

NORFOLK CITY SCHOOL BOARD
ACCOUNTABILITY
PLAN 2020 - 2024
(Focus: Academic Excellence)
Year 1: 2019-2020



SCHOOL BOARD GOALS & PRIORITIES

SCHOOL BOARD GOALS

- Improve Student Academic Achievement and Outcomes
- Ensure Safe, Caring, and Healthy Learning Environments
- Strengthen Family and Community Engagement

SCHOOL BOARD PRIORITIES:

1. Increase the percentage of schools earning full accreditation (100% fully accredited by 2022)
2. Increase the percentage of VDOE Continuous Improvement Schools and NPS High Academic Performing Schools
3. Decrease all subgroup achievement gaps (5% or less by 2024)
4. Increase the On-Time graduation (85% by 2024)
5. Provide Educational Equity, Options, and Opportunities
6. Attract and retain highly qualified & effective staff (fully staffed at start of school)
7. Expand Educational Planning and create a Five Year Capital Improvement Plan for facilities and technology
8. Promote a culture of safety, high attendance rates, decreased dropout rate, positive organizational culture, and student behavior
9. Attract and retain community partnerships and strengthen family engagements
10. Strive to Improve Relationships and Increase Governance Capacity (School Board only)

Norfolk School Board Accountability Plan Time-Line

PLANNING YEAR: 2018 – 2019: FOCUS ON ACCOUNTABILITY PLANNING AND INITIAL TRAINING

- School Board Accountability Plan: February 28, 2019 (School Board Members)
- Aligned District Accountability Plan: June 30, 2019 (Superintendent and Senior Staff)

YEAR 1: 2019 – 2020: PLAN IMPLEMENTATION / INTERIM PROGRESS MONITORING TARGETS

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Interim Progress Targets
- Aligned School Level Accountability Plans: September 30, 2019 (School Principal and School Leadership Team)
- District Accountability Planning and Implementation PD: summer 2019

YEAR 2: 2020 – 2021: INTERIM PROGRESS MONITORING TARGETS

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Progress Monitoring Targets

YEAR 3: 2021 – 2022: ABSOLUTE GOAL (MOON SHOT- ALL SCHOOLS FULLY ACCREDITED)

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Progress Monitoring Targets

YEAR 4: 2022 – 2023: INTERIM PROGRESS TARGETS

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Progress Monitoring Targets

YEAR 5: 2023 – 2024: ABSOLUTE GOALS (MOON SHOT):

- GOAL 1: PRIORITY 2: ALL SCHOOLS HIGHLY PERFORMING
- GOAL 1: PRIORITY 3: ALL ACHIEVEMENT GAPS CLOSED TO 5% OR LESS
- GOAL 1: PRIORITY 4: ON-TIME GRADUATION RATE AT 90% OR HIGHER

School Quality Profile (Indicator Report Card)

	GOAL 1	GOAL 2	GOAL 3
US DEPARTMENT OF EDUCATION (ESSA INDICATORS)			
School Accreditation Rating	X		
Growth in Reading/Math (SOL Pass Rates)	X		
Achievement Gaps (Pass Rates)	X		
High School On-Time Graduation	X		
Chronic Absenteeism	X	X	
VIRGINIA DEPARTMENT OF EDUCATION ACCREDITATION INDICATORS			
School Accreditation Rating	X		
Students meeting/exceeding SOL Benchmarks (Growth)	X		
SOL Achievement Gaps for all identified subgroups (pass rates)	X		
High School On-Time Graduation	X		
Chronic Absenteeism	X	X	
Dropouts	X	X	
SCHOOL PRIORITIES (NPS INDICATORS)			
1. Increase the percentage of schools earning full accreditation (100% fully accredited by 2022)	X		
2. Increase the percentage of High Performing Schools	X		
3. Decrease all subgroup achievement gaps (5% or less by 2024)	X		
4. Increase the On-Time graduation (85% by 2024)	X		
8. Promote a culture of safety, high attendance rates, positive organizational culture, and student behavior	X		

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GOAL 1: IMPROVE STUDENT ACADEMIC ACHIEVEMENT AND OUTCOMES

Priority 1: Increase the Percentage of Schools Earning Full Accreditation

Needs Assessment

- Target ESSA Schools
- Target Subgroups: Black, Students with Disabilities, Economically Disadvantaged, ELL
- Increase the % of all students meeting benchmarks for SOL tested areas in English, Math, and Science
- Increase the % of all gifted students scoring at pass-advanced in English, Math, and Science
- Increase the % subgroup students meeting benchmarks: black, students w/ disabilities, economically disadvantaged, Homeless, gifted, ELL, Military
- Increase Daily Attendance Rate to 95% and higher
- Decrease Number of Chronic Absent Students to 15% or less

Board Level Indicators

- Progress Monitoring Reports:
 - Quarterly reports focused on progress in ESSA (Comprehensive and Targeted) schools and unaccredited schools
 - STAR Reading and Math reports: October, February, June
 - PALS reports: October, February, June
- Disaggregated Gap reports for all assessments for NPS targeted subgroups: Black, Special Needs, Economically Disadvantaged, ELL
- SOL subgroup pass rates - October
- Accreditation Rates - October
- Student Attendance & Chronic Absence – October for previous year; quarterly for current year

Accreditation

Absolute Goal: 100% of Schools Fully Accredited by 2022

Note: Schools are accredited, not a district

Table 1: Full Accreditation (used Growth)

Fully Accredited	Reported				Baseline/Targets					
	Based on Tests in 15-16	Based on Tests in 16-17	Based on Tests in 17-18	Based on Tests in 18-19	Based on Tests in 18-19	Based on Tests in 19-20	Based on Tests in 20-21	Based on Tests in 21-22	Based on Tests in 22-23	Based on Tests in 23-24
	Rating Yr 16-17	Rating Yr 17-18	Rating Yr 18-19	Rating Yr 19-20	Rating Yr 19-20	Rating Yr 20-21	Rating Yr 21-22	Rating Yr 22-23	Rating Yr 23-24	Rating Yr 24-25
Accreditation	51% (23/45)	61% (27/44)	61% (27/44)	67% (29/43)	71%	81%	90%	100%	100%	100%

