

Virginia Board of Education Agenda Item



Agenda Item: E

Date: September 28, 2017

Title	First Review of Appeals for an Initial Rating of <i>Partially Accredited: Reconstituted School</i> for Schools NOT Meeting the Reconstitution Eligibility Rubric Criteria		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
E-mail	Beverly.Rabil@doe.virginia.gov	Phone	(804) 225-2865

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Other. Specify below:

Previous actions of the Board and historical information on accreditation status are included with the information for each school in the attachments.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:
Final Review: October 26, 2017

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: Considering the requests for appeals for an initial rating of *Partially Accredited: Reconstituted School* for schools NOT meeting the reconstitution eligibility rubric criteria will support accountability for student learning.

8 VAC 20-131-300.C.4 (*Regulations Establishing Standards for Accrediting Public Schools in Virginia*) states that a school shall be rated *Accreditation Denied* based on a school’s academic performance or performance for the graduation and completion index, or both, a school shall be rated *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* or *Partially Accredited* for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315. C. Action requirements for schools that are denied accreditation, as

an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The application shall include specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Partially Accredited: Reconstituted School* as provided for in 8 VAC 20-131-300.C.3.d The *Partially Accredited: Reconstituted School* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education’s approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.

As stated in VAC 22.1-253.13:3, the Board’s regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Summary of Important Issues:

The schools in the chart below have not been *Fully Accredited* for three consecutive years and are not *Fully Accredited* in 2017-2018.

In order to provide objective measurements for the reconstitution process (per VAC 22.1-253.13:3), the *Partially Accredited: Reconstituted School* Eligibility Rubric (Attachment A1) was used to determine eligibility for requests for a rating of *Partially Accredited: Reconstituted School*. The schools listed in the following chart did not meet the Eligibility Rubric criteria and are submitting a *Partially Accredited: Reconstituted School* Appeal Form per VAC 22.1-253.13:3.

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Alexandria City Public Schools	William Ramsay Elementary School (Gr.K-5)	B1
Augusta County Public Schools	Riverheads Elementary (Gr.PK-5)	C1
Brunswick County Public Schools	Meherrin Powellton Elementary School (Gr.PK-5)	D1
Chesapeake City Public Schools	Oscar Smith Middle School (Gr.6-8)	E1
Culpeper County Public Schools	Sycamore Park Elementary School (Gr.PK-5)	F1
Fairfax County Public Schools	Saratoga Elementary School (Gr.PK-6)	G1
Frederick County Public Schools	Gainesboro Elementary School (Gr.K-5)	H1
Grayson County Public Schools	Fries School (Gr.PK-7)	I1
Hampton City Public Schools	Christopher C. Kraft Elementary School (Gr.PK-5)	J1
Henrico County Public Schools	Highland Springs Elementary School (Gr.PK-5)	K1
Hopewell City Public Schools	Dupont Elementary School (Gr.K-5)	L1
Martinsville City Public Schools	Martinsville Middle School (Gr.6-8)	M1
Montgomery County Public Schools	Shawsville Middle School (Gr.6-8)	N1
Nelson County Public Schools	Tye River Elementary School (Gr.PK-5)	O1
Newport News City Public Schools	Homer L. Hines Middle School (Gr.6-8)	P1

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Northampton County Public Schools	Northampton Middle School (Gr.7-8)	Q1
Prince Edward County Public Schools	Prince Edward Middle School (Gr.5-8)	R1
Page County Public Schools	Luray Elementary School (Gr.PK-5)	S1

Data for each school division is included in Attachments B1-S1. Each division’s attachment contains each school’s appeal form and achievement data.

Impact on Fiscal and Human Resources:

The Office of School Improvement will use the academic review budget to fund contractors for technical assistance as allocated funds allow.

Timetable for Further Review/Action:

Final review for school divisions submitting an appeal is expected at the October 26, 2017 Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive for first review appeals for an initial rating of *Partially Accredited: Reconstituted School* for schools not meeting the reconstitution eligibility rubric criteria.

In order to be eligible to apply for a rating of *Partially Accredited: Reconstituted School*, the school must meet the following criteria for **all** content areas not meeting the established state benchmarks. This applies to schools applying for *Partially Accredited: Reconstituted School* status for the first time and to schools applying for a continued rating of *Partially Accredited: Reconstituted School*.

Partially Accredited: Reconstituted School Eligibility Rubric	
Math, Science and History/Social Science	
If the school's adjusted pass rate for the previous year was:	The school's adjusted pass rate must have increased by at least:
69	1 point
65-68	2 points
60-64	3 points
50-59	9 points
40-49	10 points
Below 40	15 points
English	
If the school's adjusted pass rate for the previous year was:	The school's adjusted pass rate must have increased by at least:
74	1 point
70-73	2 points
65-69	4 points
60-64	7 points
45-59	11 points
Below 45	15 points
<u>OR</u>	
*Data for new principal with a proven Virginia track record of success in a similar school	

*Documentation required for new principal with a proven Virginia track record of success in a similar school

- Documentation of principal's years of experience as a Virginia principal
- Documentation of how previous school is similar to current school (demographic information)
- Documentation of data from previous school(s) including Standards of Learning assessment data

NOTE: After 3 consecutive years rated as *Partially Accredited: Reconstituted School*, a school will be rated as either *Fully Accredited* or *Accreditation Denied*.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: 101 – Alexandria City	School: William Ramsay Elementary
Date: 08/01/2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	57	76	75	77
Mathematics	65	76	71	72
Science	47	67	51	47
History	79	86	81	71

Justification		
<p>William Ramsay Elementary School is comprised of 918 students, of which 91% qualify for free/reduced price meals and 65% are serviced in English Learner programs.</p> <p>It is the division's assessment that the following factors were the greatest contributors to Ramsay's inability to meet the Science SOL benchmark in 2016-2017:</p> <ul style="list-style-type: none"> • Student mobility rate • Staffing factors: turnover, experience in teaching Science, absenteeism • Ramsay went from departmentalization in 4th and 5th grade by individual content areas to two content area departmentalization in the 2015-2016 school year. The additional content responsibilities were a difficult adjustment and resulted in turnover. <p>Please see the following data to support the division's request:</p>		
WRES's Mobility Rate	2015-16	2016-17
	28%	30%
Approx Total Number of Taught Students	Over 1200 students	Over 1300 students

Division: Alexandria City - 101
School: William Ramsay Elementary School

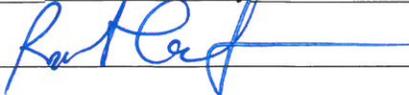
May 2017

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Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

	2015-2016	2016-2017	2017-2018
New teachers in 5th grade	5/5	4/6	3/6
Teachers new to teaching Science	2/3	2/3	0/3
New staff in grades 3 and 4 (SOL grades)	3rd 5/6 4th 0/6	3rd 1/5 4th 1/6	3rd 1/6 4th 1/5
Non-renewed teachers in 5th grade	1/5	1/6	TBD
Absenteeism in 5th grade teachers	<p>Science Teacher 1: 6 professional leave 1 personal leave</p> <p>Science Teacher 2: 7 sick leave 4 personal <i>(non-renewed)</i></p> <p>Science Teacher 3: 6 professional leave 11 sick leave 4 personal leave 2 Leave without pay <i>(Father passed away in spring and she resigned effective end of school year)</i></p>	<p>Science Teacher 1: 6 professional leave 1 personal leave</p> <p>Science Teacher 4: 2 professional leave 8 sick leave 4 personal <i>(Accelerated wedding to have father in-law attend before passing away from illness)</i></p> <p>Science Teacher 5: 3 professional leave 11 sick leave 4 personal <i>(non-renewed; father passed away just before SOL testing)</i></p>	<p>Science Teacher 1: TBD</p> <p>Science Teacher 6: TBD</p> <p>Science Teacher 7: TBD</p>

Ramee A. Gentry

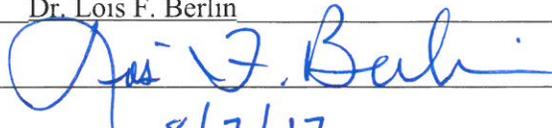
Typed School Board Chair Name



School Board Chair Signature

Dr. Lois F. Berlin

Typed Superintendent Name



Superintendent Signature

8/7/17

Date

Division: Alexandria City - 101
School: William Ramsay Elementary School

May 2017

**Virginia Department of Education
State/Federal Accountability Data
William Ramsay Elementary
Grades: KG - 05
Alexandria City**

Attachment B1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	Science
2017-2018	2016-2017	To Be Determined	Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 89%	*79%	57%	76%	75%	77%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 86% Gr 4-8: 88%	88%	79%	86%	81%	71%
Mathematics	*84%	73%	65%	76%	71%	72%
Science	Gr 3: 89% Gr 5-8: 70%	*70%	47%	67%	51%	47%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	82%	*60%	48%	64%	59%	62%
English: Writing	77%	41%	42%	N/A	N/A	N/A
History and Social Sciences	74%	72%	57%	76%	56%	51%
Mathematics	*49%	50%	46%	52%	53%	54%
Science	69%	*58%	33%	61%	42%	40%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Augusta County Schools	School: Riverheads Elementary
Date: August 30, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	63	67	71	69
Mathematics	70	80	76	80
Science	78	76	80	81
History	80	94	85	87
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification	
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>	
<p>Augusta County Public Schools believes strongly in the school improvement process. As a division, we have seen dramatic growth since the 2014-2015 school year when 9 out of 20 schools were Fully Accredited. For the 2017-2018 school year, 14 out of 18 schools (two schools have been closed due to consolidation) are fully accredited. In addition to Riverheads Elementary, those schools not yet fully accredited include:</p> <p>Beverly Manor Middle School: Applied for Reconstitution: English 74%</p> <p>Stuarts Draft Elementary School: 2nd Year Warned: Reading (2016: 70%; 2017: 73%)</p> <p>North River Elementary School: 1st Year Warned: Science (1 Teacher/40 Students)</p>	
Academic Indicators	
Exceeds Benchmarks in Three Subject Areas	
Math: 80%	
RES Third Grade	81% State Average 75%
RES Fourth Grade	78% State Average 81%
RES Fifth Grade	82% State Average 79%
Science:	81% Exceeds state average of 79%
Social Studies:	87% Equivalent to state average of 87%

