

Virginia Board of Education Agenda Item



Agenda Item: D

Date: September 28, 2017

Title	First Review of Appeals for a Continued 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:

Previous review and action. Specify date and action taken below:
 Reconstitution applications for schools rated *Partially Accredited: Reconstituted School* were previously approved by the Board.

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 appeals for a continued 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 were granted a rating of *Partially Accredited: Reconstituted School* for the 2016-2017 school year and did not meet the criteria needed for a continued rating of *Partially Accredited: Reconstituted School*.

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 continued 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 Continued Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	B1
Chesapeake City Public Schools	Rena B. Wright Primary (Gr.PK-2)	C1
Chesapeake City Public Schools	Truitt Elementary School (Gr.3-5)	C1
Cumberland County Public Schools	Cumberland County Middle School (Gr.5-8)	D1
Essex County Public Schools	Essex Intermediate (Gr.4-7)	E1
Fairfax City Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	F1
Frederick County Public Schools	Frederick County Middle School (Gr.6-8)	G1
Hampton City Public Schools	John B. Cary Elementary School (Gr.PK-5)	H1
Hampton City Public Schools	C. Alton Lindsay Middle School (Gr.6-8)	H1
Henrico City Public Schools	Fair Oaks Elementary School (Gr.PK-5)	I1
Henrico City Public Schools	Brookland Middle School (Gr.6-8)	I1
Lynchburg City Public Schools	Dearington Elementary / Innovation (Gr.PK-5)	J1
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	J1
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	J1
Newport News City Public Schools	Horace H. Epes Elementary (Gr.PK-5)	K1
Newport News City Public Schools	Joseph H. Saunders Elementary (Gr.PK-5)	K1
Newport News City Public Schools	L.F. Palmer Elementary School (Gr.PK-5)	K1
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	L1
Nottoway County Public Schools	Nottoway County Middle School (Gr.7-8)	M1

Name of Division	Name of School Requesting Continued Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	N1
Prince Edward County Public Schools	Prince Edward Elementary School (PK-4)	O1

Data for each school division is included in Attachments B1-O1. 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 a continued 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 - Partially Accredited: Reconstituted School Status	
Division: Caroline County Public Schools	School: Caroline Middle School
Date: 8-17-17	

Overall Caroline MS School Achievement Data				
Content Area	2013-2014 Pass Rate	2014-2015 Pass Rate	2015-2016 Pass Rate	Preliminary 2016-2017 Pass Rate
English	66	68	70	65
Mathematics	61	60	68	65
Science	72	71	81	79
History	84	82	88	86
Graduation and Completion Index	NA	NA	NA	NA

*CMS has remained accredited in Science and History.

Justification
<p><i>Briefly state rationale for appeal: Rationale needs to be data driven and written without identifiable personnel information. Documentation required for new principal with a proven Virginia track record of success in a similar school.</i></p> <p>Principal's Years of Experience in Virginia The newly appointed CMS principal has been a middle school principal in the state of Virginia for 5 consecutive years (2012-Current). From 2012 through June, 2017, the building administrator served as principal of Post Oak Middle School in Spotsylvania County. Caroline Middle School's 17-18 principal became acting principal of CMS in July, 2017.</p>

Demographic Comparison Between Previous (Post Oak MS) and Current (Caroline MS)

Fall Membership by Subgroup: (Data highlighted in yellow indicates similar demographics.)

Subgroup	2016-2017 Post Oak Middle	2016-2017 Caroline Middle
All Students	726 (100%)	946 (100%)
Black	79 (11%)	271 (29%)
Hispanic	42 (5%)	77 (8%)
White	552 (76%)	507 (54%)

Division: Caroline County Public Schools (May 2017)
School: Caroline Middle School

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

Students with Disabilities	108 (15%)	120 (13%)
Economically Disadvantaged	311 (43%)	463 (49%)
English Learners	10 (<1%)	22 (2%)

Assessment Data from Previous School (POMS)

Overall Post Oak MS Standards of Learning Data				
Content Area	2013-2014 Pass Rate	2014-2015 Pass Rate	2015-2016 Pass Rate	Preliminary 2016-2017 Pass Rate
English	66	68	70	71%
Mathematics	61	60	68	71%

Additional Growth Highlights for Post Oak Middle School between 2016-17 and 2017-18

- Writing SOL achievement increased 4% from 62%-66%
 - Subgroup growth for Black=12%; Subgroup growth for SWD=5%
- Reading SOL achievement increased for SWD by 7%
- Decrease in discipline infractions. According to the DJCS Survey Post Oak #12 there were decreases in following: Weapons-related; Offenses against students; Offenses against staff; Alcohol, tobacco and drugs; Property offenses; Disorderly Disruptive Behavior; Other Offenses
- Decrease in Out Of School Suspensions in the All category as well as ECD and SWD

Three-year CMS Teacher Turnover Trend Data for English and Mathematics

School Year	# of Eng. FTEs	Attrition	%		# of Math FTEs	Attrition	%
2013-2014	9	3	33%		9	5	63%
2014-2015	9	3	33%		8	1	13%
2015-2016	9	4	44%		10	5	50%
2016-2017	9	4	44%		10	4	40%
4 Yr. Total	36	14	39%		37	15	41%

Administrative Factors for Consideration

For the 17-18 school year, The Caroline County School Board has allocated funding in support of two new positions: School Improvement Specialist and Math Coach. Currently, the School Improvement Specialist position is filled with a highly qualified educator while the math coach position remains vacant. In addition to appointing a new principal, CMS has three assistant principals with one being hired in July. The new assistant principal was a seated middle school AP with a proven track record in VA in the area of English.

Division: Caroline County Public Schools (May 2017)
School: Caroline Middle School

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

Ms. Nancy Carson

Typed School Board Chair Name

Nancy Carson

School Board Chair Signature

Dr. George Parker, III

Typed Superintendent Name

[Signature]

Superintendent Signature

9/8/2017

Date

Division: Caroline County Public Schools (May 2017)
School: Caroline Middle School

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

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	Accredited with Warning	Mathematics
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: Reconstituted School	English, Mathematics
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 6-8: 82%	*76%	66%	68%	70%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 81%	81%	84%	82%	88%	86%
Mathematics	*70%	61%	61%	60%	68%	65%
Science	Gr 5-8: 89%	*81%	72%	71%	81%	79%

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	80%	*64%	65%	70%	69%	66%
English: Writing	82%	56%	62%	59%	65%	56%
History and Social Sciences	81%	81%	84%	82%	87%	86%
Mathematics	*58%	57%	58%	58%	64%	62%
Science	89%	*68%	72%	71%	80%	78%

* 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: Rena B. Wright Primary School
Date: September 14, 2017	

Overall School Achievement Data * Based on testing at Truitt Intermediate				
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	69	72	72
Mathematics	81	77	75	68
Science	78	78	64	64
History	89	85	83	76
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"> • A new principal was assigned to Rena B. Wright Primary School. She has an elementary background with eleven years of experience with the special needs Title I students. • Similar to our most recently accredited schools, the school leaders have begun to plan collaboratively to promote a K-5 improvement effort. <p>Staff Factors at Rena B. Wright School</p> <ul style="list-style-type: none"> • There has been low turnover at this school. While the perceived stability is positive, there has not been an infusion of ideas and strategies that new teachers have brought to other successful schools. Two new teachers and additional support/coaching will build upon the culture of the school. <p>Summary</p> <p>Rena B. Wright is a K-2 schools that is experiencing significant change. There is a renewed instructional emphasis to evaluate strategies and practices to increase the academic strengths of rising 3rd graders who will attend Truitt Intermediate School. Although Truitt Intermediate is approaching full accreditation, it will realize greater success if more students are reading on level entering third grade. Additionally, customized professional development, division support, and vertical articulation between both schools has been evaluated and increased. We are confident that the many structures in place for the current school year will lead to regaining full accreditation.</p>

Virginia Department of Education
Office of School Improvement

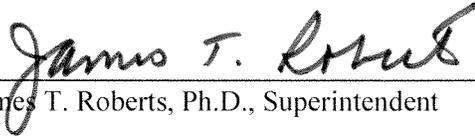
Partially Accredited: Reconstituted School Appeal Form



C. Jeff Bunn, School Board Chair



Date



James T. Roberts, Ph.D., Superintendent



Date

**Virginia Department of Education
State/Federal Accountability Data
Rena B. Wright Primary
Grades: PK - 02
Chesapeake City**

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	Accredited with Warning	Mathematics
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: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	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: 85%	*77%	69%	69%	72%	72%
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: 85%	78%	89%	85%	83%	76%
Mathematics	*77%	59%	81%	77%	75%	74%
Science	Gr 3: 86% Gr 5-8: 85%	*75%	78%	78%	75%	64%

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	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	85%	*61%	65%	67%	69%	70%
English: Writing	83%	57%	71%	N/A	N/A	N/A
History and Social Sciences	85%	80%	88%	86%	83%	75%
Mathematics	*53%	58%	78%	76%	73%	67%
Science	86%	*76%	78%	78%	64%	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: Chesapeake	School: Truitt Intermediate School
Date: September 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	69	69	72	72
Mathematics	81	77	75	68
Science	78	78	64	64
History	89	85	83	76
GCI	N/A	NA	N/A	N/A

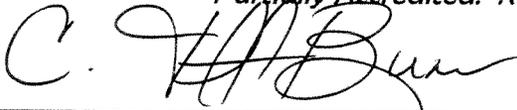
Justification
<p>Division Student Achievement Improving</p> <ul style="list-style-type: none"> • 4 schools regained full accreditation this school year (percentage of fully accredited schools is 84%). • 3 schools regained accreditation last school year and maintained it this school year. • No additional schools lost accreditation this school year. • <p>Leadership</p> <ul style="list-style-type: none"> • The principal and assistant principal at Truitt were first year administrators. Though the principal had 13 years of administrative experience, this was the first administrative experience for the assistant principal. • A new principal assigned was assigned to Rena B. Wright Primary, the school that Truitt Elementary students attend before third grade. The principal has an elementary background and is familiar with the special needs of the Title I students. Similar to our most recently accredited schools, the school leaders have begun to plan collaboratively to promote a K-5 improvement effort. <p>Staff Factors</p> <ul style="list-style-type: none"> • High staff absences led to an inconsistent instructional program. • Of the 18 core teachers at Truitt, 8 were new. There was one long-term substitute. In a school with less than 300 students and a very small faculty, even a small staff turnover can have a major impact on instruction. <p>Summary</p> <p>Truitt Intermediate School has been approaching full accreditation over the past three years. In reflecting upon the challenges of the school and the percentage of students passing the SOL test this past spring, it became evident that changes in leadership, reorganization of the instructional program of both schools, increased professional development, and greater vertical articulation between the schools were necessary. We are confident that the many structures in place for the current school year will lead to regaining full accreditation.</p>

