

Virginia Board of Education Agenda Item



Agenda Item: F

Date: October 26, 2017

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

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Other. Specify below:

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

Action Requested:

Final review: Action requested at this meeting.

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

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

Background Information and Statutory Authority:

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

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

As outlined in 8 VAC 20-131-315. C. Action requirements for schools that are denied accreditation, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a

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

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

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

Summary of Important Issues:

The schools in the chart below have not been *Fully Accredited* for three consecutive years and are not *Fully Accredited* in 2017-2018, were granted a rating of *Partially Accredited: Reconstituted School* for the 2016-2017 school year and did not meet the criteria needed for a continued rating of *Partially Accredited: Reconstituted School*, or 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 School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	2016-2017 Accreditation Rating	Attachment
Alexandria City Public Schools	William Ramsay Elementary School (Gr.K-5)	Third consecutive year of not being fully accredited	B1
Amherst County Public Schools	Central Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	C1
Augusta County Public Schools	Riverheads Elementary (Gr.PK-5)	Third consecutive year of not being fully accredited	D1
Brunswick County Public Schools	Meherrin Powellton Elementary School (Gr.PK-5)	Third consecutive year of not being fully accredited	E1
Brunswick County Public Schools	Totaro Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	E1
Buena Vista City Public	Enderly Heights Elementary	<i>Accreditation Denied</i>	F1

	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	2016-2017 Accreditation Rating	Attachment
Schools	School (Gr.3-5)		
Buena Vista City Public Schools	F.W. Kling Jr. Elementary School (Gr.PK-2)	<i>Accreditation Denied</i>	F1
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	<i>Partially Accredited: Reconstituted School</i>	G1
Chesapeake City Public Schools	Rena B. Wright Primary (Gr.PK-2)	<i>Partially Accredited: Reconstituted School</i>	H1
Chesapeake City Public Schools	Truitt Elementary School (Gr.3-5)	<i>Partially Accredited: Reconstituted School</i>	H1
Chesapeake City Public Schools	Oscar Smith Middle School (Gr.6-8)	Third consecutive year of not being fully accredited	H1
Chesterfield County Public Schools	Falling Creek Middle School (Gr.6-8)	<i>Accreditation Denied</i>	I1
Culpeper County Public Schools	Sycamore Park Elementary School (Gr.PK-5)	Third consecutive year of not being fully accredited	J1
Cumberland County Public Schools	Cumberland County Middle School (Gr.5-8)	<i>Partially Accredited: Reconstituted School</i>	K1
Essex County Public Schools	Essex Intermediate (Gr.4-7)	<i>Partially Accredited: Reconstituted School</i>	L1
Fairfax City Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	<i>Partially Accredited: Reconstituted School</i>	M1
Fairfax County Public Schools	Saratoga Elementary School (Gr.PK-6)	Third consecutive year of not being fully accredited	M1
Frederick County Public Schools	Gainesboro Elementary School (Gr.K-5)	Third consecutive year of not being fully accredited	N1
Frederick County Public Schools	Frederick County Middle School (Gr.6-8)	<i>Partially Accredited: Reconstituted School</i>	N1
Grayson County Public Schools	Fries School (Gr.PK-7)	Third consecutive year of not being fully accredited	O1
Hampton City Public Schools	A.W.E. Bassette Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	P1
Hampton City Public Schools	Christopher C. Kraft Elementary School (Gr.PK-5)	Third consecutive year of not being fully accredited	P1
Hampton City Public Schools	John B. Cary Elementary School (Gr.PK-5)	<i>Partially Accredited: Reconstituted School</i>	P1
Hampton City Public Schools	C. Alton Lindsay Middle School (Gr.6-8)	<i>Partially Accredited: Reconstituted School</i>	P1
Henrico City Public Schools	Fair Oaks Elementary School	<i>Partially Accredited:</i>	Q1

	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	2016-2017 Accreditation Rating	Attachment
	(Gr.PK-5)	<i>Reconstituted School</i>	
Henrico County Public Schools	Highland Springs Elementary School (Gr.PK-5)	Third consecutive year of not being fully accredited	Q1
Henrico County Public Schools	Montrose Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	Q1
Henrico City Public Schools	Brookland Middle School (Gr.6-8)	<i>Partially Accredited: Reconstituted School</i>	Q1
Henrico County Public Schools	Fairfield Middle School (Gr.6-8)	<i>Accreditation Denied</i>	Q1
Henrico County Public Schools	John Rolfe Middle School (Gr.6-8)	<i>Accreditation Denied</i>	Q1
Hopewell City Public Schools	Dupont Elementary School (Gr.K-5)	Third consecutive year of not being fully accredited	R1
Lunenburg County Public Schools	Kenbridge Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	S1
Lynchburg City Public Schools	Dearington Elementary/ Innovation (Gr.PK-5)	<i>Partially Accredited: Reconstituted School</i>	T1
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	<i>Partially Accredited: Reconstituted School</i>	T1
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	<i>Partially Accredited: Reconstituted School</i>	T1
Martinsville City Public Schools	Martinsville Middle School (Gr.6-8)	Third consecutive year of not being fully accredited	U1
Montgomery County Public Schools	Shawsville Middle School (Gr.6-8)	Third consecutive year of not being fully accredited	V1
Nelson County Public Schools	Tye River Elementary School (Gr.PK-5)	Third consecutive year of not being fully accredited	W1
Newport News City Public Schools	Horace H. Epes Elementary (Gr.PK-5)	<i>Partially Accredited: Reconstituted School</i>	X1
Newport News City Public Schools	Joseph H. Saunders Elementary (Gr.PK-5)	<i>Partially Accredited: Reconstituted School</i>	X1
Newport News City Public Schools	Lee Hall Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	X1
Newport News City Public Schools	L.F. Palmer Elementary School (Gr.PK-5)	<i>Partially Accredited: Reconstituted School</i>	X1
Newport News City Public Schools	Newsome Park Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	X1
Newport News City Public	Sedgefield Elementary	<i>Accreditation Denied</i>	X1

	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	2016-2017 Accreditation Rating	Attachment
Schools	School (Gr.PK-5)		
Newport News City Public Schools	Homer L. Hines Middle School (Gr.6-8)	Third consecutive year of not being fully accredited	X1
Newport News City Public Schools	Mary Passage Middle School (Gr.6-8)	<i>Accreditation Denied</i>	X1
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	<i>Partially Accredited: Reconstituted School</i>	Y1
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	Y1
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	Y1
Norfolk City Public Schools	Southside STEM Academy at Campostella (Gr.K-7)	<i>Accreditation Denied</i>	Y1
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	<i>Accreditation Denied</i>	Y1
Northampton County Public Schools	Northampton Middle School (Gr.7-8)	Third consecutive year of not being fully accredited	Z1
Nottoway County Public Schools	Nottoway County Middle School (Gr.7-8)	<i>Partially Accredited: Reconstituted School</i>	AA1
Page County Public Schools	Luray Elementary School (Gr.PK-5)	Third consecutive year of not being fully accredited	BB1
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	<i>Partially Accredited: Reconstituted School</i>	CC1
Portsmouth City Public Schools	Churchland Middle School (Gr.7-8)	<i>Accreditation Denied</i>	DD1
Prince Edward County Public Schools	Prince Edward Elementary School (PK-4)	<i>Partially Accredited: Reconstituted School</i>	EE1
Prince Edward County Public Schools	Prince Edward Middle School (Gr.5-8)	Third consecutive year of not being fully accredited	EE1
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	<i>Accreditation Denied</i>	FF1
Waynesboro County Public Schools	Kate Collins Middle School (Gr.6-8)	<i>Accreditation Denied</i>	GG1

Data for each school division is included in Attachments B1-GG1. Each division's attachment contains each school's appeal form and achievement data.

Technical Assistance

All schools rated *Partially Accredited: Reconstituted School* will participate in technical assistance

sessions provided by the Office of School Improvement (OSI). OSI technical assistance for the 2017-2018 school year will focus on the implementation of essential actions identified as a part of continuous school improvement planning. Additionally, schools rated *Partially Accredited: Reconstituted School* will have triannual meetings with OSI staff, the support of an OSI contractor, and the opportunity to select from the OSI/VDOE Technical Assistance Menu.

In addition to the Technical Assistance described in the Board materials, school divisions with schools that are approved for a rating of *Partially Accredited: Reconstituted School* will be required to enter into an agreement with the Superintendent of Public Instruction or to continue their agreement with the Superintendent of Public Instruction detailing the Essential Actions that must occur in 2017-2018. Additional differentiated support will be provided as needs are identified through the continued implementation of the Reconstitution Agreement Plans/Corrective Action Plans.

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:

The superintendents of these divisions will meet with the Director of the Department’s Office of School Improvement triannually to discuss progress in implementing the Reconstitution Agreement Plan/Corrective Action Plan of each school in *Partially Accredited: Reconstituted School* status and to determine required next steps.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the recommendations as noted in the following table and stated below.

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
Alexandria City Public Schools	William Ramsay Elementary School (Gr.K-5)	Approve
Amherst County Public Schools	Central Elementary School (Gr.PK-5)	Approve
Augusta County Public Schools	Riverheads Elementary (Gr.PK-5)	Approve
Brunswick County Public Schools	Meherrin Powellton Elementary School (Gr.PK-5)	Approve
Brunswick County Public Schools	Totaro Elementary School (Gr.PK-5)	Deny
Buena Vista City Public Schools	Enderly Heights Elementary School (Gr.3-5)	Approve
Buena Vista City Public Schools	F.W. Kling Jr. Elementary School (Gr.PK-2)	Approve
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	Approve
Chesapeake City Public Schools	Rena B. Wright Primary (Gr.PK-2)	Approve
Chesapeake City Public Schools	Truitt Elementary School (Gr.3-5)	Approve
Chesapeake City Public Schools	Oscar Smith Middle School (Gr.6-8)	Approve
Chesterfield County Public Schools	Falling Creek Middle School (Gr.6-8)	Approve
Culpeper County Public Schools	Sycamore Park Elementary School	Approve

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
	(Gr.PK-5)	
Cumberland County Public Schools	Cumberland County Middle School (Gr.5-8)	Approve
Essex County Public Schools	Essex Intermediate (Gr.4-7)	Approve
Fairfax City Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	Approve
Fairfax County Public Schools	Saratoga Elementary School (Gr.PK-6)	Approve
Frederick County Public Schools	Gainesboro Elementary School (Gr.K- 5)	Approve
Frederick County Public Schools	Frederick County Middle School (Gr.6- 8)	Approve
Grayson County Public Schools	Fries School (Gr.PK-7)	Approve
Hampton City Public Schools	A.W.E. Bassette Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	Christopher C. Kraft Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	John B. Cary Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	C. Alton Lindsay Middle School (Gr.6- 8)	Approve
Henrico City Public Schools	Fair Oaks Elementary School (Gr.PK- 5)	Approve
Henrico County Public Schools	Highland Springs Elementary School (Gr.PK-5)	Approve
Henrico County Public Schools	Montrose Elementary School (Gr.PK- 5)	Approve
Henrico City Public Schools	Brookland Middle School (Gr.6-8)	Approve
Henrico County Public Schools	Fairfield Middle School (Gr.6-8)	Approve
Henrico County Public Schools	John Rolfe Middle School (Gr.6-8)	Approve
Hopewell City Public Schools	Dupont Elementary School (Gr.K-5)	Approve
Lunenburg County Public Schools	Kenbridge Elementary School (Gr.PK- 5)	Approve
Lynchburg City Public Schools	Dearington Elementary / Innovation (Gr.PK-5)	Approve
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	Approve
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	Approve
Martinsville City Public Schools	Martinsville Middle School (Gr.6-8)	Approve
Montgomery County Public Schools	Shawsville Middle School (Gr.6-8)	Approve
Nelson County Public Schools	Tye River Elementary School (Gr.PK- 5)	Approve
Newport News City Public Schools	Horace H. Epes Elementary (Gr.PK-5)	Approve
Newport News City Public Schools	Joseph H. Saunders Elementary	Approve

