

# Virginia Board of Education Agenda Item



**Agenda Item:** G

**Date:** September 28, 2017

<b>Title</b>	First Review of Requests for Appeal for a Rating of <i>Partially Accredited: Reconstituted School</i> for Schools Previously Rated <i>Accreditation Denied</i>		
<b>Presenter</b>	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:  
 Memoranda of Understanding for schools rated *Accreditation Denied* were previously approved by the Board and annual updates have been provided as required.

**Action Requested:**

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

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

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

**Background Information and Statutory Authority:**

Goal 1: Considering the requests for appeal for a rating of *Partially Accredited: Reconstituted School* for schools previously rated *Accreditation Denied* 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 rated *Accreditation Denied* for the 2016-2017 school year and did not meet the criteria needed for a rating of *Partially Accredited: Reconstituted School* for the 2017-2018 school year.

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

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Number of Years Rated <i>Denied Accreditation</i> (includes 2017-18)
Amherst County Public Schools	Central Elementary School (Gr.PK-5)	2
Brunswick County Public Schools	Totaro Elementary School (Gr.PK-5)	2
Buena Vista City Public Schools	Enderly Heights Elementary School (Gr.3-5)	1
Buena Vista City Public Schools	F.W. Kling Jr. Elementary School (Gr.PK-2)	1
Chesterfield County Public Schools	Falling Creek Middle School (Gr.6-8)	2
Hampton City Public Schools	A.W.E. Bassette Elementary School (Gr.PK-5)	3
Henrico County Public Schools	Montrose Elementary School (Gr.PK-5)	2
Henrico County Public Schools	Fairfield Middle School (Gr.6-8)	2
Henrico County Public Schools	John Rolfe Middle School (Gr.6-8)	2
Lunenburg County Public Schools	Kenbridge Elementary School (Gr.PK-5)	2
Newport News City Public Schools	Lee Hall Elementary School (Gr.PK-5)	2
Newport News City Public Schools	Newsome Park Elementary School (Gr.PK-5)	4
Newport News City Public Schools	Sedgefield Elementary School (Gr.PK-5)	4
Newport News City Public Schools	Mary Passage Middle School (Gr.6-8)	3

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Number of Years Rated <i>Denied Accreditation</i> (includes 2017-18)
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Southside STEM Academy at Campostella (Gr.K-7)	4
Portsmouth City Public Schools	Churchland Middle School (Gr.7-8)	3
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	2
Waynesboro County Public Schools	Kate Collins Middle School (Gr.6-8)	2

Data for each school division are included in Attachments B1-M1. 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 requests for appeal for a rating of *Partially Accredited: Reconstituted School* for schools previously rated *Accreditation Denied*.

**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*.

<b>Partially Accredited: Reconstituted School Eligibility Rubric</b>	
<b>Math, Science and History/Social Science</b>	
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
<b>English</b>	
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
<b><u>OR</u></b>	
*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.

<b>Appeal</b>	
<b><i>Partially Accredited: Reconstituted School Status</i></b>	
<b>Division: Amherst County Public Schools</b>	<b>School: Central Elementary</b>
<b>Date: August 30, 2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	70	65	64	78
Mathematics	67	71	79	72
Science	76	73	79	49 (3yr 67)
History	79	84	78	86
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Justification</b>
<b><i>Briefly state rationale for appeal</i></b> <b><i>(Rationale needs to be data driven and written without identifiable personnel information.)</i></b>
<p>The following information is to provide documentation regarding an accreditation appeal. Based on an extenuating circumstance during the 2016-2017 school year in which the sole fifth grade science teacher utilized the leave benefits of the Family Medical Leave Act.</p> <p>This veteran teacher whose students experienced success over the past 28 years, initially suffered the death of a parent in September, as well as intermittent sick leave which totaled approximately 10 days before the first part of November. In November, she experienced an oral cancer diagnosis and applied for, and was approved for, Family Medical Leave (FML) through the end of November. On November 30, her leave was extended based on doctors information received by the Benefits Coordinator and was granted through January 3. At this point the teacher's total amount of time instructing the fifth grade science curriculum was less than 20 days for first semester.</p> <p>On January 6, after information was received from the University of Virginia Medical Services regarding a diagnosis, the teacher return for three days. At this same time there were also three inclement weather days, after which the teacher was absent again beginning on January 17. On</p>

**Division: Amherst County Public Schools**  
**School: Central Elementary**

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January 24, 2017 the Benefits Coordinator received a doctor's note based on depression, anxiety and speech issues related to the cancer surgery. The doctor recommended that she be out for an additional four weeks. A long-term substitute with a science degree was hired to work with the grade level team to provide intensive remediation/instruction specific to science as this was the teacher's main teaching assignment.

Although the teacher indicated that it was her intent to return to her teaching position as soon as possible, she called in February to say that her leave would again be extended another four weeks. Another note was received from Horizon Behavioral Health with a mental health diagnosis and she was not advised to return for an indefinite amount of time. The Benefits Coordinator continued to check in with the teacher at the beginning of March, April and May. Each time, the teacher's leave was extended, but she continued to express that she intended to return when she was released by the doctor, and she expressed concerns about wanting to receive a contract for the 2017-2018 school year.

This sole fifth grade science teacher did not return for the 2016-2017 school year and on June 20, 2017 she submitted her resignation for the next school year. In total this teacher missed 131 instructional days during the school year.

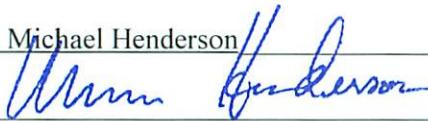
Based on trend data that showed a steady growth in the area of science over the past three years, it is evident that a drop in 5<sup>th</sup> grade science was due to significant teacher absences. The division was unable to secure a long term substitute experienced in science instruction until second semester. Even though a considerable number of supports were provided to the various substitutes, a foundational knowledge of science was needed in order to provide a consistent structure and continued alignment of the standards. This was not attained until late January.

As noted, science was not an area of improvement for Central Elementary. The area of denied accreditation, reading, showed a significant gain in academic improvement. An increase of 12% points was made from assessment year 2015-16 to 2016-17 in the area of reading.

Due to the extenuating circumstance of teacher absence and the significant academic improvement in the area of reading we ask that the accreditation status for Central Elementary be designated as Reconstituted for the 2017-2018 school year. Thank you for your consideration and support.

Mr. Michael Henderson

Typed School Board Chair Name



School Board Chair Signature

Dr. Steven Nichols

Typed Superintendent Name



Superintendent Signature

August 30, 2017

Date

**Division: Amherst County Public Schools**  
**School: Central Elementary**

May 2017

**Virginia Department of Education  
State/Federal Accountability Data  
Central Elementary  
Grades: PK - 05  
Amherst 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
2016-2017	2015-2016	Accreditation Denied	English
2017-2018	2016-2017	To Be Determined	Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 82%	*76%	70%	65%	64%	78%
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: 75%	90%	79%	84%	78%	86%
Mathematics	*76%	55%	67%	71%	79%	72%
Science	Gr 3: 91% Gr 5-8: 91%	*86%	76%	73%	79%	49%

**Federal Accountability Status**

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

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*68%	68%	63%	62%	77%
English: Writing	77%	51%	68%	N/A	N/A	N/A
History and Social Sciences	73%	90%	79%	84%	76%	89%
Mathematics	*51%	49%	61%	67%	75%	68%
Science	92%	*86%	78%	73%	79%	51%

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

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

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

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

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	62%	70%	59%	57%
Mathematics	58%	68%	57%	50%
Science	74%	73%	25%	42%
History	82%	83%	70% (3-yr avg.)—actual pass rate that year- 40%	61%
Graduation and Completion Index (if applicable)				

<b>Justification</b>
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>Science and history pass rates had always been strong until the 2015-2016 testing year. There was a teacher issue for the science and history for the 2015- 2016 school year, where a new teacher (career switcher) taught both science and history, both of which dropped significantly. Pass rates improved in both science and history last school year. It does not appear to be the case for history from the chart, but the 70% is a three-year average. The actual pass rate for that year was 40%. Science scores for this year increased from 25% to 42%. History scores this year increased from 40% to 61%.</p> <p>We are in a rural hard-to-staff geographical location. In addition, both mathematics and science (neither of which met the benchmark) are hard-to-staff subject areas.</p>

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teaching assignments. Five (5) of the twenty-one (21) regular classroom teachers were new to Totaro last year. Additionally, five (5) of the sixteen (16) returning teachers taught in new subject areas last year.

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

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

Dr. Carolyn P. Jones

Typed School Board Chair Name

*Dr. Carolyn P. Jones*

School Board Chair Signature

Dora G. Wynn

Typed Superintendent Name

*Dora G. Wynn*

Superintendent Signature

*September 7, 2017*

Date

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

**Attachment C1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English
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	Accreditation Denied	English, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, History and Social Sciences, 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: 82%	*62%	62%	70%	59%	57%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 85% Gr 4-8: 92%	89%	82%	83%	70%	61%
Mathematics	*80%	72%	58%	68%	57%	50%
Science	Gr 3: 81% Gr 5-8: 93%	*78%	74%	73%	25%	42%

**Federal Accountability Status**

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

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	81%	*62%	59%	62%	52%	53%
English: Writing	78%	55%	51%	N/A	N/A	N/A
History and Social Sciences	90%	89%	83%	83%	40%	61%
Mathematics	*65%	56%	51%	62%	51%	50%
Science	89%	*65%	69%	68%	25%	42%

\* 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.

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Buena Vista City Public Schools</b>	<b>School: Enderly Heights Elementary</b>
<b>Date: August 31, 2017</b>	

<b>Overall School Achievement Data</b>				
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	51%	61%	58%	70%
Mathematics	63%	73%	62%	71%
Science	N/A	N/A	62%	50%
History	86%	70%	N/A	70%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

<b>Justification</b>
<p>At the beginning of the 2013-2014 school year, our new superintendent began an in depth look at our data. The data showed that our math and literacy instruction was not meeting all students' needs nor was it consistently aligned to the state standards. Beginning with that school year, all four of our division's schools were not fully accredited. Since that year, we have focused on revising and reinventing how we educate our students. Two of our four schools are now fully accredited and have held on to full accreditation for two years.</p> <p>Last year Enderly Heights Elementary (and sister school, Kling Elementary preK-2) met the benchmarks for history and math. Math scores school-wide rose from 62% to 71%. They did not meet the benchmark for English and science. Despite not reaching 75%, significant improvement was seen in English as scores rose from 58% to 70% school-wide. Science, however, fell from 62% to 50%. Given the steady division-wide and school-wide improvement, we are asking for one more year to continue the trend we are on to reach full accreditation at Enderly Heights and Kling Elementary schools.</p>

**Division: BVCPS**  
**School: Enderly Heights Elementary**

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Last year, we did make significant gains, however, we did fall short. Many factors played into the inability to reach full accreditation. Our 5th grade scores, overall, were our weakest. We started the year with three fifth grade teachers and only one of the original three remained at the end of the year. A new 5th grade teacher for Science/Social Studies resigned the Friday before school started on Monday. We began the year with a long term substitute in that classroom until the position was filled by a first year licensed teacher. That teacher was stronger in teaching history than science. The science scores for our school ONLY reflect the 5th grade science scores. The fifth grade Reading teacher from out-of-state resigned to return home and did not return after Christmas Break. This position was filled with a provisionally licensed teacher and a retired teacher. Additionally, on November 28, 2016, a new principal was assigned to Enderly Heights Elementary when the principal resigned. The school also lost a 4th grade teacher due to licensing issues. This position was absorbed and not filled.