Division: Chesapeake
School: Truitt Intermediate School

September 2017

Virginia Department of Education
Office of School Improvement

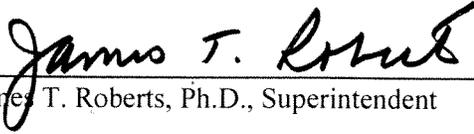
Partially Accredited: Reconstituted School Appeal Form



C. Jeff Bunn, School Board Chair

9-18-17

Date



James T. Roberts, Ph.D., Superintendent

9/18/17

Date

**Virginia Department of Education
State/Federal Accountability Data
Truitt Intermediate
Grades: 03 - 05
Chesapeake City**

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	Accredited with Warning	Mathematics
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: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	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: 85%	*77%	69%	69%	72%	72%
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: 85%	78%	89%	85%	83%	76%
Mathematics	*77%	59%	81%	77%	75%	74%
Science	Gr 3: 86% Gr 5-8: 85%	*75%	78%	78%	75%	64%

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	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	85%	*61%	65%	67%	69%	70%
English: Writing	83%	57%	71%	N/A	N/A	N/A
History and Social Sciences	85%	80%	88%	86%	83%	75%
Mathematics	*53%	58%	78%	76%	73%	67%
Science	86%	*76%	78%	78%	64%	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: Cumberland County Public Schools	School: Cumberland Middle School
Date: July 10, 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	63	71	70
Mathematics	52	66	68	63
Science	63	64	72	62
History	76	78	83	90
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>It is requested that CMS be deemed a Partially Accredited: Reconstituted School based on the change in administrative leadership. The school division has taken corrective action and replaced the principal with a new principal who has a proven track record of success in a similar school.</p> <p>New Principal Qualifications:</p> <p>The new Cumberland Middle School principal for 2017-2018 was principal of LaCrosse Elementary School in Mecklenburg County from 2014-2016. In addition, this individual served as the Supervisor of Alternative Programming and District Intervention at Hopewell City Schools and was the At-Risk Director for Bluestone High School.</p>

Division: Cumberland County Public Schools
School: Cumberland Middle School

May 2017

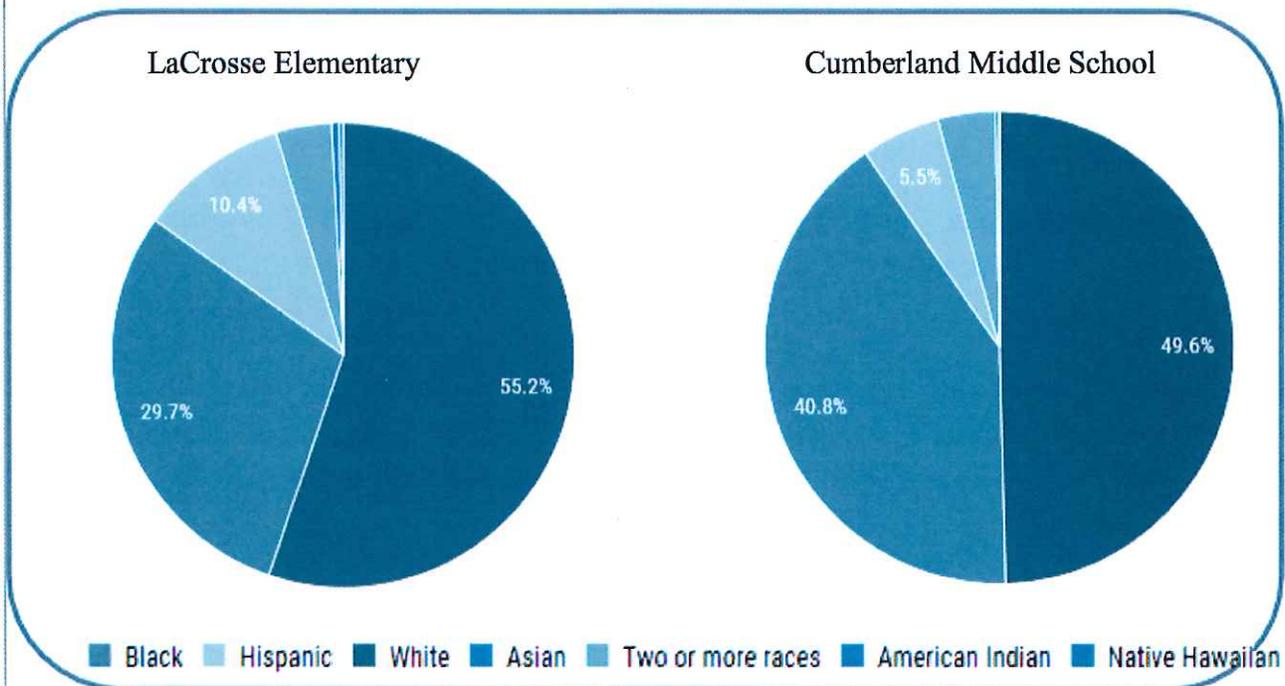
Virginia Department of Education
 Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Similarities of LaCrosse Elementary School to Cumberland Middle School:

LaCrosse Elementary school, also located in Region 8, has great similarities in size, socio-economic status, and number of students with disabilities.

Category	LaCrosse Elementary	Cumberland Middle
Total School Population	364	385
Students with Disabilities	10.7%	9.6%
Economically Disadvantaged	66.5%	69.9%

The racial/ethnic makeup of both schools is also relatively similar, although LaCrosse has a higher English Language Learner population and Cumberland has a larger Black population.



While LaCrosse is an elementary school and Cumberland is a middle school, there is overlap in the school population. LaCrosse serves grades Pre-K through 5 and Cumberland serves grades 5 through 8. However, the fifth grade at Cumberland is the grade level of most concern. The new principal's expertise in this area would be of great benefit to the middle school.

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Partially Accredited: Reconstituted School Appeal Form

Documented Data from Previous School--Including SOL Assessment Data:

The year prior to assuming the principal position there (the 2013-2014 school year), LaCrosse Elementary was below passing in both math and reading. Under the principal's leadership, the scores dramatically improved and LaCrosse is currently a fully accredited school.

Year	Math Score	Reading Score
2013	63	61
2014	83	74
2015	88	80

A review of the data show a 25-point gain in mathematics and a 19-point gain in reading. Under this new leadership, Cumberland Middle School will make great progress.

Ginger Sanderson _____ Typed School Board Chair Name

Ginger M. Sanderson _____ School Board Chair Signature

Amy W. Griffin _____ Typed Superintendent Name

Amy W. Griffin _____ Superintendent Signature

July 10, 2017 _____ Date

**Virginia Department of Education
State/Federal Accountability Data
Cumberland Middle
Grades: 05 - 08
Cumberland 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	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	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 6-8: 84%	*76%	58%	63%	71%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 89%	84%	76%	78%	83%	90%
Mathematics	*79%	54%	52%	66%	68%	63%
Science	Gr 5-8: 92%	*81%	71%	64%	72%	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	81%	*60%	57%	60%	68%	69%
English: Writing	85%	60%	50%	58%	62%	61%
History and Social Sciences	88%	83%	75%	78%	81%	89%
Mathematics	*60%	46%	45%	62%	64%	61%
Science	91%	*66%	61%	63%	70%	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.

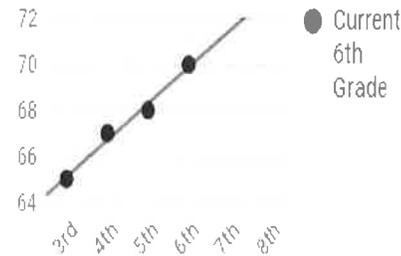
Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Essex County	School: Essex Intermediate School
Date: August 2, 2017	

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	65	71	68
Mathematics	57	70	71	72
Science	58	53	72	74
History	63	50	N/A	77
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

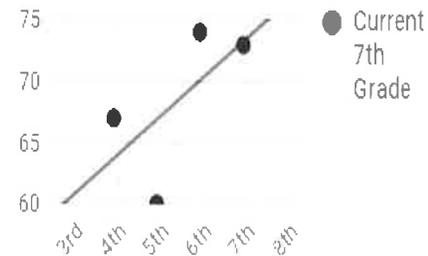
Justification
<p>Essex Intermediate School (EIS) has demonstrated consistent progress in improving SOL pass rate data in all subject areas since the 2013-2014 assessments. These gains have resulted in EIS reaching the accreditation benchmark in three out of the four SOL subject areas. In addition to this, in the area of English, when analyzing data by cohorts of students, trend data indicates our students in 6th-8th grades are on track to meet the 75% accreditation benchmark on the 2017-2018 or 2018-2019 SOL assessments. Page 2 includes graphs containing trend data projections delineated by the 6th-8th grade cohorts of students enrolled at Essex Intermediate School during the 2016-2017 school year.</p> <p>As the data indicates, the current 6th, 7th, and 8th grade cohorts have continued to make progress towards achieving the accreditation benchmark in the area of English. The 7th and 8th grade group of students are projected to reach the accreditation benchmark during the 2017-2018 school year, and the 6th grade cohort of students is projected to reach the accreditation benchmark during the 2018-2019 school year. The 5th grade Reading data contains, based on overall data, an outlier result that makes it impossible to calculate trend data. This outlier result may be attributed to a testing irregularity situation that resulted in all students having the opportunity to retake their 3rd grade Reading SOL assessment.</p>