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Recommended Action
	(Gr.PK-5)	
Newport News City Public Schools	Lee Hall Elementary School (Gr.PK-5)	Approve
Newport News City Public Schools	L.F. Palmer Elementary School (Gr.PK-5)	Approve
Newport News City Public Schools	Newsome Park Elementary School (Gr.PK-5)	Approve
Newport News City Public Schools	Sedgefield Elementary School (Gr.PK-5)	Approve
Newport News City Public Schools	Homer L. Hines Middle School (Gr.6-8)	Approve
Newport News City Public Schools	Mary Passage Middle School (Gr.6-8)	Approve
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	Approve
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	Approve
Norfolk City Public Schools	Southside STEM Academy at Campostella (Gr.K-7)	Approve
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	Approve
Northampton County Public Schools	Northampton Middle School (Gr.7-8)	Approve
Nottoway County Public Schools	Nottoway County Middle School (Gr.7-8)	Approve
Page County Public Schools	Luray Elementary School (Gr.PK-5)	Approve
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	Approve
Portsmouth City Public Schools	Churchland Middle School (Gr.7-8)	Approve
Prince Edward County Public Schools	Prince Edward Elementary School (PK-4)	Approve
Prince Edward County Public Schools	Prince Edward Middle School (Gr.5-8)	Approve
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	Approve
Waynesboro County Public Schools	Kate Collins Middle School (Gr.6-8)	Approve

1. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for William Ramsay Middle School from Alexandria City Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

2. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Central Elementary School from Amherst County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
3. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Riverheads Elementary School from Augusta County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
4. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Meherrin-Powellton Elementary School from Brunswick County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
5. The Superintendent of Public Instruction recommends that the Board of Education deny the appeal for a rating of *Partially Accredited: Reconstituted School* for Totaro Elementary School from Brunswick County Public Schools.
Rationale: Appeal data for this school do not provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
6. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Enderly Heights Elementary School and F. W. Kling Jr. Elementary School from Buena Vista City Public Schools.
Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
7. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Caroline Middle School from Caroline County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
8. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Rena B. Wright Primary School, Truitt Intermediate School, and Oscar Smith Middle School from Chesapeake City Public Schools.
Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

9. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Falling Creek Middle School from Chesterfield County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
10. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Sycamore Park Elementary School from Culpeper County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
11. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Cumberland Middle School from Cumberland County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
12. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Essex Intermediate School from Essex County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
13. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Mount Vernon Woods Elementary School and Saratoga Elementary School from Fairfax County Public Schools.
Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
14. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Gainesboro Elementary School and Frederick County Middle School from Frederick County Public Schools.
Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
15. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Fries School from Grayson County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

16. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for A. W. E. Bassette Elementary School, Christopher Kraft Elementary School, John B. Cary Elementary School, and C. Alton Lindsay Middle School from Hampton City Public Schools.
Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
17. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Fair Oaks Elementary School, Highland Springs Elementary School, Montrose Elementary School, Brookland Middle School, Fairfield Middle School, and John Rolfe Middle School from Henrico County Public Schools.
Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
18. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Dupont Elementary School from Hopewell City Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
19. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Kenbridge Elementary School from Lunenburg County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
20. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Dearington Elementary School, Heritage Elementary School, and P. L. Dunbar Middle School from Lynchburg City Public Schools.
Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
21. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Martinsville Middle School from Martinsville City Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

22. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Shawsville Middle School from Montgomery County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
23. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Tye River Elementary School from Nelson County Public Schools.
Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
24. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for *Horace H. Epes Elementary School, *J. H. Saunders Elementary School, *Lee Hall Elementary School, *L. F. Palmer Elementary School, Newsome Park Elementary School, Sedgefield Elementary School, *Homer L. Hines Middle School, and Mary Passage Middle School from Newport News City Public Schools.
Rationale: Appeal data for the schools with an asterisk provide a rationale for a rating of *Partially Accredited: Reconstituted School*. Schools without an asterisk are approved with the understanding that OSI staff and Newport News staff will collaborate on a plan of additional support for each school.
25. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Chesterfield Academy Elementary School, *Norview Elementary School, Southside STEM Academy at Campostella, and *St. Helena Elementary School from Norfolk City Public Schools.
Rationale: Appeal data for the schools with an asterisk provide a rationale for a rating of *Partially Accredited: Reconstituted School*. Schools without an asterisk are approved with the understanding that OSI staff and Norfolk staff will collaborate on a plan of additional support for each school.
26. The Superintendent of Public Instruction recommends that the Board of Education deny the appeal for a rating of *Partially Accredited: Reconstituted School* for James Monroe Elementary School from Norfolk City Public Schools.
Rationale: Appeal data for this school do not provide a rationale for a rating of *Partially Accredited: Reconstituted School*.
27. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Northampton Middle School from Northampton County Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

28. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Nottoway Middle School from Nottoway County Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

29. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Luray Elementary School from Page County Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

30. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Robert E. Lee Elementary School from Petersburg City Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

31. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Churchland Middle School from Portsmouth City Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

32. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Prince Edward County Elementary School and Prince Edward County Middle School from Prince Edward County Public Schools.

Rationale: Appeal data for these schools provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

33. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Fred M. Lynn Middle School from Prince William County Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

34. The Superintendent of Public Instruction recommends that the Board of Education approve the appeal for a rating of *Partially Accredited: Reconstituted School* for Kate Collins Middle School from Waynesboro City Public Schools.

Rationale: Appeal data for this school provide a rationale for a rating of *Partially Accredited: Reconstituted School*.

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

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

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

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

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

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

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

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

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

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

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

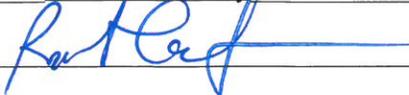
May 2017

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

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

Ramee A. Gentry

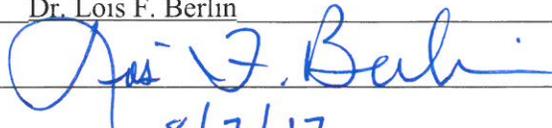
Typed School Board Chair Name



School Board Chair Signature

Dr. Lois F. Berlin

Typed Superintendent Name



Superintendent Signature

8/7/17

Date

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

May 2017

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

Attachment B1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<i>Briefly state rationale for appeal</i>
<i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
<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

May 2017

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

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 5th 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 C1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, 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.

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

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

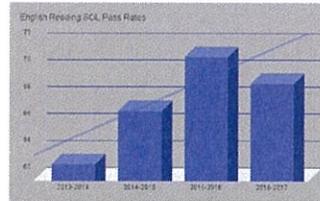
Justification	
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>	
<p>Augusta County Public Schools believes strongly in the school improvement process. As a division, we have seen dramatic growth since the 2014-2015 school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

Division: Augusta County Schools
School: Riverheads Elementary School

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

English Reading Growth**Reading Pass Rate**

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

**Contributing Factors to RES Reading Scores****Impact of Teacher Absenteeism**

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

Teacher Experience

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

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

Mr. Timothy Quillen

Typed School Board Chair Name

School Board Chair Signature

Dr. Eric W. Bond

Typed Superintendent Name

Superintendent Signature

August 31, 2017

Date

Division: Augusta County Schools

School: Riverheads Elementary School

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

Attachment D1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

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

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

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

May 2017

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

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

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

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

Dr. Carolyn P. Jones

Typed School Board Chair Name

Dr. Carolyn P. Jones

School Board Chair Signature

Dora G. Wynn

Typed Superintendent Name

Dora G. Wynn

Superintendent Signature

September 7, 2017

Date

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

Attachment E1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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)				

Justification
<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 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	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.

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<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

May 2017

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

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.

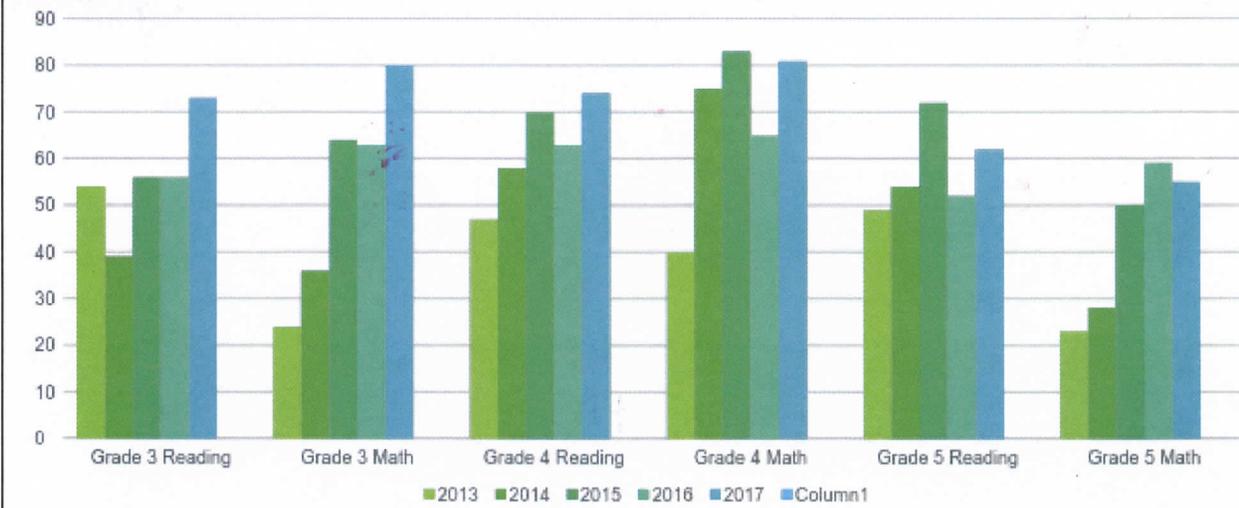
During the 2015-2016 school year we worked to implement our reconstitution plans. At Enderly Heights Elementary, we moved a 3rd grade teacher to a 6th grade math position (6th grade math had scored in the 20%-30% range in previous years). The 5th grade team was entirely new—one veteran teacher who had 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

May 2017

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

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 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
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.

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

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

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

Overall School Achievement Data* (Kling (preK-2) is a sister school to Enderly Heights (3-5). The chart below is Enderly Height's data.				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<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

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

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
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

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.

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

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

Appeal - Partially Accredited: Reconstituted School Status	
Division: Caroline County Public Schools	School: Caroline Middle School
Date: 8-17-17	

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

*CMS has remained accredited in Science and History.