In January, the new principal identified gaps in the instructional day were all Tier 3 students could be better served. The new principal also held one-on-one meetings with each teacher to discuss goals, barriers to success, ways to build morale, and professional development needs. **Enderly Heights Elementary and sister school, Kling Elementary, have been exited from the Federal Focus School list and our goal is to be Fully Accredited by the end of the 2017-2018 school year.**

We have been steadily committed to raising our literacy and math scores. Following recommendations from Dr. R. Lynn Canady in the summer of 2013, our division sent a team of administrators and teachers to a school in Tennessee to observe reduced group math rotations, the Daily 5, Writer's Workshop and the use of the Fountas and Pinnell leveled literacy intervention program. This particular school is similar in size and demographics to our elementary schools. They have experienced tremendous gains working as a team to implement these programs at their school. After two more visits, many phone calls, and in-house training, we were prepared to fully implement the programs for the 2014-2015 school year.

For the 2014-2015 school year, Buena Vista City Public Schools put a focus on not only implementing the new programs at the elementary level to build a strong math and literacy foundation in grades K-4, but also on writing/revising the math and literacy curriculum division-wide and continuing to develop lesson plans that were aligned to the written, taught and tested curriculum. To ensure alignment to the state standards of learning, teachers were introduced to creating Tables of Specifications during the 2013-2014 school year. During the 2014-2015 school year, teachers were required to construct these tables for all math and literacy units prior to creating aligned teacher-made assessments and lesson plans.

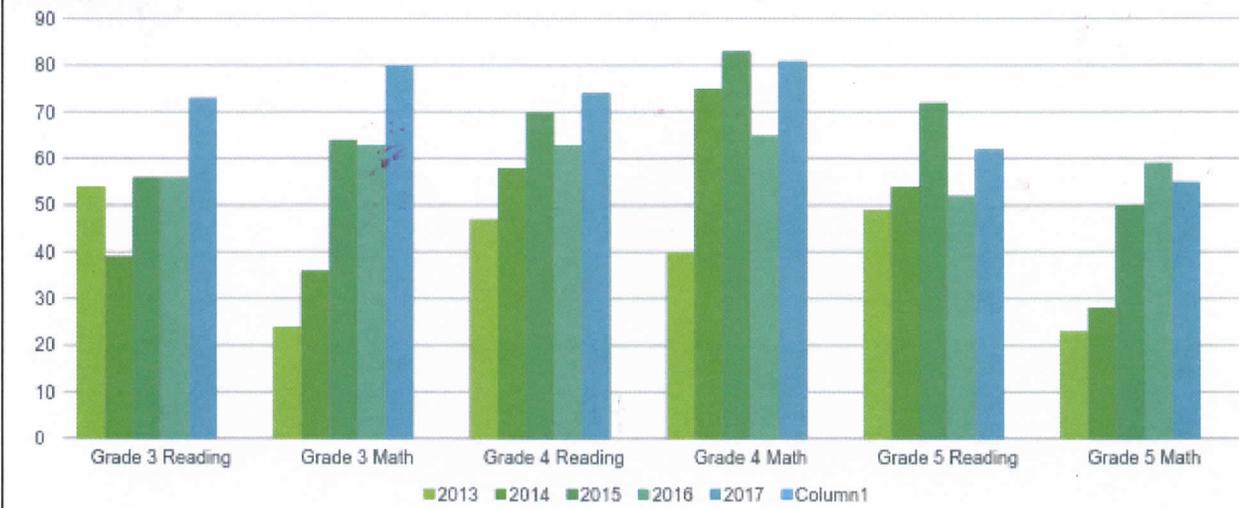
During the 2015-2016 school year we worked to implement our reconstitution plans. At Enderly Heights Elementary, we moved a 3rd grade teacher to a 6th grade math position (6th grade math had scored in the 20%-30% range in previous years). The 5th grade team was entirely new—one veteran teacher who had not taught 5th grade and three teachers new to the classroom. This school faced a 50% turnover in staff including paraprofessionals, music, art and the librarian. The 4th grade team was the only team that remained the same. Our scores at Enderly did not even come close to what we want for our division. We continued our commitment to focus on the improvement plan that was in place and adding additional support in reading and math. That year, the middle school was fully accredited for the first time in four years and the

**Division: BVCPS**  
**School: Enderly Heights Elementary**

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high school achieved full accreditation for the first time in three years—and for the first time since including our 8th grade students at the high school.



John Rice \_\_\_\_\_ Typed School Board Chair Name

*John W. Rice* \_\_\_\_\_ School Board Chair Signature

Dr. John Keeler \_\_\_\_\_ Typed Superintendent Name

*John R. Keeler* \_\_\_\_\_ Superintendent Signature

8/31/17 \_\_\_\_\_ Date

Division: BVCPS  
School: Enderly Heights Elementary

May 2017

**Virginia Department of Education  
State/Federal Accountability Data  
Enderly Heights Elementary  
Grades: 03 - 05  
Buena Vista City**

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	Accredited with Warning	English, 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
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 71%	*50%	51%	61%	58%	70%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 76% Gr 4-8: 78%	78%	86%	70%	N/A	70%
Mathematics	*33%	30%	63%	73%	62%	71%
Science	Gr 3: 76%	*71%	N/A	N/A	62%	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	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	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	73%	*51%	49%	60%	57%	68%
English: Writing	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	72%	78%	88%	72%	N/A	72%
Mathematics	*35%	31%	57%	71%	62%	70%
Science	79%	*66%	N/A	N/A	63%	53%

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

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

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Buena Vista City Public Schools</b>	<b>School: F.W. Kling Jr. Elementary School</b>
<b>Date: August 31, 2017</b>	

<b>Overall School Achievement Data* (Kling (preK-2) is a sister school to Enderly Heights (3-5). The chart below is Enderly Height's data.</b>				
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	51%	61%	58%	70%
Mathematics	63%	73%	62%	71%
Science	N/A	N/A	62%	50%
History	86%	70%	N/A	70%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

<b>Justification</b>
<p>Instructional, Professional Development, Administrative, and Progress History</p> <p>F.W. Kling is a sister school to Enderly Heights Elementary School. In the beginning of the 2014-2015 school year, administration at Kling changed, the reading program and schedule was reconfigured, and a writer's workshop program was added. These changes, paired with professional development, fidelity to programs, development of instructional leadership team, implementation of a leveled literacy intervention program, and careful examination of data have resulted in great success for the Pre K - 2 school as evidenced in the charts on the next page. Kling has worked very diligently to align curriculum, instruction and assessment with state standards and division expectations. Kling continuously uses data to improve instruction, guide schedules, and provide professional development.</p>

**Division: BVCPS**  
**School: Kling Elementary**

May 2017

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Current Third Grade F & P	Tier 1	Tier 2	Tier 3
Beginning of Kindergarten (fall 14)	36% 24 students	52% 32 students	12% 8 students
End of kindergarten (May 15)	78% 49 students	14% 9 students	8% 5 students
Beginning of first grade (fall 15)	80% 51 students	12% 8 students	8% 7 students
End of first grade (May 16)	77% 49 students	11% 7 students	12% 8 students
Beginning of Second Grade (August 2016)	80% 49 students	11% 7 students	13% 8 students
End of Second Grade (May 2017)	82%/51 students	10%/6 students	8%/5 students

Current Second Grade Class F & P	Tier 1	Tier 2	Tier 3
Beginning of Kindergarten (fall 15)	73% 47 students	7% 5 students	20% 12 students
End of Kindergarten	79% 52 students	13% 9 students	8% 6 students
Beginning of First Grade (August 2016)	76% 46 students	11% 7 students	13% 8 students
End of First Grade (May 2017)	66%/39 students	14%/8 students	20%/12 students

Current First Grade Class F & P	Tier 1	Tier 2	Tier 3
Beginning of kindergarten (fall 15)	32%/20	37%/23 students	31%/19 students
End of Kindergarten	78%/46 students	14%/8 students	8%/5 students

When deficits are so great, and resources are so small, it does take time to turn around a school. We have upwards of 65% Free and Reduced Lunch Rate. We are the second lowest on the salary scale in the state. Our enrollment has declined further reducing our state allotment. Buena Vista City Public Schools has not looked for an easy way out or a quick fix. We have trained our staff from the top down and from the bottom up. We have worked together and worked very hard to put into place best practices that will last for many years to come. We are not jumping from program to program but rather sticking with what works.