SOL Results by Subject and Subgroups

Subgroup Gaps are detailed in Priority 3 (Tables 10, 11, 12)

General Notes:

- Baseline will be 2018-19.
- Removed “VDOE does not recommend comparison to prior years SOL performance. It’s like comparing apples to oranges”. Baseline will be 2018-19.
-
- SOL passing rate historical comparisons and future estimated passing targets will be impacted by the updated ESSA rules for taking End-Of-Course Subject SOL Tests
- Appendix II: Un-adjusted SOL passing rates by subject/grade (Reading and Math)
- ‘Combined’ rate includes all state adjustments (including Growth)
- ESSA pass rates represent grade level proficiency performance

Target Notes

- Reviewed Annually
- Baseline will be 2018-19
- Subgroups with passing percentage of 80% or higher maintain passing percentage (NC)
- Subgroup Yearly Improvement is calculated as an average yearly change required to reach 80% in 2023-24

Table 2: Benchmarks: Reading SOLs

Reading	Growth Actual		ESSA Pass Rate Actual		NPS Targets (Based on ESSA Pass Rate Results)					
	2017-18	2018-19	2017-18	2018-19	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
District (75% Target)	77%	75%	69%	66%	72%	69%	72%	74%	77%	80%
Black	70%	67%	61%	57%	65%	62%	66%	71%	75%	80%
Hispanic	87%	86%	71%	68%	73%	70%	73%	75%	78%	80%
Asian	96%	97%	87%	87%	NC	NC	NC	NC	NC	NC
White	90%	88%	86%	84%	NC	NC	NC	NC	NC	NC
With Disabilities	55%	53%	39%	38%	49%	46%	55%	63%	72%	80%
Econ. Disadvantaged	72%	69%	62%	58%	66%	62%	67%	71%	76%	80%
English Lang. Learners	91%	94%	40%	36%	65%	45%	54%	62%	71%	80%
Gifted	96%	96%								
Military	89%	88%								

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)

Table 3: Benchmarks: Math SOLs

Math	Growth Actual		ESSA Pass Rate Actual		NPS Targets (Based on ESSA Pass Rate Results)					
	2017-18	2018-19	2017-18	2018-19	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
District (70% Target)	72%	80%	65%	70%	68%	72%	74%	76%	78%	80%
Black	64%	74%	56%	63%	62%	66%	70%	73%	77%	80%
Hispanic	83%	87%	69%	73%	72%	74%	76%	77%	79%	80%
Asian	96%	96%	90%	90%	NC	NC	NC	NC	NC	NC
White	85%	89%	81%	85%	NC	NC	NC	NC	NC	NC
With Disabilities	52%	62%	37%	45%	47%	52%	59%	66%	73%	80%
Econ. Disadvantaged	66%	75%	58%	65%	64%	68%	71%	74%	77%	80%
English Lang. Learners	91%	95%	54%	56%	71%	61%	66%	70%	75%	80%
Gifted	95%	96%								
Military	85%	90%								

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)

Table 4: Benchmarks: Science SOLs

Science	Growth Actual		ESSA Pass Rate Actual		NPS Targets (Based on ESSA Pass Rate Results)					
	2017-18	2018-19	2017-18	2018-19	Baseline	2019-20	2020-21	2021-22	2022-23	2023-24
District (70% Target)	73%	70%	70%	67%	72%	70%	72%	75%	77%	80%
Black	62%	59%	61%	57%	65%	62%	66%	71%	75%	80%
Hispanic	82%	82%	71%	70%	73%	72%	74%	76%	78%	80%
Asian	94%	96%	92%	88%	NC	NC	NC	NC	NC	NC
White	90%	89%	88%	87%	NC	NC	NC	NC	NC	NC
With Disabilities	41%	40%	39%	38%	49%	46%	55%	63%	72%	80%
Econ. Disadvantaged	65%	62%	63%	59%	67%	63%	67%	72%	76%	80%
English Lang. Learners	82%	86%	42%	40%	67%	48%	56%	64%	72%	80%
Gifted	98%	96%								
Military	87%	88%								

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)

Table 5: Benchmarks: History / Social Science

History / Social Science	Growth Actual		ESSA Pass Rate Actual	
	2017-18	2018-19	2017-18	2018-19
District (70% Target)	76%	66%	74%	63%
Black	68%	55%	66%	53%
Hispanic	84%	77%	74%	66%
Asian	94%	91%	90%	84%
White	91%	87%	90%	85%
With Disabilities	47%	40%	45%	39%
Econ. Disadvantaged	69%	57%	67%	55%
English Lang. Learners	89%	81%	46%	33%
Gifted	98%	94%		
Military	89%	85%		

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
There are no targets since they are being phased out.

Table 6: Benchmarks: Writing

Writing	Growth Actual		ESSA Pass Rate Actual		NPS Targets (Based on ESSA Pass Rate Results)					
	2017-18	2018-19	2017-18	2018-19	Baseline	2019-20	2020-21	2021-22	2022-23	2023-24
					2018-19					
District (75% Target)	77%	75%	70%	64%	72%	67%	70%	74%	77%	80%
Black	71%	67%	62%	55%	66%	60%	65%	70%	75%	80%
Hispanic	81%	80%	73%	67%	75%	70%	72%	75%	77%	80%
Asian	93%	97%	89%	86%	NC	NC	NC	NC	NC	NC
White	86%	87%	83%	81%	NC	NC	NC	NC	NC	NC
With Disabilities	48%	49%	36%	35%	45%	44%	53%	62%	71%	80%
Econ. Disadvantaged	70%	67%	62%	55%	66%	60%	65%	70%	75%	80%
English Lang. Learners	76%	83%	33%	25%	63%	36%	47%	58%	69%	80%
Gifted	97%	94%								
Military	89%	88%								