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

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

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

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

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

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

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

Assessment Data from Previous School (POMS)

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

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

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

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

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

Administrative Factors for Consideration

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

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

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

Ms. Nancy Carson

Typed School Board Chair Name

Nancy Carson

School Board Chair Signature

Dr. George Parker, III

Typed Superintendent Name

[Handwritten Signature]

Superintendent Signature

9/8/2017

Date

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

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

Attachment 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	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, Mathematics
2017-2018	2016-2017	To Be Determined	English, Mathematics

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 82%	*76%	66%	68%	70%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 81%	81%	84%	82%	88%	86%
Mathematics	*70%	61%	61%	60%	68%	65%
Science	Gr 5-8: 89%	*81%	72%	71%	81%	79%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	80%	*64%	65%	70%	69%	66%
English: Writing	82%	56%	62%	59%	65%	56%
History and Social Sciences	81%	81%	84%	82%	87%	86%
Mathematics	*58%	57%	58%	58%	64%	62%
Science	89%	*68%	72%	71%	80%	78%

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

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

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

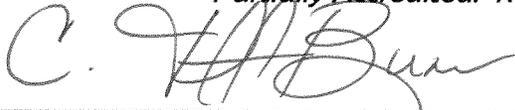
Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Chesapeake	School: Rena B. Wright Primary School
Date: September 14, 2017	

Overall School Achievement Data * <i>Based on testing at Truitt Intermediate</i>				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	69	69	72	72
Mathematics	81	77	75	68
Science	78	78	64	64
History	89	85	83	76
GCI	N/A	NA	N/A	N/A

Justification
<p>Division Student Achievement Improving</p> <ul style="list-style-type: none"> • 4 schools regained full accreditation this school year (percentage of fully accredited schools is 84%). • 3 schools regained accreditation last school year and maintained it this school year. • No additional schools lost accreditation this school year. <p>Leadership</p> <ul style="list-style-type: none"> • A new principal was assigned to Rena B. Wright Primary School. She has an elementary background with eleven years of experience with the special needs Title I students. • Similar to our most recently accredited schools, the school leaders have begun to plan collaboratively to promote a K-5 improvement effort. <p>Staff Factors at Rena B. Wright School</p> <ul style="list-style-type: none"> • There has been low turnover at this school. While the perceived stability is positive, there has not been an infusion of ideas and strategies that new teachers have brought to other successful schools. Two new teachers and additional support/coaching will build upon the culture of the school. <p>Summary</p> <p>Rena B. Wright is a K-2 schools that is experiencing significant change. There is a renewed instructional emphasis to evaluate strategies and practices to increase the academic strengths of rising 3rd graders who will attend Truitt Intermediate School. Although Truitt Intermediate is approaching full accreditation, it will realize greater success if more students are reading on level entering third grade. Additionally, customized professional development, division support, and vertical articulation between both schools has been evaluated and increased. We are confident that the many structures in place for the current school year will lead to regaining full accreditation.</p>

Virginia Department of Education
Office of School Improvement

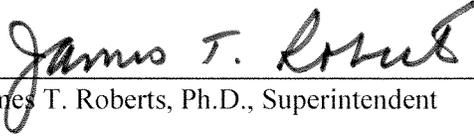
Partially Accredited: Reconstituted School Appeal Form



C. Jeff Bunn, School Board Chair

9-18-17

Date



James T. Roberts, Ph.D., Superintendent

9/18/17

Date

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

Attachment H1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 85%	*77%	69%	69%	72%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 83% Gr 4-8: 85%	78%	89%	85%	83%	76%
Mathematics	*77%	59%	81%	77%	75%	74%
Science	Gr 3: 86% Gr 5-8: 85%	*75%	78%	78%	75%	64%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*61%	65%	67%	69%	70%
English: Writing	83%	57%	71%	N/A	N/A	N/A
History and Social Sciences	85%	80%	88%	86%	83%	75%
Mathematics	*53%	58%	78%	76%	73%	67%
Science	86%	*76%	78%	78%	64%	63%

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

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

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Chesapeake	School: Truitt Intermediate School
Date: September 14, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	69	69	72	72
Mathematics	81	77	75	68
Science	78	78	64	64
History	89	85	83	76
GCI	N/A	NA	N/A	N/A

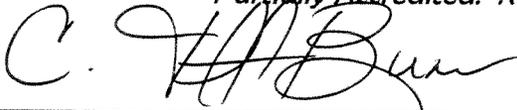
Justification
<p>Division Student Achievement Improving</p> <ul style="list-style-type: none"> • 4 schools regained full accreditation this school year (percentage of fully accredited schools is 84%). • 3 schools regained accreditation last school year and maintained it this school year. • No additional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

Division: Chesapeake
School: Truitt Intermediate School

September 2017

Virginia Department of Education
Office of School Improvement

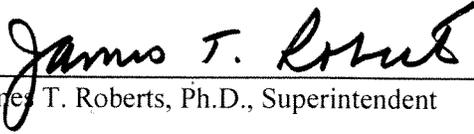
Partially Accredited: Reconstituted School Appeal Form



C. Jeff Bunn, School Board Chair

9-18-17

Date



James T. Roberts, Ph.D., Superintendent

9/18/17

Date

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

Attachment 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
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 85%	*77%	69%	69%	72%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 83% Gr 4-8: 85%	78%	89%	85%	83%	76%
Mathematics	*77%	59%	81%	77%	75%	74%
Science	Gr 3: 86% Gr 5-8: 85%	*75%	78%	78%	75%	64%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*61%	65%	67%	69%	70%
English: Writing	83%	57%	71%	N/A	N/A	N/A
History and Social Sciences	85%	80%	88%	86%	83%	75%
Mathematics	*53%	58%	78%	76%	73%	67%
Science	86%	*76%	78%	78%	64%	63%

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

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

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

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

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

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

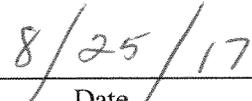
Division: Chesapeake
School: Oscar Smith Middle School

August 2017

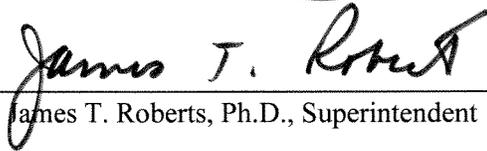
Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form



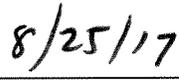
C. Jeff Bunn, School Board Chair



Date



James T. Roberts, Ph.D., Superintendent



Date

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

Attachment H1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	57	67	63	69
Mathematics	58	67	64	72
Science	43	61	53	68
History	61	81	77	85

Justification		
<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>Executive Summary: 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"> 1. Challenges and Responses 2. Division Progress and Support 3. School Progress </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 4. Progress Table Calculations 5. Measure of Academic Progress Results </td> </tr> </table> <p>Challenges and Responses: 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"> 1. Challenges and Responses 2. Division Progress and Support 3. School Progress 	<ol style="list-style-type: none"> 4. Progress Table Calculations 5. Measure of Academic Progress Results
<ol style="list-style-type: none"> 1. Challenges and Responses 2. Division Progress and Support 3. School Progress 	<ol style="list-style-type: none"> 4. Progress Table Calculations 5. Measure of Academic Progress Results 	

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

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

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

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

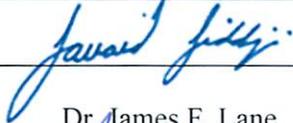
	MAP Reading		MAP Math	
	Observed Growth	Expected Growth	Observed Growth	Expected Growth
Grade 6	5.8	5.4	9.1	7.8
Grade 7	7.0	4.2	9.2	5.9
Grade 8	4.9	3.4	6.2	4.6

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

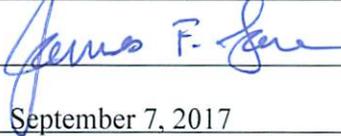
Typed School Board Chair Name



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 I1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	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.

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

Partially Accredited: Reconstituted School Appeal Form

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

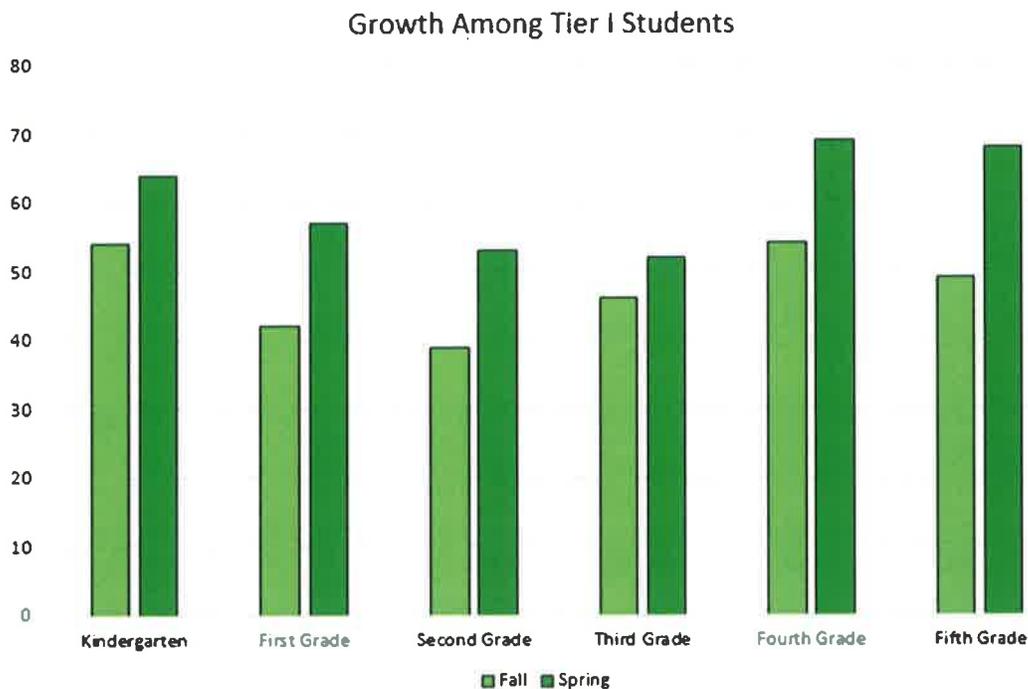
Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Culpeper County Public Schools	School: Sycamore Park Elementary School
Date: September 7, 2017	

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

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

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

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



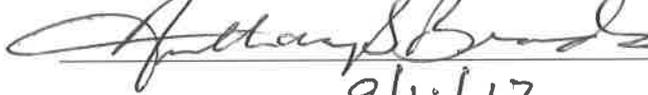
Another significant data point was the decrease in office referrals resulting in increased instructional time for students. The total number of office referrals decreased by 150, going from 687 to 537 during the 2016-2017 school year. Additionally, supports for students who required behavior-based interventions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

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

Mrs. Elizabeth H. Smith Typed School Board Chair Name

 School Board Chair Signature

Dr. Anthony S. Brads Typed Superintendent Name

 Superintendent Signature

9/11/17 Date

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

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	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Cumberland County Public Schools	School: Cumberland Middle School
Date: July 10, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	58	63	71	70
Mathematics	52	66	68	63
Science	63	64	72	62
History	76	78	83	90
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>It is requested that CMS be deemed a Partially Accredited: Reconstituted School based on the change in administrative leadership. The school division has taken corrective action and replaced the principal with a new principal who has a proven track record of success in a similar school.</p> <p>New Principal Qualifications:</p> <p>The new Cumberland Middle School principal for 2017-2018 was principal of LaCrosse Elementary School in Mecklenburg County from 2014-2016. In addition, this individual served as the Supervisor of Alternative Programming and District Intervention at Hopewell City Schools and was the At-Risk Director for Bluestone High School.</p>

Division: Cumberland County Public Schools
School: Cumberland Middle School

May 2017

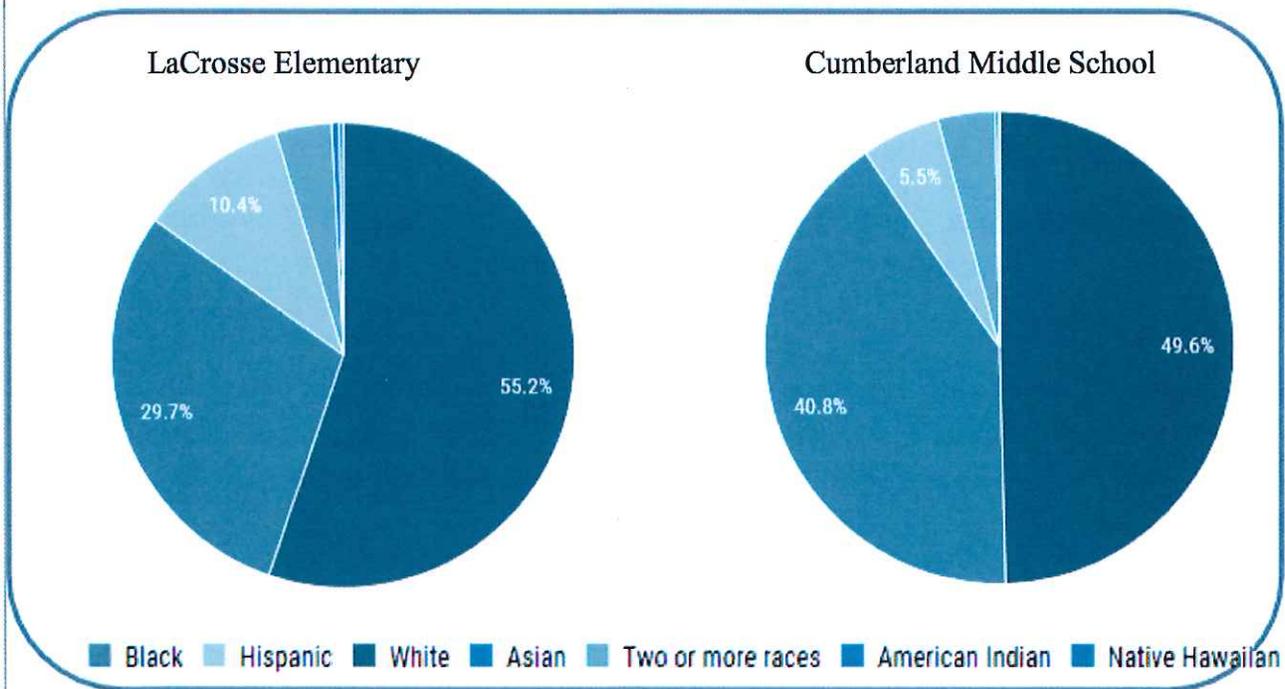
Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Similarities of LaCrosse Elementary School to Cumberland Middle School:

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

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

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



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

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

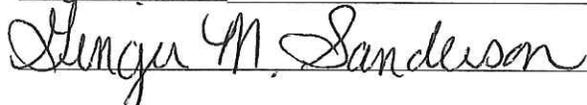
Documented Data from Previous School--Including SOL Assessment Data:

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

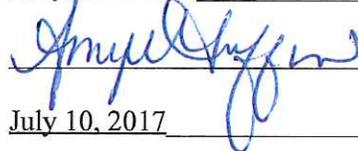
Year	Math Score	Reading Score
2013	63	61
2014	83	74
2015	88	80

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

Ginger Sanderson Typed School Board Chair Name

 School Board Chair Signature

Amy W. Griffin Typed Superintendent Name

 Superintendent Signature

July 10, 2017 Date

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

Attachment K1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 84%	*76%	58%	63%	71%	71%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 89%	84%	76%	78%	83%	90%
Mathematics	*79%	54%	52%	66%	68%	63%
Science	Gr 5-8: 92%	*81%	71%	64%	72%	63%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	81%	*60%	57%	60%	68%	69%
English: Writing	85%	60%	50%	58%	62%	61%
History and Social Sciences	88%	83%	75%	78%	81%	89%
Mathematics	*60%	46%	45%	62%	64%	61%
Science	91%	*66%	61%	63%	70%	62%

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

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

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

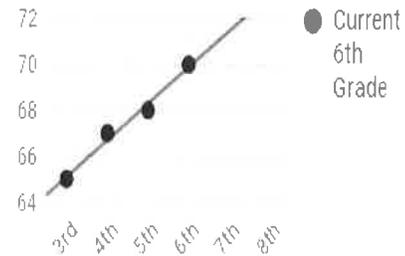
Appeal <i>Partially Accredited: Reconstituted School Status</i>	
Division: Essex County	School: Essex Intermediate School
Date: August 2, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	57	65	71	68
Mathematics	57	70	71	72
Science	58	53	72	74
History	63	50	N/A	77
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

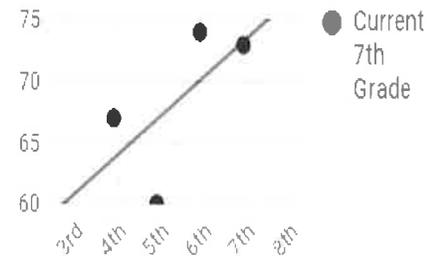
Justification
<p>Essex Intermediate School (EIS) has demonstrated consistent progress in improving SOL pass rate data in all subject areas since the 2013-2014 assessments. These gains have resulted in EIS reaching the accreditation benchmark in three out of the four SOL subject areas. In addition to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

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

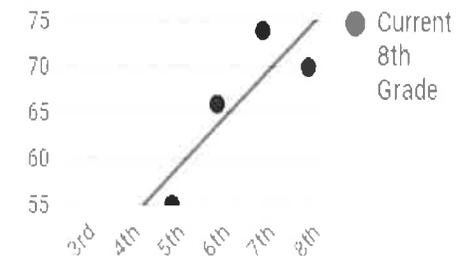
SOL Data By Cohort of Students



SOL Data By Cohort of Students



SOL Data By Cohort of Students

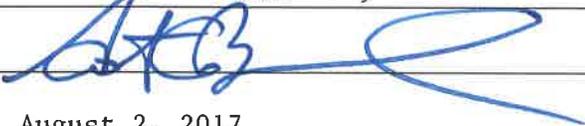


Other factors to consider in support of Essex Intermediate School retaining its Reconstituted School Status:

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

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

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

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

**Virginia Department of Education
State/Federal Accountability Data
Essex Intermediate
Grades: 04 - 07
Essex 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	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 76% Gr 6-8: 86%	*76%	57%	65%	71%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 81%	73%	73%	70%	N/A	77%
Mathematics	*78%	54%	60%	70%	71%	72%
Science	Gr 5-8: 91%	*70%	74%	53%	72%	74%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*63%	59%	65%	71%	68%
English: Writing	73%	57%	48%	63%	57%	59%
History and Social Sciences	81%	73%	63%	50%	N/A	77%
Mathematics	*58%	53%	57%	70%	69%	70%
Science	91%	*70%	58%	53%	72%	73%

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	59%	76%	69%	67%
Mathematics	70%	71%	72%	61%
Science	71%	63%	51%	50%
History	76%	86%	62%	74%
GCI	N/A	N/A	N/A	N/A

Justification
<p><i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i></p> <ul style="list-style-type: none"> • To help address accreditation concerns and meet the requirements of VDOE, in 2014-15 Fairfax County Public Schools created its school improvement model, Project Momentum (PM). Over the last three years, schools that have received support from Project Momentum achieved significant gains. To further increase support and ensure all schools meet State Accreditation, in 2016-17 Fairfax County Public Schools created an Office of School Support (OSS) to manage Project Momentum. The purpose of the OSS is to support schools at the greatest risk of not meeting State Accreditation benchmarks, those identified as Title I Focus schools, and to increase the academic achievement of all students on state standards. • Fairfax County Public Schools in Project Momentum receive the following customized supports: increased supervision and accountability, additional staffing, supplemental funding, a designated resource support team, targeted professional development at the school site, and monthly meetings with key staff to ensure ongoing improvement. • As a result of these structures, Fairfax County Public Schools has seen a decrease in the number of schools not fully accredited by over 50%. Project Momentum started with 18 schools not fully accredited in 2014-15 and has reduced that number to only 7 schools in 2017-18. • Of schools in accreditation with warning during the 2016-17 school year, 66% of schools in year 3 of warning became fully accredited, 100% of schools in year 2 of

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

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

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

School Specific Information

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

Key Points for Consideration:

Fairfax County Public Schools respectfully requests an additional year of Partially Accredited Reconstituted School status for Mount Vernon Woods ES based on the data above and the following key points.

- Fairfax County Public Schools strategically developed an innovative office tasked with school improvement which has demonstrated success over the past 3 years.
- A principal with a proven turnaround track record in Virginia was hired to lead Mount Vernon Woods ES.
- There has been a replacement of 65% of the instructional staff for the 2017-18 school year.
- Under the proposed revisions to Virginia's school accreditation matrix for 2017-18 and beyond, Mount Vernon Woods ES would be Accredited with Conditions.

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

Jane Strauss

Typed School Board Chair Name

Jane Strauss

School Board Chair Signature

8/29/17

Date

Scott Brabrand

Typed Superintendent Name

Scott Brabrand

Superintendent Signature

8/29/17

Date

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

Attachment 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	Science
2013-2014	2012-2013	Accredited with Warning	Science
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, Science
2017-2018	2016-2017	To Be Determined	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 86% Gr 6-8: 92%	*77%	59%	76%	69%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 82% Gr 4-8: 74%	78%	76%	86%	75%	74%
Mathematics	*72%	78%	70%	71%	72%	61%
Science	Gr 3: 78% Gr 5-8: 52%	*46%	71%	63%	51%	50%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	81%	*52%	52%	64%	58%	55%
English: Writing	65%	46%	37%	N/A	N/A	N/A
History and Social Sciences	64%	65%	73%	65%	52%	75%
Mathematics	*60%	53%	54%	57%	60%	48%
Science	53%	*36%	67%	57%	51%	45%

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

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

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

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

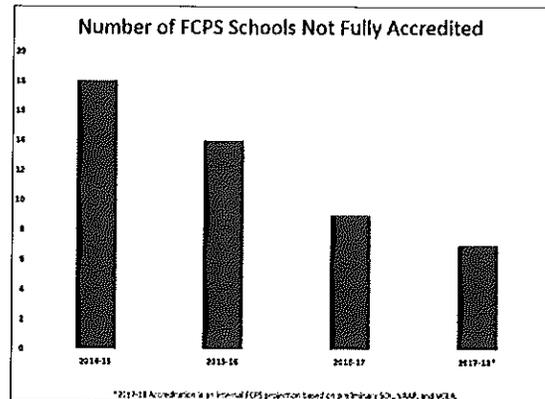
Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	69%	72%	72%	83%
Mathematics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

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

Division: Fairfax County Public Schools
School: Saratoga Elementary School

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

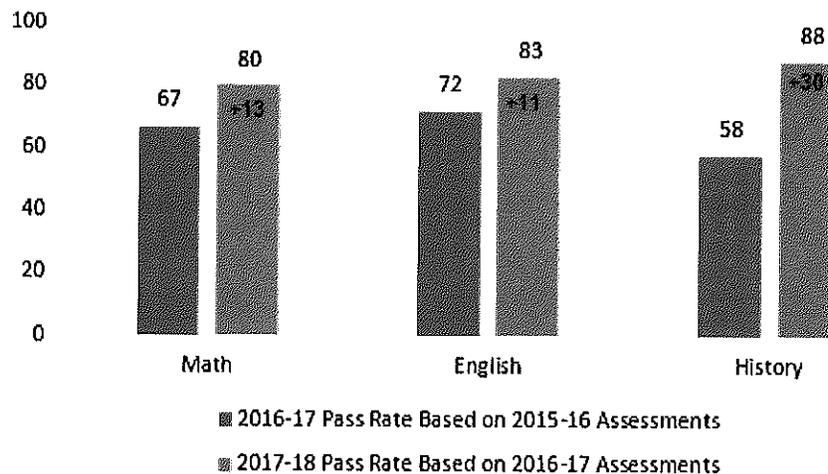
- As a result of these structures, Fairfax County Public Schools has seen a decrease in the number of schools not fully accredited by over 50%. Project Momentum started with 18 schools not fully accredited in 2014-15 and has reduced that number to only 7 schools in 2017-18.
- Of schools in accreditation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



School Specific Information

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

Saratoga Pass Rates



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

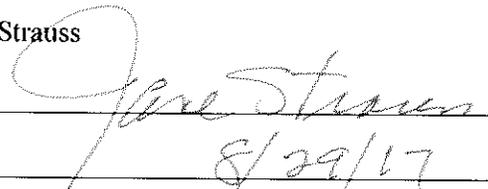
Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Key Points for Consideration:

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

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

Jane Strauss

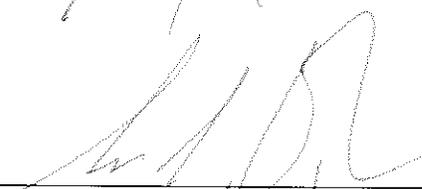


Typed School Board Chair Name

School Board Chair Signature

Date

Scott Brabrand



Typed Superintendent Name

Superintendent Signature

Date

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

Attachment M1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

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

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

Division: Frederick County Public Schools
School: Gainesboro Elementary School

May 2017

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

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

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

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

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

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

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

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

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

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

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

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

Dr. John Lamanna Typed School Board Chair Name

John Lamanna School Board Chair Signature

Dr. David Sovine Typed Superintendent Name

D. Sovine Superintendent Signature

8-31-17 Date

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

Attachment N1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Frederick County Public Schools	School: Frederick County Middle School
Date: August 21, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	65%	72%	73%	72%
Mathematics	63%	70%	69%	77%
Science	69%	76%	85%	83%
History	86%	87%	91%	84%