**Division: BVCPS**  
**School: Kling Elementary**

May 2017

Virginia Department of Education  
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John Rice \_\_\_\_\_ Typed School Board Chair Name

*John J. Rice* \_\_\_\_\_ School Board Chair Signature

Dr. John Keeler \_\_\_\_\_ Typed Superintendent Name

*John R. Keeler* \_\_\_\_\_ Superintendent Signature

8/31/17 \_\_\_\_\_ Date

F.W. Kling Jr. Elementary

Grades: PK - 02

Buena Vista 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	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
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 78%	*50%	51%	61%	58%	70%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 74% Gr 4-8: 74%	78%	86%	70%	N/A	70%
Mathematics	*30%	30%	63%	73%	62%	71%
Science	Gr 3: 86%	*71%	N/A	N/A	62%	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	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	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%	*51%	49%	60%	57%	68%
English: Writing	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	64%	78%	88%	72%	N/A	72%
Mathematics	*29%	31%	57%	71%	62%	70%
Science	86%	*66%	N/A	N/A	63%	53%

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

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

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Chesterfield County Public Schools</b>	<b>School: Falling Creek Middle School</b>
<b>Date: August 31, 2017</b>	

<b>Overall School Achievement Data</b>				
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	67	63	69
Mathematics	58	67	64	72
Science	43	61	53	68
History	61	81	77	85

<b>Justification</b>		
<p><i>Briefly state rationale for appeal</i></p> <p><i>(Rationale needs to be data driven and written without identifiable personnel information.)</i></p>		
<p><b>Executive Summary:</b> Falling Creek Middle School (FCMS) continues to demonstrate significant student growth towards its goal of full accreditation and requests a modification of its accreditation status from denied to partial, or more accurately, to fully accredited. A full analysis of preliminary data from the 2016-2017 assessments shows five compelling arguments in support of this appeal.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>1. <b>Challenges and Responses</b></li> <li>2. <b>Division Progress and Support</b></li> <li>3. <b>School Progress</b></li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>4. <b>Progress Table Calculations</b></li> <li>5. <b>Measure of Academic Progress Results</b></li> </ol> </td> </tr> </table> <p><b>Challenges and Responses:</b> The challenges FCMS faces in achieving accreditation are greater than most Virginia schools. FCMS serves an economically disadvantaged (72% FRL in 2016-2017, up from 63% in 2011-2012), transient (33% in 2016-2017 up from 18% in 2014-2015) student population with 13% students with disabilities (SWD) and 22% English Language Learners (ELL). Students from these groups have struggled to meet the SOL's "proficient" standard across the state.</p> <p>In recognition of these challenges, CCPS continues to commit extensive, strategically-targeted resources (more than \$550,000 in ongoing staffing support, more than \$250,000 in programmatic supports, etc.). Extra resources include weekly support from division instructional coaches and specialists; a new Coordinator of Assessment and Remediation to manage testing, data analysis, and interventions; a universal screener to identify students with additional academic needs; a new in-house math and science coach to support planning and provide targeted teacher support and feedback; additional reading teachers; and a full-time psychologist. Starting in 2017-2018 school year, Falling Creek will use Advancement Via Individual Determination (AVID), a program designed to emphasize growth in writing, critical thinking, teamwork, organization and reading skills.</p> <p>Additionally, CCPS recently named a new FCMS principal, who brings strengths tailored to the needs of the community and school: proficiency in the two majority languages spoken at FCMS, a strong K-12 literacy background, and a proven turnaround record in a school with similar demographics.</p>	<ol style="list-style-type: none"> <li>1. <b>Challenges and Responses</b></li> <li>2. <b>Division Progress and Support</b></li> <li>3. <b>School Progress</b></li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Progress Table Calculations</b></li> <li>5. <b>Measure of Academic Progress Results</b></li> </ol>
<ol style="list-style-type: none"> <li>1. <b>Challenges and Responses</b></li> <li>2. <b>Division Progress and Support</b></li> <li>3. <b>School Progress</b></li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Progress Table Calculations</b></li> <li>5. <b>Measure of Academic Progress Results</b></li> </ol>	

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**Division Progress and Support:**

Since 2014, Chesterfield has made significant progress in obtaining full accreditation for all of our schools. In 2014-2015, 15 CCPS schools (25%) were not fully accredited. The division reduced that number to 9 schools for 2015-2016, 4 schools for 2016-2017, and only one (2%) as not preliminarily fully accredited for 2017-2018. One CCPS school went from denied accreditation 2016-2017 to full accreditation in 2017-2018, and all 2016-2017 partially accredited schools are projected to be fully accredited in 2017-2018.

Based on preliminary data, **all** Chesterfield County schools that were **fully accredited** for the first time in 2016-2017 (based on 2015-2016 assessments) will remain **fully accredited** in 2017-2018 (based on 2016-2017 assessments) and continue to show gains in student performance. Many of these schools are feeders for FCMS, suggesting it will sustain its growth as the children age into middle school.

**School Progress:**

During the 2016-2017 assessment year, FCMS showed significant student growth in **every grade/content area combination including the three areas that were below accreditation benchmarks in 2015-2016**. FCMS made the full accreditation benchmarks in Mathematics and History and far exceeded the *Partially Accredited: Improving School* benchmarks in Science with an **incredible 15 point gain**.

In English, the school made a significant 6 point gain but fell 1 point (the equivalent of 16 students) short of the 7 points needed to meet the criteria for “automatic” reconstituted status based on the Reconstituted School Eligibility Rubric. Please note that based on the rubric, a school that was at 65% the previous year would only need to raise their scores by 4 points to 69%, thus FCMS exceeded the four point growth and would have met partial accreditation based on its 69% pass rate. FCMS only had a 63% pass rate in English in 2016-2017, but we believe its progress in all four content areas warrants more consideration than one point in one content area of its previous years’ scores.

**Please note that FCMS made gains in 30 of 32 reporting groups across all SOL subjects.**

Reporting Group w/ >10 Point Gains		Reporting Group w/ 5-10 Point Gains		Reporting Group w/ <5 Point Gains
White-Math +10	White-Sci +13	Black-Reading + 5	Black-Math +7	SWD-Reading +1
SWD-Math +11	All-Sci +14	Hispanic-History +5	ELL-Math +7	ELL-Reading +3
ELL-Sci +11	Econ Dis-Sci +14	Hispanic-Math +5	Black-History +9	Hispanic-Reading +4
Asian-Reading +12	Black-Sci +18	Econ Dis-Math +6	Econ Dis-History +9	Econ Dis-Reading +4
White-Reading +12	SWD-Sci +18	All-Math +6		All Reading +4
Hispanic-Sci +13	White-History +21	SWD-History +7		
Asian-Sci +13		All-History +7		

**Progress Table Calculations:**

As part of its decision on this appeal, VDOE should consider student growth, as defined in the formula currently under final consideration for the 2018-2019 school year. In July 2017 VDOE indicated that students who achieve acceptable growth on the SOL or WIDA will count the same as students who pass the SOL. For 2016-2017, FCMS had 108 students who showed growth on the English SOL and 37 students who showed growth on WIDA. **With the addition of 145 students who showed growth included, FCMS achieved a final accreditation score of 77 percent, which suggests VDOE would consider this school “Accredited” for English in the new model for 2018-2019.**

**Measure of Academic Progress (MAP) Results:**

Results from MAP tests show that FCMS students achieved above-average growth in all grade levels and subjects. FCMS students’ observed growth, based on actual student performance, exceeded its projected growth, based on student demographic characteristics and previous test performance, in Math and English for all three grade levels. FCMS exceeded 50 percent in both “Percent Met Projection” and “Student Median Conditional Growth Percentile” for all three grades in both subjects. These results show that FCMS students made the above-average progress necessary to

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close the gaps in achievement with students at fully accredited schools.

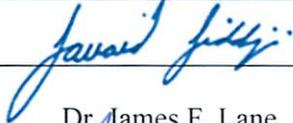
	MAP Reading		MAP Math	
	Observed Growth	Expected Growth	Observed Growth	Expected Growth
Grade 6	5.8	5.4	9.1	7.8
Grade 7	7.0	4.2	9.2	5.9
Grade 8	4.9	3.4	6.2	4.6

**Closing:**

Chesterfield County Public Schools (CCPS) appreciates our partnership with the VDOE as we strive together to ensure the success of all CCPS students. We believe this appeal document presents the steadfast progress of Falling Creek Middle School, and we believe that the gains reported merit the designation of *Partially Accredited: Reconstituted School* status. As stated in our opening rationale, the granting of this designation will further support our 2017-2018 community building, school staffing, and rebranding efforts. Thank you for your consideration.

Dr. Javaid E. Siddiqi

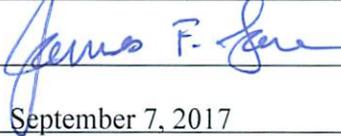
Typed School Board Chair Name



School Board Chair Signature

Dr. James F. Lane

Typed Superintendent Name



Superintendent Signature

September 7, 2017

Date

**Virginia Department of Education  
State/Federal Accountability Data  
Falling Creek Middle  
Grades: 06 - 08  
Chesterfield 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	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, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 83%	*76%	57%	67%	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: 72%	61%	61%	81%	77%	85%
Mathematics	*73%	60%	58%	67%	64%	72%
Science	Gr 5-8: 82%	*74%	43%	61%	53%	67%

**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%	*60%	54%	60%	61%	65%
English: Writing	78%	65%	63%	73%	60%	67%
History and Social Sciences	64%	59%	59%	79%	76%	83%
Mathematics	*59%	59%	54%	62%	60%	66%
Science	81%	*54%	42%	60%	48%	62%

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

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

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Hampton City Schools</b>	<b>School: A.W.E. Bassette Elementary School</b>
<b>Date: August 29, 2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	47	49	61	66
Mathematics	68	56	65	67
Science	53	33	70	78
History	76	89	73	89
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

<b>Justification</b>
<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"> <li>• Grade 3 Reading (67% SY 14-15 to 69% SY 16-17)</li> <li>• Grade 4 Reading (69% SY 14-15 to 74% SY 16-17)</li> <li>• Grade 5 Reading (71% SY 14-15 to 76% SY 16-17)</li> </ul> <p>A.W.E. Bassette Elementary School continues to demonstrate student academic progress as a result of its school improvement efforts and support from division leadership. Overall student achievement data reveals substantial growth over a three-year period. Trend data for core content areas are as follows:</p> <ul style="list-style-type: none"> <li>• English pass rates increasing from 49% (14-15 SY), to 61% (15-16 SY), to 66% (17-18 SY) [1 percentage point from meeting the state's established growth target]</li> </ul>

**Division: Hampton City Schools**  
**School: A.W.E. Bassette Elementary School**

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- Math pass rates increasing from 56% (14-15 SY), to 65% (15-16 SY), to 67 % (17-18 SY) [meeting the state's established growth target]
- Science pass rates increasing from 33% (14-15 SY), to 70% (15-16 SY), to 78% (16-17 SY)
- History pass rates increasing from 73% (15-16 SY) to 89% (16-17)

A.W.E. Bassette Elementary School's scores improved during the 2016-2017 school year despite long-term absences for several key staff members. There were long-term substitutes in grades four and five, and the school went without a Math Specialist for an extended period of time.

In previous school years, A.W.E. Bassette Elementary School has experienced large staff turnover rates. As the 2017-2018 school year begins, the school has been able to retain more than 75% of the staff. As a result, the school's leadership team will be able to sustain the professional learning plan created during the previous school year and build on this foundation. For example, the school's staff participated in focused, on-going professional learning opportunities in literacy and mathematics throughout the summer of 2017. In addition, all faculty members reported to school one week prior to the official start date for all Hampton City Schools faculty to participate in professional learning activities related to improving literacy and fostering a culture of learning.