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

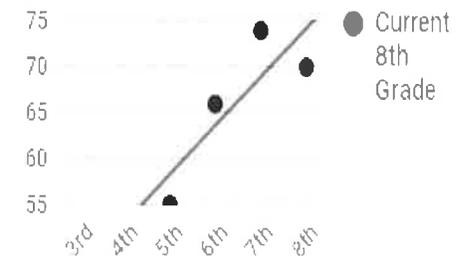
SOL Data By Cohort of Students



SOL Data By Cohort of Students



SOL Data By Cohort of Students

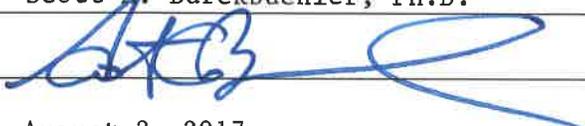


Other factors to consider in support of Essex Intermediate School retaining its Reconstituted School Status:

- New administration started at EIS during the 2015-2016 assessment year. As evidenced by SOL data, the scores in all three tested areas for that assessment year increased. During the 2016-2017 assessment year, the scores for Math, Science, and History continued to increase.
- During the 2016-2017 assessment year, three out of the nine English teachers at EIS (33%) were new to the school. Two out of these three teachers possessed less than two years of teaching experience. Both of these teachers' previous experience involved teaching History. This past school year was their first year teaching Language Arts. For the 2017-2018 school year, all of the Language Arts teachers from the 2016-2017 school year are returning, and EIS will not have any new teachers in this subject area. This consistency will assist in ensuring continued progress occurs in the area of Language Arts.
- In a small, rural school system, the proficiency of each cohort of students can result in significant impacts on overall SOL results. For the 2016-2017 SOL assessments, the group of students promoted to the high school to 9th grade consisted of a cohort that historically performed 6-10 percentage points above other cohorts of students on SOL assessments. The 5th grade cohort that entered EIS during the 2016-2017 assessment year have historically performed 10-15 percentage points below other cohorts of students on all SOL assessments.
- When viewing the state accreditation report, the averages for Science and History on the 2013-2014 and 2014-2015 assessments are three or four year averages. The scores for each individual year during this time period are provided on the table in this application. As evidenced by SOL data, there have been significant improvements in SOL data subsequent to those years.
- Essex Intermediate School initiated the Reconstituted School process during the 2016-2017 school year. According to the Virginia Department of Education website, "The Partially Accredited: Reconstituted School rating may be granted for a period not to exceed three years." This three year timeline is vital, as it recognizes the importance of ensuring an adequate period of time is provided to schools to make the necessary progress in order to achieve full accreditation.
- Moving forward, when analyzing the proposed accreditation indicators, the pass rates earned by EIS on the 2016-2017 SOL assessments in Math and Science would result in EIS earning the Level 1 status, and the pass rate for English would result in EIS earning the Level 2 status. This would result in an overall school accreditation designation of accredited.

In the last two years, Essex Intermediate School has made consistent progress towards achieving full accreditation. Changing the status of EIS from a Reconstituted School to Denied Accreditation will have a detrimental effect on the progress that the school has made during that time period. The Denied Accreditation status will negatively affect many facets of EIS, particularly the retention of highly qualified staff. This consistency in highly qualified staff is a key component to ensure that EIS continues to make gains as a school. The growth EIS has experienced over the last two years is a reflection of the hard work of students, staff, and parents. This continued progress should be recognized through retaining the Reconstituted School status.

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

Denise M. Hammond Typed School Board Chair Name
Denise M. Hammond School Board Chair Signature
Scott A. Burckbuchler, Ph.D. Typed Superintendent Name
 Superintendent Signature
August 2, 2017 Date

**Virginia Department of Education
State/Federal Accountability Data
Essex Intermediate
Grades: 04 - 07
Essex County**

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	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	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: 76% Gr 6-8: 86%	*76%	57%	65%	71%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 81%	73%	73%	70%	N/A	77%
Mathematics	*78%	54%	60%	70%	71%	72%
Science	Gr 5-8: 91%	*70%	74%	53%	72%	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	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	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	85%	*63%	59%	65%	71%	68%
English: Writing	73%	57%	48%	63%	57%	59%
History and Social Sciences	81%	73%	63%	50%	N/A	77%
Mathematics	*58%	53%	57%	70%	69%	70%
Science	91%	*70%	58%	53%	72%	73%

* 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: Mount Vernon Woods 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	59%	76%	69%	67%
Mathematics	70%	71%	72%	61%
Science	71%	63%	51%	50%
History	76%	86%	62%	74%
GCI	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>
<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. • 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

Division: Fairfax County Public Schools
School: Mount Vernon Woods Elementary School

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

warning achieved full accreditation, and 75% of schools in year 1 of warning became fully accredited.

School Specific Information

- A turnaround principal was hired for the 2016-17 school year. The demographics at his previous school (57% Hispanic, 22% Black, 11% White, 5% Asian, 5% other) are similar to those at Mount Vernon Woods ES (62% Hispanic, 28% Black, 6% White, 3% Asian, 1% other). The following shows the pass rates at the principal's former school upon conclusion of his turnaround efforts.
 - English pass rate 87%
 - Math pass rate 87%
 - History pass rate 98%
 - Science pass rate 93%
- Mount Vernon Woods ES is opening the school year fully staffed for the first time in 10 years.
- At the end of the 2016-17 school year, the principal selected 46% of the staff for reassignment to alternative placements within Fairfax County Public Schools. Additionally, one administrator was reassigned and 7 others are not returning, resulting in a 65% change in instructional staff.
- All teachers selected for reassignment were notified in April, significantly impacting the quality of instruction and SOL preparation at the end of the 2016-17 school year.
- During the 2016-17 school year, multiple substitute teachers served in a 5th grade classroom vacancy until November. A second 5th grade classroom teacher vacancy opened in March due to teacher resignation. As a result, there was a lack of consistent instruction and stability for students in the 5th grade having a significant impact on the SOL results at this grade level.
- For the 2017-18 school year, administrative and resource teacher positions have increased by 50% to include an assistant principal, intervention specialist, and math/science resource teacher.
- In the summer of 2017, Mount Vernon Woods ES instructional staff attended 10 additional planning days to prepare for the upcoming school year. 96% of instructional staff attended summer professional development.

Key Points for Consideration:

Fairfax County Public Schools respectfully requests an additional year of Partially Accredited Reconstituted School status for Mount Vernon Woods 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.
- A principal with a proven turnaround track record in Virginia was hired to lead Mount Vernon Woods ES.
- There has been a replacement of 65% of the instructional staff for the 2017-18 school year.
- Under the proposed revisions to Virginia's school accreditation matrix for 2017-18 and beyond, Mount Vernon Woods ES would be Accredited with Conditions.

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

Jane Strauss

Typed School Board Chair Name

Jane Strauss

School Board Chair Signature

8/29/17

Date

Scott Brabrand

Typed Superintendent Name

Scott Brabrand

Superintendent Signature

8/29/17

Date

**Virginia Department of Education
State/Federal Accountability Data
Mount Vernon Woods Elementary
Grades: PK - 06
Fairfax 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	Science
2013-2014	2012-2013	Accredited with Warning	Science
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, 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 3-5: 86% Gr 6-8: 92%	*77%	59%	76%	69%	67%
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: 74%	78%	76%	86%	75%	74%
Mathematics	*72%	78%	70%	71%	72%	61%
Science	Gr 3: 78% Gr 5-8: 52%	*46%	71%	63%	51%	50%

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	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	81%	*52%	52%	64%	58%	55%
English: Writing	65%	46%	37%	N/A	N/A	N/A
History and Social Sciences	64%	65%	73%	65%	52%	75%
Mathematics	*60%	53%	54%	57%	60%	48%
Science	53%	*36%	67%	57%	51%	45%

* 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: Frederick 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	65%	72%	73%	72%
Mathematics	63%	70%	69%	77%
Science	69%	76%	85%	83%
History	86%	87%	91%	84%

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 achieved steady gains in SOL scores across all levels over the past four years. The number of schools that are fully accredited has increased from nine to thirteen; pass rates have increased between 5% (8th grade) to 11% (6th grade), and during that same timeframe, the number of Title I schools identified as Focus Schools has decreased from five to zero. These improvements are a result of intentional work that includes a division-wide implementation of research-based instructional practices and progress-monitoring to measure the effectiveness of our efforts.</p> <p>Final pass rates do not tell the story of improvement at Frederick County Middle School. The actual difference between the spring 2016 English pass rate (73.0%) and the spring 2017 pass rate (72.3%) is six students. However, pass rates do not capture growth. While FCMS missed full accreditation by 20 students, there were 39 students (6%) who scored between 375-399, just short of passing. An analysis of average SOL scores shows growth from the Spring 2016 to the Spring 2017 administration. The average SOL score for reading (including writing) was 429.6 in 2016. The average SOL score for Spring 2017 is 436.1, an increase of nearly 7 points. Looking by grade, the average SOL score increased for all grade levels except 8th, which fell by 2.6 points. The table below shows the average SOL score by grade level:</p>					
Year	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading	Grade 8 Writing	Total Mean Scaled Score
2015-16	432.9	422.0	425.3	438.5	429.6
2016-17	441.8	438.4	422.7	442.3	436.1
<p>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.</p>					

Division: Frederick County Public Schools

May 2017

School: Frederick County Middle School

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 average SOL scores for students with disabilities in Grade 7 reading and Grade 8 writing, with nominal decreases in Grade 6 reading and Grade 8 reading:

Year and Disability Status	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading	Grade 8 Writing
2015-16 Students with Disabilities	353.9	359.6	347.7	335.8
2016-17 Students with Disabilities	350.3	385.9	341.5	347.5

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.

Finally, an analysis of average SOL scores by socio-economic status shows growth for students identified as low SES in all grade levels except 6th:

Year and SES Status	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading	Grade 8 Writing
2015-16 Low SES	407.2	404.5	397.0	415.0
2016-17 Low SES	395.4	423.9	401.4	422.5

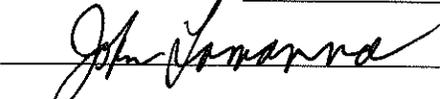
NOTE: Average SOL scores represent unadjusted scores—all students, regardless of entry date, are included; only the highest scores in the presence of expedited retakes; and no recovery pass adjustments are included.

This growth occurred even with the position of Reading Specialist going unfilled for the entire 2016-2017 school year, and with four of the seven English teachers having 0-3 years of teaching experience with Virginia Standards of Learning.