Justification					
<i>Briefly state rationale for appeal</i>					
<i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>					
<p>Frederick County Public Schools has achieved steady gains in SOL scores across all levels over the past four years. The number of schools that are fully accredited has increased from nine to thirteen; pass rates have increased between 5% (8th grade) to 11% (6th grade), and during that same timeframe, the number of Title I schools identified as Focus Schools has decreased from five to zero. These improvements are a result of intentional work that includes a division-wide implementation of research-based instructional practices and progress-monitoring to measure the effectiveness of our efforts.</p> <p>Final pass rates do not tell the story of improvement at Frederick County Middle School. The actual difference between the spring 2016 English pass rate (73.0%) and the spring 2017 pass rate (72.3%) is six students. However, pass rates do not capture growth. While FCMS missed full accreditation by 20 students, there were 39 students (6%) who scored between 375-399, just short of passing. An analysis of average SOL scores shows growth from the Spring 2016 to the Spring 2017 administration. The average SOL score for reading (including writing) was 429.6 in 2016. The average SOL score for Spring 2017 is 436.1, an increase of nearly 7 points. Looking by grade, the average SOL score increased for all grade levels except 8th, which fell by 2.6 points. The table below shows the average SOL score by grade level:</p>					
Year	Grade 6 Reading	Grade 7 Reading	Grade 8 Reading	Grade 8 Writing	Total Mean Scaled Score
2015-16	432.9	422.0	425.3	438.5	429.6
2016-17	441.8	438.4	422.7	442.3	436.1
<small>NOTE: Average SOL scores represent unadjusted scores—all students, regardless of entry date, are included; only the highest scores in the presence of expedited retakes; and no recovery pass adjustments are included.</small>					

Division: Frederick County Public Schools

May 2017

School: Frederick County Middle School

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

The average SOL scores for historically underperforming student subgroups show an increase between 2015-16 and 2016-17. Analyzing the data by disability status shows growth in average SOL scores for students with disabilities in Grade 7 reading and Grade 8 writing, with nominal decreases in Grade 6 reading and Grade 8 reading:

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

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

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

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

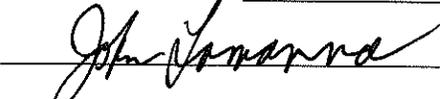
NOTE: Average SOL scores represent unadjusted scores—all students, regardless of entry date, are included; only the highest scores in the presence of expedited retakes; and no recovery pass adjustments are included.

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

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

Dr. John Lamanna

Typed School Board Chair Name



School Board Chair Signature

Dr. David Sovine

Typed Superintendent Name



Superintendent Signature

8-21-17

Date

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

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

Attachment N1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 79%	*76%	65%	72%	73%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 83%	86%	86%	87%	91%	84%
Mathematics	*52%	56%	63%	70%	69%	77%
Science	Gr 5-8: 91%	*75%	79%	76%	85%	83%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	80%	*65%	65%	69%	73%	74%
English: Writing	72%	65%	60%	71%	69%	67%
History and Social Sciences	84%	86%	86%	87%	91%	84%
Mathematics	*50%	53%	59%	68%	66%	76%
Science	91%	*75%	69%	75%	86%	83%

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

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

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

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

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

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

Division: Grayson County
School: Fries School

May 2017

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

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

Diane Haynes

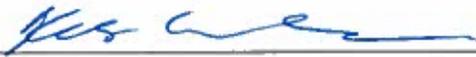
Typed School Board Chair Name



School Board Chair Signature

Kelly Wilmore

Typed Superintendent Name



Superintendent Signature

August 14, 2017

Date

Fries School
Grades: PK - 07
Grayson County

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>The percentage of Hampton City Schools receiving full accreditation has increased from 41% SY 14-15 to 66% SY 16-17, as a direct result of the division's efforts to address early literacy and gaps in student achievement. In addition, the systems approach being taken in Hampton City Schools to address literacy continues to yield positive results. For example, pass rate trend data on the Reading SOL Assessment in grades 3, 4, and 5 are as follows:</p> <ul style="list-style-type: none"> • Grade 3 Reading (67% SY 14-15 to 69% SY 16-17) • Grade 4 Reading (69% SY 14-15 to 74% SY 16-17) • Grade 5 Reading (71% SY 14-15 to 76% SY 16-17) <p>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"> • 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]

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

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

- 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

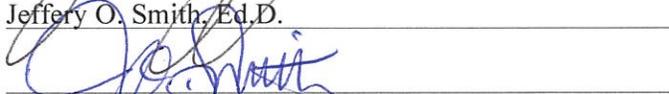
Typed School Board Chair Name



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 P1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	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.

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

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

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

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

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

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

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

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

Jason S. Samuels _____

Typed School Board Chair Name



School Board Chair Signature

Jeffery O. Smith, Ed.D. _____

Typed Superintendent Name



Superintendent Signature

August 29, 2017 _____

Date

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

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

Attachment P1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Hampton City Schools	School: John B. Cary Elementary School
Date: August 29, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	44	56	65	64
Mathematics	59	66	70	70
Science	58	54	40	79
History	79	98	69	92
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Justification
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>The percentage of Hampton City Schools receiving full accreditation has increased from 41% SY 14-15 to 66% SY 16-17, as a direct result of the division's efforts to address early literacy and gaps in student achievement. In addition, the systems approach being taken in Hampton City Schools to address literacy continues to yield positive results. For example, pass rate trend data on the Reading SOL Assessment in grades 3, 4, and 5 are as follows:</p> <ul style="list-style-type: none"> • Grade 3 Reading (67% SY 14-15 to 69% SY 16-17) • Grade 4 Reading (69% SY 14-15 to 74% SY 16-17) • Grade 5 Reading (71% SY 14-15 to 76% SY 16-17) <p>John B. Cary Elementary School demonstrated substantial growth in two content areas during the 2016-2017 school year. For example, results on the History SOL Assessment increased from 69% (15-16 SY) to 92% (16-17 SY), while scores on the Science SOL Assessment increased from 40% (15-16 SY) to 79% (16-17 SY). In addition, John B. Cary Elementary School continued to meet the state's benchmark on the Mathematics SOL Assessment (70%).</p>

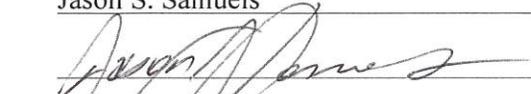
Division: Hampton City Schools
School: John B. Cary Elementary School

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

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

Jason S. Samuels _____

Typed School Board Chair Name



School Board Chair Signature

Jeffery O. Smith, Ed.D. _____

Typed Superintendent Name



Superintendent Signature

August 29, 2017 _____

Date

John B. Cary Elementary

Grades: PK - 05

Hampton City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 65%	*42%	44%	56%	65%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 77% Gr 4-8: 81%	74%	79%	98%	80%	92%
Mathematics	*70%	57%	59%	66%	70%	70%
Science	Gr 3: 67% Gr 5-8: 71%	*70%	58%	54%	40%	79%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	66%	*44%	44%	57%	64%	64%
English: Writing	67%	46%	40%	N/A	N/A	N/A
History and Social Sciences	68%	76%	80%	98%	72%	92%
Mathematics	*32%	53%	54%	66%	70%	71%
Science	68%	*62%	58%	56%	42%	79%

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

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

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Hampton City Schools	School: C. Alton Lindsay Middle School
Date: August 29, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	53%	62%	63%	69%
Mathematics	67%	75%	74%	78%
Science	57%	68%	57%	73%
History	66%	86%	69%	79%
Graduation and Completion Index (if applicable)				

Justification
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>The percentage of Hampton City Schools receiving full accreditation has increased from 41% (14-15 SY) to 66% (16-17 SY), as a direct result of the division's efforts to address literacy and gaps in student achievement. In addition, the systems approach being taken in Hampton City Schools to address literacy continues to yield positive results. For example, pass rate trend data on the Reading SOL Assessment in grades 6, 7, and 8 are as follows:</p> <ul style="list-style-type: none"> • Grade 6 Reading (69% SY 14-15 to 75% SY 16-17) • Grade 7 Reading (75% SY 14-15 to 80% SY 16-17) • Grade 8 Reading (70% SY 14-15 to 75% SY 16-17) <p>The school's principal recently completed the first year serving in this capacity at Lindsay Middle School. As noted in August 2016, within the school's application for partial accreditation, the principal has a proven track record of leading school improvement efforts and increasing student achievement in several schools. For example, previously the principal led a school that was accredited with warning to one that achieved full accreditation status in one school year. The student achievement gains made in each of the schools where this principal served as the school leader can be tied directly to school leadership efforts.</p>

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

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

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

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

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

Jason S. Samuels

Typed School Board Chair Name



School Board Chair Signature

Jeffery O. Smith, Ed.D.

Typed Superintendent Name



Superintendent Signature

August 29, 2017

Date

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

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

Attachment P1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 77%	*47%	53%	62%	63%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 75%	65%	66%	86%	70%	79%
Mathematics	*73%	63%	67%	75%	74%	78%
Science	Gr 5-8: 91%	*75%	57%	68%	57%	73%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	77%	*50%	53%	64%	68%	71%
English: Writing	75%	41%	53%	47%	51%	62%
History and Social Sciences	68%	66%	68%	87%	71%	81%
Mathematics	*60%	61%	67%	74%	75%	77%
Science	91%	*46%	60%	67%	59%	75%

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	60	65	57	63
Mathematics	61	79	61	66
Science	73	84	73	76
History	76	79	69	69
Graduation and Completion Index (if applicable)				

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

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

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

Support of Student Achievement:

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

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

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 82%	*53%	60%	66%	57%	63%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 94% Gr 4-8: 75%	84%	76%	79%	75%	73%
Mathematics	*74%	71%	61%	79%	61%	66%
Science	Gr 3: 94% Gr 5-8: 77%	*79%	73%	84%	73%	76%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	86%	*56%	54%	63%	56%	59%
English: Writing	69%	46%	68%	N/A	N/A	N/A
History and Social Sciences	87%	84%	76%	80%	69%	63%
Mathematics	*59%	69%	58%	75%	61%	63%
Science	88%	*66%	74%	86%	76%	75%

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

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

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

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

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

Staff Turnover

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

Attendance rate

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

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

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

PALS Growth

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

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

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

Jan Richardson Guided Reading

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

Culture change/focus

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

Beverly Cocks _____ Typed School Board Chair Name

Beverly Cocks _____ School Board Chair Signature

Patrick C. Kinlaw _____ Typed Superintendent Name

_____ Superintendent Signature

August 31, 2017 _____ Date

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

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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)				

Justification
<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>Now accredited in 3 of 4 content areas</p> <ul style="list-style-type: none"> ● Achieved <u>full accreditation</u> in Math <ul style="list-style-type: none"> - 10 points growth - 22 point gain over 4 years ● Maintained <u>full accreditation</u> in History (3 years in a row) ● Maintained <u>full accreditation</u> in Science (2 years in a row) ● <u>Increased</u> Reading pass rate by 6.8 points this year

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 4th 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		
TOTAL	22	9	10	2	1

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

Beverly Cocke _____ Typed School Board Chair Name

Beverly Cocke _____ School Board Chair Signature

Patrick C. Kinlaw _____ Typed Superintendent Name

Patrick C. Kinlaw _____ Superintendent Signature

August 31, 2017 _____ Date

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

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	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%