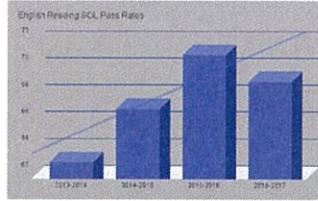
Division: Augusta County Schools
School: Riverheads Elementary School

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

English Reading Growth

Reading Pass Rate

2013-2014	63%
2014-2015	67%
2015-2016	71%



Contributing Factors to RES Reading Scores

Impact of Teacher Absenteeism

- Grades 3-5: 5 out of 13 teachers required long-term substitutes
 - 278 total days missed by these 13 teachers
 - More than the total number of days missed by all teachers in 2015-2016
- Third Grade: 5 teachers with a total of 100.5 days of absence
 - Teacher 3A: 22 days absent: surgery
 - Teacher 3B: 63.5 days absent: maternity leave
- Fourth Grade: 4 teachers with 162.5 days of absence
 - Teacher 4A: 54 days absent: medical leave
 - Teacher 4C: 86.5 days absent: injury from an accident
 - Teacher 4D: 16 days absent: surgery

Teacher Experience

- Grade 3: Three out of five teachers had four or fewer years of teaching experience
 - Teacher 3B: 4 years of teaching experience (3rd year in 3rd grade)
 - Teacher 3D: 2 years of teaching experience
 - Teacher 3E: 1 year of teaching experience
- Grade 4: Two teachers with limited experience
 - Teacher 4B: 5 years of teaching experience (4th year in 4th grade)
 - Teacher 4D: 2 years of teaching experience (2nd year in 4th grade)
 - Note: The two most experienced teachers (4A and 4C) were absent 140.5 days
- Grade 5: Four teachers with six or fewer years of experience
 - Reading Teacher 5A: 2 years of teaching experience
 - Reading Teacher 5B: 5 years of teaching experience

As the data indicates, RES has met or exceeded the state average in three out of four content areas for the 2016-2017 school year. Additionally, the data reflects our commitment to the school improvement process. We have seen continuous growth in ACPS since 2014, and we are confident that given additional time the Reading benchmark can be met or surpassed at Riverheads Elementary School. Finally, based on the Proposed Accreditation Matrices for 2018-2019, Riverheads Elementary School would rate a Level 1 in Math, Science, and Chronic Absenteeism and a Level 2 in English Reading.

Mr. Timothy Quillen

Typed School Board Chair Name

School Board Chair Signature

Dr. Eric W. Bond

Typed Superintendent Name

Superintendent Signature

August 31, 2017

Date

Division: Augusta County Schools

School: Riverheads Elementary School

**Virginia Department of Education
State/Federal Accountability Data
Riverheads Elementary
Grades: PK - 05
Augusta County**

Attachment C1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Improving School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 85%	*79%	63%	67%	71%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 76% Gr 4-8: 94%	91%	80%	94%	85%	87%
Mathematics	*78%	71%	70%	80%	76%	80%
Science	Gr 3: 83% Gr 5-8: 91%	*80%	78%	76%	80%	81%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2016-2017	2015-2016	Improvement Plan Required	Title I - Targeted Assistance
2015-2016	2014-2015	Title I Focus School	Title I - Targeted Assistance
2014-2015	2013-2014	Title I Focus School	Title I - Targeted Assistance
2013-2014	2012-2013	Met All Federal AMOs	Title I - Targeted Assistance
2012-2013	2011-2012	Improvement Plan Required	Title I - Targeted Assistance
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*67%	59%	66%	69%	67%
English: Writing	88%	70%	70%	N/A	N/A	N/A
History and Social Sciences	87%	91%	80%	96%	86%	86%
Mathematics	*60%	67%	68%	79%	75%	79%
Science	88%	*80%	66%	79%	81%	80%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Brunswick County Public Schools	School: Meherrin-Powellton Elementary School
Date: September 11, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	57%	61%	67%	63%
Mathematics	63%	74%	73%	75%
Science	70%	74%	63%	53%
History	80%	95%	90%	94%
Graduation and Completion Index (if applicable)				

Justification
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>English scores had steadily increased until this year. This is in spite of the fact that the school has not had a full-time librarian for the last several years.</p> <p>Mathematics scores have increased overall. There was a 1 percentage point dip last year but the achievement rate recovered by 2 percentage points this year.</p> <p>History scores consistently have been significantly above the benchmark.</p> <p>Science scores for the first two years of the data period increased. A new person was assigned to teach science during the 2015 -2016 school year when the decline began.</p> <p>We are in a rural hard-to-staff geographical location. In addition, both mathematics and science are hard-to-staff subject areas. Even so, mathematics pass rates did meet the benchmark for the last three (3) years.</p>

Division: Brunswick County Public Schools
School: Meherrin-Powellton Elementary School

May 2017

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

At least five (5) of the fifteen (15) regular classroom teachers had new teaching assignments last year.

Considering our students with disabilities, more of them actually passed the SOL tests than were counted in the pass rates. Some of our passing scores could not be used because of the 1% cap.

Technical assistance has been received from the Virginia Department of Education. The innovative ideas and provided support have been an enhancement to our teaching and learning processes. As is usually the case, full impact of an ongoing initiative is usually not achieved during initial stages of the event. We anticipate better results next year and beyond.

Dr. Carolyn P. Jones

Typed School Board Chair Name

Dr. Carolyn P. Jones

School Board Chair Signature

Dora G. Wynn

Typed Superintendent Name

Dora G. Wynn

Superintendent Signature

September 7, 2017

Date

**Virginia Department of Education
State/Federal Accountability Data
Meherrin Powellton Elementary
Grades: PK - 05
Brunswick County**

Attachment D1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Science
2017-2018	2016-2017	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 88%	*77%	57%	61%	67%	63%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 85% Gr 4-8: 97%	87%	80%	95%	90%	94%
Mathematics	*73%	72%	63%	74%	73%	75%
Science	Gr 3: 95% Gr 5-8: 92%	*83%	70%	74%	63%	53%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	87%	*59%	60%	59%	61%	57%
English: Writing	84%	50%	37%	N/A	N/A	N/A
History and Social Sciences	91%	87%	80%	95%	90%	92%
Mathematics	*72%	68%	58%	69%	70%	72%
Science	94%	*68%	70%	53%	63%	51%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Chesapeake	School: Oscar Smith Middle (OSM)
Date: August 28, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	68	66	69	67
Mathematics	67	78	75	73
Science	76	76	84	73
History	72	72	74	71
GCI	N/A	NA	N/A	N/A

Justification
<p>Division Student Achievement Improving</p> <ul style="list-style-type: none"> • 4 schools regained full accreditation this school year (percentage of fully accredited schools is 84%). • 3 schools regained accreditation last school year and maintained it this school year. • No additional schools lost accreditation this school year. <p>Leadership</p> <ul style="list-style-type: none"> • The new principal assigned was formerly the <i>Assistant Principal for Instruction</i> at the high school that the OSM students will attend. She is familiar with the community and the special needs of the students. • The administrative team experienced a high turnover of assistant principals whose assignments were not aligned with their strengths. <p>Staff Factors</p> <ul style="list-style-type: none"> • High staff absences led to an inconsistent instructional program. • 12 new teachers, including 5 special education teachers, joined the staff last year. <p>Other</p> <ul style="list-style-type: none"> • An increased number and intensity of discipline infractions resulted in loss of instructional time. <p>Summary</p> <p>Oscar Smith Middle School had been making steady gains over the past three years. In reflecting upon the challenges of the school and the decrease in the percentage of students passing the SOL test this past spring, it became evident that changes in leadership and reorganization of the instructional program were necessary. We are confident that the many structures in place for the current school year will reverse this one year trend and lead to regaining full accreditation.</p>

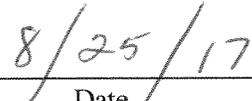
Division: Chesapeake
School: Oscar Smith Middle School

August 2017

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form



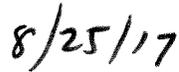
C. Jeff Bunn, School Board Chair



Date



James T. Roberts, Ph.D., Superintendent



Date

**Virginia Department of Education
State/Federal Accountability Data
Oscar Smith Middle
Grades: 06 - 08
Chesapeake City**

Attachment E1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 86%	*78%	59%	66%	69%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 71%	79%	76%	76%	84%	73%
Mathematics	*76%	72%	66%	78%	75%	73%
Science	Gr 5-8: 86%	*81%	72%	72%	74%	71%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2012-2013	2011-2012	Met All Federal AMOs	Title I - Targeted Assistance
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	86%	*61%	56%	63%	65%	66%
English: Writing	85%	56%	60%	63%	67%	57%
History and Social Sciences	72%	80%	76%	76%	83%	73%
Mathematics	*61%	70%	64%	76%	73%	70%
Science	87%	*70%	63%	73%	72%	67%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