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)

Student Attendance

Table 7: Student Attendance

Level	Actual			Baseline	Target					
	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary	95.2%	94.9%	94.0%	95%	94%	94%	94%	94%	94%	94%
Middle	95.3%	94.3%	95.0%	94%	94%	94%	94%	94%	94%	94%
High	92.6%	91.9%	92.0%	93%	93%	94%	94%	94%	94%	94%
Chronic Absenteeism ¹	16.4%	16.8%	16.3%	15.3%	14.3%	12.3%	10.3%	10.0%	10.0%	10.0%

1: Percentage of students chronically absent – 10% or more days for enrolled dates (from Synergy)

Attendance - On-line Dashboard Available

Priority 2: Increase the Percentage of VDOE Continues Improvement Schools and NPS High Academic Performing Schools

Needs Assessment

- 39% of schools Not Fully Accredited (17-18 data)
- 64% of schools not making reading and/or math benchmarks (17-18 data)
- Only 20% of schools high/top performing (17-18 data)

Board Level Indicators

- NPS High Performing Schools Report
- VDOE Report (Governor’s Award)
- Reading and Math STAR reports

TARGETS: Baseline Year: 2017-18: 18%
 Current Year: 2018-19: Target: 30%
 Plan Year 1: Target: 2019-20: 45% (increase 15% YR)

Table 8: VDOE Award (2017-18 data)

PERFORMANCE LEVEL *	NUMBER/PERCENTAGE OF SCHOOLS
Board of Education Continuous Improvement Award	23% (10/44 Schools)

* Definitions are located in the Appendix IV

Note: The State Board of Education approved the criteria for the new awards in April 2018. The exemplar performance school recognition program is aligned with the Board of Education’s revised accreditation standards and replaces the Virginia Index of Performance recognition program.

Table 9: NPS High Academic Performing Schools

PERFORMANCE LEVEL (only Reading and Math)	NUMBER/PERCENTAGE OF SCHOOLS	
	2017-18	2018-19
TOP PERFORMING: 90% or above in R and M	2% (1)	2% (1)
HIGH PERFORMING : 80% or above in R and M	18% (8)	26% (11)
MET BENCHMARKS: Reading 75% Math 70%	16% (7)	7% (3)
BELOW BENCHMARK: Met Reading OR Math	30% (13)	40% (17)
BELOW BENCHMARK: Did not meet Reading AND Math Benchmarks	34% (15)	24% (10)

Note: Numbers and percentages are based on ESSA pass rate calculations.
 Reading and Math only
 ESSA Benchmarks: English – 75% Math – 70%

Priority 3: Decrease Subgroup Achievement Gaps

Needs Assessment

- Focus: Black, Students w/Disabilities, Economically Disadvantaged, ELL, on ESSA Schools
- Increase the % pass-advanced for the SOL tested areas; English (Reading/ Writing), Math, Science, SS/History

Board Level Indicators

- Quarterly DBA gap data- board discuss on usefulness of DBA data
- STAR Reading and Math gap data: October, February, June
- Non-accredited schools gap data
- Table 10 uses ESSA (Federal) calculations for the district and various subgroups
- Table 11 uses State Adjusted (with all adjustments including growth) calculations for the district and various subgroups

Targets: Current Year: 2018-19: Target: all Subgroup Gaps at 30% or less

Plan Year 1: Target: 2019-20: all Subgroup Gaps at 25% or less (decrease 5% YR)

Absolute Goal: Decrease all subgroup passing rate gaps to 5% or less

Table 10: Subgroup Gaps (Reading, Math)

Reading										
Subgroup	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Goal
Black	61	63	61	57						
White	84	86	86	84						
Achievement Gap	-23	-23	-25	-27	-25	-20	-15	-10	-5	-5%/Yr
All Students	69	71	69	66						
Stud W/ Disabilities	33	36	39	38						
Achievement Gap	-36	-35	-30	-28	-25	-20	-15	-10	-5	-5%/Yr
MATH										
Subgroup	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Goal
Black	64	62	56	63						
White	85	85	81	85						
Achievement Gap	-21	-23	-25	-22	-25	-20	-15	-10	-5	-5%/Yr
All Students	72	70	65	70						
Stud W/ Disabilities	41	39	37	45						
Achievement Gap	-31	-31	-28	-25	-25	-20	-15	-10	-5	-5%/Yr

VDOE and ESSA Reports (adjusted without Growth)

Table 11: Ethnicity Gaps by Subject

Ethnicity Gaps	Reading	Math	S. Science	Science	Writing
Comparison Group (White)	88%	89%	87%	89%	87%
Black	-21%	-22%	-32%	-30%	-20%
Hispanic	-2%	-2%	-10%	-7%	-7%
Asian	+11%	+7%	+4%	+7%	+10%

* 2018-19 Information (Combined Rate with Growth)

Table 12: Other Gaps by Subject

Other Gaps	Reading	Math	S. Science	Science	Writing
Comparison (District)	75%	80%	66%	70%	75%
With Disabilities	-22%	-6%	-26%	-30%	-26%
Economically Disadvantaged	-6%	-5%	-9%	-8%	-8%
ELL	+19%	+15%	+15%	+16%	+8%

* 2018-19 Information (Combined Rate with Growth)

Priority 4: Increase the Percentage of Students Graduating on-time (4 Years)

Needs Assessment

- Increase the % of students graduating On-Time (GCI, 4yr completion, VA on-time)
- Increase % of students earning advanced diplomas
- Increase the number graduations with technical certificates, CTE Diploma Seals
- Increase the percent of student's w/disabilities, graduating with diplomas (distinguish standard and advanced)
- Increase the number of students with one or more seals/certificates (governor's seal, CTE seal or certificate)
- Decrease Drop-Out Rate