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: A.W.E. Bassette Elementary School**

**Virginia Department of Education  
State/Federal Accountability Data  
A.W.E. Bassette Elementary  
Grades: PK - 05  
Hampton City**

**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	Accredited with Warning	English, Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	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: 74%	*54%	47%	49%	61%	66%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 78% Gr 4-8: 84%	75%	76%	89%	73%	89%
Mathematics	*49%	69%	68%	56%	65%	67%
Science	Gr 3: 72% Gr 5-8: 77%	*60%	53%	33%	70%	78%

**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	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	76%	*53%	45%	49%	60%	65%
English: Writing	77%	61%	53%	N/A	N/A	N/A
History and Social Sciences	82%	77%	77%	91%	75%	89%
Mathematics	*50%	66%	66%	57%	65%	66%
Science	78%	*63%	54%	35%	73%	78%

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

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

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

<b>Overall School Achievement Data</b>				
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	58	59	65
Mathematics	49	66	61	71
Science	58	60	74	71
History	64	78	72	70
Graduation and Completion Index (if applicable)				

<b>Justification</b>
<p>Montrose Elementary is part of a school division that had 6 schools exit school improvement status to become fully accredited last year. This is the third consecutive year where multiple schools have reached full accreditation in this division (15 total). Montrose is an example of a school that has positioned itself to become fully accredited based on the support put in place.</p> <p><u>SOL performance:</u></p> <p><b>Now accredited in 3 of 4 content areas</b></p> <ul style="list-style-type: none"> <li>● Achieved <u>full accreditation</u> in Math <ul style="list-style-type: none"> <li>- 10 points growth</li> <li>- 22 point gain over 4 years</li> </ul> </li> <li>● Maintained <u>full accreditation</u> in History (3 years in a row)</li> <li>● Maintained <u>full accreditation</u> in Science (2 years in a row)</li> <li>● <u>Increased</u> Reading pass rate by 6.8 points this year</li> </ul>

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*Partially Accredited: Reconstituted School Appeal Form***

Other Growth Data:

- NWEA Reading scores reflected significant growth in each grade level tested (Grades 3-5)

	Grade 3	Grade 4	Grade 5
2015/16	40%	52%	47%
2016/17	49%	57%	62%

- Fountas & Pinnell reading levels during the 2016-2017 school year showed an increase in each grade level in the percentage of students moving into the benchmark category from fall to spring
  - 19% gain in 2nd Grade      16% gain in 3rd Grade      10% gain in 4<sup>th</sup> Grade
- Discipline Data - Over the past 4 years the number of suspensions has steadily declined:

Total Number of Suspensions By Year			
2013-14	2014-15	2015-16	2016-18
118	105	75	63

Culture Change:

Montrose has implemented PBIS school-wide and has built stronger community and parent relationships. The past 4 years of building relationships and focusing on a positive atmosphere have maximized instructional time and supported student achievement:

- Positive Behavior celebrations based on classroom “Dojo” points (behavior management/incentive system) and school-wide expectations
- Student academic achievement incentives and awards
- Parent engagement focus through Parent Honor Roll for the past two years
- Monthly PBIS meetings to review data and identify continued areas of focus

The chart below reflects turnover rates for Montrose Elementary School:

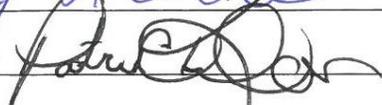
2017-18 Staffing - Years at Montrose					
	Total Per Grade /Dept	New to School	1-2 Years	3-4 Years	5 yrs or more
Kg	3	1	2		
1st	3	1	1		1
2nd	3	0	2	1	
3rd	4	1	3		
4th	3	2	0	1	
5th	3	2	1		
Excep Ed	3	2	1		
<b>TOTAL</b>	<b>22</b>	<b>9</b>	<b>10</b>	<b>2</b>	<b>1</b>

Despite the significant turnover of staff at Montrose, a strong school culture, consistent instructional expectations, and a clear vision of literacy have been established.

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

Beverly Cocke \_\_\_\_\_ Typed School Board Chair Name

 \_\_\_\_\_ School Board Chair Signature

Patrick C. Kinlaw  \_\_\_\_\_ Typed Superintendent Name

\_\_\_\_\_ Superintendent Signature

August 31, 2017 \_\_\_\_\_ Date

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

**Attachment G1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	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	Accreditation Denied	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 3-5: 76%	*48%	54%	58%	58%	65%
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: 72%	82%	75%	78%	72%	70%
Mathematics	*75%	54%	49%	66%	61%	71%
Science	Gr 3: 76% Gr 5-8: 84%	*70%	58%	60%	74%	71%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	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	73%	*47%	53%	56%	55%	63%
English: Writing	88%	50%	41%	N/A	N/A	N/A
History and Social Sciences	77%	83%	64%	80%	72%	75%
Mathematics	*43%	49%	43%	63%	59%	69%
Science	80%	*71%	59%	61%	74%	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.

<b>Appeal</b>	
<b><i>Partially Accredited: Reconstituted School Status</i></b>	
<b>Division: Henrico County Public Schools</b>	<b>School: Fairfield Middle School</b>
<b>Date: August 31, 2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	<b>63</b>	<b>63</b>	<b>63</b>	<b>66</b>
Mathematics	<b>45</b>	<b>62</b>	<b>62</b>	<b>63</b>
Science	<b>67</b>	<b>73</b>	<b>74</b>	<b>73</b>
History	<b>75</b>	<b>84</b>	<b>83</b>	<b>85</b>
Graduation and Completion Index (if applicable)				

<b>Justification</b>
<p>Fairfield 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). Fairfield is an example of a school that has positioned itself to become fully accredited based on the support put in place.</p> <p>Fairfield experienced a significant change in administrative staff for the 2017-2018 school year. Fairfield's new principal served at central office in the role of specialist for instructional leadership during the 2016-2017 school year. Although the principal is new to the principalship, she previously served as the Associate Principal at Fairfield. During her time as the Associate Principal, she supported and supervised the math department at Fairfield when the department experienced double-digit growth from a 45% pass rate in 2014-2015 to a 62% pass rate in 2015-2016. Additionally, Fairfield's new Associate Principal enters this position with thirteen years of prior administrative experience where her school was designated as a "School to Watch". Fairfield also has two new assistant principals and one new administrative intern. Although these three individuals are new to their roles, they have been trained on the observational cycle, instructional coaching, data analysis, and honest and courageous conversations that will improve instructional practice.</p>

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

Fairfield Middle has maintained full accreditation in Science for 3 years, in History for 4 years, and has continued to experience growth in Reading (3 points) and Math (1 point). Additionally, writing scores increased by 16 points this school year.

**NWEA** (A nationally-normed assessment of annual student growth)

Results indicate that the percentage of 6<sup>th</sup> grade students meeting their projected growth goals in reading increased from 44% in 2015-2016 to 52% in 2016-2017. The percentage of 7<sup>th</sup> grade students meeting their projected reading growth goals increased from 48% in 2015-2016 to 58% in 2016-2017.

Renewed Focus on Instructional Improvement:

The Fairfield Middle School staff is committed to both individual and collective growth through professional development, positive school culture, and targeted remediation programs. These efforts will include the following:

- Math and Writing camps
- Think Through Math
- Language Live
- Just in Time Tutoring
- Year-round small group tutoring with reading specialists

Implementation of Essential Actions:

- Individual selection of students for specific interventions as well as consistent and detailed monitoring of student growth is taking place.
- Weekly content meetings to develop differentiated and rigorous content aligned with the Curriculum Framework is being monitored by administrators.
- Lesson plans are reviewed by the administrator, modified by the teacher, and reviewed a second time by the administrator prior to implementation of the lesson
- Walkthroughs of all content classrooms occur daily to ensure alignment of the written, taught, and assessed curriculum.
- Teachers meet individually every other week with an administrator to specifically discuss the growth of the teacher, the needs of the teacher, the growth of each student and the needs of the students as a whole.

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 *Patrick C. Kinlaw* \_\_\_\_\_ Typed Superintendent Name  
\_\_\_\_\_ Superintendent Signature  
August 31, 2017 \_\_\_\_\_ Date

**Virginia Department of Education  
State/Federal Accountability Data  
Fairfield Middle  
Grades: 06 - 08  
Henrico 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, Mathematics
2016-2017	2015-2016	Accreditation Denied	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: 85%	*77%	63%	63%	63%	66%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 81%	80%	75%	84%	83%	85%
Mathematics	*49%	47%	45%	62%	62%	63%
Science	Gr 5-8: 89%	*82%	73%	73%	74%	73%

**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	84%	*64%	60%	63%	66%	65%
English: Writing	86%	67%	64%	58%	49%	64%
History and Social Sciences	81%	80%	75%	84%	83%	85%
Mathematics	*48%	44%	44%	60%	61%	61%
Science	89%	*69%	66%	73%	75%	72%

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

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

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

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Henrico County Public Schools</b>	<b>School: Rolfe Middle School</b>
<b>Date: August 31, 2017</b>	

<b>Overall School Achievement Data</b>				
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	58	59	60
Mathematics	45	48	53	68
Science	66	68	63	64
History	63	75	74	79
Graduation and Completion Index (if applicable)				

<b>Justification</b>				
<p>John Rolfe 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). Students at John Rolfe continue to make progress and reach higher levels of achievement.</p> <p>John Rolfe Middle School has demonstrated growth in 3 of 4 content areas and have maintained the pass rate in science from 2015-2016 to 2016-2017. The results below provide evidence of the school's positive trajectory.</p>				
<p><b>Mathematics</b></p> <p>Student performance increased by 15 percentile points from 2015-2016 to 2016-2017. The chart below shows how performance on each of the regular grade level tests has increased by at least 20 percentage points from 2014-2015 to 2016-2017. Most notably, students in Grade 7 improved 30 percentage points (moving from a 26 to 56 percent pass rate.)</p>	<b>All Students</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
	<b>Math</b>	<b>Passed</b>	<b>Passed</b>	<b>Passed</b>
	<b>All Student</b>	<b>44</b>	<b>48</b>	<b>63</b>
	Gr 6	43	54	63
	Gr 7	36	26	56
	Gr 8	39	53	61
	Alg I	98	92	97
	Geometry	77	100	100

**Division: Henrico County Public Schools**  
**School: Rolfe Middle School**

Aug 2017

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

**Reading**

Reading performance increased by 4 percentile points from 2015-2016 to 2016-2017. Pass rates for Grade 6 and 7 increased by 4 and 6 percentile points, respectively. The greatest gains were made in 6th grade reading over the 3-year period with a 13 percentile point gain.

All Students	2014-15	2015-16	2016-17
<b>Reading</b>	<b>Passed</b>	<b>Passed</b>	<b>Passed</b>
<b>All Student</b>	<b>56</b>	<b>56</b>	<b>60</b>
Gr 6	46	53	59
Gr 7	63	57	64
Gr 8	57	59	56

**Social Studies**

Social studies continued to exceed the accreditation benchmark as evidenced by a 5 percentile point increase from 2015-16 to 2016-2017.