**Virginia Department of Education
Office of School Improvement**

Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

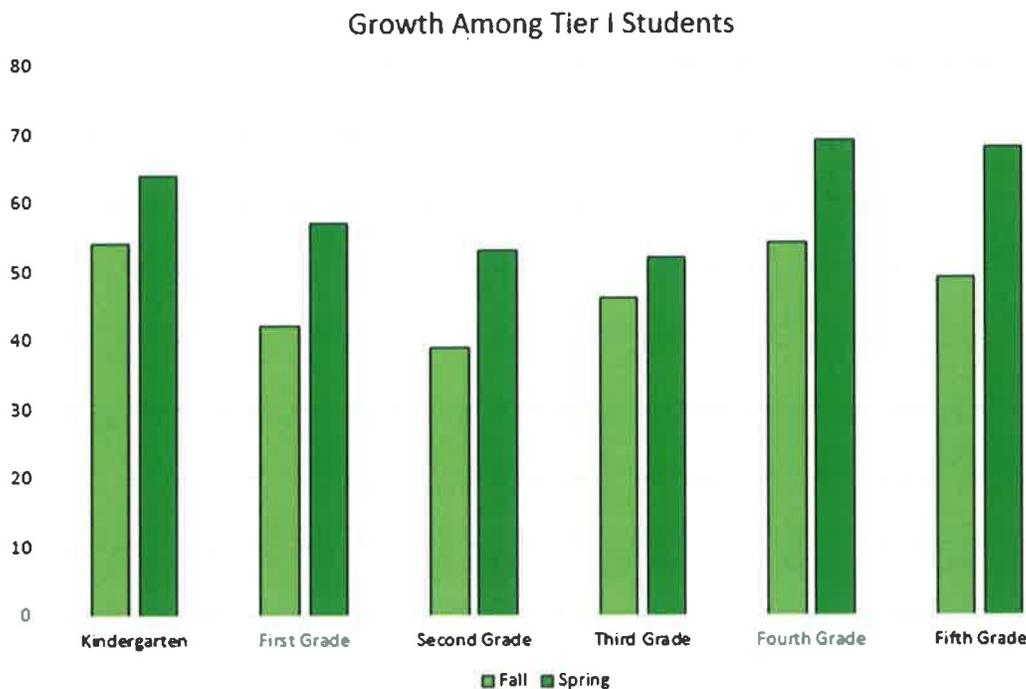
Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Culpeper County Public Schools	School: Sycamore Park Elementary School
Date: September 7, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	67%	71%	68%	69%
Mathematics	71%	80%	77%	72%
Science	65%	77%	84%	74% (3 year average)
History	80%	79%	78%	78%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification
<i>Briefly state rationale for appeal</i>
<i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
The climate at Sycamore Park Elementary School is improving as indicated by reduced staff turnover, increased proficiency in basic reading skills in grades K-5, and reduced discipline infractions that resulted in increased instructional time.
For the 2015-2016 school year 39% of the instructional staff at Sycamore Park Elementary School left the school, many transferring to other schools in the division. The sixteen staff members who left (including teachers and instructional leaders), had a combined 256 years of experience in education. Replacements for the 2016-2017 school year included ten instructional staff with zero years of experience, four of them in grades 3-5 (SOL testing grades). For the 2016-2017 school year, new administration reduced the turnover rate by 29% with only 10%, or 5 total, instructional staff departing.
We anticipate that the school made a 1% increase in overall reading performance from SY2015-2016 to SY2016-2017, going from 68% to 69%.
Additional reading data shows every grade level making growth in reading, while working to

**Virginia Department of Education
Office of School Improvement
*Partially Accredited: Reconstituted School Appeal Form***

reach the overall benchmark of 75% proficiency on the reading State Standards of Learning assessment (SOLs). The school is addressing basic reading decoding deficits from K-2 that are prevalent in grades 3-5 while teaching grade level content and standards. Additionally, the school has improved basic reading skills in K-2. In fall of 2016, four grade levels had more than half of their students requiring remediation or Tier II or Tier III instruction. By spring of 2016, every grade had more students requiring on-grade-level instruction (Tier I) than requiring remediation (Tier II or Tier III instruction). This basic reading data is based on the Aimswebplus early literacy and reading composite scores.



Another significant data point was the decrease in office referrals resulting in increased instructional time for students. The total number of office referrals decreased by 150, going from 687 to 537 during the 2016-2017 school year. Additionally, supports for students who required behavior-based interventions were better defined. A program that allowed students to take breaks to self-regulate, but did not teach additional skills or include set parameters for implementation was eliminated during the 2016-2017 school year. This program accounted for 1,400 documented instances of students missing instructional time during the 2015-2016 school year. This number of 1,400 documented instances is in addition to the aforementioned documented 687 office referrals. During the 2016-2017 school year, new administration responded to this data by implementing criteria to identify students who required behavior plans. This change resulted in a decrease in the number of students identified for behavioral supports and afforded students more instructional time in class.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Mrs. Elizabeth H. Smith Typed School Board Chair Name

Elizabeth Brant School Board Chair Signature

Dr. Anthony S. Brads Typed Superintendent Name

Anthony S Brads Superintendent Signature

9/11/17 Date

**Virginia Department of Education
State/Federal Accountability Data
Sycamore Park Elementary
Grades: PK - 05
Culpeper County**

Attachment F1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 81%	*75%	61%	71%	68%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 72% Gr 4-8: 80%	78%	80%	77%	76%	78%
Mathematics	*84%	75%	71%	80%	77%	74%
Science	Gr 3: 77% Gr 5-8: 77%	*73%	59%	77%	84%	74%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs - HE	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	81%	*65%	61%	66%	65%	63%
English: Writing	78%	45%	50%	N/A	N/A	N/A
History and Social Sciences	77%	82%	80%	69%	75%	73%
Mathematics	*64%	65%	67%	76%	73%	69%
Science	77%	*61%	59%	79%	84%	63%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Fairfax County Public Schools	School: Saratoga ES
Date: 8/24/17	

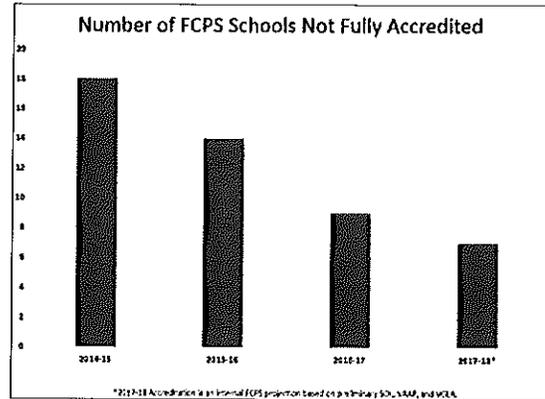
Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	69%	72%	72%	83%
Mathematics	64%	71%	67%	80%
Science	63%	47%	74%	66%
History	78%	73%	58%	88%
Graduation and Completion Index <small>(if applicable)</small>	N/A	N/A	N/A	N/A

Justification
<i>Briefly state rationale for appeal</i>
<i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
<ul style="list-style-type: none"> • To help address accreditation concerns and meet the requirements of VDOE, in 2014-15 Fairfax County Public Schools created its school improvement model, Project Momentum (PM). Over the last three years, schools that have received support from Project Momentum achieved significant gains. To further increase support and ensure all schools meet State Accreditation, in 2016-17 Fairfax County Public Schools created an Office of School Support (OSS) to manage Project Momentum. The purpose of the OSS is to support schools at the greatest risk of not meeting State Accreditation benchmarks, those identified as Title I Focus schools, and to increase the academic achievement of all students on state standards. • Fairfax County Public Schools in Project Momentum receive the following customized supports: increased supervision and accountability, additional staffing, supplemental funding, a designated resource support team, targeted professional development at the school site, and monthly meetings with key staff to ensure ongoing improvement.

Division: Fairfax County Public Schools
School: Saratoga Elementary School

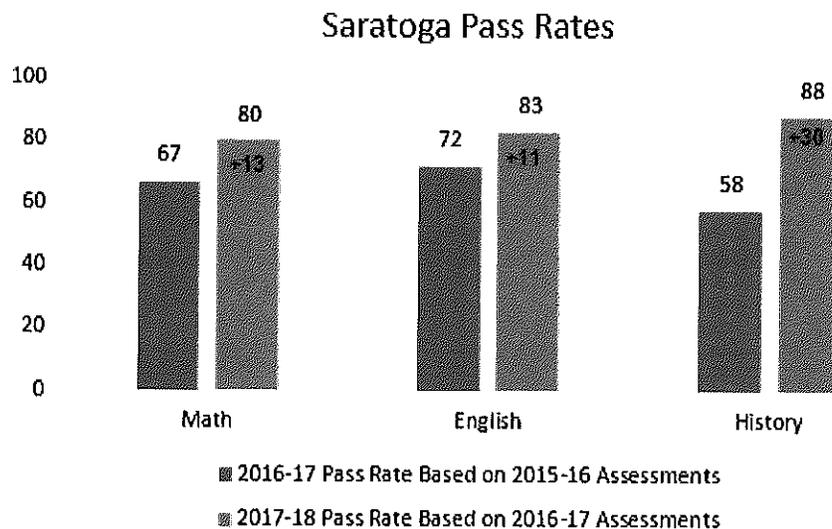
Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

- As a result of these structures, Fairfax County Public Schools has seen a decrease in the number of schools not fully accredited by over 50%. Project Momentum started with 18 schools not fully accredited in 2014-15 and has reduced that number to only 7 schools in 2017-18.
- Of schools in accreditation with warning during the 2016-17 school year, 66% of schools in year 3 of warning became fully accredited, 100% of schools in year 2 of warning achieved full accreditation, and 75% of schools in year 1 of warning became fully accredited.



School Specific Information

- Saratoga has made significant gains in Math, English, and History pass rates from the 2015-16 to 2016-17 school year, exceeding the accreditation benchmark in all 3 areas



- While Science decreased, Full Accreditation for this school would have been achieved if only 3 additional students had passed the science SOL.
- Based on preliminary data with Federal Accountability rules, Saratoga eliminated their average proficiency gap points from 39 to 0.
- The school was provided with 289 instances of support from the Office of School Support during the 2016-17 school year. English and Math, the school's warned areas, comprised 92% of those interactions.
- For the 2017-18 school year resource teacher positions have increased by 50% to include an intervention specialist and a science resource teacher.
- Saratoga ES is opening the school year fully staffed.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Key Points for Consideration:

Fairfax County Public Schools respectfully requests Partially Accredited Reconstituted School status for Saratoga ES based on the data above and the following key points:

- Fairfax County Public Schools strategically developed an innovative office tasked with school improvement which has demonstrated success over the past 3 years.
- Significant gains were achieved during the 2016-17 school year with an 11 point gain in English to an 83%, a 13 point gain in Mathematics to an 80%, and a 30 point gain in History to an 88%.
- Under the proposed revisions to Virginia's school accreditation matrix for 2017-18 and beyond, Saratoga ES would be Fully Accredited, Level II Near Standard or Improving.