To realize the effects of change in education takes time; change is a process, not an event. Frederick County Public Schools has demonstrated a commitment to doing what is right to support growth for all students (as evidenced by back-to-back Virginia Tiered Systems of Support Pioneer Awards). Although significant progress was made in math (improving by 8% to exceed the benchmark) and high achievement was sustained in science and social studies (83% and 84%, respectively), the English benchmark was missed by three points. A change in status to *Accreditation Denied* will not alter our course. We are still committed to implementing research-based instructional practices; ensuring alignment of the written, taught, and assessed curriculum; and doing whatever it takes to help students be successful. The only impact will be reduced morale of staff, students, and community. It is for these reasons we respectfully request consideration of *Partially Accredited: Reconstituted School*.

Dr. John Lamanna

Typed School Board Chair Name



School Board Chair Signature

Dr. David Sovine

Typed Superintendent Name



Superintendent Signature

8-21-17

Date

Division: Frederick County Public Schools
May 2017
School: Frederick County Middle School

**Virginia Department of Education
State/Federal Accountability Data
Frederick County Middle
Grades: 06 - 08
Frederick 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	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	Partially Accredited: Reconstituted School	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: 79%	*76%	65%	72%	73%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 83%	86%	86%	87%	91%	84%
Mathematics	*52%	56%	63%	70%	69%	77%
Science	Gr 5-8: 91%	*75%	79%	76%	85%	83%

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	80%	*65%	65%	69%	73%	74%
English: Writing	72%	65%	60%	71%	69%	67%
History and Social Sciences	84%	86%	86%	87%	91%	84%
Mathematics	*50%	53%	59%	68%	66%	76%
Science	91%	*75%	69%	75%	86%	83%

* 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: Hampton City Schools	School: John B. Cary Elementary School
Date: August 29, 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	44	56	65	64
Mathematics	59	66	70	70
Science	58	54	40	79
History	79	98	69	92
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>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>John B. Cary Elementary School demonstrated substantial growth in two content areas during the 2016-2017 school year. For example, results on the History SOL Assessment increased from 69% (15-16 SY) to 92% (16-17 SY), while scores on the Science SOL Assessment increased from 40% (15-16 SY) to 79% (16-17 SY). In addition, John B. Cary Elementary School continued to meet the state's benchmark on the Mathematics SOL Assessment (70%).</p>

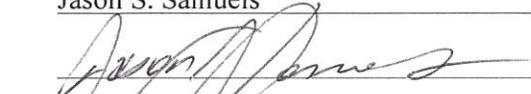
Division: Hampton City Schools
School: John B. Cary Elementary School

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

While English scores increased by 9 percentage points during the 2015-2016 school year (56% to 65%), the school recorded a decrease of 1 percentage point during the 2016-2017 school year (64%). In examining root causes, it is noted that John B. Cary Elementary School went without a Reading Specialist for approximately one semester, and a long-term substitute was utilized for an extended period of time (approximately twelve weeks) in one of the testing grades.

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

John B. Cary Elementary

Grades: PK - 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	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	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: 65%	*42%	44%	56%	65%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 77% Gr 4-8: 81%	74%	79%	98%	80%	92%
Mathematics	*70%	57%	59%	66%	70%	70%
Science	Gr 3: 67% Gr 5-8: 71%	*70%	58%	54%	40%	79%

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	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	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	66%	*44%	44%	57%	64%	64%
English: Writing	67%	46%	40%	N/A	N/A	N/A
History and Social Sciences	68%	76%	80%	98%	72%	92%
Mathematics	*32%	53%	54%	66%	70%	71%
Science	68%	*62%	58%	56%	42%	79%

* 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: Hampton City Schools	School: C. Alton Lindsay Middle School
Date: August 29, 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	53%	62%	63%	69%
Mathematics	67%	75%	74%	78%
Science	57%	68%	57%	73%
History	66%	86%	69%	79%
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>The percentage of Hampton City Schools receiving full accreditation has increased from 41% (14-15 SY) to 66% (16-17 SY), as a direct result of the division's efforts to address 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 6, 7, and 8 are as follows:</p> <ul style="list-style-type: none"> • Grade 6 Reading (69% SY 14-15 to 75% SY 16-17) • Grade 7 Reading (75% SY 14-15 to 80% SY 16-17) • Grade 8 Reading (70% SY 14-15 to 75% SY 16-17) <p>The school's principal recently completed the first year serving in this capacity at Lindsay Middle School. As noted in August 2016, within the school's application for partial accreditation, the principal has a proven track record of leading school improvement efforts and increasing student achievement in several schools. For example, previously the principal led a school that was accredited with warning to one that achieved full accreditation status in one school year. The student achievement gains made in each of the schools where this principal served as the school leader can be tied directly to school leadership efforts.</p>

Division: Hampton City Schools
School: C. Alton Lindsay Middle School

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

Under the leadership of this new principal, Lindsay Middle School demonstrated notable gains in student achievement scores in all subject areas during the 2016-2017 school year. The data below highlight comparison pass rates for the previous two school years:

- English 63% (15-16 SY) to 69% (16-17 SY)
- Mathematics 74% (15-16 SY) to 78% (16-17 SY)
- Science 57% (15-16 SY) to 73% (16-17 SY)
- History 69% (15-16 SY) to 79% (16-17 SY)
- Writing 48% (15-16 SY) to 59% (16-17 SY)

While Lindsay Middle School was one percentage point away from meeting the state's eligibility rubric (English) to remain partially accredited, this application is being submitted to request partially accreditation to recognize the significant growth that has occurred over a short period of time under the direction of the school's new leader.

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: C. Alton Lindsay Middle School

**Virginia Department of Education
State/Federal Accountability Data
C. Alton Lindsay Middle
Grades: 06 - 08
Hampton City**

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	Accredited with Warning	English, History and Social Sciences, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	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 6-8: 77%	*47%	53%	62%	63%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 75%	65%	66%	86%	70%	79%
Mathematics	*73%	63%	67%	75%	74%	78%
Science	Gr 5-8: 91%	*75%	57%	68%	57%	73%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2013-2014	2012-2013	Improvement Plan Required	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

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	77%	*50%	53%	64%	68%	71%
English: Writing	75%	41%	53%	47%	51%	62%
History and Social Sciences	68%	66%	68%	87%	71%	81%
Mathematics	*60%	61%	67%	74%	75%	77%
Science	91%	*46%	60%	67%	59%	75%

* 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: Fair Oaks 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	60	65	57	63
Mathematics	61	79	61	66
Science	73	84	73	76
History	76	79	69	69
Graduation and Completion Index (if applicable)				

Justification
<p>Fair Oaks 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 become fully accredited in this division (15 total). Fair Oaks is an example of a school that has positioned itself to become fully accredited based on the supports put in place.</p> <p>For the 2016-2017 school year, a new, veteran principal (experienced with successful school turnaround efforts) was hired to lead Fair Oaks. She has already made significant progress in her first year and the information below shows the results of her leadership:</p> <ul style="list-style-type: none"> • Met the Reconstitution Eligibility Rubric on Math SOL with 5 points of growth • Increased Reading SOL pass rate by 6 points • Maintained accreditation in Science SOL and increased pass rate by 3 percentage points. • Maintained full accreditation in History SOL (3-year average) • Henrico County Assessment Data (HATS) reflect improvement: Reading increased by 6 points, math increased by 15 points, and history increased by 8 points. (Science test was not administered.) • Implemented Literacy Lab reading intervention for the first time with 47 students being served in grades K-3 to build foundational reading skills. Results: <ul style="list-style-type: none"> • 10 students were able to exit the program. • 58% (7/12) of Kindergarten students improved in their ability to recognize letters and sounds

Division: Henrico County Public Schools
School: Fair Oaks Elementary School

August 2017

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

- 67% (8/12) first grade students improved in their ability to decode words
- 74% (17/23) of 2nd and 3rd grade students improved their ability to read fluently and comprehend text.

Student performance improvements from intervention and quarterly data meetings:	
Fall	Spring
Grade 3 Tier 1: 13/60-22%	Grade 3 Tier 1: 22/66-33%
Grade 3 Tier 2: 22/60-37%	Grade 3 Tier 2: 20/66-31%
Grade 3 Tier 3: 25/60-42%	Grade 3 Tier 3: 24/66-36%
Grade 4 Tier 1: 18/58-31%	Grade 4 Tier 1: 19/52-37%
Grade 4 Tier 2: 19/58-33%	Grade 4 Tier 2: 21/52-40%
Grade 4 Tier 3: 21/58-36%	Grade 4 Tier 3: 12/52-23%
Grade 5 Tier 1: 23/52-44%	Grade 5 Tier 1: 34/52-65%
Grade 5 Tier 2: 17/52-33%	Grade 5 Tier 2: 7/52-14%
Grade 5 Tier 3: 12/52-23%	Grade 5 Tier 3: 11/52-21%

Support of Student Achievement:

- Instituted quarterly individual data meetings. Each third through fifth grade teacher met with administration, Title I teachers, and reading/math coaches to monitor individual student progress in Reading and Math, and to discuss adjustments in instruction to ensure appropriate support.
- Provided extended learning opportunities for 45 students based on 2015-16 SOL Data.
 - Students met twice a week for six weeks after school
 - Program supported by seven teachers and two administrators
 - SDBQ data used to identify and support individual skill development
- Completed 114 Reading Walkthrough Observations (small and/or whole group) and 50 walkthrough observations in math to check alignment with lesson plans, pacing, and instruction.
- Introduced lesson planning expectations and a rubric for feedback.
 - Rubric based on VADOE guidance documents and principal's work in turning around her prior school in another district.
 - Teaching teams were given written feedback in reading and/or math each month.
- Developed a protocol for reporting grade-level formative assessment data in reading and math resulting in a plan for next instructional steps.
- Held intensive reading and math sessions for struggling students (boot camps) each semester.
 - Students rotated in small groups to classroom teachers to review strategies or skills based on analysis of benchmark data.
- Title I teachers facilitated newly established professional learning communities to improve instructional practice and to align with the HCPS K-12 Literacy Plan.
- Through monthly professional learning meetings, introduced staff to trauma informed care and how trauma sensitive classrooms support students.
- Consistently instituted PBIS to improve school climate and student behavior
 - Instituted Daily Positive Referrals to celebrate student success. (Approximately 3-5 students)
 - Held Class of the Month Celebrations to recognize positive behavior in the hallways and cafeteria.
- Staff provided new opportunities for family involvement to improve relationships.
 - 27 families attended Breakfast with Books; breakfast and free books to add to home libraries.
 - 73 families participated in Parent/Student Night where they experienced reading and math stations, strategies, and technology.
 - 82 families attended our first "Rock in Your Reading Shoes" event with Author Eric Litwin.
 - 153 families experienced "Transition Night" in order to meet teachers at the next grade level.
 - 85 fathers attended the Fair Oaks "Doughnuts with Dads" breakfast event.