All Students	2014-2015	2015-16	2016-17
<b>Social Studies</b>	<b>Passed</b>	<b>Passed</b>	<b>Passed</b>
<b>All Student</b>	<b>75</b>	<b>74</b>	<b>79</b>
Civics	68	70	76
World I	97	93	93

**NWEA Reading** (A nationally normed measure of student growth)

Rolfe exceeded the school's 2016-2017 goal for a 6% increase in students performing on or above their grade level on the Fall 2016 - Spring 2017 NWEA MAP reading assessment. In 2015-2016, students in grade 6 achieved at the 36<sup>th</sup> percentile on the Student Median Conditional Growth Domain. In 2016-2017 these students increased performance to reach the 51<sup>st</sup> percentile. Likewise, grade 7 students performed at the 43<sup>rd</sup> percentile in 2015-2016 and grew to reach the 51<sup>st</sup> percentile on the Student Median Conditional Growth Domain in 2016-2017.

**NWEA Math**

Students at Rolfe also experienced growth on the NWEA math assessments. At the end of the 2015-2016 school year, 27% of the 6th grade class met their growth targets on the Student Median Conditional Growth Domain. As 7th graders in 2016-2017, 44% of this cohort met their growth targets on the Student Median Conditional Growth Domain - a 17 point increase.

Likewise, grade 7 students performed at the 35th percentile in 2015-2016 and grew to reach the 50th percentile on the Student Median Conditional Growth Domain in 2016-2017.

**Disciplinary Data**

In 2016-2017, discipline at JRMS decreased by 25% compared to the previous school year. Additionally, there was a 56% reduction in out of school suspensions during the same time span. These decreases are attributed to the Advisory Class and implementation of Restorative Practices combined with Positive Behavior Incentives. This improvement is evidenced on the discipline chart that follows with 13 of the 14 categories showing a decline:

Discipline	2015-16	2016-17
<b>Class/Campus Disruption (D5C)</b>	152	83
<b>Defiance/Refuses Req (D2C)</b>	107	119
<b>Disrespect/Walk Away (D1C)</b>	62	35
<b>Disruptive Demonstration (D3C)</b>	413	357
<b>Obscene Lang/Gesture (D6C)</b>	90	78
<b>Fight-No/Minor Injury (FA2)</b>	93	64
<b>Altercation/No Injury (F1T)</b>	177	137
<b>Consequences</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Admin School Hearing (C12A)</b>	73	23
<b>Alternative School Program (ASP)</b>	668	651
<b>Detention (DET)</b>	101	70
<b>Refer to Disc Rev Hear Officer (DHO)</b>	15	9
<b>Shortened Day (SD)</b>	27	7
<b>Success (SIP)</b>	26	19
<b>Suspended (Susp)</b>	340	147

**Attendance**

Attendance has been consistently above 95.5% annually for the past 3 years.

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

Beverly Cocke \_\_\_\_\_ Typed School Board Chair Name

*Beverly A. 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  
John Rolfe Middle  
Grades: 06 - 08  
Henrico County**

**Attachment G1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

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

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 79%	*56%	58%	58%	59%	60%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 72%	73%	63%	75%	74%	79%
Mathematics	*72%	58%	45%	48%	53%	68%
Science	Gr 5-8: 86%	*78%	71%	68%	63%	64%

**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	79%	*58%	55%	56%	56%	60%
English: Writing	77%	51%	60%	57%	58%	52%
History and Social Sciences	72%	73%	63%	75%	74%	79%
Mathematics	*54%	54%	41%	44%	48%	63%
Science	87%	*58%	67%	68%	64%	64%

\* 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.

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Lunenburg</b>	<b>School: Kenbridge Elementary</b>
<b>Date: August 21, 2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	58	63	75	76
Mathematics	58	65	61	72
Science	63	73	78	49
History	88	98	86	81
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Justification</b>
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p><b>Based upon English data , Kenbridge Elementary School has demonstrated growth over the past four years (58%, 63%, 75%, and 76%). Kenbridge Elementary met the English benchmark in 2016-2017 (based upon 2015-2016 assessments) and exceeded the state benchmark in 2017-2018 (based upon 2016-2017 assessments). It is anticipated that KES will continue to demonstrate growth as data indicate an upward trend line over the past four years.</b></p> <p><b>Kenbridge Elementary was warned in the area of Math for the 2016-2017 school year. Kenbridge Elementary improved 11% points in 2017-2018 (based upon 2016-2017 assessments) and exceeded the state benchmark by 2% points.</b></p> <p><b>Kenbridge Elementary School has also met the state benchmarks for History in the past</b></p>

Division: Lunenburg

School: Kenbridge Elementary School

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

**four years and it is anticipated that scores will continue to meet state accreditation.**

**Although, Kenbridge Elementary Science scores dropped (63%, 73%,78%, 49%), the three year average only fell short by three percentage points for the three year year average. It is anticipated that Science scores will meet the state benchmark as the previous two years due to the hiring of a new teacher in fifth grade, a new principal at Kenbridge Elementary, and a Director of Elementary Education/Data Specialist at Central Office. Science benchmarks will be added to the testing calendar in order to monitor student progress throughout the year.**

Donald B. Carnes

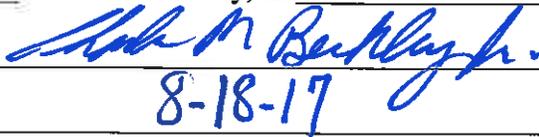
Typed School Board Chair Name



School Board Chair Signature

Charles M. Berkley, Jr.

Typed Superintendent



Superintendent Signature

8-18-17

Date

Division: Lunenburg

School: Kenbridge Elementary School

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

Attachment H1

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	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	Accreditation Denied	Mathematics
2017-2018	2016-2017	To Be Determined	Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 81%	*77%	58%	63%	76%	76%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 78% Gr 4-8: 89%	85%	84%	98%	86%	81%
Mathematics	*81%	54%	58%	65%	61%	72%
Science	Gr 3: 82% Gr 5-8: 83%	*73%	73%	73%	78%	49%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	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%	*65%	56%	61%	74%	70%
English: Writing	74%	57%	61%	N/A	N/A	N/A
History and Social Sciences	84%	85%	84%	98%	86%	78%
Mathematics	*56%	50%	55%	61%	58%	65%
Science	83%	*73%	65%	73%	78%	46%

\* 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.

<b>Appeal</b>	
<i>Denied School to Partially Accredited Reconstituted</i>	
<b>Division:</b> Newport News Public Schools (NNPS)	<b>School:</b> Lee Hall Elementary School
<b>Date:</b> August 25, 2017	

<b>Overall School Achievement Data</b>				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	48	64	60	63
Mathematics	62	63	65	69
Science	56	63	68	67
History	74	81	77	75
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Justification</b>
<i><b>District Improvement</b></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>
<u><b>District Academic Growth</b></u>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Fifteen schools received the General Assembly's three-year accreditation status (40% of schools).</li> <li>• 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.</li> <li>• Reduced the number Focus schools to one (75% decrease) from 2013 to 2017.</li> <li>• Fourteen elementary schools exceeded the 75% target pass rate in English.</li> <li>• Fifteen elementary schools exceeded the 70% target pass rate in mathematics.</li> <li>• Seventeen elementary schools exceeded the 70% pass rate in science.</li> <li>• Twenty-eight schools (74%) made progress in at least three subject areas.</li> <li>• 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.</li> <li>• Extended learning is provided during the school year (October-May) and in the summer (July-August) for over 6,000 students.</li> <li>• Implementation of monthly in-school support from the Central Office Leadership Team in data analysis, instructional leadership, and teacher development.</li> <li>• The University of Employee Development program provided professional development sessions for 15,756 faculty and staff members during the 2016-17 school year.</li> </ul>

**Division:** Newport News Public Schools  
**School:** Lee Hall Elementary

May 2017

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

- 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**

***School Administration***

- The new principal has seven years of experience in school administration, district level school improvement, data analysis, and performance based assessments.

***Academic Improvements***

- Lee Hall demonstrated an increase of 3% in English, 4% in mathematics, and is fully accredited in science.
- The school is on schedule to move out of "focus" status for the 2017-18 school year.
- During the past two years, 20 new teachers were hired with 50% having no previous teaching experience. Two of the four (50%) fifth grade teachers were novice and experienced a slow start with the implementation of the science curriculum.
- One new teacher was hired for the 2017-18 school year.
- School-based professional development, through Longwood University, was provided for four leadership team members in reading and math content. The content gained (writing measurable objectives and assessment alignment) will continue to be implemented throughout the grade level content and planning meetings.
- An extended school day specialized curriculum was developed by the Curriculum & Development team and implemented by the NNPS teachers in the extended day program.
- Teachers were provided professional development for Dreambox Math program. This program is an individualized web-based tool that provides students with targeted instruction in their area of need.
- School-based Family Engagement Plan was implemented and personnel provided to increase family involvement in the educational process and decision making.

GARY J. HUNTER	Typed School Board Chair Name
Gary J. Hunter	School Board Chair Signature
Ashley Kilgore	Typed Superintendent Name
[Signature]	Superintendent Signature
9-8-17	Date

Lee Hall 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	Accreditation Denied	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: 80%	*55%	47%	64%	60%	63%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 68% Gr 4-8: 85%	79%	75%	81%	77%	75%
Mathematics	*77%	55%	63%	63%	65%	69%
Science	Gr 3: 81% Gr 5-8: 78%	*76%	56%	63%	68%	67%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus 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	80%	*56%	48%	61%	60%	60%
English: Writing	82%	46%	38%	N/A	N/A	N/A
History and Social Sciences	77%	79%	74%	80%	77%	74%
Mathematics	*51%	51%	62%	61%	64%	67%
Science	80%	*63%	56%	64%	70%	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.