Jane Strauss



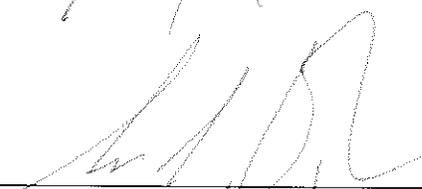
Typed School Board Chair Name

School Board Chair Signature

8/29/17

Date

Scott Brabrand



Typed Superintendent Name

Superintendent Signature

8/29/17

Date

**Virginia Department of Education
State/Federal Accountability Data
Saratoga Elementary
Grades: PK - 06
Fairfax County**

Attachment G1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2017-2018	2016-2017	To Be Determined	Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 85% Gr 6-8: 91%	*80%	75%	75%	72%	83%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 93% Gr 4-8: 83%	83%	78%	73%	73%	88%
Mathematics	*78%	70%	64%	71%	67%	80%
Science	Gr 3: 98% Gr 5-8: 72%	*76%	70%	47%	74%	66%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	83%	*67%	64%	65%	65%	78%
English: Writing	80%	58%	54%	N/A	N/A	N/A
History and Social Sciences	83%	78%	71%	68%	53%	87%
Mathematics	*59%	55%	56%	65%	58%	73%
Science	82%	*60%	57%	43%	73%	66%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Frederick County Public Schools	School: Gainesboro Elementary School
Date: August 22, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	67%	72%	74%	74%
Mathematics	75%	70%	78%	70%
Science	68%	65%	69%	72%
History	73%	74%	77%	74%

Justification																
<i>Briefly state rationale for appeal</i> <i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>																
<p>Frederick County Public Schools has seen consistent improvements in SOL scores at the elementary level in all grade levels since 2014. English pass rates have increased between 3% (3rd grade) to 11% (5th grade); the number of fully accredited elementary schools has increased from 4/11 to 7/11, and the number of Title I Focus Schools has decreased from five to zero. These improvements are the result of progress monitoring, a focus on research-based instructional practices, and targeted interventions for those students who need them.</p> <p>Looking only at pass rates does not tell the full story of Gainesboro Elementary School. Although the English pass rate was 74% in both 2016 and 2017, we were within three students from full accreditation both years. There were 11 students (4%) who scored between 375-399, just short of passing. An analysis of average SOL scores for English shows growth from the Spring 2016 administration to the Spring 2017 administration. The average SOL score in English for Spring 2016 is 424.6. The average score for Spring 2017 is 428.8, an increase of over four points. The table below shows the average SOL scores by grade level:</p>																
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>Grade 3 Reading</th> <th>Grade 4 Reading</th> <th>Grade 5 Reading</th> <th>Total Mean Scaled Score</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>413.5</td> <td>431.7</td> <td>429.4</td> <td>424.6</td> </tr> <tr> <td>2016-2017</td> <td>419.5</td> <td>431.2</td> <td>436.3</td> <td>429.8</td> </tr> </tbody> </table>	Year	Grade 3 Reading	Grade 4 Reading	Grade 5 Reading	Total Mean Scaled Score	2015-2016	413.5	431.7	429.4	424.6	2016-2017	419.5	431.2	436.3	429.8
Year	Grade 3 Reading	Grade 4 Reading	Grade 5 Reading	Total Mean Scaled Score												
2015-2016	413.5	431.7	429.4	424.6												
2016-2017	419.5	431.2	436.3	429.8												
<small>NOTE: Average SOL scores represent unadjusted scores—all students, regardless of entry date, are included; only the highest scores in the presence of expedited retakes; and no recovery pass adjustments are included.</small>																

Division: Frederick County Public Schools
School: Gainesboro Elementary School

May 2017

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

The average SOL scores for historically underperforming student subgroups show an increase between 2015-16 and 2016-17. Analyzing the data by disability status shows growth in SOL scores for students with disabilities in Grade 4 and 5:

Year and Disability Status	Grade 3 Reading	Grade 4 Reading	Grade 5 Reading
2015-16 Students with Disabilities	363.3	364.1	364.8
2016-17 Students with Disabilities	321.6	384.9	377.0

NOTE: Average SOL scores represent unadjusted scores—all students, regardless of entry date, are included; only the highest scores in the presence of expedited retakes; and no recovery pass adjustments are included.

An analysis of average SOL scores by socio-economic status shows growth for students identified as low SES in Grade 3 and 5, with a nominal decrease for grade 4:

Year and SES Status	Grade 3 Reading	Grade 4 Reading	Grade 5 Reading
2015-16 Low SES	398.1	415.8	385.2
2016-17 Low SES	403.7	411.9	426.2

NOTE: Average SOL scores represent unadjusted scores—all students, regardless of entry date, are included; only the highest scores in the presence of expedited retakes; and no recovery pass adjustments are included.

These gains were made in spite of a 3rd grade team that consisted of a teacher in her second year teaching Virginia standards and another teacher who was on medical leave for the final quarter of the school year. Additionally, the reading intervention teacher was on leave for a portion of the school year, leaving some of our most vulnerable students receiving services from a substitute teacher.

The principal of Gainesboro Elementary School is beginning her second year in that leadership role, but has a track record of success in a school with similar demographics. She served as principal of a fully accredited Title I elementary school (in another Virginia school division) in which 40% of the students are identified as economically disadvantaged, identical to Gainesboro. During her first year at Gainesboro, she put structures in place aimed at long-term, sustainable improvement:

- Implemented Virginia Tiered Systems of Support with fidelity, including PBIS;
- Implemented focused student data meetings during which progress is monitored and analyzed, and next steps are identified that are designed to strengthen classroom instruction as well as provide interventions for students;
- Established a schedule that provides time during the school day for intervention;
- Added an instructional coach who works with teachers in a non-evaluative capacity, providing feedback to teachers as they implement research-based instructional practices

To realize the effects of change in education takes time; change is a process, not an event. Frederick County Public Schools has been a pioneer in the implementation of Virginia Tiered Systems of Support and has demonstrated a commitment to and focus on research-based instructional practices. A change in status to *Accreditation Denied* will not alter our course. We are still committed to implementing research-based instructional practice and monitoring and ensuring alignment of the written, taught, and assessed curriculum. The only foreseeable impact will be reduced morale of staff, students, and community. It is for these reasons we respectfully request consideration of *Partially Accredited: Reconstituted School*.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Dr. John Lamanna Typed School Board Chair Name

John Lamanna School Board Chair Signature

Dr. David Sovine Typed Superintendent Name

D. Sovine Superintendent Signature

8-31-17 Date

**Virginia Department of Education
State/Federal Accountability Data
Gainesboro Elementary
Grades: KG - 05
Frederick County**

Attachment H1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Approaching Benchmark-Pass Rate	English, Science
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 88%	*79%	67%	72%	74%	74%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 81% Gr 4-8: 90%	83%	73%	74%	77%	74%
Mathematics	*75%	72%	75%	70%	78%	70%
Science	Gr 3: 91% Gr 5-8: 90%	*81%	80%	73%	69%	72%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2016-2017	2015-2016	Improvement Plan Required	Title I - Targeted Assistance
2015-2016	2014-2015	Improvement Plan Required	Title I - Targeted Assistance
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	89%	*67%	68%	71%	72%	73%
English: Writing	84%	67%	60%	N/A	N/A	N/A
History and Social Sciences	85%	84%	74%	75%	77%	74%
Mathematics	*60%	66%	72%	68%	75%	70%
Science	91%	*81%	68%	66%	69%	72%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Grayson County	School: Fries School
Date: August 14, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	64	66	74	77
Mathematics	54	72	74	85
Science	55	57	81	55
History	72	72	74	78
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification
<i>Briefly state rationale for appeal</i>
<i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>Improving student achievement of Fries School has been a strong focus for Grayson County Public Schools over the past four years as demonstrated in the Overall Achievement Data in the above chart. Evidence exist in the increased percentage of pass rates in English, Math and History. Fries School has an increased pass rate of 13% in English over the past four years along with an impressive pass rate increase of 31% in math. History has exceeded the state benchmark all four years. The results for 2015-16 assessment data reveal an increase in science from 57% to 81% as the result of assigning a highly effective teacher in science 5. The highly effective teacher contracted with a neighboring school division for the 2016-17 school year. Therefore, science 5 had to be reassigned to a teacher with less science teaching experience in 2016-17 school year resulting in a lower percentage pass rate. Another factor to be taken into consideration is the fact Fries School has no other state science test calculated into the results other than the small number of students in grade 5. Therefore the denial of accreditation to Fries School is based solely on the failure of 10 out of 22 students taking the science 5 test. The small number of test-takers in this subject has a huge impact on the percentage pass rate in small, rural schools.</p>

Division: Grayson County
School: Fries School

May 2017

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

Another strategy implemented as a part of the Fries School improvement efforts for increasing student achievement, Grayson County Schools replaced the principal on July 2016 with an experienced principal with a proven record of success. The new principal assigned to Fries has 16 years of experience as an elementary school principal with a successful history. This change has provided an overall combined increase in all subjects combined of 18% in just one year with the exception of science. Grayson County Schools has the utmost confidence in gaining full accreditation in one more year. Therefore, with the evidence provided for continuous improvement of student achievement at Fries School, the Grayson County School Board is requesting an accreditation status for Fries School of "Partially Accredited: Reconstituted School" to reflect the hard work and perseverance of the administrators and staff based on the data provided implicating improvement successes, as well as the high impact caused by such a small number of students testing in science.

Diane Haynes

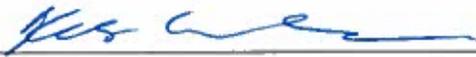
Typed School Board Chair Name



School Board Chair Signature

Kelly Wilmore

Typed Superintendent Name



Superintendent Signature

August 14, 2017

Date

Division: Grayson County
School: Fries School

May 2017

Fries School
Grades: PK - 07
Grayson County

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Approaching Benchmark-Pass Rate	English
2017-2018	2016-2017	To Be Determined	Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 82% Gr 6-8: 89%	*80%	64%	66%	74%	77%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 83% Gr 4-8: 80%	76%	72%	72%	74%	78%
Mathematics	*79%	71%	54%	72%	74%	85%
Science	Gr 3: 79% Gr 5-8: 83%	*75%	55%	57%	81%	55%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Met All Federal AMOs - HE	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*67%	64%	63%	72%	76%
English: Writing	83%	69%	48%	N/A	N/A	N/A
History and Social Sciences	81%	76%	60%	69%	74%	78%
Mathematics	*57%	60%	52%	68%	72%	84%
Science	81%	*61%	56%	57%	81%	55%

*Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form*

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Hampton City Schools	School: Christopher C. Kraft Elementary
Date: August 16, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	68	74	70	57
Mathematics	77	73	68	62
Science	69	76	70	60
History	87	93	88	86

Justification
<p><i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i></p>
<p>The percentage of Hampton City Schools receiving full accreditation has increased from 41% SY 14-15 to 66% SY 16-17, as a direct result of the division's efforts to address early literacy and gaps in student achievement. In addition, the systems approach being taken in Hampton City Schools to address literacy continues to yield positive results. For example, pass rate trend data on the Reading SOL Assessment in grades 3, 4, and 5 are as follows:</p> <ul style="list-style-type: none"> • Grade 3 Reading (67% SY 14-15 to 69% SY 16-17) • Grade 4 Reading (69% SY 14-15 to 74% SY 16-17) • Grade 5 Reading (71% SY 14-15 to 76% SY 16-17) <p>During the summer of 2017, division leadership replaced the principal and the assistant principal at Christopher C. Kraft Elementary School with individuals hired specifically for their abilities to improve student outcomes. The newly assigned principal has a proven track record of improving student achievement during her administrative tenure at Paul Burbank Elementary School, moving the school from a rating of <i>Accredited with Warning</i> to one of <i>Fully Accredited</i> in one year. Specifically, during the 2014-15 school year, the SOL pass rates significantly increased in each content area when compared to the 2013-14 school year: English 63% to 76%; Math 71% to 82%; History 73% to 94%; and Science 58% to 78%.</p> <p>In addition to reconstituting the administrative team at Christopher C. Kraft Elementary during the summer of 2017, a large percentage of the school's staff has been reconstituted in preparation for the 2017-2018 school year. For example, 56% of teachers (15/27) will be new to Christopher C. Kraft Elementary in the upcoming school year. Members of the HCS Division Leadership Team have replicated the process that was used to reconstitute the staff of Jane H. Bryan Elementary School during the 2013-</p>

Division: Hampton City Schools
School: Christopher C. Kraft Elementary School

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

2014 school year. At the time, Jane H. Bryan Elementary had been identified as a *Priority* school and one whose student achievement outcomes were similar to those outcomes achieved at Christopher C. Kraft Elementary during the 2016-2017 school year. (Jane H. Bryan Elementary School is now a *Fully Accredited* school.)