Board Level Indicators

- On-Time Graduation Report
- IB Diploma / Certificate Report

Table 13: On-Time Graduation

Four-Year	Reported			Actual	Baseline	Target					
	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Goal
Overall	85%	81%	82%	83%	83%	84%	85%	85%	85%	85%	85%
Asian	98%	100%	95%	97%							
Black	81%	78%	78%	80%							
Hispanic	86%	81%	83%	79%							
White	92%	89%	89%	90%							
Students w/Disabilities	72%	70%	82%	80%							
Economically Disadvantage	88%	82%	86%	86%							
ELL	81%	72%	78%	70%							

Priority 5: Provide Educational Equity, Options, and Opportunities

Needs Assessment

- Increase the number of dual enrollment students
- Increase or maintain grade level promotions (Gd6-12)
- Increase or maintain the percent of students taking an AP Exam
- Increase or maintain the percent of students scoring 3 or higher on AP Exams
- Decrease the % of students absent 10% or more of the total number of school days
- Increase the number of students who have workforce readiness skills
- Increase the percent of students scoring at or above state average on ACT/SAT
- Increase or maintain the % of students taking the PSAT
- Increase the % of IB students earning an IB diploma
- Decrease the % of students who are overage for grade
- Decrease Drop-Out Rate
- Increase diversity in gifted education identification

Board Level Indicators

- Promotion Report
- AP Reports
- SAT/ACT/PSAT Report
- IB Diploma / Certificate Report
- Create Charts for all others listed in Needs Assessment

Promotion

Notes: Critical grade promotion 5th to 6th, 8th to 9th and 9th to 10th

Table 14: Promotion

Grades	Reported			Actual	Baseline	Target					Goal
	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
5 to 6	99.2%	99.4%	99.3%	99.4%	99%	99%	99%	99%	99%	99%	maintain
8 to 9	98.6%	98.3%	96.8%	98.7%	98%	98%	98%	98%	98%	98%	98%
9 to 10	66.4%	71.6%	67.7%	70.4%	70%	73%	75%	77%	79%	80%	80%

AP Enrollment & Achievement

Table 15: AP Tests

	Reported			Actual	Baseline	Target				
	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
# 3 or Higher AP Tests ¹	45.1% (2832)	51.2% (2497)	53.0% (2406)	44.5% (2500)	55.0%	57.0%	59.0%	61.0%	61.0%	63.0%
% Students who took at least one AP Course ²	33.0%	30.2%	28.5%	28.1%	29.5%	30.5%	31.5%	32.5%	33.5%	34.5%
Asian	5.8%	6.5%	8.0%	7.4%						
Black	39.7%	36.9%	36.5%	39.8%						
Hispanic	6.9%	7.2%	6.8%	7.3%						
White	38.2%	41.0%	40.4%	36.6%						
SPED	1.1%	0.9%	1.3%	0.3%						
ELL	0.5%	0.4%	0.0%	1.6%						
Econ Disad.	33.4%	36.4%	33.1%	38.3%						

1: Percent of tests taken with at least a score of 3 or higher (goal +2% Yr): all students

1: Since many students take more than one test, ethnicity breakdown isn't reported

2: Percent of students taking at least one AP Course (based upon count of 10th, 11th and 12th graders) [Goal +1% Yr]

On-line Dashboard Available

ACT & PSAT Participation & Achievement

Notes: PSAT: Number of students participating in the PSAT examination in the 10th grade (+2% Yr)
 SAT/ACT: Average **graduate student** scores for the SAT or ACT examinations. (Highest SAT/ACT score)
 SAT (Targets, goal): mean improvement 5 pts per year to meet or exceed state average
 ACT (Targets, goal): mean improvement 0.5 pts per year to meet or exceed State average

Table 16: SAT/ACT & PSAT

	Reported		Actual	Baseline	Target					
	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	State ³
SAT Verbal ¹	513	536	528	541	546	551	556	563	563	564
SAT Math ¹	489	515	506	520	525	530	535	540	545	548
SAT Participation	67.8% (1045)	51.9% (862)	47.9% (790)							----
ACT Math	20.5	20.7	20.5	21.2	21.7	22.2	22.7	23.2	23.3	23.3
ACT English	20.3	20.0	20.4	20.5	21.0	21.6	22.1	22.6	23.1	23.8
PSAT Participation ²	67.8%	69.4%	74.1%	71.4%	73.4%	75.4%	77.4%	79.4%	81.4%	----

1: Previous SAT versions of the test aren't comparable to current version

2: Students also take the PSAT at other grade levels

3: 2018-19 Results

On-line Dashboard Available

Priority 6: Attract and Retain Highly Qualified & Effective Staff

Needs Assessment

- Increase the number & percentage hired via “early commitment letters” prior to budget adoption
- Reduce the number & percentage of teacher positions vacant on the first day of school
- Increase teacher retention
- Increase retention of principals- Principal retention rate by years of experience
- Reduce the number and percentage of long-term substitutes

Board Level Indicators

- Staffing: Number and percentage of teacher positions vacant on the first day of school
- Retention: Number and percentage who returned for current school year (as of 10/1)
- Equity Audit and Task Force Recommendation Report Monitoring (teacher allocations- by degree level, years of experience, diversity)
- Pay and compensation report
- Teacher retention report
- Long term substitutes by school report
- Report and discuss mentoring and professional development (teacher, principal)

TARGET: Fully staffed schools in September

Table 17: Teacher Staffing

	Reported		Actual	Baseline	Target					GOAL
	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
Teacher Staffing	2.3% (54)	3.5% (77)	2.8% (73)	1.0% (23)	1.0%	1.0%	1.0%	1.0%	1.0%	Maintain
Teacher Attendance	96.0%	95.9%	95.8%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
Teacher Retention										
One Year		63.7%	75.1%	79.2%						Monitor
Two - Three Years		55.5%	58.6%	59.8%						Monitor
All	87.0%	84.6%	86.8%	86.6%	87.6%	88.6%	89.6%	90.6%	91.6%	+1%/yr

GOAL 2: ENSURE SAFE, CARING, AND HEALTHY LEARNING ENVIRONMENTS

Priority 7: Expand Educational Planning and Create a Capital Facilities & Technology Improvement Plan