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
Fair Oaks Elementary
Grades: PK - 05
Henrico County**

Attachment I1

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	Accredited with Warning	English
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: Reconstituted School	English, Mathematics
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: 82%	*53%	60%	66%	57%	63%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 94% Gr 4-8: 75%	84%	76%	79%	75%	73%
Mathematics	*74%	71%	61%	79%	61%	66%
Science	Gr 3: 94% Gr 5-8: 77%	*79%	73%	84%	73%	76%

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	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	86%	*56%	54%	63%	56%	59%
English: Writing	69%	46%	68%	N/A	N/A	N/A
History and Social Sciences	87%	84%	76%	80%	69%	63%
Mathematics	*59%	69%	58%	75%	61%	63%
Science	88%	*66%	74%	86%	76%	75%

* 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: Brookland Middle 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	61	60	64	66
Mathematics	53	52	61	66
Science	67	67	69	77
History	73	85	83	89
Graduation and Completion Index (if applicable)				

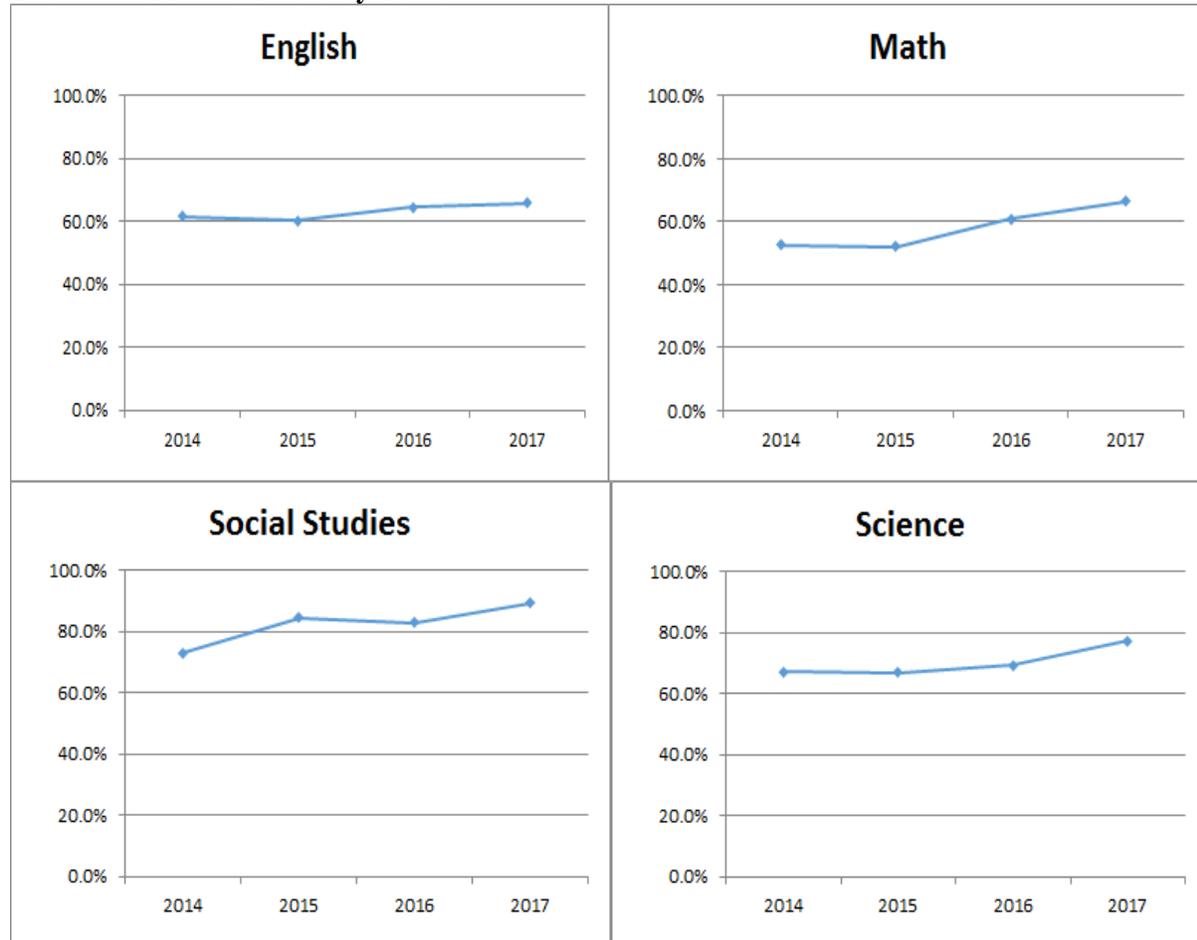
Justification
<p>Brookland Middle School is part of a school division that had 6 schools exit school improvement status to become fully accredited last year. This is the third consecutive year where multiple schools have reached full accreditation in this division (15 total). Brookland is an example of a school that has positioned itself next year to become fully accredited based on the support put in place.</p> <p><u>SOL Growth:</u></p> <ul style="list-style-type: none"> ● Social Studies maintained accreditation – 2017 = highest level of performance in 4 years. ● Reached accreditation in Science (77%) ● Met Reconstitution Eligibility in Math with 5.3% growth (+2.2% in Course 2, +12.3% in Course 3, +12.5% in Geometry) ● English increased by 2% <p>Brookland has consistently increased performance in all content areas over the last 4 years:</p> <ul style="list-style-type: none"> ● History has improved by 16% points ● Math has grown by 13% points ● Science has increased by 10% points ● English has grown by 5% points

Division: Henrico County Public Schools
School: Brookland Middle School

August 2017

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

Growth in SOL Pass Rate by Content 2014-2017



In the last 3 years, subgroups also reflect increased performance:

Growth in SOL Pass Rate by Subgroup From 2015-2017

	Ex. Ed	AA	Disadvantaged	ESL
Math	+14%	+10%	+9%	+17%
English	+12%	+10%	+5%	+16%

Focus on Instruction:

- Implementation of Reading, Writing workshop approach to literacy resulted in students reading more than 16,000 books last year.
- Identified students that were predicted to fail the Math SOL based on Benchmark results were included in remediation efforts
- Implementation of the RESET program to allow alternatives to Out of School Suspension
- Implementation of PBIS has resulted in a reduction of disciplinary incidents from 1003 in 2013-2014 to 877 in the 2016-17 school year

Increased Community Outreach:

- Increased parent involvement through our PTSA by 178%
- Collaborated on programs including International Night, SchoolFest, Math Night, Literacy Night, SOL Kick-off event.
- Formed a partnership with Royal & Company to provide support for SOL celebration.

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

Beverly Cocks _____ Typed School Board Chair Name
Beverly Cocks _____ School Board Chair Signature
Patrick C. Kinlaw *Patrick C. Kinlaw* _____ Typed Superintendent Name
_____ Superintendent Signature
August 31, 2017 _____ Date

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

Attachment I1

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	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, Mathematics, Science
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 6-8: 85%	*79%	61%	60%	64%	66%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 77%	83%	73%	85%	83%	89%
Mathematics	*71%	59%	53%	52%	61%	66%
Science	Gr 5-8: 88%	*82%	75%	67%	69%	77%

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	83%	*63%	57%	58%	61%	62%
English: Writing	85%	73%	61%	51%	58%	62%
History and Social Sciences	77%	83%	72%	84%	83%	88%
Mathematics	*55%	54%	47%	47%	55%	61%
Science	87%	*68%	64%	63%	67%	74%

* 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: Lynchburg City Schools	School: Dearington Elementary School for Innovation
Date: 8/29/17	

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	45%	48%	67%	62%
Mathematics	38%	50%	77%	70%
Science	50%	46%	65%	70%
History	71%	70%	88%	90%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification
<p>The justification for this appeal focuses on growth trends over time, impact of student transfers in a small school, student transiency, teacher turnover, and division capacity to provide support.</p> <p>Growth Trends Over Time: Since the current principal of Dearington Elementary School for Innovation (DESI) entered the role in SY13/14, DESI has grown towards full accreditation, with 17 points of growth in English, 32 points in Math, 19 points in History, and 20 points in Science.</p> <p>Impact of Student Transfers in a Small School: There was a slight decrease from SY15/16 to SY16/17 in two core content areas, which can be attributed in part to the size of our school and student transfers late in the year. As a small school, we only had a total of 89 students who were tested for Reading and Math, 33 in VA Studies, and 31 in Science. With these small numbers, when a new student transfers to our school, it can make a big difference. Only one month prior to testing, we had the addition of four students to testing grades. Of the collective 14 tests those students took, only 1 was a passing score (VA Studies). The impact of those four students, with less than a month of preparation, ranged from a 4 to 9% decrease in the tested subjects.</p>

Division: Lynchburg City Schools
School: P.L. Dunbar Middle School for Innovation

May 2017

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

Student Transiency: Student transiency can also impact our scores, as students who were instructed at DESI for only a short period of time had a 22 point lower pass rate than students who have been at DESI for two consecutive years.

Teacher Turnover: Having strong teachers in place over time is critical to school turnaround. In the past five years, 75% of the classroom teachers have been replaced. More immediately, from SY15/16 to SY16/17, there had been a specific change in teachers responsible for SOL testing. The pass rates for the veteran team exceeded the newer teachers by an average of 10 points in reading.

LTP Support: DESI is entering its 4th year in partnership with the American Institutes for Research (AIR), its Lead Turnaround Partner (LTP). This partnership supports reading, math, and leadership success at DESI. The collaborative efforts between AIR, Lynchburg City Schools, and the school's instructional team, have helped guide growth over the past three years and will continue to guide growth to full accreditation.

Division Capacity for Support: At the division level, Lynchburg City Schools (LCS) is providing leadership and support for all of its schools to align the written, taught, and assessed curriculum to the Standards of Learning by implementing key essential actions. This work of implementing the essential actions during the past two and one half years has resulted in several LCS schools moving back to full accreditation status while others are on a trajectory toward full accreditation. When this work began in 2014-2015, two of the divisions 16 schools were fully accredited. For 2017-2018, based on SOL tests administered in 2016-2017, LCS will have seven of its 16 schools fully accredited with one elementary school exiting Priority School status and only missing accreditation by .44 in English. Please see the chart below.