<b>Appeal</b>	
<i>Denied School to Partially Accredited Reconstituted</i>	
<b>Division: Newport News</b>	<b>School: Newsome Park Elementary (NPES)</b>
<b>Date: August 25, 2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	36	45	49	52
Mathematics	43	44	53	50
Science	22	40	31	50
History	44	44	40	60
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Justification</b>
<p><i>District Improvement</i></p> <p><i>NNPS progressions in academics, attendance, and reduced discipline have positively impacted student achievement and youth development. Our commitment to teacher development has decreased our mobility rate and increased the level of rigor in classroom instruction.</i></p> <p><b><u>District Academic Growth</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Fifteen schools received the General Assembly's three-year accreditation status (40% of schools).</li> <li>• 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.</li> <li>• Reduced the number Focus schools to one (75% decrease) from 2013 to 2017.</li> <li>• Fourteen elementary schools exceeded the 75% target pass rate in English.</li> <li>• Fifteen elementary schools exceeded the 70% target pass rate in mathematics.</li> <li>• Seventeen elementary schools exceeded the 70% pass rate in science.</li> <li>• Twenty-eight schools (74%) made progress in at least three subject areas.</li> <li>• 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.</li> <li>• Extended learning is provided during the school year (October-May) and in the summer (July-</li> </ul>

**Division: Newport News Public Schools**  
**School: Newsome Park 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***

- 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***

- School principal and Response to Instruction Specialist have been consistent for last three years.
- The school achieved a 3% increase in English, a 19% increase in science, and a 20% increase in history.
- Planning and instructional support was led by the Curriculum and Development supervisor and will continue with a designated partner for the 2017-2018 school year.
- Teacher turnover rate continued to decrease from 40% retention rate in 2014-15 school year to a 95% retention rate for the 2017-18 school year.
- Professional development (math talks), adjustment to math block structure (increased by 15 minutes daily), and the use of a web-based intervention tool (Dreambox Learning) to improve students' engagement and comprehension of the math curriculum.
- Extended learning opportunities for students in grade three through five from October-May, three days a week, for 2 ½ hours per day were provided.
- Technology Learning Center is an additional resource for students to investigate and explore STEM-related projects. Teachers are provided professional development on the use of the technology by the assigned instructional technology coach at NPES.
- STEM Lab opportunities for students for 50 minutes a week to participate in scientific investigation. STEM Lab teacher collaboratively plans with classroom teachers for content integration.

GARY B. HORTER

Typed School Board Chair Name

Gary B. Horter

School Board Chair Signature

Ashley K. Gore

Typed Superintendent Name

Ashley K. Gore

Superintendent Signature

September 8, 2017

Date

Division: Newport News Public Schools  
School: Newsome Park Elementary

May 2017

**Virginia Department of Education  
State/Federal Accountability Data  
Newsome Park Elementary  
Grades: PK - 05  
Newport News City**

**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	Accredited with Warning	English, Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, History and Social Sciences, 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: 68%	*35%	36%	45%	49%	52%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 60% Gr 4-8: 78%	55%	42%	43%	39%	60%
Mathematics	*34%	24%	48%	44%	53%	50%
Science	Gr 3: 61% Gr 5-8: 65%	*39%	21%	39%	31%	50%

**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	Title I Priority School	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	68%	*36%	36%	43%	45%	48%
English: Writing	63%	33%	30%	N/A	N/A	N/A
History and Social Sciences	70%	55%	43%	44%	40%	60%
Mathematics	*34%	23%	43%	42%	49%	47%
Science	63%	*40%	21%	40%	31%	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.

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

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	39	62	51	54
Mathematics	46	67	45	55
Science	40	62	52	40
History	62	78	61	59
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Justification</b>
<b><i>District Improvement</i></b>
<b><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></b>
<b><u>District Academic Growth</u></b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Fifteen schools received the General Assembly's three-year accreditation status (40% of schools).</li> <li>• 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.</li> <li>• Reduced the number Focus schools to one (75% decrease) from 2013 to 2017.</li> <li>• Fourteen elementary schools exceeded the 75% target pass rate in English.</li> <li>• Fifteen elementary schools exceeded the 70% target pass rate in mathematics.</li> <li>• Seventeen elementary schools exceeded the 70% pass rate in science.</li> <li>• Twenty-eight schools (74%) made progress in at least three subject areas.</li> <li>• 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.</li> <li>• Extended learning is provided during the school year (October-May) and in the summer (July-August) for over 6,000 students.</li> </ul>

**Division: Newport News Public Schools**  
**School: Sedgefield 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***

- 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***

- School principal and Response to Instruction Specialist have been consistent for last three years.
- Principal has thirteen years of experience and a track record of success at previous schools with 11 years of full accreditation.
- Teacher turnover rate has continued to decrease from 16 new teachers in 2015-2016 to three new teachers in the 2017-2018 school year.
- Planning and instructional support was led by the Curriculum and Development supervisor and will continue with a designated partner for the 2017-2018 school year.
- Title I funds supported additional tutors for math and reading, a specialized extended day curriculum, and an additional Reading Specialist.
- A specialized extended day curriculum was developed by the Curriculum and Development team and implemented by the NNPS staff.
- Teachers were provided professional development for Dreambox Math Program, an individualized web-based tool that provides students targeted instruction in their area of need.
- Classroom libraries were provided in every room with monthly book distribution to all students. 540 students received 10 books each for a total of 5,400 books.
- A 40 book reading challenge was implemented to instill love for reading and improve students' comprehension and fluency prior to third grade. A noted decrease in the number of students identified for additional assistance in second grade decreased from 22 to 9. (60%).
- A focused youth development plan of activities resulted in discipline infractions decreasing by 47%, 2015-2016 with 416 to 2016-2017 with 222 infractions.

GARY B. HUNT Typed School Board Chair Name  
May B. Hunter School Board Chair Signature  
Ashby Kilgore Typed Superintendent Name  
[Signature] Superintendent Signature  
9-8-17 Date

Division: Newport News Public Schools  
School: Sedgefield Elementary

May 2017

**Virginia Department of Education  
State/Federal Accountability Data  
Sedgefield Elementary  
Grades: PK - 05  
Newport News City**

**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	Accredited with Warning	English, History and Social Sciences, Mathematics
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, History and Social Sciences, 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: 61%	*38%	40%	62%	51%	55%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 61% Gr 4-8: 53%	60%	61%	78%	61%	60%
Mathematics	*32%	35%	50%	67%	45%	56%
Science	Gr 3: 60% Gr 5-8: 74%	*42%	39%	62%	52%	40%

**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	Title I Priority School	Title I - School Wide Program
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	61%	*40%	39%	57%	48%	50%
English: Writing	62%	33%	35%	N/A	N/A	N/A
History and Social Sciences	51%	64%	62%	78%	62%	60%
Mathematics	*33%	33%	46%	65%	43%	52%
Science	68%	*43%	40%	63%	50%	40%

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

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

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

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

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	57	58	58	56
Mathematics	58	70	66	71
Science	51	51	51	60
History	67	66	73	78
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Justification</b>
<b><i>District Improvement</i></b>
<b><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></b>
<b><u>District Academic Growth</u></b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Fifteen schools received the General Assembly's three-year accreditation status (40% of schools).</li> <li>• Each of the priority schools showed growth in English and history, and three Priority schools showed growth in mathematics.</li> <li>• Reduced the number Focus schools to one (75% decrease) from 2013 to 2017.</li> <li>• Fourteen elementary schools exceeded the 75% target pass rate in English.</li> <li>• Fifteen elementary schools exceeded the 70% target pass rate in mathematics.</li> <li>• Seventeen elementary schools exceeded the 70% pass rate in science.</li> <li>• Twenty-eight schools (74%) made progress in at least three subject areas.</li> <li>• 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.</li> <li>• Extended learning is provided during the school year (October-May) and in the summer (July-August) for over 6,000 students.</li> <li>• Implementation of monthly in-school support from the Central Office Leadership Team in data</li> </ul>

**Division: Newport News Public Schools**  
**School: Mary Passage Middle**

May 2017

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

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 i-CARE 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 has 10 years of experience in administration as a middle school assistant principal and middle school principal.
- An additional Assistant Principal of Instruction has been assigned for the 2017-2018 school year to provide intensive instructional support.
- The 2017-2018 SOL scores indicate a 5% increase in math, 9% increase science, and a 5% increase in history.
- The Training and Technical Assistance Center (T-TAC), through a local college, provided professional development in mathematics and English with teachers during the 2016-17 school year.
- The school has met the benchmark in both mathematics moving from 58% in 2014 to 71% in 2017, and in history improving from 67% in 2014 to 78% in 2017.
- English SOL results indicate a score of 56%; however, data analysis shows a 4% increase for sixth grade reading, 3% increase in seventh grade reading, and a 4% increase in eighth grade reading.
- The school is partnering with T-TAC to develop a specialized writing curriculum for the 2017-18 school year. Writing scores decreased by 12% affecting the reading scores and not meeting the benchmark.

Because Mary Passage Middle School has met the benchmarks in math and history, has met the progress measure in science, and has shown growth in reading at all three grade levels, Partial Accreditation is requested.

GARY B. HUNT

Typed School Board Chair Name

*Gary B. Hunt*

School Board Chair Signature

Ashby K. Gore

Typed Superintendent Name

*Ashby K. Gore*

Superintendent Signature

9-8-17

Date

Division: Newport News Public Schools  
School: Mary Passage Middle

May 2017

**Virginia Department of Education  
State/Federal Accountability Data  
Mary Passage Middle  
Grades: 06 - 08  
Newport News City**

**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	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 82%	*55%	57%	58%	58%	57%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 73%	72%	67%	66%	73%	78%
Mathematics	*53%	58%	58%	70%	66%	71%
Science	Gr 5-8: 85%	*72%	70%	51%	51%	60%

**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%	*58%	55%	59%	57%	61%
English: Writing	85%	48%	53%	51%	52%	41%
History and Social Sciences	66%	70%	69%	69%	73%	78%
Mathematics	*51%	54%	55%	68%	64%	69%
Science	86%	*75%	53%	52%	52%	60%

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

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

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

<b>Appeal</b> <i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Norfolk Public Schools</b>	<b>School: James Monroe Elementary School</b>
<b>Date: 8/28/2017</b>	

<b>Overall School Achievement Data</b>				
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	39%	51%	47%	45%
Mathematics	44%	58%	36%	33%
Science	28%	55%	31%	17%
History	71%	85%	55%	63%

<b>Justification</b>
<p><b>Data</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ 2015-16 61%</li> <li>○ 2016-17 49%</li> <li>○ 2017-18 38%</li> </ul> </li> <li>• 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 demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner.</li> </ul> <p><b>Personnel (2016-17)</b></p> <ul style="list-style-type: none"> <li>• Fully-licensed teachers: 32</li> <li>• Provisionally-licensed teachers: 1 (3%)</li> <li>• New Teachers: 4 (13%)</li> <li>• Long-term Substitutes: 5 (16%)</li> <li>• Teachers out on Family Medical Leave (FMLA): 6 (19%)</li> </ul>

**Division: Norfolk Public Schools**  
**School: James Monroe Elementary**

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

**Governance:**

- Principal with nine years of experience and a successful performance record at a Title I school in Texas was hired for the 2017-18 school year. During the principal's tenure the school:
  - Earned distinction in math and post-secondary readiness in 2015-16
  - Earned distinction for the top 25% of schools for student progress (in state-wide comparable group) in 2016-17
  - Earned distinction in math in 2016-17

**Principal's School Performance (Texas Data)**

	2015	2016	2017
<b>% of students meeting or exceeding 1 year of growth</b>	50	63	67
<b>% of students exceeding 1 year of growth</b>	14	14	25
<b>School's Earned Points/ Texas Index Score Target Points</b>	31/30	37/32	44/32

**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

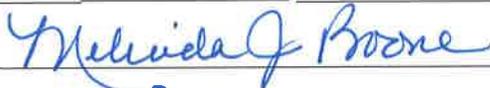
Typed School Board Chair Name



School Board Chair Signature

Melinda J. Boone

Typed Superintendent Name



Superintendent Signature

8.30.17

Date

**Division: Norfolk Public Schools**  
**School: James Monroe Elementary**

**Virginia Department of Education  
State/Federal Accountability Data  
James Monroe Elementary  
Grades: PK - 05  
Norfolk 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, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, History and Social Sciences, 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: 84%	*49%	39%	51%	47%	45%
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: 84%	73%	71%	85%	55%	63%
Mathematics	*48%	53%	44%	58%	36%	33%
Science	Gr 3: 85% Gr 5-8: 73%	*73%	28%	55%	31%	17%

**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	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%	*57%	39%	50%	44%	43%
English: Writing	87%	57%	44%	N/A	N/A	N/A
History and Social Sciences	89%	78%	59%	87%	55%	65%
Mathematics	*54%	54%	43%	57%	38%	32%
Science	85%	*65%	29%	58%	33%	19%

\* 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.