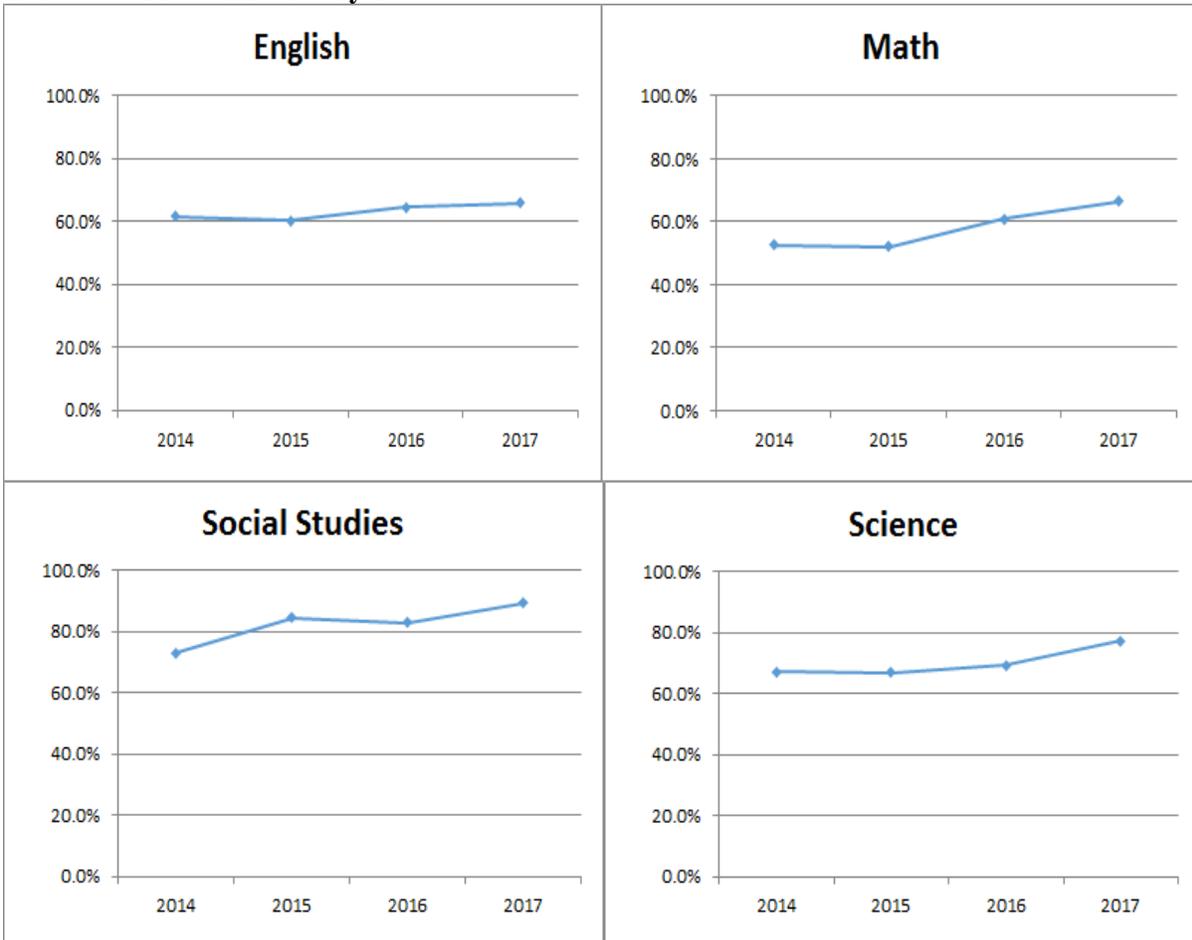
* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	61	60	64	66
Mathematics	53	52	61	66
Science	67	67	69	77
History	73	85	83	89
Graduation and Completion Index (if applicable)				

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

Growth in SOL Pass Rate by Content 2014-2017

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

Growth in SOL Pass Rate by Subgroup From 2015-2017

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

Focus on Instruction:

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

Increased Community Outreach:

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

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
Brookland Middle
Grades: 06 - 08
Henrico County**

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 85%	*79%	61%	60%	64%	66%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 77%	83%	73%	85%	83%	89%
Mathematics	*71%	59%	53%	52%	61%	66%
Science	Gr 5-8: 88%	*82%	75%	67%	69%	77%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	83%	*63%	57%	58%	61%	62%
English: Writing	85%	73%	61%	51%	58%	62%
History and Social Sciences	77%	83%	72%	84%	83%	88%
Mathematics	*55%	54%	47%	47%	55%	61%
Science	87%	*68%	64%	63%	67%	74%

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

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

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

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

Justification
<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>

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 6th grade students meeting their projected growth goals in reading increased from 44% in 2015-2016 to 52% in 2016-2017. The percentage of 7th 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.

Beverly Cocke _____ Typed School Board Chair Name

Beverly Cocke _____ School Board Chair Signature

Patrick C. Kinlaw _____ Typed Superintendent Name

Patrick C. Kinlaw _____ Superintendent Signature

August 31, 2017 _____ Date

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

Attachment Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	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.

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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)				

Justification				
<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>Mathematics</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>	All Students	2014-2015	2015-2016	2016-2017
	Math	Passed	Passed	Passed
	All Student	44	48	63
	Gr 6	43	54	63
	Gr 7	36	26	56
	Gr 8	39	53	61
	Alg I	98	92	97
	Geometry	77	100	100

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
Reading	Passed	Passed	Passed
All Student	56	56	60
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
Social Studies	Passed	Passed	Passed
All Student	75	74	79
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 36th percentile on the Student Median Conditional Growth Domain. In 2016-2017 these students increased performance to reach the 51st percentile. Likewise, grade 7 students performed at the 43rd percentile in 2015-2016 and grew to reach the 51st 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
Class/Campus Disruption (D5C)	152	83
Defiance/Refuses Req (D2C)	107	119
Disrespect/Walk Away (D1C)	62	35
Disruptive Demonstration (D3C)	413	357
Obscene Lang/Gesture (D6C)	90	78
Fight-No/Minor Injury (FA2)	93	64
Altercation/No Injury (F1T)	177	137
Consequences	2015-16	2016-17
Admin School Hearing (C12A)	73	23
Alternative School Program (ASP)	668	651
Detention (DET)	101	70
Refer to Disc Rev Hear Officer (DHO)	15	9
Shortened Day (SD)	27	7
Success (SIP)	26	19
Suspended (Susp)	340	147

Attendance

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

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 Q1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	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.

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

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

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

Division: Hopewell
School: Dupont Elementary

May 2017

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

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

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

Christopher Reber

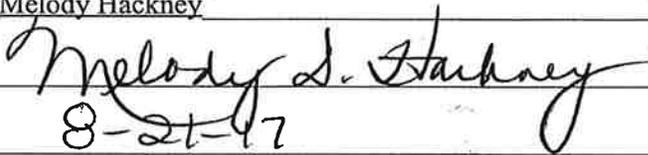
Typed School Board Chair Name



School Board Chair Signature

Melody Hackney

Typed Superintendent Name



Superintendent Signature

8-21-17

Date

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

Attachment R1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<i>Briefly state rationale for appeal (Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>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.</p> <p>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.</p> <p>Kenbridge Elementary School has also met the state benchmarks for History in the past</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

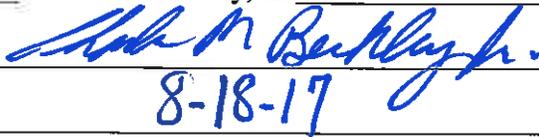
Typed School Board Chair Name



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 S1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	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.

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Lynchburg City Schools	School: Dearington Elementary School for Innovation
Date: 8/29/17	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	45%	48%	67%	62%
Mathematics	38%	50%	77%	70%
Science	50%	46%	65%	70%
History	71%	70%	88%	90%
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

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

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

May 2017

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

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

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

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

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

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

Michael J. Nilles

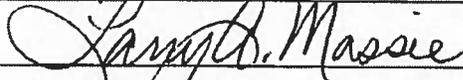
Typed School Board Chair Name



School Board Chair Signature

Larry A. Massie

Typed Superintendent Name



Superintendent Signature

September 7, 2017

Date

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

May 2017

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

Attachment T1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 82%	*52%	45%	48%	67%	62%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 88% Gr 4-8: 82%	79%	71%	70%	88%	90%
Mathematics	*70%	42%	38%	50%	77%	70%
Science	Gr 3: 85% Gr 5-8: 79%	*70%	50%	46%	65%	70%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	83%	*49%	35%	43%	64%	64%
English: Writing	77%	56%	59%	N/A	N/A	N/A
History and Social Sciences	85%	65%	64%	64%	88%	97%
Mathematics	*41%	37%	32%	43%	74%	71%
Science	82%	*43%	51%	46%	65%	77%

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

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

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Lynchburg City Schools	School: Heritage Elementary School
Date: August 27, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	58%	62%	71%	68%
Mathematics	41%	56%	70%	70%
Science	73%	71%	71%	69%
History	70%	79%	83%	78%
Graduation and Completion Index (if applicable)				

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

Division: Lynchburg City Schools
School: Heritage Elementary School

May 2017

Virginia Department of Education
Office of School Improvement

Partially Accredited: Reconstituted School Appeal Form

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

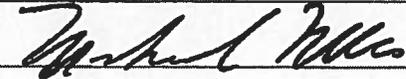
Interruptions to Teacher Support: In addition, during the 2016-2017 school year, HES had two critical staff members out on extended maternity leave – the literacy coach was out for ten weeks and the instructional coach for math, science and history was out for nine weeks. These absences impacted both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

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

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

Michael J. Nilles

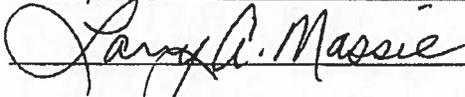
Typed School Board Chair Name



School Board Chair Signature

Larry A. Massie

Typed Superintendent Name



Superintendent Signature

September 7, 2017

Date

Division: Lynchburg City Schools
School: Heritage Elementary School

May 2017

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

Attachment T1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 77%	*62%	58%	62%	71%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 92% Gr 4-8: 75%	84%	70%	79%	83%	78%
Mathematics	*44%	56%	41%	56%	70%	70%
Science	Gr 3: 88% Gr 5-8: 78%	*79%	73%	71%	71%	69%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	73%	*60%	52%	59%	67%	65%
English: Writing	84%	58%	66%	N/A	N/A	N/A
History and Social Sciences	75%	84%	70%	80%	83%	81%
Mathematics	*43%	54%	39%	54%	67%	69%
Science	82%	*67%	65%	63%	70%	71%

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

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

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Lynchburg City Schools	School: P.L. Dunbar Middle School for Innovation
Date: 8/28/2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	66	70	70	68
Mathematics	71	77	73	74
Science	74	77	80	80
History	76	91	88	85
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

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

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

May 2017

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

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

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

Michael J. Nilles

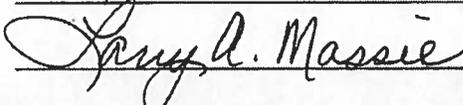
Typed School Board Chair Name



School Board Chair Signature

Larry A. Massie

Typed Superintendent Name



Superintendent Signature

September 7, 2017

Date

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

Attachment T1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	To Be Determined	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 82%	*76%	66%	70%	70%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 75%	73%	76%	91%	88%	85%
Mathematics	*53%	68%	71%	77%	73%	74%
Science	Gr 5-8: 89%	*83%	74%	77%	80%	80%

Federal Accountability Status

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

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	82%	*63%	65%	70%	71%	70%
English: Writing	78%	58%	61%	63%	55%	57%
History and Social Sciences	75%	75%	76%	90%	88%	85%
Mathematics	*51%	64%	66%	72%	69%	71%
Science	88%	*70%	74%	76%	79%	80%

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

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

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

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

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

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

Division: Martinsville City Public Schools

School: Martinsville Middle School

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

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

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

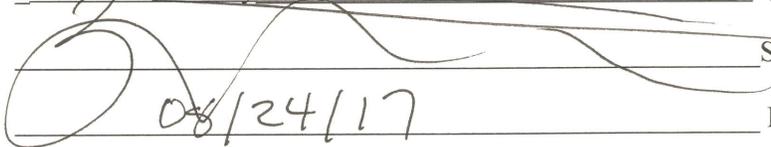
Dr. Joan B. Montgomery _____ Typed School Board Chair Name