Accreditation by Content Area - # of Schools =16	# of Schools in 2014-2015	# of Schools in 2015-2016	# of Schools in 2016-2017	# of Schools in 2017-2018
All Content Areas	2	3	5	7
English	5	5	6	8
Mathematics	4	7	12	13
Science	10	11	12	12
History and Social Sciences	16	16	16	16

Michael J. Nilles

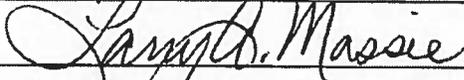
Typed School Board Chair Name



School Board Chair Signature

Larry A. Massie

Typed Superintendent Name



Superintendent Signature

September 7, 2017

Date

Division: Lynchburg City Schools
School: P.L. Dunbar Middle School for Innovation

May 2017

**Virginia Department of Education
State/Federal Accountability Data
Dearington Elementary/Innovation
Grades: PK - 05
Lynchburg City**

Attachment J1

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	Accredited with Warning	English, Mathematics
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: Reconstituted School	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: 82%	*52%	45%	48%	67%	62%
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: 82%	79%	71%	70%	88%	90%
Mathematics	*70%	42%	38%	50%	77%	70%
Science	Gr 3: 85% Gr 5-8: 79%	*70%	50%	46%	65%	70%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	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	83%	*49%	35%	43%	64%	64%
English: Writing	77%	56%	59%	N/A	N/A	N/A
History and Social Sciences	85%	65%	64%	64%	88%	97%
Mathematics	*41%	37%	32%	43%	74%	71%
Science	82%	*43%	51%	46%	65%	77%

* 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: Lynchburg City Schools	School: Heritage Elementary School
Date: August 27, 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%	62%	71%	68%
Mathematics	41%	56%	70%	70%
Science	73%	71%	71%	69%
History	70%	79%	83%	78%
Graduation and Completion Index (if applicable)				

Justification
<p>The justification for this appeal focuses on growth trends over time, inexperienced staff, interruptions to teacher support, and division capacity for support.</p> <p>Growth Trends: The two years prior to 2016-2017, Heritage Elementary (HES) was on a trajectory to full accreditation. Math, reading and history showed significant improvement- English 13%, Math 29%, History 13%. While scores in Science remained stable, we maintained full accreditation in that content area.</p> <p>Inexperience of Staff: Starting at the beginning of 2016-2017 school year, the forecast for continued improvement was positive. Although the forecast was positive for 2016-2017 HES continued to experience challenges with the experience level of the instructional staff. Of the 10 teachers in testing grades, 80% of them had three years of experience or less. In third grade, there were a total of three teachers and two of them had less than three years of experience. In fourth grade, there were a total of four teachers and three of them had less than</p>

Division: Lynchburg City Schools
School: Heritage Elementary School

May 2017

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

three years of experience. In fifth grade, there were three teachers and all three of them had less than three years of experience.

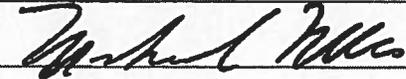
Interruptions to Teacher Support: In addition, during the 2016-2017 school year, HES had two critical staff members out on extended maternity leave – the literacy coach was out for ten weeks and the instructional coach for math, science and history was out for nine weeks. These absences impacted both our ongoing professional development for teachers and SOL remediation.

Division Capacity for Support: At the division level, Lynchburg City Schools (LCS) is providing leadership and support for all of its schools to align the written, taught, and assessed curriculum to the Standards of Learning by implementing key essential actions. This work of implementing the essential actions during the past two and one half years has resulted in several LCS schools moving back to full accreditation status while others are on a trajectory toward full accreditation. When this work began in 2014-2015, two of the divisions 16 schools were fully accredited. For 2017-2018, based on SOL tests administered in 2016-2017, LCS will have seven of its 16 schools fully accredited with one elementary school exiting Priority School status and only missing accreditation by .44 in English. Please see the chart below.

Accreditation by Content Area - # of Schools =16	# of Schools in 2014-2015	# of Schools in 2015-2016	# of Schools in 2016-2017	# of Schools in 2017-2018
All Content Areas	2	3	5	7
English	5	5	6	8
Mathematics	4	7	12	13
Science	10	11	12	12
History and Social Sciences	16	16	16	16

Michael J. Nilles

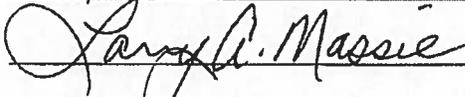
Typed School Board Chair Name



School Board Chair Signature

Larry A. Massie

Typed Superintendent Name



Superintendent Signature

September 7, 2017

Date

Division: Lynchburg City Schools
School: Heritage Elementary School

May 2017

**Virginia Department of Education
State/Federal Accountability Data
Heritage Elementary
Grades: PK - 05
Lynchburg City**

Attachment J1

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	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics
2016-2017	2015-2016	Partially Accredited: Reconstituted School	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: 77%	*62%	58%	62%	71%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 92% Gr 4-8: 75%	84%	70%	79%	83%	78%
Mathematics	*44%	56%	41%	56%	70%	70%
Science	Gr 3: 88% Gr 5-8: 78%	*79%	73%	71%	71%	69%

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	Met All Federal AMOs	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	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	73%	*60%	52%	59%	67%	65%
English: Writing	84%	58%	66%	N/A	N/A	N/A
History and Social Sciences	75%	84%	70%	80%	83%	81%
Mathematics	*43%	54%	39%	54%	67%	69%
Science	82%	*67%	65%	63%	70%	71%

* 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: Lynchburg City Schools	School: P.L. Dunbar Middle School for Innovation
Date: 8/28/2017	

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	66	70	70	68
Mathematics	71	77	73	74
Science	74	77	80	80
History	76	91	88	85
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification
<p>The justification for this appeal focuses on a lack of teacher experience in the warned area and the progress our division is making towards accreditation. P. L. Dunbar Middle School for Innovation has not met the accreditation benchmark in the English content area. During the 2016-2017 school year P.L. Dunbar Middle School for Innovation was under new administrative leadership, with two out of three members of the administrative team serving their first year in the positions of assistant principal and principal. There was also high turnover in the warned area of English. Only five out of 11 English teachers returned from the previous school year. In addition to the majority of the department being new to P.L. Dunbar Middle School for Innovation, only two out of the 11 English teachers had more than three years of teaching experience. Moreover, four out of the 11 English teachers had zero years of experience. The English department chair, who was one of the teachers with three plus years of experience, missed eight weeks of instruction due to maternity leave.</p> <p>At the division level, Lynchburg City Schools (LCS) is providing leadership and support for all of its schools to align the written, taught, and assessed curriculum to the Standards of Learning by implementing key essential actions. This work of implementing the essential actions during the past two and one half years has resulted in several LCS schools moving</p>

Division: Lynchburg City Schools
School: P.L. Dunbar Middle School for Innovation

May 2017

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

back to full accreditation status while others are on a trajectory toward full accreditation. When this work began in 2014-2015, two of the divisions 16 schools were fully accredited. For 2017-2018, based on SOL tests administered in 2016-2017, LCS will have seven of its 16 schools fully accredited with one elementary school exiting Priority School status and only missing accreditation by .44 in English. Please see the chart below.

Accreditation by Content Area - # of Schools =16	# of Schools in 2014-2015	# of Schools in 2015-2016	# of Schools in 2016-2017	# of Schools in 2017-2018
All Content Areas	2	3	5	7
English	5	5	6	8
Mathematics	4	7	12	13
Science	10	11	12	12
History and Social Sciences	16	16	16	16

Michael J. Nilles

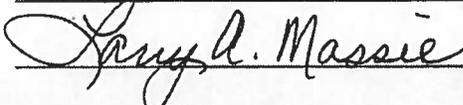
Typed School Board Chair Name



School Board Chair Signature

Larry A. Massie

Typed Superintendent Name



Superintendent Signature

September 7, 2017

Date

**Virginia Department of Education
State/Federal Accountability Data
Paul Laurence Dunbar Middle for Innovation
Grades: 06 - 08
Lynchburg City**

Attachment J1

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	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	Partially Accredited: Reconstituted School	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: 82%	*76%	66%	70%	70%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 75%	73%	76%	91%	88%	85%
Mathematics	*53%	68%	71%	77%	73%	74%
Science	Gr 5-8: 89%	*83%	74%	77%	80%	80%

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	82%	*63%	65%	70%	71%	70%
English: Writing	78%	58%	61%	63%	55%	57%
History and Social Sciences	75%	75%	76%	90%	88%	85%
Mathematics	*51%	64%	66%	72%	69%	71%
Science	88%	*70%	74%	76%	79%	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>Denied School to Partially Accredited Reconstituted</i>	
Division: Newport News	School: Epes Elementary
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	46	59	60	67
Mathematics	55	68	65	66
Science	61	54	60	54
History	64	70	64	78
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<i>District Improvement</i>
<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>
<i><u>District Academic Growth</u></i>
<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). • Successfully exited one school out of priority status into full accreditation status for the 2017 school year. Reduced the number of priority schools to three (25% decrease) and focus schools to one (75% decrease) from 2013 to 2017. The three remaining priority schools all showed growth in English and history, and two schools showed growth in mathematics • 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: Epes Elementary

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.
- Student attendance 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

- The Principal led his previous school from warned status, to improving school status, and ultimately to full accreditation during his four year tenure.
- During his first year (2016-17), he led the implementation of targeted initiatives and professional development around the book, Rigor in the Classroom. This aided in the improvements in student achievement in three content areas (+7% in English, +1% in mathematics and +14% in history).
- Extended learning opportunities for students in grades three through five from October - May.
- Technology Learning Center is an additional resource for students to investigate and explore STEM related projects. Students are instructed in this environment 30 minutes per day. Teachers are provided ten hours of professional development on the use of the technology.
- Fifth grade science was taught by the novice teacher in the 2016-17 school year. The self-contained model will be implemented during the 2017-18 school year and taught by each teacher in the grade level. The school has one novice teacher in grades three through five for the 2017-18 school year.
- The school was awarded a \$5,000 grant from a local company to continue and expand literacy opportunities. Books on Bikes in the 2017-18 school year will have a scientific investigation component to increase student's comprehension in science and nonfiction.