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Norfolk Public Schools</b>	<b>School: Norview Elementary School</b>
<b>Date: 8/29/2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	54%	71%	63%	71%
Mathematics	67%	75%	60%	68%
Science	55%	67%	71%	61%
History	74%	88%	77%	70%

<b>Justification</b>
<p><b>Data</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ 2015-16 61%</li> <li>○ 2016-17 49%</li> <li>○ 2017-18 38%</li> </ul> </li> <li>• 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 demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner.</li> </ul> <p><b>Personnel (2016-17)</b></p> <ul style="list-style-type: none"> <li>• Fully-licensed teachers: 36</li> <li>• Provisionally-licensed teachers: 1 (3%)</li> <li>• New Teachers: 4 (11%)</li> </ul>

Division: Norfolk Public Schools  
School: Norview Elementary School

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

**Governance:**

A new principal was hired for the 2016-17 school year and was able to lead the school in meeting requirements outlined in the Partially Accredited Reconstituted rubric for reading and math. The principal was also able to assist staff in achieving notable growth in the following sub-group areas:

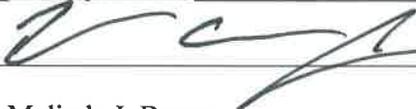
	<b>2016-2017</b> Pass Rate Based on 2015-2016 <b>Reading</b> <b>Assessments</b>	<b>2017-2018</b> Pass Rate Based on 2016-2017 <b>Reading</b> <b>Assessments</b>	<b>2016-2017</b> Pass Rate Based on 2015-2016 <b>Math</b> <b>Assessments</b>	<b>2017-2018</b> Pass Rate Based on 2016-2017 <b>Math</b> <b>Assessments</b>
<b>Gap Group 1</b>	54.28%	63.50%	50.71%	61.97%
<b>Gap Group 2</b>	54.60%	64.28%	53.64%	62.42%
<b>Gap Group 3</b>	87.50%	94.44%	87.50%	89.47%
<b>Economically Disadvantaged</b>	55.11%	64.00%	51.96%	63.07%
<b>Students with Disabilities</b>	25.80%	42.85%	22.58%	32.14%

**Division-level support:**

- 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
- 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

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Rodney Jordon

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Typed School Board Chair Name

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School Board Chair Signature

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Melinda J. Boone

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Typed Superintendent Name

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Superintendent Signature

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8.30.17

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Date

**Division: Norfolk Public Schools**  
**School: Norview Elementary School**

**Virginia Department of Education  
State/Federal Accountability Data  
Norview Elementary  
Grades: PK - 05  
Norfolk 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	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics
2017-2018	2016-2017	To Be Determined	English, Mathematics, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 84%	*76%	54%	71%	63%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 72% Gr 4-8: 85%	75%	74%	88%	77%	70%
Mathematics	*72%	43%	67%	75%	60%	68%
Science	Gr 3: 69% Gr 5-8: 87%	*74%	55%	67%	71%	61%

**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	Met All Federal AMOs	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	Improvement Plan Required	Title I - School Wide Program

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	82%	*55%	57%	69%	60%	69%
English: Writing	88%	57%	52%	N/A	N/A	N/A
History and Social Sciences	80%	75%	75%	87%	76%	71%
Mathematics	*50%	42%	65%	74%	59%	66%
Science	81%	*60%	57%	64%	71%	61%

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

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

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

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Norfolk Public Schools</b>	<b>School: St. Helena Elementary School</b>
<b>Date: 8/28/2017</b>	

<b>Overall School Achievement Data</b>				
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%	53%	55%	61%
Mathematics	57%	59%	51%	63%
Science	30%	37%	34%	76%
History	74%	73%	85%	93%

<b>Justification</b>
<p><b>Data</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ 2015-16 61%</li> <li>○ 2016-17 49%</li> <li>○ 2017-18 38%</li> </ul> </li> <li>• 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 demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner.</li> <li>• St. Helena is on a trajectory to meet full accreditation as significant improvements were made in all content areas, particularly in science (42-percentage point gain) and math (12-percentage point gain).</li> </ul>

**Division: Norfolk Public Schools**  
**School: St. Helena Elementary School**

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

**Gap Group Performance:**

	<b>2016-2017</b> Pass Rate Based on 2015-2016 <b>Reading</b> <b>Assessments</b>	<b>2017-2018</b> Pass Rate Based on 2016-2017 <b>Reading</b> <b>Assessments</b>	<b>2016-2017</b> Pass Rate Based on 2015-2016 <b>Math</b> <b>Assessments</b>	<b>2017-2018</b> Pass Rate Based on 2016-2017 <b>Math</b> <b>Assessments</b>
<b>Gap Group 1</b>	50.54%	53.54%	47.72%	55.12%
<b>Gap Group 2</b>	52.94%	59.29%	50.43%	62.28%
<b>Gap Group 3</b>	100%	100%	100%	100%

**Personnel (2016-17)**

- Fully-licensed teachers: 24
- Provisionally-licensed teachers: 3 (13%)
- Teachers new to the building: 1 (4%)
- Long-term Substitutes: 2 (8%)
- Teachers out on Family Medical Leave (FMLA): 1 (4%)

**Governance:**

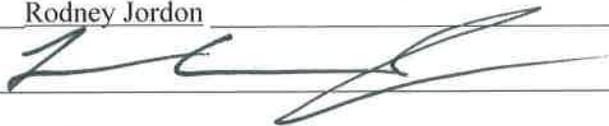
A new principal with successful administrative experience at a Title I school in Norfolk was hired for the 2017-18 school year. The principal has experience as a district reading specialist and previously served as assistant principal at a school that is similar to St. Helena Elementary in demographics and enrollment. Additionally, the principal comes from a fully accredited school with a highly successful principal.

**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

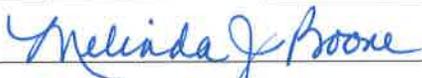
Typed School Board Chair Name



School Board Chair Signature

Melinda J. Boone

Typed Superintendent Name



Superintendent Signature

8.30.17

Date

**Division: Norfolk Public Schools**  
**School: St. Helena Elementary School**

**Virginia Department of Education  
State/Federal Accountability Data  
St. Helena Elementary  
Grades: PK - 05  
Norfolk 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	Accreditation Denied	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 3-5: 83%	*50%	53%	53%	55%	61%
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: 84%	76%	74%	73%	85%	93%
Mathematics	*71%	48%	57%	59%	51%	63%
Science	Gr 3: 74% Gr 5-8: 78%	*73%	30%	37%	34%	76%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	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	84%	*49%	48%	51%	55%	60%
English: Writing	82%	55%	60%	N/A	N/A	N/A
History and Social Sciences	85%	76%	65%	72%	85%	96%
Mathematics	*49%	47%	52%	56%	53%	63%
Science	77%	*59%	32%	38%	35%	81%

\* 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.

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Norfolk Public Schools</b>	<b>School: Southside STEM Academy at Campostella</b>
<b>Date: 8/25/2017</b>	

<b>Overall School Achievement Data</b>				
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	29%	44%	45%	47%
Mathematics	32%	51%	53%	43%
Science	26%	51%	58%	38%
History	37%	63%	65%	50%

<b>Justification</b>
<p><b>Data</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ 2015-16 61%</li> <li>○ 2016-17 49%</li> <li>○ 2017-18 38%</li> </ul> </li> <li>• 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 demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner.</li> </ul> <p><b>Personnel (2016-17)</b></p> <ul style="list-style-type: none"> <li>• Fully-licensed teachers: 56</li> <li>• New Teachers: 7 (13%)</li> <li>• Long-term Substitutes: 4 (7%)</li> <li>• Teachers out on Family Medical Leave (FMLA): 1 (2%)</li> </ul>

**Division: Norfolk Public Schools**  
**School: Southside STEM Campostella**

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

**Governance:**

A principal with thirteen years of experience and a successful performance history at a Title I school in Virginia was hired for the 2017-18 school year. The principal's previous school was similar in enrollment and has been fully accredited for eleven years. Economically disadvantaged and students with disabilities subgroups consistently made gains in reading at the school over the last three years.