Needs Assessment

- Educational Planning
 - Enrollment (Building Utilization, Attend, Live-in, Projections)
 - School planning aligned to curriculum needs
 - Choice options
 - Economic diversity balancing
 - Community outreach
- Technology
 - Expand BYOD pilot
 - Increase % of schools meeting district technology standards for digital learning environments
 - Increase % of schools with full wireless access
 - Increase ratio of students to digital devices for educational and career development purposes

Board Level Indicators

- Updated Facility usage and condition reports
- Report of maintenance and construction efforts to include playground, recreation equipment, and athletic grounds (tennis courts, tracks, football, baseball fields, etc.) regardless of whose responsibility
- Annual Technology Plan review
- Report of expanded BYOD
- Progress of development of Five Year Capital Improvement Plan Report

Target: Update Capital Improvement Plan and Education Planning through 2024 by December 2019

Priority 8: Promote a culture of safety, high attendance rates, decreased dropout rate, safety, positive school climate and student behavior

Needs Assessment

- Increase the percentage of students with *no* discipline incidents
- Decrease the percentage of students chronically absent
- Decrease the #/% rule violations by demographics
- Decrease long-term suspensions (include special Conditions) HS, MS, ES by demographics (Madison, TRAEP, ACES)
- Decrease short term suspensions (1-10 days) by demographics
- Decrease Incidents of Harassment by demographics
- Decrease the discipline gap in demographic subgroups
- Increase positive outcomes based through PBIS implementation for students and teachers
- Increase the % of stakeholders responding positively on the end of year climate survey and increase the mean scores
- Improve Student Attendance and Chronic Absenteeism, Student Discipline and School safety

Board Level Indicators

- Student Attendance/Absenteeism Report
- Student Behavior Report (Long and short-term Suspensions and Infractions) by demographics- Discipline
- Climate Reports (add CAB Survey)
- School Safety Taskforce Report
- Disaggregate all charts by student demographics

Targets:

- Attendance, All Levels = 94%
- Chronic Absenteeism= 10%

Table 18: Benchmarks: Student Attendance

Level	Reported			Actual	Baseline	Target				
	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary	95.2%	94.9%	94.0%	95%	94%	94%	94%	94%	94%	94%
Middle	95.3%	94.3%	95.0%	94%	94%	94%	94%	94%	94%	94%
High	92.6%	91.9%	92.0%	93%	93%	94%	94%	94%	94%	94%
Chronic Absenteeism ¹	16.4%	16.8%	16.3%	15.3%	14.3%	12.3%	10.3%	10.0%	10.0%	10.0%

1: Percentage of students chronically absent – 10% or more days for enrolled dates (from Synergy)

On-line Dashboard Available

Table 19: Student Behavior

	Reported			Actual 2018-19	Baseline 2018-19	Target					Goal
	2015-16	2016-17	2017-18			2019-20	2020-21	2021-22	2022-23	2023-24	
% Students with no incidents	85.7%	84.3%	84.6%	83.1%	85.6%	86.6%	87.6%	88.6%	89.6%	90.6%	+1%/Yr
Suspensions (short-term)	14.3%	13.2%	13.8%	14.2%	12.8%	11.8%	10.8%	9.8%	8.8%	7.8%	-1%/Yr
Short-Term Suspensions											
Asian	0.6%	0.4%	0.3%	0.4%							
Black	81.9%	82.0%	81.1%	80.7%							
Hispanic	3.9%	4.3%	5.3%	3.5%							
White	9.0%	8.6%	8.5%	8.1%							
Students w/Disabilities	21.9%	22.7%	22.8%	22.7%							
Economically Disadv.	73.7%	83.8%	73.1%	81.8%							
ELL	1.2%	1.1%	1.7%	1.9%							
Long-Term Suspensions *											
All Students	0.8%	0.7%	0.8%	0.5%	0.7%	0.6%	0.5%	0.4%	0.3%	0.2%	-0.1%/Yr
Elementary	27	27	29	10							
Middle	136	117	114	70							
High	82	77	86	69							

* Includes Expulsions

Table 20: Dropout Rates

	Reported	Actual	Target (TBD)				
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
District (High Schools)	9.6%	10.4%	10%	10%	10%	10%	10%
Asian	3.2%	3.0%					
Black	12.0%	12.8%					
Hispanic	8.7%	13.6%					
White	4.9%	5.0%					
Students w/Disabilities	14.9%	16.8%					
Economically Disadv.	5.2%	6.9%					
ELL	15.0%	28.3%					
Military Connected	4.1%	2.4%					

Table 21: Teacher, Students and Parent Climate Survey Results

		2015-16	2016-17	2017-18
Teachers	Trust in Administration (4.5/6 mean or higher)	39%	33%	39%
	Trust in Teachers (4.5/6 mean or higher)	51%	55%	59%
	Trust in Clients (4.5/6 mean or higher)	14%	8%	8%
	Safety Problems (4/5 mean or higher)	28%	22%	16%
	Feeling Safe (4/5 mean or higher)	55%	45%	43%
	Morale (4/5 mean or higher)	22%	16%	18%
	Number of Schools	51	51	51
Students	School Connectedness (4/5 mean or higher)	14%	7%	5%
	Safety (4/5 mean of higher)	35%	23%	23%
	Treatment (4/5 mean or higher)	2%	2%	0%
	Trust (4/5 mean or higher)	63%	56%	51%
	Teacher Relationships (4/5 mean or higher)	70%	63%	61%
	Discipline (4.0/5.0 mean or higher)	51%	47%	37%
	Number of Schools (grades 3 thru 12)	43	43	43
Parents	Child's Safety (4.0 mean or higher)	29%	35%	51%
	Student/Teacher Relationships (4.0 mean or	47%	33%	56%
	Community Engagement (4/5 mean or higher)	12%	12%	8%
	Organizational Citizen Behavior (4/5 mean or	29%	26%	22%
	School Involvement (4.0/5.0 mean or higher)	41%	40%	53%
	Administration (4.0/5.0 mean or higher)	29%	26%	44%
	Number of Schools	34	43	43