GARY B. HUNTER
May B. Hunter

Typed School Board Chair Name

School Board Chair Signature

Ashley Kilgore

Typed Superintendent Name

Gre

Superintendent Signature

9-8-17

Date

Division: Newport News Public Schools
School: Epes Elementary

May 2017

**Virginia Department of Education
State/Federal Accountability Data
Horace H. Epes Elementary
Grades: PK - 05
Newport News City**

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	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, History and Social Sciences, 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 3-5: 70%	*41%	46%	59%	60%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 64% Gr 4-8: 72%	71%	64%	70%	64%	78%
Mathematics	*72%	52%	55%	68%	65%	66%
Science	Gr 3: 77% Gr 5-8: 75%	*71%	61%	54%	60%	54%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	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	76%	*46%	42%	51%	53%	60%
English: Writing	57%	27%	35%	N/A	N/A	N/A
History and Social Sciences	71%	72%	65%	69%	65%	81%
Mathematics	*41%	49%	49%	59%	60%	61%
Science	75%	*57%	63%	49%	55%	54%

* 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: Saunders Elementary
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	54	67	71	70
Mathematics	64	68	69	70
Science	62	73	71	57
History	83	88	85	89
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<p style="text-align: center;"><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><i>District Academic Growth</i></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). • Successfully moved one Priority school into full state accreditation status for the 2017 school year. 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. • 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

Division: Newport News Public Schools
School: Saunders Elementary

May 2017

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

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-four 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

- Principal has 22 years in the field of education with a diverse background in special education, instructional technology, curriculum development, and transformational leadership.

Progress from previous school

- Principal has four years of experience (2013-2017) as an assistant principal in a Title I school which has been fully accredited two consecutive years (2015-2016 and 2016-2017).
- Increased student achievement on science SOL assessments by 30% in a three-year time span to 91% pass rate (2014-61% to 2017-91%).
- Principal led professional development on instructional planning and STEM curriculum.
- Increased student achievement on mathematics SOL assessments by 6% with a 70% pass rate and English SOL assessments by 9% with a 71% pass rate in 2015.
- Principal transformed an empty classroom into a science investigation lab and coached fifth grade teachers through a gradual release process.
- Principal championed student achievement and youth development through student-led conferences with every student leading their own conference. Elicited feedback from students, families, and teachers, and developed an incentive plan to motivate students. As a result, 487 student-led conferences were held during the 2016-2017 school year.
- Principal launched third and fifth grade RAP Buddies, which provided a safe environment for third grade students to conference with a fifth grade peer or school staff member using their Data Notebook and SOL Tracker.

GARY B. HUNTER

Typed School Board Chair Name

Gary B. Hunter

School Board Chair Signature

Ashley Kulsone

Typed Superintendent Name

[Signature]

Superintendent Signature

9-8-17

Date

**Virginia Department of Education
State/Federal Accountability Data
Joseph H. Saunders Elementary
Grades: PK - 05
Newport News City**

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	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Mathematics
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, Mathematics
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: 79%	*58%	54%	67%	71%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 71% Gr 4-8: 85%	76%	83%	88%	85%	89%
Mathematics	*73%	55%	64%	68%	69%	72%
Science	Gr 3: 82% Gr 5-8: 87%	*75%	74%	73%	71%	58%

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	Met All Federal AMOs	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	78%	*57%	58%	67%	68%	66%
English: Writing	77%	54%	40%	N/A	N/A	N/A
History and Social Sciences	79%	77%	83%	89%	83%	83%
Mathematics	*49%	55%	63%	69%	66%	67%
Science	85%	*75%	63%	70%	66%	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>Denied School to Partially Accredited Reconstituted</i>	
Division: Newport News	School: Palmer Elementary
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	45	67	73	81
Mathematics	52	69	73	77
Science	59	47	73	61
History	65	72	80	89
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<p style="text-align: center;"><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). • Successfully moved one Priority school into full state accreditation status for the 2017 school year. 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-

Division: Newport News Public Schools
School: Palmer Elementary

May 2017

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

August) for over 6,000 students.

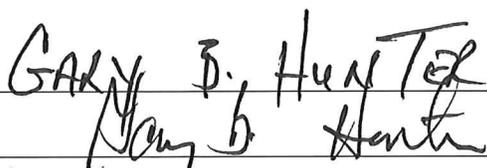
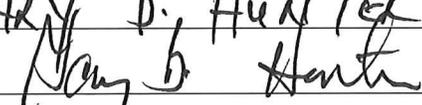
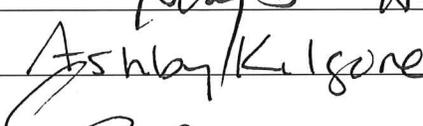
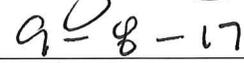
- Implementation of monthly in-school support from the Central Office Leadership Team in data analysis, instructional leadership, and teacher development.
- The University of Employee Development program provided professional development sessions for 15,756 faculty and staff members during the 2016-17 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-four 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

- The principal of Palmer has been in place for three years and has moved the school out of "Focus" designation by increasing student achievement in reading and mathematics by more than 10%.
- The school has made continuous progress in English, mathematics, and history for three consecutive years, resulting in full accreditation in these areas.
- During the 2016-17 year, the school teams departmentalized which resulted in one teacher being responsible for all science instruction. Personal hardships experienced by the teacher may have directly impacted student achievement.
- During the 2017-18 school year, the delivery of instruction in science will include two science teachers with support from central office supervisors.

	Typed School Board Chair Name
	School Board Chair Signature
	Typed Superintendent Name
	Superintendent Signature
	Date

L.F. Palmer Elementary

Grades: PK - 05

Newport News 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	Accredited with Warning	English, Mathematics
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: Reconstituted School	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: 80%	*51%	49%	67%	73%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 73% Gr 4-8: 77%	70%	71%	82%	80%	89%
Mathematics	*81%	48%	55%	69%	73%	77%
Science	Gr 3: 90% Gr 5-8: 82%	*76%	62%	47%	73%	61%

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	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	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	78%	*51%	45%	61%	67%	75%
English: Writing	81%	44%	50%	N/A	N/A	N/A
History and Social Sciences	73%	68%	65%	83%	81%	84%
Mathematics	*57%	46%	52%	64%	70%	75%
Science	85%	*57%	59%	46%	74%	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: Norfolk Public Schools	School: Chesterfield Academy Elementary School
Date: 8/29/2017	

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	2017-2018 Pass Rate Based on 2016-2017 Assessments
English	53%	58%	56%	57%
Mathematics	46%	55%	50%	64%
Science	43%	42%	54%	53%
History	74%	72%	73%	73%

Justification
<p>Data</p> <ul style="list-style-type: none"> • Over the past three years, Norfolk Public Schools has shown systemic progress in reducing the number of non-accredited schools as evidenced by the data points below: <ul style="list-style-type: none"> ○ 2015-16 61% ○ 2016-17 49% ○ 2017-18 38% • During the 2016-17 School Year, Norfolk Public Schools had 46% (6 out of 13) of third-year warned schools exit third-year warned status and 100% of the six schools maintained full-accreditation status for school year 2017-18. These data show the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner. <p>Personnel (2016-17)</p> <ul style="list-style-type: none"> • Fully-licensed teachers: 33 • Provisionally-licensed teachers: 2 (6%) • Teachers new to the building: 6 (18%) • Long-term Substitutes: 2 (6%) • Teachers out on Family Medical Leave (FMLA): 1 (3%)

Division: Norfolk Public Schools
School: Chesterfield Academy

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

Governance:

In 2016-17, a successful principal with experience in leading a Norfolk Public Schools elementary school to full accreditation was assigned to the School. Since the principal's arrival:

- Fourth grade reading Standards of Learning (SOL) cohort data show positive movement from 39% in third grade to 47% in fourth grade
- Fifth grade reading SOL cohort data similarly show positive movement from 43% in fourth grade to 60% in fifth grade
- 2015-16 third grade reading SOL test performance was 39% while 2016-17 preliminary score is 61%
- 2016-17 Math performance met the requirement of progress in the VDOE Reconstitution Rubric

Division-level support:

- The Division Turnaround Partner will continue to work with school leadership to capitalize on strategies that assisted with gains realized in similar schools across the division
- The Division Turnaround Partner and Executive Director will continue to provide one-on-one Instructional Leadership coaching to the principal
- The Division will continue to focus on collaborative leadership, utilizing the Instructional Leadership Team model which encompasses teachers, teacher leaders, and school administrators

Rodney Jordon

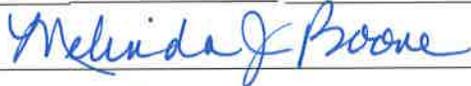
Typed School Board Chair Name



School Board Chair Signature

Melinda J. Boone

Typed Superintendent Name



Superintendent Signature

8.30.17

Date

Division: Norfolk Public Schools
School: Chesterfield Academy

**Virginia Department of Education
State/Federal Accountability Data
Chesterfield Academy Elementary
Grades: PK - 05
Norfolk 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	Accredited with Warning	Mathematics
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: Reconstituted School	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 3-5: 85%	*75%	53%	58%	56%	57%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 84% Gr 4-8: 78%	73%	74%	72%	73%	73%
Mathematics	*76%	56%	46%	55%	50%	64%
Science	Gr 3: 85% Gr 5-8: 90%	*77%	43%	42%	54%	53%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority 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	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	84%	*56%	46%	53%	53%	55%
English: Writing	92%	62%	66%	N/A	N/A	N/A
History and Social Sciences	83%	74%	68%	52%	74%	75%
Mathematics	*61%	53%	44%	50%	47%	61%
Science	89%	*61%	44%	43%	55%	52%

* 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: Nottoway County Public Schools	School: Nottoway Middle School
Date: August 26, 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	64	71	69
Mathematics	55	59	69	60
Science	77	77	82	68
History	76	74	77	74