Jason S. Samuels _____

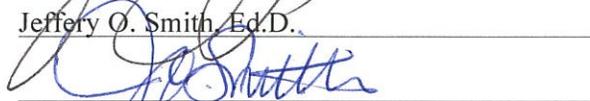
Typed School Board Chair Name



School Board Chair Signature

Jeffery O. Smith, Ed.D. _____

Typed Superintendent Name



Superintendent Signature

August 29, 2017 _____

Date

Division: Hampton City Schools
School: Christopher C. Kraft Elementary School

**Virginia Department of Education
State/Federal Accountability Data
Christopher C. Kraft Elementary
Grades: KG - 05
Hampton City**

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Approaching Benchmark-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2017-2018	2016-2017	To Be Determined	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 83%	*77%	68%	74%	69%	57%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 93% Gr 4-8: 94%	85%	87%	93%	87%	86%
Mathematics	*82%	76%	77%	73%	59%	62%
Science	Gr 3: 87% Gr 5-8: 92%	*77%	78%	76%	70%	60%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2012-2013	2011-2012	Met All Federal AMOs	Title I - Targeted Assistance

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*70%	68%	72%	69%	56%
English: Writing	80%	62%	75%	N/A	N/A	N/A
History and Social Sciences	96%	85%	88%	93%	90%	85%
Mathematics	*71%	76%	76%	73%	61%	60%
Science	93%	*78%	71%	76%	70%	60%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

**Virginia Department of Education
Office of School Improvement
*Partially Accredited: Reconstituted School Appeal Form***

As stated in **VAC 22.1-253.13:3**, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Henrico County Public Schools	School: Highland Springs Elementary School
Date: August 31, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	48	56	55	67
Mathematics	62	61	61	68
Science	60	66	75	58
History	77	78	63	83
Graduation and Completion Index (if applicable)				

Justification
<p>Highland Springs Elementary is part of a school division that had 6 schools exit school improvement status to become fully accredited last year. This is the third consecutive year where multiple schools have reached full accreditation in this division (15 total). Highland Springs is an example of a school that has positioned itself to become fully accredited based on the support put in place.</p> <p>In addition, Highland Springs Elementary is now an Achievable Dream Academy. The full program is being implemented in K-2 for 2017-18 with a grade level added each year. However, basic structures and supports are being implemented this year at all grade levels. As a part of the Achievable Dream Academy, additional staff have been hired to support the comprehensive K-5 program. Administrative staff, Reading and Math specialists, a STEM teacher, and other instructional support personnel will now enhance the resources available to teachers at Highland Springs Elementary. Additional collaborative planning time at all grade levels has been added.</p> <p><u>The data below shows the progress that is being made:</u></p> <ul style="list-style-type: none"> ● <u>Met</u> the Reconstitution Eligibility Rubric growth increase in Reading with 12 points growth <ul style="list-style-type: none"> ○ 19 points growth over the last 4 years ● <u>Met</u> the Reconstitution Eligibility Rubric growth increase in Math with 7 points growth ● Achieved full accreditation in History

Division: Henrico County Public Schools
School: Highland Springs Elementary School

August 2017

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Staff Turnover

In each of the past three school years an average of 5 teachers in grades 3-5 were new to the school. This represents one-third of the teaching staff in grades 3-5. Of the new teachers hired, fifty percent had zero years of experience.

Attendance rate

- For the past two years our ADA has been 95% overall
- For the past two years our ADA for Grades 3-5 has been 95% or higher

NWEA Growth The performance below shows how student performance at Highland Springs Elementary exceeded the suggested growth target of 50% in Reading (nationally normed).

- Spring 2017 Reading
 - 3rd grade 53% 4th grade 64% 5th grade 60%

PALS Growth

- PALS Kg - Fall 2016: 48% met benchmark, Spring 2017: 52% met benchmark
- PALS 1st Grade - Fall 2016: 76% met benchmark, Spring 2017: 84% met benchmark
- PALS 2nd Grade - Fall 2016: 57% met benchmark, Spring 2017: 62% met benchmark
- PALS 3rd Grade - Fall 2016: 66% met benchmark, Spring 2017: 78% met benchmark

Additional Instructional Supports:**Flood-In Reading Model**

The flood-in model provides daily small group guided reading instruction to every student, utilizing the interventionist, reading specialist, exceptional education teachers and classroom teachers. The Flood-In model was implemented in grade 3 during the 2016-17 school year. The schedule for the 2017-18 school year will expand the Flood-In model into 1st and 2nd grades.

Jan Richardson Guided Reading

Initial school-wide implementation of the Jan Richardson Guided Reading Model took place during the 2016-17 school year. Full implementation will be continued during the 2017-2018 school year.

Culture change/focus

Highland Springs ES completed the installation of An Achievable Dream Certified Academy. This comprehensive program incorporates a culture change through a school-wide focus on student empowerment, high standards for academic achievement, interactions and personal responsibility among all stakeholders, a high level of involvement from families and community partners, and implementation of the S.A.M.E Curriculum. This curriculum focuses on social, academic, and moral education. All staff have been trained in the implementation of daily structures, expectations, and routines as prescribed by the S.A.M.E. curriculum.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Beverly Cocke _____ Typed School Board Chair Name

Beverly Cocke _____ School Board Chair Signature

Patrick C. Kinlaw _____ Typed Superintendent Name

Patrick C. Kinlaw _____ Superintendent Signature

August 31, 2017 _____ Date

**Virginia Department of Education
State/Federal Accountability Data
Highland Springs Elementary
Grades: PK - 05
Henrico County**

Attachment K1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2017-2018	2016-2017	To Be Determined	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 87%	*77%	48%	56%	55%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 88% Gr 4-8: 93%	75%	77%	78%	73%	83%
Mathematics	*81%	70%	62%	60%	61%	68%
Science	Gr 3: 88% Gr 5-8: 97%	*80%	77%	76%	75%	58%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	86%	*52%	51%	54%	52%	63%
English: Writing	86%	57%	37%	N/A	N/A	N/A
History and Social Sciences	91%	76%	79%	78%	63%	83%
Mathematics	*61%	53%	60%	58%	59%	64%
Science	93%	*81%	61%	68%	75%	59%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Hopewell	School: Dupont Elementary
Date: 7/25/17	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	59%	67%	65%	72%
Mathematics	69%	66%	71%	74%
Science	72%	76%	71%	61%
History	78%	70%	81%	75%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification
<p><i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i></p>
<p><i>During the 2016-2017 school year, only 1 of the 5 schools in Hopewell City Public Schools was fully accredited. For the upcoming 2017-2018 school year, 2 schools will be fully accredited. During the 2016-2017 school year, 1 school held the status of denied accreditation; for the 2017-2018 school year, that school will be fully accredited. Of the schools not fully accredited, all but one made significant gains in each content area. At Dupont Elementary School, there were 3 first year teachers in 5th grade. One of those teachers left mid-year and was replaced by a veteran teacher; however, this was her first year teaching 5th grade.</i></p> <p><i>At the time of the SOL test administration, we were concerned that our students' emotional state could negatively impact their performance due to the illness and death of a beloved teacher. During the 2016-2017 school year, a 35 year veteran teacher was diagnosed with cancer. Her health deteriorated rapidly, and our students were aware of her health status due</i></p>

Division: Hopewell
School: Dupont Elementary

May 2017

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

to information being shared in the community. Sadly, the faculty member passed away during the SOL testing period, and the school administration shared the news with the school community on the day prior to administering the science expedited retakes to our 5th graders. This news was not received well by our students and staff. This teacher, a life-long member of the Hopewell community, was very active in the school community, in one of the local church communities, and in our city's recreation and parks department.

Twenty five of our 5th grade students were eligible for expedited retakes. Of the twenty five students who retook the test, only seven passed, seven scored 384 and above, and overall fourteen of the 25 students showed improvement in their score. These 25 students were touched by this faculty member as members of the school choir, through church, and/or their activities with the parks and recreation department. This relationship was so significant that many of these children were asked and agreed to perform at the teacher's funeral.