GOAL 3: STRENGTHEN FAMILY AND COMMUNITY STAKEHOLDER ENGAGEMENT

Priority 9: Attract and Retain Strong Community Partnerships and Strengthen Family Engagements

Needs Assessment

- Increase level of US Navy engagements and activities
- Increase number of school volunteers and volunteer hours
- Increase number of PTA's (all schools)
- Increase the number of school-community partnerships
- Increase the % of stakeholders responding positively on the end of year survey and increase the mean scores

Board Level Indicators

- Report on impact of community and business partnerships
- Partnership and Volunteer Reports
- PTA Numbers

Priority 10: Strive to Improve Relationships and Increase Governance Capacity (School Board only)

1. Board members will participate together in at least one relationship building professional development session and four governance training professional development sessions.
2. Board members will participate together in a two-day summer planning retreat session each July.
3. The board will conduct mid-year and annual superintendent evaluations in accordance with state approved guidelines.
4. The governance team (board and superintendent) will fully implement the new Board Accountability Plan.
5. The board will maintain an up-to-date policy manual.
6. The board will adopt the VSBA Code of Conduct or one similar.
7. The division will develop/maintain a division-wide communication plan.
8. The board will have a delegate/alternative participate actively in the VSBA Delegate Assembly.
9. The division will receive recognition from an outside entity OR a board member or the superintendent will present a successful practice at a VSBA/NSBA meeting or conference.
10. The board will conduct a broad self-evaluation and develop a plan for improvement.
11. The governance team (board and superintendent) will ensure the full implementation of Board Accountability Plan Goal 3, Priority 9: “Attract and retain strong community partnerships and strengthen family engagements”.
12. Each member of the board will attend at least two board related conferences each year: (VSBA meetings and conferences, Legislative Advocacy Conference, Capital Conference, Regional Spring Network Forum, any Hot Topic Conference, Law Conference, Conference on Education, Annual Convention).
13. The division will participate in VSBA Take Your Legislator to School Month, VSBA Media Honor Roll, VSBA Business Honor Roll, and VSBA Bullying Prevention Month.

PROFESSIONAL DEVELOPMENT

PD around acquiring skill sets needed to be a highly effective School Board member

VDOE training

Meetings with consultants

CONFERENCES:

VSBA conference

NSBA Conference

Cube Conference

CGCS Conference

Equity Symposium

Regional Equity Meetings

Presentations from legislative liaison

Appendix I: Reports and Table Alignments (by Functional Area)

GOAL 1: Improved Student Achievement & Outcomes		Reporting Method / Tables	Date Data Available	Responsible Dept.
Accreditation	By subject	Tables 2, 3, 4, 5, 6	Oct	ARA
	By subgroups (Gaps)	Tables 9, 10	Oct	ARA
	Subgroup Performance Report	Tables 10,11, 12	Oct	ARA
	Advanced performance SOL rates	<i>State Report</i>	Oct	ARA
	Attendance	Table 7	Oct	ARA
Graduation	All graduation rates (On-time) and subgroups	<i>Table 13, Report, Presentation</i>	Nov	ARA
	CTE, other seals, IB		Nov	ARA
	Scholarships - post secondary plans		Nov	ARA
	Dual enrollment		Nov	ARA
	Diploma type by disabilities	<i>Report</i>	Nov	ARA
Academic Options & Opportunities	Universal Screening Assessment: STAR	<i>Report, Presentation</i>	Oct/Feb/June	ARA & C&I
	Universal Screening Assessment: PALS	<i>Report, Presentation</i>	Oct/Mar/June	ARA & C&I
	Progress Monitoring: Division Benchmark Assessments	<i>Report, Presentation</i>	Oct/Mar/June	ARA & C&I
	AP exams	Table 15	Nov	ARA
	SAT (Reading, Math)	Table 16	Nov	ARA
	ACT (English, Math)	Table 16	Nov	ARA
	PSAT participation	Table 16	Nov	ARA
	High School Specialty Programs Update	<i>Report as requested</i>	Annual	Ac. Affairs
	Middle School Specialty Programs Update	<i>Report as requested</i>	Annual	Ac. Affairs
	Promotion	Table 14		
	Literacy plan Update	<i>Report as requested</i>	Annual	Ac. Affairs
Alternative Education Update	<i>Report as requested</i>	Annual	Ac. Affairs	
GOAL 1: Improved Student Achievement & Outcomes		Reporting Method	Date Data Available	Responsible Dept.
HR	Teacher retention	Table 17	Oct	HR
	Long-term subs	<i>Report</i>	Feb	HR
	Early Teacher Commitment	<i>Report</i>	Spring	HR
	Teacher staffing (start of year)	Table 17	Sept	HR/ARA
	Teacher Staffing (monthly)	<i>Report</i>	Monthly	HR
	Teacher mentoring and professional development	<i>Report</i>		HR
	Pay & Classification (monitor)		Annual	HR
	Teacher attendance	Table 17	Aug	ARA

Report and Table Alignments (continued)