Justification
<p>Division-wide our 2016-17 SOL scores significantly improved. We began the school year with three of six (50%) of our schools Fully Accredited, and now we have five of six of our schools (83%) Fully Accredited. That is a 33% increase division-wide. Nottoway Middle School (NMS) is the only school of our six schools that did not reach Full Accreditation.</p> <p>Research shows that the most effective means to increase student success is to have a high quality principal in place. We will soon have a new instructional leader at the helm of Nottoway Middle School. The former principal of the Fully Accredited Washington and Lee High School located in Montross, VA, in Westmoreland County, was approved by the Nottoway County School Board on August 10, 2017, and will begin working at NMS on August 30, 2017. Our new principal, in her 30th year in education, was the former principal at Montross Middle School in Westmoreland from 2008-2015. During those years the middle school gained Full Accreditation. She also served as the Assistant Principal there from 2004-2007, totaling 10 years experience at the middle school level. Additionally, she also served as the DDOT/ SOL Specialist in Westmoreland for one year, and she taught science (grades 7-11 sciences) in New York and Virginia before moving into administration. She was moved in 2015 to Washington and Lee H.S. by the current superintendent upon his arrival. She has remained in that position (2015-2017), and the school has been Fully Accredited before and during her tenure. She requested to return to her former middle school principal position as she perceives middle school as her niche and where she is most effective.</p> <p>Westmoreland County has similar demographics to Nottoway County. Additionally, both middle schools in the two school divisions serve approximately 300 students. According to</p>

Division: Nottoway County Public Schools
School: Nottoway Middle School

May 2017

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

the 2015 statistics from the US Census Bureau, approximately 30% of all school-aged children in Westmoreland County live in poverty and approximately 70% of all students receive free and reduced lunch. Furthermore, Washington & Lee H.S. and NMS share similar student economic demographics. Sixty-three percent of Washington & Lee High School's students qualify for free and reduced lunch compared to Nottoway Middle School's 59% free and reduced lunch program. Additionally, in 2015, both school divisions had a 70% English pass rate in third grade.

We began school on August 8th. Since our new principal was not in place, our Director of Instruction for Nottoway County Schools has served as the interim principal to ensure the school year began smoothly and to provide a successful transition.

Our scores decreased at NMS during the 2016-17 school year. We had a two-point decline in English and a nine-point decline in Math. We mainly attribute the decrease in Math to having a new teacher transition from teaching history to teaching math. Data showed that the former math teacher she replaced was obtaining 8th grade math scores in the 80th percentile, compared to our new teacher who obtained 7th grade math scores in the 20th percentile. We only have two 7th grade math teachers, causing those low scores to significantly impact our overall math scores. We also had an 8th Grade English teacher resign mid-year to begin a family farming business. This resulted in NMS being without a permanent 8th grade English teacher from January thru May. Data showed that our scores declined by two points from 2015-2016 to 2016-2017 in English. We have two 8th grade English teachers; therefore, our SOL scores were negatively impacted by the loss of the one teacher. Data from the previous three years indicates a positive trajectory, further validating that last year's scores were an anomaly.

In conclusion, we have continued to demonstrate a desire and commitment to improve our students' performance by requesting an Academic Review from the VDOE. We are committed to receiving a thorough review to obtain the guidance that will improve current processes to ensure alignment to the written, taught, and tested curriculum, to align our professional development, and to ensure classroom observations lead to the most effective and pertinent feedback to teachers. We humbly request that you grant us one more year to maintain NMS as a Reconstituted: Accredited school. We are confident that last year was an anomaly and that scores will once again improve to the Full Accreditation level as demonstrated by our students' performance at the other schools within our division. Thank you for your consideration and for your continuous support.

Shelli Hinton

Typed School Board Chair Name

Shelli K. B. Hinton

School Board Chair Signature

Rodney Berry, Ph.D.

Typed Superintendent Name

[Handwritten Signature]

Superintendent Signature

8/25/17

Date

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

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	Accredited with Warning	Mathematics
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: Reconstituted School	English, Mathematics
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 6-8: 86%	*78%	60%	64%	71%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 78%	75%	76%	74%	77%	74%
Mathematics	*75%	56%	55%	59%	69%	60%
Science	Gr 5-8: 93%	*84%	77%	77%	82%	75%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	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	85%	*63%	59%	64%	71%	69%
English: Writing	85%	53%	55%	54%	65%	62%
History and Social Sciences	78%	75%	76%	74%	77%	74%
Mathematics	*50%	49%	48%	55%	63%	57%
Science	93%	*69%	69%	77%	81%	67%

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

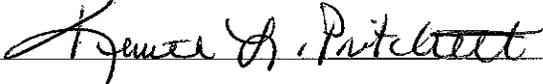
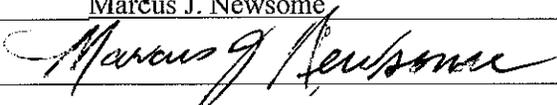
Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

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: Petersburg City Public Schools	School: Robert E. Lee Elementary
Date: July 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	45	50	56	58
Mathematics	57	57	60	52
Science	55	27	67	59
History	73	81	93	78
GCI (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>During the current school year, the school faced many challenges, none greater than that of having 3 different principals in one school year. The final principal that came on board served as an interim principal in efforts to create stability within the school. In addition to the changes in leadership, the school was also plagued with 7 substitutes and provisional teachers at the testing grades:</p> <p style="margin-left: 40px;">Grade 3 = 1 provisional, 1 sub Grade 4 = 1 provisional, 1 sub Grade 5 = 2 provisionals, 1 sub</p> <p>Based on this data, we ask for consideration of accreditation status to remain as partially accredited.</p>

Kenneth L. Pritchett	Typed School Board Chair Name
	School Board Chair Signature
Marcus J. Newsome	Typed Superintendent Name
	Superintendent Signature

Division: Petersburg City Public Schools
School: Robert E. Lee Elementary

Date: July 31, 2017

**Virginia Department of Education
State/Federal Accountability Data
Robert E. Lee Elementary
Grades: KG - 05
Petersburg City**

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	Accredited with Warning	English, Mathematics
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: Reconstituted School	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 3-5: 77%	*46%	45%	50%	56%	59%
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: 73%	84%	73%	81%	93%	78%
Mathematics	*78%	55%	57%	57%	60%	52%
Science	Gr 3: 83% Gr 5-8: 71%	*72%	55%	27%	67%	59%

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	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	81%	*45%	49%	49%	56%	58%
English: Writing	68%	50%	31%	N/A	N/A	N/A
History and Social Sciences	82%	86%	75%	82%	93%	78%
Mathematics	*59%	54%	58%	57%	61%	53%
Science	78%	*73%	57%	29%	69%	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: Prince Edward County	School: Prince Edward County Elementary School
Date: August 18, 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%	65%	68%	55%
Mathematics	66%	77%	72%	65%
Science	n/a	n/a	n/a	n/a
History	n/a	n/a	n/a	n/a
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

Justification
<p>Prince Edward County Elementary School is requesting that it remain in Partially Accredited: Reconstituted School status for the 2017-218 school-year for the following reasons: 1. Teacher Turnover Rate and Vacancies; 2. First year implementation of <i>Comprehensive Instructional Program</i> (CIP) resources and benchmarks; and, 3. Spring implementation of findings based on the Virginia Department of Education (VDOE) Academic Review.</p> <p>Teacher turnover and unfilled vacancies impact the overall culture of a school and may distract from the learning process. During the 2016-2017 school-year, the elementary school had 18 new teachers out of a total staff of 70 (26%). Fourteen of these teachers had no teaching experience and three of them were placed in third and fourth grades. Further, a seasoned third grade teacher left for medical leave in October 2016 and was not replaced, increasing enrollment in the other third grade classes until the end of the academic year. Because of a shallow applicant pool, other vacancies at the elementary school, including two reading interventionist and one math interventionist, were also not filled until the first few months of 2017. Over the last three years, the elementary school has experienced similar turnover and for the 2017-2018 school-year, the elementary school has experienced 11 out 71 new teachers and 10 teachers new to third and/or fourth grade.</p>

Division: Prince Edward County
School: Prince Edward County Elementary School

May 2017

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

Prince Edward County Elementary School (PECES) not only experienced changes in staffing, but also changes in curriculum resources and benchmarks. Based on the success experienced by many divisions in Region 7 that have similar demographics, PECES became a part of the Region 7 Consortium and implemented the resources and benchmarks in *the Comprehensive Instructional Program (CIP)*. The expectation of the teachers was that they would follow the pacing guides at the appropriate cognitive levels. Although the CIP resources and benchmarks were rigorous, there were academic gaps in alignment with the grade-level curriculum frameworks. This became evident during the PECES Academic Review.

In January 2017, PECPS leadership requested an Academic Review to help more closely identify major areas of concern. The review indicated a misalignment between the curriculum framework and lesson plans. As this became a primary focus, corrective actions began and administrators began to scrutinize lesson plans with a different lens – connecting activities with stated Standards of Learning (SOL) objectives- and professional development sessions were revamped to address the standards. Although there was an increase in effort and urgency, the corrective actions were not implemented until late February and early March, therefore having limited positive impact on learning.

Finally, although PECES did not meet the requirement to maintain its current status, the points listed above are compelling and impactful areas that affect student learning; therefore, we are requesting that Prince Edward County Elementary School maintain its Partially Accredited: Reconstituted School status for the 2017-218 school-year. With specific attention and feedback to lesson planning, classroom observations, Virginia Tiered Systems of Support (VTSS) programming, and partnership with the VDOE, we are confident that we will change the learning trajectory for our students.

Beulah Womack

Typed School Board ^{Vice} Chair Name

Beulah Womack

School Board Chair Signature

Dr. Barbara A. Johnson

Typed Superintendent Name

Barbara A. Johnson

Superintendent Signature

8/30/17

Date

**Virginia Department of Education
State/Federal Accountability Data
Prince Edward Elementary
Grades: PK - 04
Prince Edward 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	Accredited with Warning	English, Mathematics
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: Reconstituted School	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%	*61%	58%	65%	68%	55%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 89%	83%	100%	N/A	N/A	N/A
Mathematics	*74%	64%	66%	77%	72%	71%
Science	Gr 3: 87%	*79%	82%	N/A	N/A	N/A

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	74%	*59%	56%	64%	66%	53%
English: Writing	N/A	N/A	0%	N/A	N/A	N/A
History and Social Sciences	88%	83%	100%	N/A	N/A	N/A
Mathematics	*54%	61%	64%	75%	72%	63%
Science	86%	*79%	0%	N/A	N/A	N/A

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