|-----------------------|
| Revenues | | | | |
| Core | \$ 426,979,970 | \$ 428,278,388 | \$ 1,298,418 | 0.30% |
| Resolution | \$ 42,861,376 | \$ 46,065,037 | \$ 3,203,661 | 7.47% |
| Total Revenues | \$ 469,841,346 | \$ 474,343,425 | \$ 4,502,079 | 0.96% |
| Expenditures | | | | |
| Core | \$ 415,174,965 | \$ 420,213,283 | \$ 5,038,318 | 1.21% |
| Resolution | \$ 44,098,045 | \$ 46,820,579 | \$ 2,722,534 | 6.17% |
| Total Expenditures | \$ 459,273,010 | \$ 467,033,862 | \$ 7,760,852 | 1.69% |
| Difference | | | | |
| Core | \$ 11,805,005 | \$ 8,065,105 | \$ (3,739,900) | |
| Resolution | \$ (1,236,669) | \$ (755,542) | \$ 481,127 | |
| Grand Total | \$ 10,568,336 | \$ 7,309,563 | \$ (3,258,773) | |

2023 Income & Expenditures thru 28 February 2023

| Core vs Resolution Analysis | 2023 Budget | Difference Year to Year 2023 budget vs 2022 Actual | 2023 Actuals thru 2/28/2023 | Difference 2023 YTD Actual vs 2023 Budget |
|-----------------------------|----------------|--|-----------------------------|---|
| Revenues | | | | |
| Core | \$ 471,093,151 | \$ 42,814,763 | \$ 387,181,676 | \$ (83,911,476) |
| Resolution | \$ 57,569,264 | \$ 11,504,227 | \$ 53,838,408 | \$ (3,730,856) |
| Total Revenues | \$ 528,662,415 | \$ 54,318,990 | \$ 441,020,084 | \$ (87,642,332) |
| Expenditures | | | | |
| Core | \$ 486,305,819 | \$ 66,092,536 | \$ 299,041,323 | \$ (187,264,495) |
| Resolution | \$ 60,980,773 | \$ 14,160,194 | \$ 34,095,017 | \$ (26,885,756) |
| Total Expenditures | \$ 547,286,592 | \$ 80,252,730 | \$ 333,136,340 | \$ (214,150,251) |
| Difference | | | | |
| Core | \$ 15,212,668 | \$ 23,277,773 | \$ (88,140,352) | \$ (103,353,020) |
| Resolution | \$ 3,411,509 | \$ 2,655,967 | \$ (19,743,391) | \$ (23,154,900) |
| Grand Total | \$ 18,624,176 | \$ 25,933,740 | \$ (107,883,743) | \$ (126,507,920) |

Schedule C

2021/2022 Career and Technical Education/Vocational Millage Budget:

In 2021/2022, the career and technical education/vocational millage budget was utilized on expanding robotics and automation equipment at district middle and high schools. Multiple school's received upgrades for their TV production and digital video studios to provide students with the latest technology available in the field and to allow for remote broadcasting. Southeast High School gained Bloomberg terminals that connect their students with a powerful network spanning finance, business and government professionals which will give them an edge through the use of accurate, real-time business and market-moving information that helps them make critical financial decisions. Computer upgrades were purchased for TV production, engineering design, business, and tech ed programs for various middle and high schools.

2021/2022 Science Millage Budget:

Science millage funds spent in 2021/2022 were focused on expanding current programs into new schools, and to providing resources and materials needed for science teachers to engage in real-world, hands-on lessons. A new agriscience teacher position, funded by the science budget, was introduced at Myakka City Elementary School. The Woz program was expanded even further, and these cutting-edge science educational materials were added to multiple district schools. Generation Genius and Discovery Education online enrichment platforms were used as a supplemental curriculum resource to support teachers in preparing students for the 5th and 8th grade science FSA exams. Science lab upgrades were purchased for Braden River High School, King Middle School, Lincoln Middle School, Southeast High School, and Parrish Community High School.

2021/2022 STEM Elementary Millage Budget:

During the 2021/2022 school year, the elementary millage budget was used to provide cutting edge technology for Elementary students and expand/support the robotics education programs for our youngest students. New laser cutting and engraving machines were purchased for 4 new schools. These lasers are the final step in the design process and offer students a way to see first-hand what they have created using design software. This budget was used to acquire robotics equipment and student iPads, while also granting access to live STEM robotics competitions at the local, regional, and national levels. 18 elementary STEM teachers were funded from the STEM Elementary funds.

2021/2022 Critical Mission School-Based Budget:

All elementary, middle, and high schools in Manatee County were once again allocated their portion of this year's millage funds to be used for school-based, academic development, remediation, and STEM learning enhancement projects. These efforts included one-on-one student academic tutoring focused on small group instruction in multiple subjects along with remediation materials based off individual school needs. Many schools utilized these funds to host after school and summer school courses to increase student achievement.