Christopher Reber

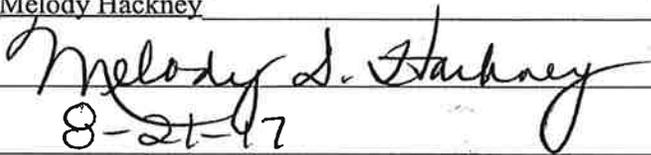
Typed School Board Chair Name



School Board Chair Signature

Melody Hackney

Typed Superintendent Name



Superintendent Signature

8-21-17

Date

**Virginia Department of Education
State/Federal Accountability Data
Dupont Elementary
Grades: KG - 05
Hopewell City**

Attachment L1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 83%	*75%	59%	67%	65%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 82% Gr 4-8: 89%	84%	78%	70%	81%	75%
Mathematics	*81%	70%	69%	66%	71%	74%
Science	Gr 3: 91% Gr 5-8: 90%	*76%	72%	76%	71%	61%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	83%	*62%	54%	63%	62%	68%
English: Writing	74%	53%	61%	N/A	N/A	N/A
History and Social Sciences	86%	84%	67%	58%	81%	75%
Mathematics	*58%	66%	64%	62%	67%	70%
Science	91%	*76%	72%	77%	65%	61%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Martinsville City Public Schools	School: Martinsville Middle School
Date: August 24, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	56%	65%	60%	61%
Mathematics	61%	63%	57%	65%
Science	50%	67%	54%	62%
History	74%	84%	77%	80%
Graduation and Completion Index (if applicable)	na	na	na	na

Justification
<ul style="list-style-type: none"> • In the 2016-2017 school year, Martinsville City Public Schools had two school Partially Accredited: Reconstituted and two schools in year three Partially Accredited: Warned Pass Rate. Under new leadership last year, Martinsville City Public Schools is now projected for the 2017-2018 school year to have three Fully Accredited schools out of the four schools, which includes the two Partially Accredited: Reconstituted schools. This data speaks to the capacity of the division to make the necessary improvements to move schools. With three of the four schools earning Full Accreditation, the division will be able to focus more resources on improvement at the middle school. • Looking at Martinsville Middle School specifically, with the implementation of new tests in English and science in 2014-2015, Martinsville saw a significant drop in student performance due to alignment issues. In 2015-2016, the school and division were making instructional adjustments that increased student performance in English by nine points (56, 65), mathematics by two points (61, 63), science by seventeen points (50, 67), and history by seven points (74, 84). Starting the 2015-2016 school

Division: Martinsville City Public Schools

School: Martinsville Middle School

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

year, fifth grade was moved from the two elementary schools to Martinsville Middle making it a combined school. That same year the assistant principal positions were cut from the elementary and middle schools due to budgetary concerns leaving one administrator for the grades 5-8 school. This stretching of resources caused challenges in maintaining and monitoring the instructional improvements begun the previous year resulting in losses for the 2016-2017 school year in all core subjects. English decreased by five points (65, 60), mathematics decreased by six points (63, 57), science decreased by thirteen points (67, 54), and history decreased by seven points (84, 77). With the division under new leadership in 2016-2017, the assistant principal positions were reinstated. For the 2017-2018 school year, the grades have been reconfigured so that fifth grade is at the elementary schools leaving the middle school a grades 6-8 school with two administrators.

- In our current data English shows a slight gain of one point (60, 61). There were eleven teachers teaching English in 2016-2017, with two of those being first-year teachers and one being a second-year teacher. Of our two eighth grade teachers, one position was filled with a long-term substitute due to a teacher resignation in early fall and the other was a second-year teacher. This issue caused a drop in eighth grade reading and writing scores, which had a double impact on overall English performance. For the 2017-2018 school year Martinsville Middle School is fully staffed in all core subject areas.
- With the reinstatement of the assistant principal and new division leadership, data shows eight-point gains in mathematics (57, 65) and science (54, 62). As a result of the gains, we are one point off meeting the criteria on the Reconstituted Eligibility rubric in those subject areas. We continue to exceed the benchmark in history with a three- point gain (77, 80).

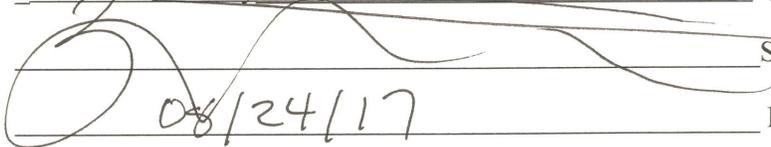
Dr. Joan B. Montgomery _____ Typed School Board Chair Name

Joan B. Montgomery _____

School Board Chair Signature

Dr. Zebedee Talley _____

Typed Superintendent Name

 _____

Superintendent Signature

08/24/17 _____

Date

Division: Martinsville City Public Schools

School: Martinsville Middle School

**Virginia Department of Education
State/Federal Accountability Data
Martinsville Middle
Grades: 06 - 08
Martinsville City**

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 88%	*78%	56%	65%	60%	61%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 82%	76%	74%	84%	77%	80%
Mathematics	*70%	71%	61%	63%	57%	65%
Science	Gr 5-8: 92%	*82%	50%	67%	54%	62%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - Targeted Assistance
2016-2017	2015-2016	Title I Focus School	Title I - Targeted Assistance
2015-2016	2014-2015	Improvement Plan Required	Title I - Targeted Assistance

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	86%	*59%	53%	63%	61%	61%
English: Writing	89%	55%	57%	61%	47%	46%
History and Social Sciences	82%	76%	74%	84%	77%	80%
Mathematics	*68%	67%	58%	58%	54%	60%
Science	92%	*67%	50%	67%	54%	61%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Montgomery Co Public Schools	School: Shawsville Middle School
Date: September 5, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	64	65	63	67
Mathematics	62	72	59	75
Science	74	81	73	72
History	86	94	83	75
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>The Montgomery County Public Schools (MCPS) appeal request for Shawsville Middle School (SMS) is based upon data that is the result of: 1) Staff Turnover Affecting English Language Arts (ELA) Cohort Achievement Performance and 2) Principal Leadership / Resource Support Turnover Trends.</p> <p>Area I: 4 Year Staff Turnover Trend Data and ELA Cohort Achievement Performance The 9.5 FTE core content instructional positions for the four core academic areas has had a 50% turnover rate with 17 new staff members in the past four years. MCPS replaced one-third of the English teachers each year in the past 4. In a school the size of SMS with one ELA teacher in each grade level, a single teacher staffing change has an impact on student performance at that grade level immediately. When the instruction of the entire cohort group rests on an individual, the performance of that group is solely dependent on that teacher's quality and performance. In a</p>

Division: Montgomery County Public Schools
School: Shawsville Middle School

May 2017

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

larger school, the impact of one staff change can be absorbed more easily because the total instruction for that cohort may not rest on one teacher's performance. An in depth analysis of the past four years student performance data by cohort group with staff turnover affecting the cohort performance rates revealed where ELA teacher turnover had a dramatic impact on achievement results. Reasons for staff turnover affecting student performance are the result of the following events: 1) split assignment with 2 teachers teaching English 8 each on part-time basis affecting consistency with grade 8 cohort, 2) teacher absence due to personal medical event during school year affecting grade 6 cohort, 3) 19-year veteran teacher assumes assignment in English 6 but with no experience in ELA content area and 4) overall poor performance by English 8 teacher that resulted in performance improvement plan. All of these staffing events caused cohort SOL performance data to be inconsistent; thus leading to erratic ELA school-wide data performance.

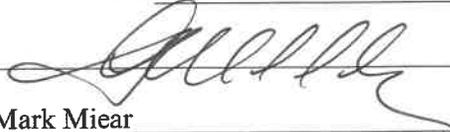
Area II: Principal Leadership and Resource Support Turnover Rates

Of the total 12 administrator and resource support positions provided, six resource teachers and principal changes occurred. Similar to instructional staff rate of 50% turnover in past 4 years, short-term service in these critical roles had a direct negative impact, especially in consistent support for classroom instruction. Notable events included: 1) Instructional Coach removal and reassignment, 2) multiple principals assigned to school as student performance levels declined (3 different principals in past four years), and 3) lack of teacher accountability for their classroom performance.

In conclusion:

In the past 7 years, MCPS has had multiple schools in accreditation with warning. In 2013-14 school year, MCPS had 4 schools in "Warning". For the past 3 years, this has been reduced to one school in "Warning". Resources have been committed to successfully improve student performance in each previous case. Shawsville Middle School has entered its fourth year in school improvement. With focused attention to math staffing and instruction, the school met the math benchmark requirement for 2016-17. Based on our cohort achievement trends, a careful reassignment of teaching positions, laser focus on Tier I instruction and close scrutiny of fidelity of implementation for Tier II and III interventions, the assignment of a principal with experience in school improvement and ongoing support from division curriculum leaders and literacy specialists, we are confident Shawsville Middle School will meet all benchmarks this year.

Mrs. Gunin Kiran _____ Typed School Board Chair Name

_____ 

_____ School Board Chair Signature

Dr. Mark Mear _____ Typed Superintendent Name

_____ 

_____ Superintendent Signature

September 5, 2017 _____ Date

Division: Montgomery County Public Schools
School: Shawsville Middle School

May 2017

**Virginia Department of Education
State/Federal Accountability Data
Shawsville Middle
Grades: 06 - 08
Montgomery County**

Attachment N1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 83%	*76%	64%	65%	63%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 77%	85%	86%	94%	83%	75%
Mathematics	*76%	70%	62%	72%	59%	75%
Science	Gr 5-8: 92%	*83%	74%	81%	73%	72%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*62%	65%	68%	63%	70%
English: Writing	76%	48%	50%	47%	55%	47%
History and Social Sciences	77%	85%	86%	94%	81%	75%
Mathematics	*64%	61%	60%	68%	56%	72%
Science	92%	*83%	74%	81%	70%	57%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
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Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Nelson County	School: Tye River Elementary
Date: August 28, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	68%	68%	69%	68%
Mathematics	65%	65%	70%	69%
Science	70%	70%	72%	71%
History	88%	88%	85%	70%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<p>Tye River Elementary School (TRES) maintained a consistent pass rate in reading and science the past 4 years. The math pass rate was also consistent during this same time except a 4/5 point gain was achieved and maintained the past two years. A large teacher turnover during the past two years improved school culture but also delayed expected gains. TRES had 11 new teachers out of 26 sections over the past two years, resulting in 42% new teaching staff, PK-5. Additionally, there was almost a complete turnover of Special Education Resource staff. During this time, a concerted effort was made to develop consistent lesson plans according to VDOE requirements, focus on specific learning targets for each lesson, develop and utilize aligned formative assessments, PLC's were formed and we began to define our tiered interventions more clearly. There has been a tremendous shift in culture at TRES among staff. Good foundations have been laid and we are making continued adjustments to improve upon the noticeable changes which have already taken place. In spite of these positive systemic changes the large turnover in staff delayed the pace of implementation.</p> <p>Each year we review the structures and programs in place along with the unplanned issues that arise causing the expected gains to not materialize. Last year was the first year that TRES had a full-time Reading Coach. The school decided to place her emphasis on grades K-2 in order to increase reading levels before students entered third grade. The Reading Coach also worked with grades 3-5 during the spring 2016 on test taking and comprehension strategies leading up to the SOL test. However, looking back, we should have utilized her targeted efforts more in the upper grades, which is one of the changes being implemented this school year. This year, we have one reading specialist for grades K-2, one reading specialist working with students in Grades 3-5, and our reading coach while working with K-5 will also be modeling quality research based instructional practices for grades 3-5.</p> <p>During the 2016-2017 school year, TRES made the change to full departmentalization in grades 3-5 for the first time. The rationale was to reduce time needed to plan for multiple preparations and strategic placement of teachers with stronger instructional skills in certain subjects. Unfortunately, several extenuating circumstances</p>

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

impacted student learning. With four total teachers per grade level, one ineffective teacher in either math or English doubled the impact on SOL performance. In 2015-2016, we hired a first year teacher who had a great deal of classroom issues and was not rehired for the 2016-2017 school year. This position was filled with yet another first year teacher with outstanding credentials, including expertise in mathematics. Unfortunately, this teacher lacked classroom management skills. Even though this teacher received extensive support throughout the year, student learning was negatively impacted by classroom behavior, resulting in a 47% combined pass rate for both math classes. This teacher was not rehired for the 2017-2018 year and replaced with an experienced 3rd grade teacher with expertise in mathematics and very knowledgeable in effective classroom instruction.