**Previous School's SOL Performance Data**

Content	2014-15	2015-16	2016-17
English	73	75	78
Math	77	76	77

**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

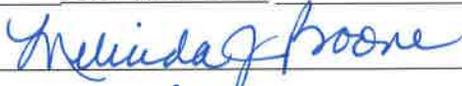
\_\_\_\_\_  
Typed School Board Chair Name



\_\_\_\_\_  
School Board Chair Signature

Melinda J. Boone

\_\_\_\_\_  
Typed Superintendent Name



\_\_\_\_\_  
Superintendent Signature

8.30.17

\_\_\_\_\_  
Date

**Division: Norfolk Public Schools**  
**School: Southside STEM Campostella**

**Virginia Department of Education  
State/Federal Accountability Data  
Southside STEM Academy at Campostella  
Grades: KG - 07  
Norfolk 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, Science
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2017-2018	2016-2017	To Be Determined	English, History and Social Sciences, 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%	*32%	29%	44%	45%	47%
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: 76%	60%	37%	63%	65%	50%
Mathematics	*39%	25%	32%	51%	53%	43%
Science	Gr 3: 83% Gr 5-8: 68%	*34%	26%	51%	58%	38%

**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	Title I Priority School	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	79%	*34%	27%	39%	43%	46%
English: Writing	63%	28%	30%	N/A	N/A	N/A
History and Social Sciences	77%	62%	37%	64%	66%	53%
Mathematics	*39%	22%	27%	45%	51%	43%
Science	77%	*35%	26%	54%	59%	40%

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

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

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

<b>Appeal</b>	
<b><i>Partially Accredited: Reconstituted School Status</i></b>	
<b>Division: Portsmouth Public Schools</b>	<b>School: Churchland Middle School</b>
<b>Date: 8/7/2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	59	65	63	69
Mathematics	60	60	62	72
Science	67	63	62	71
History	69	95	72	89
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

<b>Justification</b>
<b><i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i></b>
<p>Churchland Middle School was designated as "Accreditation Denied" in late January 2016. The data for Churchland Middle School for 2016-17 assessments clearly demonstrates the school's commitment to significant changes resulting in significant improvement across all content areas. Scores for math, science, and social studies far exceeded the needed increases for making acceptable progress as defined by the Virginia Board of Education, in addition to meeting the 70% pass rate benchmark for accreditation in those areas. The math pass rate improved 10 points, the science rate improved 9 points, and social studies remained above the accreditation benchmark, increasing to 89%. Additionally, students with disabilities demonstrated marked improvement during 2016-17 as compared to previous school years. Students with disabilities improved 22 percentage points in their pass rate for math compared to 2015-16 assessments and 13 percentage points in their pass rate for English compared to 2015-16.</p> <p>Furthermore, through the school's efforts to ensure that students engage meaningfully in the instructional program in order to achieve academically, Churchland Middle began</p>

Division: Portsmouth Public Schools  
School: Churchland Middle School

May 2017

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implementing the Virginia Tiered Systems of Supports, including Positive Behavior Interventions and Supports as part of that effort. As a result, since the 2014-15 school year, Churchland Middle has almost halved out-of-school suspensions, significantly reduced classroom and campus disruptions, and has cut office disciplinary referrals by 50%.

During the 2016-17 school year, administrators began the shift to a balanced literacy approach for English instruction. However, during the school year, the school did experience challenges with ensuring fidelity of implementation. Two English teachers required long-term substitutes for extended periods of time during the school year; in addition, the mid-year retirement of an assistant principal hampered efforts to provide regular observations, coaching, and support to the English team as they worked to implement authentic and holistic writing, reading, and word study instruction effectively. Even with these challenges, however, the school's pass rate for English also significantly improved (6 percentage points in one year), barely missing the 7-point acceptable progress benchmark set by the Virginia Board of Education.

Given that Churchland Middle School demonstrated significant improvement in all four content areas and met accreditation benchmarks in math, science, and social studies, in addition to reducing the achievement gap for students with disabilities, we respectfully request that instead of continuing to designate Churchland Middle School simply as "Accreditation Denied" that the Virginia Board of Education grant this appeal for reconsideration. We believe that the significant improvement in achievement in all content areas warrants such a change, showing families and students that the school is making significant progress while also acknowledging the accomplishments of the faculty and staff in ensuring the school's significant progress.

Claude C. Parent

Typed School Board Chair Name

*Claude C Parent*

School Board Chair Signature

Elie Bracy, III

Typed Superintendent Name

*Elie Bracy III*

Superintendent Signature

08/10/2017

Date

**Virginia Department of Education  
State/Federal Accountability Data  
Churchland Middle  
Grades: 07 - 08  
Portsmouth 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	Mathematics
2013-2014	2012-2013	Accredited with Warning	History and Social Sciences, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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: 82%	*75%	60%	65%	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: 71%	69%	69%	95%	72%	89%
Mathematics	*49%	53%	65%	60%	62%	72%
Science	Gr 5-8: 83%	*74%	67%	63%	62%	71%

**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%	*64%	62%	66%	67%	71%
English: Writing	82%	55%	52%	61%	51%	61%
History and Social Sciences	63%	71%	69%	95%	73%	89%
Mathematics	*48%	51%	61%	58%	59%	69%
Science	83%	*58%	68%	63%	62%	71%

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

Virginia Department of Education  
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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.

<b>Appeal</b>	
<b><i>Partially Accredited: Reconstituted School Status</i></b>	
<b>Division: Prince William County</b>	<b>School: Fred Lynn Middle School</b>
<b>Date: August 31, 2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	59%	64%	66%	64.18%
Mathematics	57%	73%	70%	71.00%
Science	48%	65%	62%	69.31%
History	71%	76%	83%	83.00%

<b>Justification</b>
<p><b><i>Briefly state rationale for appeal</i></b></p> <p><b><i>(Rationale needs to be data driven and written without identifiable personnel information.)</i></b></p> <p>Requesting Partially Accredited Reconstituted Status based on the appointment of a new principal who has an established track record at Occoquan Elementary School of full accreditation in a similar demographic school within Fred Lynn Middle School's feeder pattern. Occoquan Elementary School's demographics are like those of Fred Lynn Middle School: Mobility Index-Occoquan at 14% with Fred Lynn at 17%; English Learners-Occoquan at 53% with Fred Lynn at 63%; Economically Disadvantaged-Occoquan at 58% with Fred Lynn at 71%. Seventeen percent of Occoquan's rising sixth graders matriculate to Fred Lynn Middle School. The principal is fully licensed by the Virginia Department of Education to serve as a Middle School Principal.</p> <p>Included below is the overall achievement data for Occoquan Elementary School. The achievement data during the principal's tenure is reflected from 2013-14 Pass Rate (Based on 2012-13 Assessments) through the Preliminary 2017-18 Pass Rate (Based on 2016-17 Assessments). During the principal's five years of leadership at Occoquan Elementary School, the pass rates for Economically Disadvantaged Students in English-Reading rose from 59% to 91% and in Math from 68% to 93%. Over the same period, the pass rates for English Learners in English-Reading rose from 54% to 89% and in Math from 66% to 93%.</p>

Division: Prince William County  
School: Fred Lynn Middle School

May 2017



**Virginia Department of Education  
State/Federal Accountability Data  
Fred M. Lynn Middle  
Grades: 06 - 08  
Prince William County**

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	Accredited with Warning	Mathematics
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, Science
2016-2017	2015-2016	Accreditation Denied	English, Science
2017-2018	2016-2017	To Be Determined	English, Science

**State Accreditation Pass Rates by Assessment Year**

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 84%	*53%	59%	64%	66%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 76%	73%	71%	76%	83%	83%
Mathematics	*51%	53%	57%	73%	70%	71%
Science	Gr 5-8: 90%	*80%	48%	65%	62%	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	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	82%	*51%	56%	63%	64%	61%
English: Writing	82%	51%	47%	54%	52%	57%
History and Social Sciences	74%	72%	69%	76%	80%	82%
Mathematics	*50%	49%	53%	69%	64%	64%
Science	87%	*55%	44%	64%	56%	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.

<b>Appeal</b>	
<i>Partially Accredited: Reconstituted School Status</i>	
<b>Division: Waynesboro Public Schools</b>	<b>School: Kate Collins Middle School</b>
<b>Date: August 29, 2017</b>	

<b>Overall School Achievement Data</b>				
<b>Content Area</b>	<b>2014-2015 Pass Rate Based on 2013-2014 Assessments</b>	<b>2015-2016 Pass Rate Based on 2014-2015 Assessments</b>	<b>2016-2017 Pass Rate Based on 2015-2016 Assessments</b>	<b>Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments</b>
English	64	66	64	67
Mathematics	69	73	71	76
Science	77	73	68	70
History	76	78	81	72
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

<b>Justification</b>
<p><b>Kate Collins Middle School (KCMS) has met the accreditation benchmarks in three academic areas and is demonstrating improvement in the fourth area, English. KCMS is also showing improvements in indicators that support student engagement. We respectfully request consideration of the “Partially Accredited: Reconstituted School” Status for the 2017 – 2018 School Year, as we have demonstrated growth in Academic Outcomes and in Opportunities to Learn.</b></p> <p style="text-align: center;"><b>Academic Outcomes</b></p> <p><b>Meeting Benchmark in three areas:</b>            Mathematics – Trending upward with a significant increase from 69% to 76%            Science and History – Consistently meeting benchmarks</p> <p><b>Progress in Area Not Meeting Benchmark:</b>            English - Growth from 64% to 67% on 2016 – 2017 assessments                Reading – Growth from 64% to 66%                Writing – Growth from 54% to 64%</p>

Division: Waynesboro Public Schools  
School: Kate Collins Middle School

May 2017

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

**Opportunities and Challenges Impacting Academic Outcomes:**

High level of teacher turnover in English (55%) compared to building level (20%) and division level (15%).

One third of the teachers making up the 55% in English, have 1 year or less teaching experience.

**Restructuring Leadership Team in Spring of 2016 -2017:**

Experienced principal with new administrative team planning for 2017 - 2018

Principal – 9 years administrative experience

New Assistant Principal – 2 years administrative experience, experience K - 12

New Assistant Principal – 4 years administrative experience, experience with curriculum alignment

New Position Dean of Students – 31 years administrative experience, experience with VTSS

**Opportunities to Learn****Virginia Tiered System of Supports (VTSS):**

2015 – 2016 First year of Implementation, joined cohort 3

2016 – 2017 Second year of Implementation

2017 – 2018 Third year of Implementation

**Chronic Absenteeism:**

Reduced Chronic Absenteeism by 7.4%

2015 – 2016 – 19.9% Chronically Absent

2016 – 2017 – 12.5% Chronically Absent

**Suspensions:**

Reduced "Out of School Suspension" 24.2%

2015 - 2016 1,058 days of "Out of School Suspension"

2016 - 2017 802 days of "Out of School Suspension"

**Based on Proposed Accreditation Matrices for 2018 - 2019, KCMS would be a Level 1 in Math, Science and Chronic Absenteeism and a Level 2 in English.**

Mrs. Kathe Maneval \_\_\_\_\_ Typed School Board Chair Name

*Kathe Maneval* \_\_\_\_\_ School Board Chair Signature

Dr. Jeffrey Cassell \_\_\_\_\_ Typed Superintendent Name

*J. Cassell* \_\_\_\_\_ Superintendent Signature

August 29, 2017 \_\_\_\_\_ Date

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

**Attachment M1**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	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	Accreditation Denied	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: 84%	*77%	64%	66%	64%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 78%	77%	76%	78%	81%	72%
Mathematics	*73%	67%	69%	73%	71%	76%
Science	Gr 5-8: 85%	*80%	77%	73%	68%	70%

**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%	*64%	64%	68%	63%	66%
English: Writing	80%	60%	56%	58%	53%	64%
History and Social Sciences	77%	77%	76%	78%	79%	70%
Mathematics	*61%	63%	66%	71%	68%	73%
Science	83%	*80%	65%	73%	67%	68%

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