Joan B. Montgomery _____

School Board Chair Signature

Dr. Zebedee Talley _____

Typed Superintendent Name

 _____

Superintendent Signature

08/24/17 _____

Date

Division: Martinsville City Public Schools

School: Martinsville Middle School

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

Attachment U1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

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

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

Division: Montgomery County Public Schools
School: Shawsville Middle School

May 2017

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

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

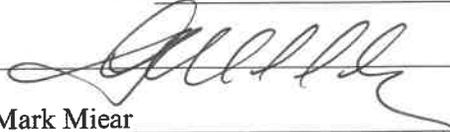
Area II: Principal Leadership and Resource Support Turnover Rates

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

In conclusion:

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

Mrs. Gunin Kiran _____ Typed School Board Chair Name

_____ 

_____ School Board Chair Signature

Dr. Mark Mear _____ Typed Superintendent Name

_____ 

_____ Superintendent Signature

September 5, 2017 _____ Date

Division: Montgomery County Public Schools
School: Shawsville Middle School

May 2017

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

Attachment V1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

David S. Francis typed School Board Chair Name

 School Board Chair Signature

Jeffrey R. Comer Typed Superintendent Name

 Superintendent Signature

August 29, 2017 Date

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

Attachment W1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	46	59	60	67
Mathematics	55	68	65	66
Science	61	54	60	54
History	64	70	64	78
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

Justification
<i>District Improvement</i>
<i>NNPS progressions in academics, attendance, and reduced discipline have positively impacted student achievement and youth development. Our commitment to teacher development has decreased our mobility rate and increased the level of rigor in classroom instruction</i>
<i><u>District Academic Growth</u></i>
<ul style="list-style-type: none"> • Twenty-one schools are fully accredited, including 100% of the district's high schools. This is an increase from 11 schools in 2013 (30%) to 21 in 2017 (55%) schools fully accredited. • Fifteen schools received the General Assembly's three-year accreditation status (40% of schools). • Successfully exited one school out of priority status into full accreditation status for the 2017 school year. Reduced the number of priority schools to three (25% decrease) and focus schools to one (75% decrease) from 2013 to 2017. The three remaining priority schools all showed growth in English and history, and two schools showed growth in mathematics • Fourteen elementary schools exceeded the 75% target pass rate in English. • Fifteen elementary schools exceeded the 70% target pass rate in mathematics. • Seventeen elementary schools exceeded the 70% pass rate in science. • Twenty-eight schools (74%) made progress in at least three subject areas. • The district has maintained full accreditation in math, science, and history for three consecutive years and achieved 6% points of growth in English (66-72%) during the same time period. • Extended learning is provided during the school year (October-May) and in the summer (July-August) for over 6,000 students.

Division: Newport News Public Schools
School: Epes Elementary

May 2017

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

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

Youth Development and Attendance

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

School Improvement

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

GARY B. HUNTER
May B. Hunter

Typed School Board Chair Name

School Board Chair Signature

Ashley Kilgore

Typed Superintendent Name

Gre

Superintendent Signature

9-8-17

Date

Division: Newport News Public Schools
School: Epes Elementary

May 2017

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

Attachment X1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 70%	*41%	46%	59%	60%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 64% Gr 4-8: 72%	71%	64%	70%	64%	78%
Mathematics	*72%	52%	55%	68%	65%	66%
Science	Gr 3: 77% Gr 5-8: 75%	*71%	61%	54%	60%	54%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	76%	*46%	42%	51%	53%	60%
English: Writing	57%	27%	35%	N/A	N/A	N/A
History and Social Sciences	71%	72%	65%	69%	65%	81%
Mathematics	*41%	49%	49%	59%	60%	61%
Science	75%	*57%	63%	49%	55%	54%

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	54	67	71	70
Mathematics	64	68	69	70
Science	62	73	71	57
History	83	88	85	89
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

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

Division: Newport News Public Schools
School: Saunders Elementary

May 2017

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

15,756 faculty and staff members during the 2016-17 school year.

- Twenty-nine district supervisors, specialists, coaches, and support staff spend 80% of their time in schools.
- The teacher retention rate increased 2.8% over a three year period. Teacher retention improved from 83.5% in 2013-14 to 86.3% in 2016-17.

Youth Development and Attendance

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

School Improvement

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

Progress from previous school

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

GARY B. HUNTER

Typed School Board Chair Name

Gary B. Hunter

School Board Chair Signature

Ashley Kulsone

Typed Superintendent Name

[Signature]

Superintendent Signature

9-8-17

Date

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

Attachment X1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 79%	*58%	54%	67%	71%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 71% Gr 4-8: 85%	76%	83%	88%	85%	89%
Mathematics	*73%	55%	64%	68%	69%	72%
Science	Gr 3: 82% Gr 5-8: 87%	*75%	74%	73%	71%	58%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	78%	*57%	58%	67%	68%	66%
English: Writing	77%	54%	40%	N/A	N/A	N/A
History and Social Sciences	79%	77%	83%	89%	83%	83%
Mathematics	*49%	55%	63%	69%	66%	67%
Science	85%	*75%	63%	70%	66%	55%

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<i>District Improvement</i>
<i>NNPS progressions in academics, attendance, and reduced discipline have positively impacted student achievement and youth development. Our commitment to teacher development has decreased our mobility rate and increased the level of rigor in classroom instruction.</i>
<u>District Academic Growth</u>
<ul style="list-style-type: none"> • Twenty-one schools are fully accredited, including 100% of the district's high schools. This is an increase from 11 schools in 2013 (30%) to 21 in 2017 (55%) schools fully accredited. • Fifteen schools received the General Assembly's three-year accreditation status (40% of schools). • Successfully moved one Priority school into full state accreditation status for the 2017 school year. Each of the priority schools showed growth in English and history, and three Priority schools showed growth in mathematics. • Reduced the number Focus schools to one (75% decrease) from 2013 to 2017. • Fourteen elementary schools exceeded the 75% target pass rate in English. • Fifteen elementary schools exceeded the 70% target pass rate in mathematics. • Seventeen elementary schools exceeded the 70% pass rate in science. • Twenty-eight schools (74%) made progress in at least three subject areas. • The district has maintained full accreditation in math, science, and history for three consecutive years and achieved 6% points of growth in English (66-72%) during the same time period. • Extended learning is provided during the school year (October-May) and in the summer (July-August) for over 6,000 students. • Implementation of monthly in-school support from the Central Office Leadership Team in data analysis, instructional leadership, and teacher development. • The University of Employee Development program provided professional development sessions for 15,756 faculty and staff members during the 2016-17 school year.

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%

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	45	67	73	81
Mathematics	52	69	73	77
Science	59	47	73	61
History	65	72	80	89
Graduation and Completion Index (if applicable)	NA	NA	NA	NA

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

Division: Newport News Public Schools
School: Palmer Elementary

May 2017

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

August) for over 6,000 students.

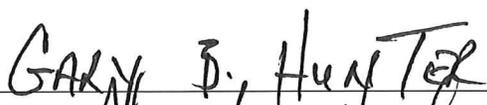
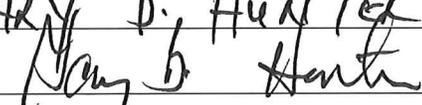
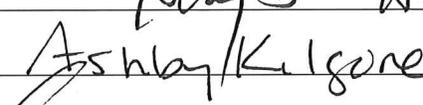
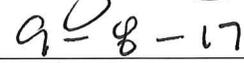
- Implementation of monthly in-school support from the Central Office Leadership Team in data analysis, instructional leadership, and teacher development.
- The University of Employee Development program provided professional development sessions for 15,756 faculty and staff members during the 2016-17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

Youth Development and Attendance

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

School Improvement

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

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

L.F. Palmer Elementary

Grades: PK - 05

Newport News City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 80%	*51%	49%	67%	73%	81%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 73% Gr 4-8: 77%	70%	71%	82%	80%	89%
Mathematics	*81%	48%	55%	69%	73%	77%
Science	Gr 3: 90% Gr 5-8: 82%	*76%	62%	47%	73%	61%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	78%	*51%	45%	61%	67%	75%
English: Writing	81%	44%	50%	N/A	N/A	N/A
History and Social Sciences	73%	68%	65%	83%	81%	84%
Mathematics	*57%	46%	52%	64%	70%	75%
Science	85%	*57%	59%	46%	74%	63%

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

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

Division: Newport News Public Schools
School: 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 X1

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.

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

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

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
GARY B. HUNT School Board Chair Signature
ASHLEY 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 X1

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.

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

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

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

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

May 2017

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

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

Youth Development and Attendance

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

School Improvement

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

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

GARY B. HUNTER

Typed School Board Chair Name

Gary B. Hunter

School Board Chair Signature

Ashley Kilgore

Typed Superintendent Name

Ashley Kilgore

Superintendent Signature

5-8-17

Date

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

May 2017

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

Attachment X1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

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

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

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

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

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

Attachment X1

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.

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	2017-2018 Pass Rate Based on 2016-2017 Assessments
English	53%	58%	56%	57%
Mathematics	46%	55%	50%	64%
Science	43%	42%	54%	53%
History	74%	72%	73%	73%

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

Division: Norfolk Public Schools
School: Chesterfield Academy

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

Governance:

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

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

Division-level support:

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

Rodney Jordon

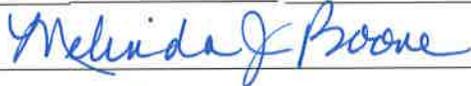
Typed School Board Chair Name



School Board Chair Signature

Melinda J. Boone

Typed Superintendent Name



Superintendent Signature

8.30.17

Date

Division: Norfolk Public Schools
School: Chesterfield Academy

**Virginia Department of Education
State/Federal Accountability Data
Chesterfield Academy Elementary
Grades: PK - 05
Norfolk City**

Attachment Y1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 85%	*75%	53%	58%	56%	57%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 84% Gr 4-8: 78%	73%	74%	72%	73%	73%
Mathematics	*76%	56%	46%	55%	50%	64%
Science	Gr 3: 85% Gr 5-8: 90%	*77%	43%	42%	54%	53%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*56%	46%	53%	53%	55%
English: Writing	92%	62%	66%	N/A	N/A	N/A
History and Social Sciences	83%	74%	68%	52%	74%	75%
Mathematics	*61%	53%	44%	50%	47%	61%
Science	89%	*61%	44%	43%	55%	52%

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	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%

Justification
<p>Data</p> <ul style="list-style-type: none"> • Over the past three years, Norfolk Public Schools has shown systemic progress in reducing the number of non-accredited schools as evidenced by the data points below: <ul style="list-style-type: none"> ○ 2015-16 61% ○ 2016-17 49% ○ 2017-18 38% • During the 2016-17 School Year, Norfolk Public Schools had 46% (6 out of 13) of third-year warned schools exit third-year warned status and 100% of the six schools maintained full-accreditation status for school year 2017-18. These data demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner. <p>Personnel (2016-17)</p> <ul style="list-style-type: none"> • Fully-licensed teachers: 32 • Provisionally-licensed teachers: 1 (3%) • New Teachers: 4 (13%) • Long-term Substitutes: 5 (16%) • Teachers out on Family Medical Leave (FMLA): 6 (19%)

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
% of students meeting or exceeding 1 year of growth	50	63	67
% of students exceeding 1 year of growth	14	14	25
School's Earned Points/ Texas Index Score Target Points	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

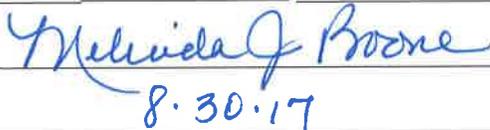
Typed School Board Chair Name



School Board Chair Signature

Melinda J. Boone

Typed Superintendent Name


8.30.17

Superintendent Signature

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 Y1

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.