Additionally, a veteran third grade reading teacher, who typically showed good student achievement, required a long-term substitute for 50% of the year. This teacher's 16-17 pass rate for reading was also 47%. These personnel issues magnified the negative impact of departmentalization on our SOL results, given they had half of the grade level student population.

Departmentalization also negatively impacted our 30 minute math remediation time that had been implemented the prior year. In 2015-2016, a 30 minute remediation math block was created allowing very specific tiered skill based intervention, with fantastic results including a 5 point gain in the overall math SOL pass rate. The remediation was much better due to the fact all teachers were more aware of student remediation needs and had the necessary ownership for their students. The data clearly demonstrated that this math remediation block was not nearly as effective in the 2016-2017 year with only two teachers teaching math, but all four teachers being part of math remediation. As a result, we have incorporated the 30 minute remediation time into the math instructional block expecting each teacher to be accountable for their own students' skill acquisition.

Additionally, last year TRES only had one math consultant from James Madison University working with teachers K-5, one day a week for part of the year. While he worked on planning and aligning student work, he was spread very thin. For 2017-2018, we have added a full-time math coach at TRES who is working with teachers K-5 daily. She is planning, modeling and assisting teachers with scaffolding student work on a daily basis to include direct instruction and spiral review during remediation time.

From work over the summer it was determined the pacing guides from the past few years were problematic. Instruction trailed behind the expected assessments and classroom expectations were not aligned with the rigor required by the Curriculum Framework. As a result, the division has implemented the Comprehensive Instructional Program (CIP) from Southwest VA to include their pacing, benchmarks and resources. Additionally, teachers will be administering unit assessments that will help determine student skills that need remediation on a more regular basis and we will be comparing our results on these assessments to peers across the consortium.

There was one final issue related to personnel. This past year there was a noticeable difference in performance from one of our veteran teachers which we believe was attributed to family issues. Typically, our students do well in Virginia Studies but last year this the teacher had a 52% pass rate in VA Studies and a 50% pass rate in reading which was not consistent with her past performance. We are providing daily support through our coaches and the assistant principal has been assigned to work with the teacher this year.

David S. Francis typed School Board Chair Name

 School Board Chair Signature

Jeffrey R. Comer Typed Superintendent Name

 Superintendent Signature

August 29, 2017 Date

**Virginia Department of Education
State/Federal Accountability Data
Tye River Elementary
Grades: PK - 05
Nelson County**

Attachment O1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English, Mathematics

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 80%	*78%	69%	68%	69%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 86% Gr 4-8: 96%	91%	79%	88%	85%	70%
Mathematics	*79%	71%	69%	65%	70%	69%
Science	Gr 3: 85% Gr 5-8: 87%	*86%	75%	70%	72%	71%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - Targeted Assistance
2016-2017	2015-2016	Title I Focus School	Title I - Targeted Assistance
2015-2016	2014-2015	Title I Focus School	Title I - Targeted Assistance
2014-2015	2013-2014	Improvement Plan Required	Title I - Targeted Assistance
2013-2014	2012-2013	Met All Federal AMOs	Title I - Targeted Assistance
2012-2013	2011-2012	Met All Federal AMOs	Title I - Targeted Assistance

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*68%	63%	65%	66%	66%
English: Writing	61%	73%	75%	N/A	N/A	N/A
History and Social Sciences	91%	91%	79%	88%	85%	70%
Mathematics	*59%	66%	66%	61%	66%	66%
Science	85%	*86%	74%	70%	72%	72%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Denied School to Partially Accredited Reconstituted</i>	
Division: Newport News	School: Hines Middle School
Date: August 25, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	60	62	57	57
Mathematics	67	67	69	66
Science	55	58	68	54
History	70	81	76	65
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<p><i>District Improvement</i></p> <p><i>NNPS progressions in academics, attendance, and reduced discipline have positively impacted student achievement and youth development. Our commitment to teacher development has decreased our mobility rate and increased the level of rigor in classroom instruction.</i></p> <p><u>District Academic Growth</u></p> <ul style="list-style-type: none"> • Twenty-one schools are fully accredited, including 100% of the district's high schools. This is an increase from 11 schools in 2013 (30%) to 21 in 2017 (55%) schools fully accredited. • Fifteen schools received the General Assembly's three-year accreditation status (40% of schools). • Each of the priority schools showed growth in English and history, and three Priority schools showed growth in mathematics. • Reduced the number Focus schools to one (75% decrease) from 2013 to 2017. • Fourteen elementary schools exceeded the 75% target pass rate in English. • Fifteen elementary schools exceeded the 70% target pass rate in mathematics. • Seventeen elementary schools exceeded the 70% pass rate in science. • Twenty-eight schools (74%) made progress in at least three subject areas. • The district has maintained full accreditation in math, science, and history for three consecutive years and achieved 6% points of growth in English (66-72%) during the same time period. • Extended learning is provided during the school year (October-May) and in the summer (July-August) for over 6,000 students.

Division: Newport News Public Schools
School: Homer L. Hines Middle

May 2017

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

- Implementation of monthly in-school support from the Central Office Leadership Team in data analysis, instructional leadership, and teacher development.
- The University of Employee Development program provided professional development sessions for 15,756 faculty and staff members during the 2016-17 school year.
- Twenty-nine district supervisors, specialists, coaches, and support staff spend 80% of their time in schools.
- The teacher retention rate increased 2.8% over a three year period. Teacher retention improved from 83.5% in 2013-14 to 86.3% in 2016-17.

Youth Development and Attendance

- The district hosts over 700 clubs, sports, and activities in our middle and high schools, with a 45% increase over last year's offerings and a participation rate of 84% in the 2016-17 school year.
- Twenty-eight elementary schools participated in iCare community service projects (100%).
- Student absenteeism saw a notable decrease in the following areas: 20% in the number of students missing five to nine days of school, 23% in the number of student missing 10 to 15 days, and 31% in the number of students missing more than 15 days of school during the 2016-2017 school year.
- The district decreased short term suspension by 17% and reduced long-term suspensions by 22% in the 2016-2017 school year.

School Improvement

- A new principal has been assigned to Hines for the 2017-2018 school year.
- The new principal has 10 years of experience in administration (four years as a middle school assistant principal and six years as a middle school principal).
- The principal transitioned from a school that has met the SOL benchmark in mathematics, science, and history for two consecutive years and has made growth in English over a four years period (69%-72%).
- The demographics (ethnicity, social economic status) of Hines Middle School mirror those of the school the principal previously served. However, Hines student enrollment is 25% less than the principals previous school.
- An additional Assistant Principal of Instruction has been assigned for the 2017-18 school year to provide intensive instructional support.
- Fifty percent of the teachers at this middle school have three or less years of experience.
- An extended school day, with specialized curriculum created by curriculum and development in reading and mathematics, is provided.

Hines Middle School has been formally reconstituted with an experienced middle school principal, from a school with nearly identical demographics, with a track record of student achievement in all SOL areas, therefore, Partial Accreditation is requested.

GARY B. HUNTER Typed School Board Chair Name
Gary B. Hunter School Board Chair Signature
Ashley Kilgore Typed Superintendent Name
Ashley Kilgore Superintendent Signature
5-8-17 Date

Division: Newport News Public Schools
School: Homer L. Hines Middle

May 2017

**Virginia Department of Education
State/Federal Accountability Data
Homer L. Hines Middle
Grades: 06 - 08
Newport News City**

Attachment P1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 83%	*75%	60%	62%	57%	58%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 72%	72%	70%	81%	76%	74%
Mathematics	*75%	70%	67%	67%	69%	67%
Science	Gr 5-8: 85%	*78%	55%	58%	68%	54%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*58%	60%	63%	58%	61%
English: Writing	79%	52%	59%	56%	51%	44%
History and Social Sciences	73%	73%	71%	82%	77%	66%
Mathematics	*67%	63%	65%	67%	69%	67%
Science	86%	*65%	57%	60%	69%	55%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Northampton	School: Northampton Middle School
Date: 09/07/2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	58%	61%	63%	67%
Mathematics	68%	66%	79%	73%
Science	69%	66%	79%	63%
History	65%	69%	70%	77%
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<i>Briefly state rationale for appeal</i> <i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>Northampton Middle School is requesting consideration for the accreditation ranking of reconstituted school based on data that show a consistent turnover rate in our science teachers that have resulted in a pattern of inconsistent instruction provided to our students.</p> <p>The focus of our data review shows that during the 2015-2016 academic school year, the Life Science teacher, <i>hired August 2015</i>, resigned early January and left later that month on the 26th of January 2016. A search for a replacement teacher produced absolutely no candidates, and as a result, Northampton County Schools had to result to an online blended learning platform that provided a virtual teacher for three days during the week with the remaining two days being set aside for students to complete tasks assigned.</p> <p>As much as we had hoped this solution could fill the absence of a classroom teacher, the SOL test results for these students reveal the true impact losing a teacher mid-year can have on the instructional content some students master, retain, and then are able to use to answer questions on a cumulative SOL assessment a year later.</p>

Division: Northampton
School: Northampton Middle School

May 2017

**Virginia Department of Education
Office of School Improvement
*Partially Accredited: Reconstituted School Appeal Form***

As we reviewed various SOL reports of student performance, our attention was quickly drawn to the Reporting Category Performance for Students in the Group report. This report shows that 46% of the eighth grade students taking the Science 8 SOL struggled with questions related to Life Systems, *taught exclusively at grade 7*. Forty percent (40%) of this population of students also struggled and required additional instruction in content related to Ecosystems which is foundationally rooted in grade 6 but covered extensively in grade 7.