GOAL 2: Safe, Caring and Healthy Learning Environments		Reporting Method	Date Data Available	Responsible Dept.
Climate	Selected Teacher Climate Measures	Table 21	Aug	ARA
	Selected Student Climate Measures	Table 21	Aug	ARA
	Selected Parent Climate Measures	Table 21	Aug	ARA
	Central Administration Survey by Principals			
	Annual Report	<i>Report</i>	Sept	ARA
Students	Absences (chronic - 10%)	Table 18	Oct	ARA
	Attendance (by level)	Table 18	Oct	ARA
	Discipline [rule violations] (none, subgroup, gap)	Table 19	Monthly	St. Srvs
	Short-term Suspensions	Table 19	Semi-Annual	St. Srvs/ARA
	Long-term suspension (with special conditions)	Table 19	Monthly	St. Srvs/ARA
	Gifted Enrollment	<i>Report</i>	TBD	ARA
	Promotion (grade 6, grade 9)	Table 14	Oct	ARA
	PBIS	<i>Report</i>	TBD	St. Srvs
	Dropout Rates	Table 20		
Ed. Planning & Facilities	Enrollment Projections (attend, Live-in)	<i>Report</i>	Feb	ARA
	Maintenance (yearly update, long-term)	<i>Report</i>	Spring	Sch. Plant
	Feeder alignments, consolidation (Coop. Strategies)	<i>Report/Presentations</i>	Annual	ARA
	Technology Initiatives/Updates [BYOD, wireless]	<i>Report</i>	Spring	IT
GOAL 3: Strengthen Family & Community Stakeholder Engagement		Reporting Method	Date Available	Responsible Dept.
Family/Community	Evaluate partnerships			
	PTA Contacts and School Volunteer hours			
Reports - Highlight				

Appendix IA: School Board Academic Reporting Schedule (School Year: 2019-2020)

SB GOAL 1: IMPROVE STUDENT ACADEMIC ACHIEVEMENT AND OUTCOMES PRIORITIES 1, 2, 3

MONTH	SUBJECT MATTER	REPORT TYPE	PRESENTERS	TIME NEEDED Presentation/ Q&A Minutes	TABLES	STATUS
October 2 School Board Work Session	Official Accreditation Report	State Accountability	ARA	5/10	1, 2, 3, 4, 7, 9, 10,11	10/2/19
	SOL final data review aligned with In-depth program turn around and intervention strategies	State Accountability	Academic Affairs Reading / Math Content Coordinator	Reading 20/25 Math 20/25	2, 3, 4, 7, 9, 10,11	10/2/19
	STAR #1 Reading/Math Assessments Grades 2 - 8	Universal Screening Assessment	Academic Affairs Reading / Math Content Coordinators	Continued		10/2/19 (No Discussion – ran out of time)
December 4 School Board Work Session	PALS Reading and Math Assessments Grades PreK4 - 1	Universal Screening Assessment	Academic Affairs Reading Coordinators	Reading/Math 15/20 Science/ History 10/15		12/4/19 (Did not get to Math, Science and History)
	Quarter 1 DBA Assessments Grades 3 – 12	Progress Monitoring Assessment	Academic Affairs Content Coordinators	20/25		12/4/19 (No Discussion - Math, Science and History)

Appendix IA: Tracking Reports (continued)

MONTH	SUBJECT MATTER	REPORT TYPE	PRESENTERS	TIME NEEDED Presentation / Q&A Minutes	TABLES	STATUS
February 5 School Board Work Session	STAR #2 Reading/Math Assessments Grades 2 - 8	Universal Screening Assessment	Academic Affairs Content Coordinators	50/30		
April 1 School Board Work Session	Quarter 3 DBA or Mock Assessments Grades 2 – 12	Progress Monitoring Assessment	Academic Affairs Content Coordinators	20/25		
June School Board / Superintendent 2 X 2 meetings	SOL Preliminary ESSA/Growth Pass/Gap Scores	State Accountability Tests	Superintendent ARA Exec.	30 minutes for each meeting group		
July School Board Summer Retreat	STAR #3 Reading/Math Assessments Grades 2 - 8	Universal Screening Assessment	Academic Affairs Content Coordinators	20/25		
	PALS Reading Assessments Grades PreK4 - 1	Universal Screening Assessment	Academic Affairs Reading Coordinators	20/25		

*All data reports must include subgroup grade level proficiency benchmark percentages.

**All data reports must show ESSA and Unaccredited Schools grade level proficiency benchmark percentages.

District level student academic achievement data will be report out to the school board and posted in the public folder on BoardDocs.

School level student academic achievement data will be posted in the executive folder on BoardDocs for school board members.

Appendix II: Quick Data Reference Guide

NPS DISTRICT SOL ESSA PASS RATE RESULTS

READING BENCHMARK: 75

English	Grade	2015-16	2016-17	2017-18	2018-19	Change
English	Reading 3	64%	66%	65%	63%	-1
English	Reading 4	68%	70%	68%	67%	-1
English	Reading 5	74%	75%	70%	65%	-9
English	Reading 6	64%	67%	68%	62%	-2
English	Reading 7	71%	73%	70%	67%	-3
English	Reading 8	63%	67%	64%	63%	-
English	End of Course	84%	83%	86%	87%	+3
TOTAL READING		69%	71%	69%	66%	-3%

Subgroup Gaps	2015-16	2016-17	2017-18	2018-19
Black	61%	63%	61%	57%
White	84%	86%	86%	84%
Achievement Gap	-23	-23	-25	-27
All Students	69%	71%	69%	66%
Stud with Disabilities	33%	36%	39%	38%
Achievement Gap	-36	-35	-30	-28

Appendix II: Quick Data Reference Guide (continued)

NPS DISTRICT SOL ESSA PASS RATE RESULTS

MATH BENCHMARK: 70

Math	Grade	2015-16	2016-17	2017-18	2018-19	Change
Math	3	67%	65%	62%	75%	+8
Math	4	74%	72%	67%	75%	+1
Math	5	73%	71%	64%	69%	-4
Math	6	77%	67%	62%	56%	-21
Math	7	49%	46%	43%	53%	+4
Math	8	51%	68%	67%	68%	+17
End of Course	Algebra I	77%	73%	65%	78%	+1
End of Course	Geometry	80%	75%	62%	74%	-6
TOTAL MATH		72%	70%	64%	70%	-2

Subgroup Gaps	2015-16	2016-17	2017-18	2018-19
Black			56%	63%
White			81%	85%
Achievement Gap			-25	-22
All Students			65%	70%
Stud W/ Disabilities			37%	45%
Achievement Gap			-28	-25

Appendix II: Quick Data Reference Guide (continued)