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

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

Justification
<p>Data</p> <ul style="list-style-type: none"> • Over the past three years, Norfolk Public Schools has shown systemic progress in reducing the number of non-accredited schools as evidenced by the data points below: <ul style="list-style-type: none"> ○ 2015-16 61% ○ 2016-17 49% ○ 2017-18 38% • During the 2016-17 School Year, Norfolk Public Schools had 46% (6 out of 13) of third-year warned schools exit third-year warned status and 100% of the six schools maintained full-accreditation status for school year 2017-18. These data demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner. <p>Personnel (2016-17)</p> <ul style="list-style-type: none"> • Fully-licensed teachers: 36 • Provisionally-licensed teachers: 1 (3%) • New Teachers: 4 (11%)

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:

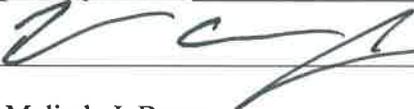
	2016-2017 Pass Rate Based on 2015-2016 Reading Assessments	2017-2018 Pass Rate Based on 2016-2017 Reading Assessments	2016-2017 Pass Rate Based on 2015-2016 Math Assessments	2017-2018 Pass Rate Based on 2016-2017 Math Assessments
Gap Group 1	54.28%	63.50%	50.71%	61.97%
Gap Group 2	54.60%	64.28%	53.64%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

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: Norview Elementary School

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

Attachment Y1

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.

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	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%

Justification
<p>Data</p> <ul style="list-style-type: none"> • Over the past three years, Norfolk Public Schools has shown systemic progress in reducing the number of non-accredited schools as evidenced by the data points below: <ul style="list-style-type: none"> ○ 2015-16 61% ○ 2016-17 49% ○ 2017-18 38% • During the 2016-17 School Year, Norfolk Public Schools had 46% (6 out of 13) of third-year warned schools exit third-year warned status and 100% of the six schools maintained full-accreditation status for school year 2017-18. These data demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner. <p>Personnel (2016-17)</p> <ul style="list-style-type: none"> • Fully-licensed teachers: 56 • New Teachers: 7 (13%) • Long-term Substitutes: 4 (7%) • Teachers out on Family Medical Leave (FMLA): 1 (2%)

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

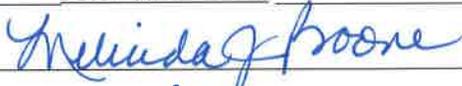
Typed School Board Chair Name



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 Y1

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.

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	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%

Justification
<p>Data</p> <ul style="list-style-type: none"> • Over the past three years, Norfolk Public Schools has shown systemic progress in reducing the number of non-accredited schools as evidenced by the data points below: <ul style="list-style-type: none"> ○ 2015-16 61% ○ 2016-17 49% ○ 2017-18 38% • During the 2016-17 School Year, Norfolk Public Schools had 46% (6 out of 13) of third-year warned schools exit third-year warned status and 100% of the six schools maintained full-accreditation status for school year 2017-18. These data demonstrate the sustainability model implemented in collaboration with school division leadership and the Division-wide Lead Turnaround Partner. • 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).

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:

	2016-2017 Pass Rate Based on 2015-2016 Reading Assessments	2017-2018 Pass Rate Based on 2016-2017 Reading Assessments	2016-2017 Pass Rate Based on 2015-2016 Math Assessments	2017-2018 Pass Rate Based on 2016-2017 Math Assessments
Gap Group 1	50.54%	53.54%	47.72%	55.12%
Gap Group 2	52.94%	59.29%	50.43%	62.28%
Gap Group 3	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 Y1

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.

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

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

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

Division: Northampton
School: Northampton Middle School

May 2017

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

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

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

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

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

Thank you for your time and consideration to this request.

Mr. William Oakley

Typed School Board Chair Name

William J. Oakley

School Board Chair Signature

Charles E Lawrence

Typed Superintendent Name

Charles Lawrence

Superintendent Signature

September 11, 2017

Date

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

Attachment Z1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

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

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

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

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Nottoway County Public Schools	School: Nottoway Middle School
Date: August 26, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	60	64	71	69
Mathematics	55	59	69	60
Science	77	77	82	68
History	76	74	77	74

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

Division: Nottoway County Public Schools
School: Nottoway Middle School

May 2017

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

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

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

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

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

Shelli Hinton

Typed School Board Chair Name

Shelli K. B. Hinton

School Board Chair Signature

Rodney Berry, Ph.D.

Typed Superintendent Name

[Handwritten Signature]

Superintendent Signature

8/25/17

Date

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

Attachment AA1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 86%	*78%	60%	64%	71%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 78%	75%	76%	74%	77%	74%
Mathematics	*75%	56%	55%	59%	69%	60%
Science	Gr 5-8: 93%	*84%	77%	77%	82%	75%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*63%	59%	64%	71%	69%
English: Writing	85%	53%	55%	54%	65%	62%
History and Social Sciences	78%	75%	76%	74%	77%	74%
Mathematics	*50%	49%	48%	55%	63%	57%
Science	93%	*69%	69%	77%	81%	67%

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

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

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

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

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

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

Division: Page County
School: Luray Elementary

May 2017

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

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

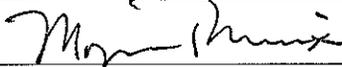
Teacher C (38 students of 80 total) was a fifth grade teacher in departmentalized schedule. She was placed on an improvement plan at the beginning of the 2016-17 school year. During the previous school year, school administration noted weaknesses in the areas of classroom instruction, planning, and management.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

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

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

Morgan Phenix

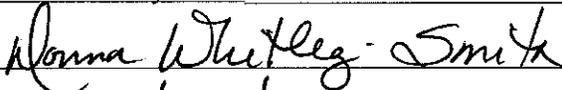
Typed School Board Chair Name



School Board Chair Signature

Donna Whitley-Smith

Typed Superintendent Name



Superintendent Signature

9/21/17

Date

Division: Page County
School: Luray Elementary

May 2017

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

Attachment BB1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

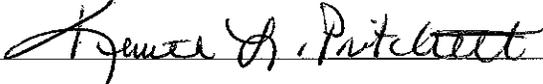
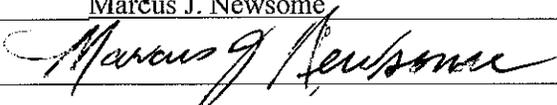
Virginia Department of Education
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Petersburg City Public Schools	School: Robert E. Lee Elementary
Date: July 30, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	45	50	56	58
Mathematics	57	57	60	52
Science	55	27	67	59
History	73	81	93	78
GCI (if applicable)	NA	NA	NA	NA

Justification
<i>Briefly state rationale for appeal</i>
<i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
<p>During the current school year, the school faced many challenges, none greater than that of having 3 different principals in one school year. The final principal that came on board served as an interim principal in efforts to create stability within the school. In addition to the changes in leadership, the school was also plagued with 7 substitutes and provisional teachers at the testing grades:</p> <p style="margin-left: 40px;">Grade 3 = 1 provisional, 1 sub Grade 4 = 1 provisional, 1 sub Grade 5 = 2 provisionals, 1 sub</p> <p>Based on this data, we ask for consideration of accreditation status to remain as partially accredited.</p>

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

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

Date: July 31, 2017

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

Attachment CC1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 77%	*46%	45%	50%	56%	59%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 88% Gr 4-8: 73%	84%	73%	81%	93%	78%
Mathematics	*78%	55%	57%	57%	60%	52%
Science	Gr 3: 83% Gr 5-8: 71%	*72%	55%	27%	67%	59%

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	81%	*45%	49%	49%	56%	58%
English: Writing	68%	50%	31%	N/A	N/A	N/A
History and Social Sciences	82%	86%	75%	82%	93%	78%
Mathematics	*59%	54%	58%	57%	61%	53%
Science	78%	*73%	57%	29%	69%	63%

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

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

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

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<i>Briefly state rationale for appeal</i> <i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
<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

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

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 DD1

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
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

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

Appeal	
<i>Partially Accredited: Reconstituted School Status</i>	
Division: Prince Edward County	School: Prince Edward County Elementary School
Date: August 18, 2017	

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	58%	65%	68%	55%
Mathematics	66%	77%	72%	65%
Science	n/a	n/a	n/a	n/a
History	n/a	n/a	n/a	n/a
Graduation and Completion Index (if applicable)	n/a	n/a	n/a	n/a

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

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

May 2017

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

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

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

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

Beulah Womack

Typed School Board ^{Vice} Chair Name

Beulah Womack

School Board Chair Signature

Dr. Barbara A. Johnson

Typed Superintendent Name

Barbara A. Johnson

Superintendent Signature

8/30/17

Date

**Virginia Department of Education
State/Federal Accountability Data
Prince Edward Elementary
Grades: PK - 04
Prince Edward County**

Attachment EE1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 77%	*61%	58%	65%	68%	55%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 89%	83%	100%	N/A	N/A	N/A
Mathematics	*74%	64%	66%	77%	72%	71%
Science	Gr 3: 87%	*79%	82%	N/A	N/A	N/A

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	74%	*59%	56%	64%	66%	53%
English: Writing	N/A	N/A	0%	N/A	N/A	N/A
History and Social Sciences	88%	83%	100%	N/A	N/A	N/A
Mathematics	*54%	61%	64%	75%	72%	63%
Science	86%	*79%	0%	N/A	N/A	N/A

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

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

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

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

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

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

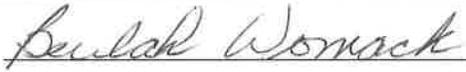
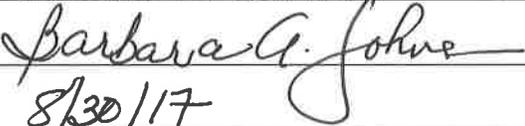
Division: Prince Edward County
School: Prince Edward County Middle School

May 2017

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

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

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

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

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

Attachment EE1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

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

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

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

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

Justification
<i>Briefly state rationale for appeal</i>
<i>(Rationale needs to be data driven and written without identifiable personnel information.)</i>
<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
Office of School Improvement
Partially Accredited: Reconstituted School Appeal Form

Based on that substantial growth, Occoquan Elementary School was selected by the Virginia Department of Education in 2016-17 as one of Virginia's two National Title I Distinguished Schools as recognized by the National Title I Association. Among all Title I Schools in the nation, The National Title I Association named Occoquan Elementary as one of only six schools recognized for excellence for Category 3: Excellence in serving special populations of students (e.g. homeless, migrant, English Learners, etc.) In addition, Fred Lynn Middle School's new principal was named by the Virginia Association for Elementary School Principals (VAESP) as its National Distinguished Principal Award recipient for 2017. At the VAESP Conference on June 27, 2017, the principal served as the association's keynote speaker on school improvement.

Overall School Achievement Data – Occoquan ES (former school of new principal at Fred Lynn MS)

Content Area	2012-13 Pass Rate Based on 2011-12 Assessments	2013-2014 Pass Rate Based on 2012-13 Assessments	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	92%	74%	76%	90%	92%	95.90%
Mathematics	77%	80%	87%	95%	96%	95.47%
Science	92%	82%	88%	89%	85%	92.39%
History	98%	92%	97%	98%	95%	97.83%

Ryan Sawyers

Typed School Board Chair Name

Ryan Sawyers for Ryan Sawyers School Board Chair Signature

Dr. Steven L. Walts

Typed Superintendent Name

Steven L. Walts Superintendent Signature

August 31, 2017

Date

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

Attachment FF1

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.

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

Overall School Achievement Data				
Content Area	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	2016-2017 Pass Rate Based on 2015-2016 Assessments	Preliminary 2017-2018 Pass Rate Based on 2016-2017 Assessments
English	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

Justification
<p>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.</p> <p style="text-align: center;">Academic Outcomes</p> <p>Meeting Benchmark in three areas: Mathematics – Trending upward with a significant increase from 69% to 76% Science and History – Consistently meeting benchmarks</p> <p>Progress in Area Not Meeting Benchmark: 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
Office of School Improvement
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

**Division: Waynesboro Public Schools
School: Kate Collins Middle School**

May 2017

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

Attachment GG1

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.