Anticipating and hopeful that these 7th grade students would receive the instructional benefit of a veteran teacher, who saw progressive and consistent improvement in her Science 8 scores over her 5-year tenure, this teacher resigned to take a position in another division. We were hopeful that the replacement teacher could maintain the SOL performance momentum achieved at the end of the 2015-2016 spring testing cycle.

Within the last three years, Northampton Middle School students have had three different Life Science teachers; four if you count the virtual teacher. The Physical Science teacher hired last year (2016-2017) returned to Northampton Middle for the 2017-2018 school year. We are hopeful that the negative slide noted in Science 8 will improve and increase during the next SOL administration.

We know true alignment between the written and taught curriculum is imperative to produce positive outcomes for students. As a result, the principal will utilize tables of specifications to guide teachers to true alignment between the activities and instructional content presented daily to students and the written curriculum which specifies the cognitive complexity expected in the standard. Lesson plans will be reviewed and revised as needed weekly. Classroom observations will focus around formative assessment strategies being utilized to ensure mastery of every student. Utilizing these processes consistently and transparently throughout the school year will go far to ensure that the main thing (*meaning aligned instruction*) remains the main thing.

Thank you for your time and consideration to this request.

Mr. William Oakley

Typed School Board Chair Name

William J. Oakley

School Board Chair Signature

Charles E Lawrence

Typed Superintendent Name

Charles Lawrence

Superintendent Signature

September 11, 2017

Date

**Virginia Department of Education
State/Federal Accountability Data
Northampton Middle
Grades: 07 - 08
Northampton County**

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012		N/A
2013-2014	2012-2013	Conditionally Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	N/A	*N/A	50%	61%	63%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	N/A	N/A	61%	69%	70%	77%
Mathematics	*N/A	N/A	60%	66%	79%	73%
Science	N/A	*N/A	63%	66%	79%	63%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	N/A	*N/A	49%	61%	65%	71%
English: Writing	N/A	N/A	50%	51%	54%	56%
History and Social Sciences	N/A	N/A	60%	69%	70%	76%
Mathematics	*N/A	N/A	55%	64%	75%	72%
Science	N/A	*N/A	63%	66%	79%	62%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Prince Edward County	School: Prince Edward County Middle School
Date: August 21, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	60%	65%	67%	63%
Mathematics	62%	70%	70%	71%
Science	61%	74%	72%	68%
History	76%	77%	82%	82%
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Justification
<p>Prince Edward County Middle School is requesting that consideration be given to identifying the school for Partially Accredited: Reconstituted School status for the 2017-2018 school year for the following reasons: 1. Teacher Turnover Rate; and, 2. First year implementation of <i>Comprehensive Instructional Program</i> (CIP) resources and benchmark assessments.</p> <p>Teacher turnover impacts the overall culture of a school and may impact the learning process and overall student achievement. During the 2016-2017 school year, the middle school had eight new teachers out of a total staff of 52 (15.4%) with two of the new teachers being assigned to teach English. Of the eight English teachers at the middle school, two teachers were first year teachers (English 6, 8), one was teaching English for the first time (English 7), one teacher was a second year teacher (English 8), one teacher was a third year teacher (English 6), and the other three were experienced teachers. For the upcoming 2017-2018 school year, the middle school will have 16 new teachers (30.8%), including two new English teachers and a new reading intervention teacher.</p> <p>Prince Edward County Middle School not only experienced changes in staffing, and was being led by a second year principal, but also experienced changes in curriculum resources and</p>

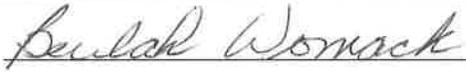
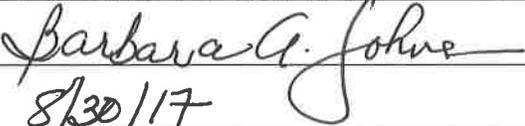
Division: Prince Edward County
School: Prince Edward County Middle School

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benchmarks. Based on the success experienced by many divisions in Region 7 that have similar demographics, the middle school implemented the resources and benchmarks in the *Comprehensive Instructional Program* (CIP). The expectation was that the teachers utilize the resources to support and enhance their instructional program; however, the implementation was inconsistent across grade levels. Although the CIP resources and benchmarks were rigorous, there were academic gaps in alignment with the grade-level curriculum frameworks which were not adequately addressed by all English teachers. Thus, alignment with the content and cognitive level of the Standards of Learning was an issue.

Finally, although Prince Edward County Middle School did not demonstrate the growth in overall English achievement last year, despite two consecutive years of improving scores, to be identified as a Partially Accredited: Reconstituted School, the points listed above are impactful areas that affect student learning. For these reasons, we are requesting that Prince Edward County Middle School receive the accreditation status of Partially Accredited: Reconstituted School for the 2017-2018 school year. With specific attention and feedback to curriculum alignment, lesson planning, classroom observations, and partnership with the Office of School Improvement, we are confident that we will change the learning trajectory of our students.

Beulah Womack	Vice Typed School Board Chair Name
	School Board Chair Signature
Dr. Barbara A. Johnson	Typed Superintendent Name
	Superintendent Signature
8/30/17	Date

**Virginia Department of Education
State/Federal Accountability Data
Prince Edward Middle
Grades: 05 - 08
Prince Edward County**

Attachment R1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 77% Gr 6-8: 87%	*75%	60%	65%	67%	63%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 83%	79%	76%	77%	82%	82%
Mathematics	*79%	72%	62%	70%	70%	71%
Science	Gr 5-8: 86%	*71%	74%	74%	72%	71%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	82%	*56%	58%	62%	65%	63%
English: Writing	81%	53%	53%	63%	55%	53%
History and Social Sciences	83%	79%	76%	77%	82%	82%
Mathematics	*65%	59%	56%	64%	65%	68%
Science	86%	*71%	61%	73%	71%	67%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

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As stated in *VAC 22.1-253.13:3*, the Board's regulations establishing standards of accreditation shall ensure that the accreditation process is transparent and based on objective measurements and that any appeal of the accreditation status of a school is heard and decided by the Board.

Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Page County	School: Luray Elementary
Date: 9/20/17	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	60	64	64	74
Mathematics	64	63	72	68
Science	69	49	71	68
History	63	75	73	77
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<p><i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i></p> <p>During the 2016-17 school year, Luray Elementary School faced several personnel challenges which resulted in this school not meeting the standards of accreditation. The SOL performance of the individuals described below directly resulted in this school not meeting the benchmarks.</p> <p>Teacher A (21 students of 83 total) was hired at the beginning of the 2016-17 school year for third grade. After multiple classroom observations by school administration and Central Office staff, they were placed on an improvement plan in late September and then removed from the classroom at the end of October 2016. Various un-certified substitutes were used until the vacancy was filled by a student teacher in January 2017 who was rehired for the 2017-18 school year. SOL assessment performance reflected an unsettled first semester and final scores were 57% in Reading and 71% in Mathematics.</p> <p>Teacher B (21 students of 83 total) was moved to third grade from fifth grade at the beginning of the 2016-17 school year due to poor classroom management in her first year of teaching.</p>

Division: Page County
School: Luray Elementary

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Following multiple classroom observations by school administration and Central Office staff, this individual was placed on an improvement plan in mid-November and resigned from her position in late February. The vacancy was filled by a long-term substitute for the remainder of the school year. Teacher B's SOL assessment performance results reflect this disruption and were 52% in Reading and 47.6% in Mathematics.

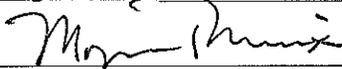
Teacher C (38 students of 80 total) was a fifth grade teacher in departmentalized schedule. She was placed on an improvement plan at the beginning of the 2016-17 school year. During the previous school year, school administration noted weaknesses in the areas of classroom instruction, planning, and management. Teacher C's SOL assessment performance results were 42% in Mathematics and 52% in Science as compared to her colleague's scores of 83% in Mathematics and 76% in Science. Teacher C was not recommended for rehire and resigned from her position in late April 2017.

Teacher D was a second grade teacher who was placed on an improvement plan at the beginning of the 2016-17 school year. During the 2015-16 school year, this individual took an extended leave after school administration noted weaknesses in the areas of classroom instruction, planning, and management. Teacher D retired from her position in February 2017 after school administration continued to note previous concerns. The school year was then completed by a long-term substitute.

During the 2017-18 school year, several changes are being implemented to assist Luray Elementary School in meeting the accreditation benchmarks. A second assistant principal was hired to increase instructional administration (classroom observations, professional development, data collection) and assist with the schoolwide implementation of the PBIS. Pearson enVisionmath curriculum was purchased for grades 2-4 to provide teachers assistance in the area of core instruction. Dreambox Learning software was purchased as a research and evidenced based tool to assist in the area of the mathematics. The school division has continued use of Indistar to monitor the school improvement process. Division and school administration are directly working with teachers to identify students at risk of failing or in need of targeted assistance. Tiered, differentiated interventions are being put in place to for tier 2 and 3 students and data is being monitored regularly to ensure fidelity and effectiveness. Division personnel continue to observe classrooms with school administration to keep the focus on effective instruction.

Morgan Phenix

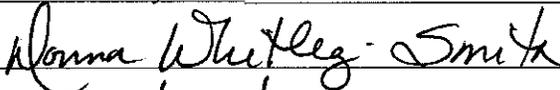
Typed School Board Chair Name



School Board Chair Signature

Donna Whitley-Smith

Typed Superintendent Name



Superintendent Signature

9/21/17

Date

Luray Elementary

Grades: PK - 05

Page County

Attachment S1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 81%	*76%	60%	64%	64%	74%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 88% Gr 4-8: 79%	81%	76%	75%	73%	77%
Mathematics	*79%	74%	64%	63%	72%	68%
Science	Gr 3: 88% Gr 5-8: 82%	*79%	74%	70%	71%	68%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	81%	*66%	56%	60%	62%	72%
English: Writing	80%	65%	70%	N/A	N/A	N/A
History and Social Sciences	83%	81%	63%	75%	73%	77%
Mathematics	*67%	62%	61%	59%	71%	66%
Science	85%	*68%	69%	49%	71%	68%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.