ACCREDITATION

	Traditional Accreditation Criteria		New Combined Growth Criteria		
Tested Year	2015-16	2016-17	2017-18	2018-19	
Accreditation Year	2016-17	2017-18	2018-19	2019-20	
# of Schools meeting Accreditation	23/45	27/44	***27/44	***29/43	
% of Schools Earning Accreditation	51	61	***61	***67	

Based on previous test year data

***New growth model calculation for accreditation

Appendix III: Board Actions

	Priority								
	1	2	3	4	5	6	7	8	9
Align agendas, calendars, and work sessions to identified needs	X	X	X	X	X	X	X	X	X
Agendas/Minutes from meetings	X	X	X	X	X	X	X	X	X
Create a calendar for Board presentations	X	X	X	X	X	X	X	X	X
GOAL 1 Reports/Information									
Monitor student academic, gap and attendance reports quarterly	X								
Begin quarterly monitoring of all Achievement Gap data: Academic Assessments, Attendance, discipline		X							
Report on college scholarship, workforce readiness skills				X					
In depth analysis of confounding factors on student outcomes (identified subgroups including chronic absenteeism, ED, discipline, etc.)					X				
Report on specialty programs (application process)					X				
Conduct Program Evaluation for special education					X				
Conduct Program Evaluation for gifted education (underway)					X				
GOAL 1 Actions									
Strive to increase school instructional support staff (reading specialists, math specialists, and instructional specialists)	X								
Recognize High Performing Schools									
Identify and Recognize Fully Accredited Schools, High-Performing Schools, and Top Performing Schools			X						
Identify and Increase instructional support for all non-accredited schools			X						
Determine how to capture the amount of scholarships was given to students (disaggregate by type of scholarship)				X					
Alternative Education					X			X	
Develop governance team definition of "highly effective" (need guidance from ESSA) by July 31, 2019						X			
Monitor Phase-in of the Pay and Compensation structure Report						X			
Establish criteria for Grow Your Own program criteria for critical needs areas (selection and district commitment)						X			
Increase number of teachers who are Nationally Board Certified (support?)						X			
Link teacher items on School Climate Surveys to Teacher Efficacy						X			
Monitor development of Five Year Capital Improvement Plan (2020)							X		
Balance economic diversity in schools							X		
Consolidate schools as appropriate to balance utilization (optimum operating utilization)							X		
Develop a plan to secure a dedicated revenue source							X		
Research potential funding sources (grants, bonds, other)							X		
Develop a public relations campaign to secure capital improvement funds							X		
Invite council members to visit facilities							X		

Appendix III (continued)

	Priority									
	1	2	3	4	5	6	7	8	9	
Goal 2 Reports/Information										
Alternative Ed Study review (include strategies used such as PBIS)									X	
Receive recommendations from Safe and Secure Task Force									X	
Review recommendations from the School Health Advisory Committee									X	
Goal 2 Actions										
Create a survey for school principals to rate CAB departments									X	
Administer the School Health Index Report									X	
Increase board engagement with local, regional, state and federal elected and appointed officials.									X	
Identification of division policies and budgetary needs for division to advocate and/or put forth legislation									X	
Increase city, state, and national support for NPS									X	
Increase the number of interactions with city, state, and national legislators to increase financial support for NPS									X	
Increase suicide prevention training for all staff as indicated in the Suicide Policy and Regulations									X	
Goal 3 Actions										
Collaborate with legislative liaison and participate in Legislative Breakfast										X
Develop legislative plan with legislative priorities										X
Visit general assembly										X
Present NPS needs at city council meetings and participate in joint council meetings										X
Determine support and alignment with the Office of Interagency and Wraparound Services										X
Evaluate key community partnerships (i.e., United for Children, Greater Norfolk Corporation, City of Norfolk)										X
Increase Board engagement with local, regional, state, and federal elected and appointed officials										X
Identify division policies and budgetary needs in order for division to advocate and/or put forth legislation										X
Increase city, state, and national support for NPS										X
Increase the number of interactions with city, state, and national legislators to increase financial support										X

Appendix IV: VDOE Awards Definitions

2019 Board of Education Highest Achievement Award

To earn the Board of Education Highest Achievement Award, a school must earn a state accreditation rating of Accredited, and meet the following benchmarks:

- 70-percent pass rate on state assessments in science and mathematics;
- 75-percent pass rate on state assessment in English reading and writing;
- No more than a five-percent gap (for schools with two student groups) or a 10-percent gap (for schools with three or more student groups) in English reading and writing between the lowest-performing group and all other students in the school; and

No more than a five-percent gap (for schools with two student groups) or a 10-percent gap (for schools with three or more student groups) in mathematics between the lowest-performing group and all other students in the school.

2019 Board of Education Continuous Improvement Award

To earn the Board of Education Continuous Achievement Award, a school must earn a state accreditation rating of Accredited or Accredited with Conditions and meet at least one of the following benchmarks for improved performance on accreditation-related school quality indicators:

- A cumulative 10-point increase over three years in the combined rates for reading and mathematics and in the pass rate for science, with improvement each year on each indicator;
- A cumulative 10-point increase over three years in the combined rates for reading and mathematics for two or more student groups, with improvement each year for each group on both indicators;
- A cumulative 15-percent decrease in the chronic absenteeism rate over three years, with a decrease each year; or
- For schools with a graduating class, a cumulative four-point increase in the Graduation and Completion Index over three years, with an increase each year, and a cumulative 15-percent decrease in the dropout rate, with a decrease each year

2019 Norfolk Public Schools High Academic Performance Recognition Award

TOP PERFORMING:	90% of students met both Reading and Math benchmarks
HIGH PERFORMING :	80% of students met both Reading and Math benchmarks
MET BENCHMARKS:	Students met benchmarks in both Reading and Math
BELOW BENCHMARK:	Students did not meet benchmarks in both Reading and Math
BELOW BENCHMARK:	Students did not meet benchmarks in either Reading or Math

*SOL Benchmarks: Reading 75%, Math 70%

** ESSA pass rate data