Norfolk Public Schools
The cornerstone of a proudly diverse community

NORFOLK CITY SCHOOL BOARD ACCOUNTABILITY
PLAN 2018 - 2024

(Focus: Academic Excellence)

Year: 2020-2021

Approved 7.10.19 Date: 1.17.2020   Updated 11.10.20

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 2024)
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)

Approved 7.10.19 Date: 1.17.2020   Updated 11.10.20

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: GOALS and 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: GOALS and 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 4: 2022 – 2023: GOALS and 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 and TARGETS
- 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 85% 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		

Table of Contents

Approved 7.10.19 Date: 1.17.2020   Updated 11.10.20

List of Tables

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, EL
- 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, student's w/ disabilities, economically disadvantaged, Homeless, gifted, EL, 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: November, March, June
  - PALS reports: January, March, June
- Disaggregated Gap reports for STAR and PALS assessments for NPS targeted subgroups: Black, Special Needs, Economically Disadvantaged, EL
- SOL subgroup pass rates, Accreditation Rates
- Student Attendance & Chronic Absence – October for previous year; quarterly for current year

Accreditation

Goal: 100% of Schools Fully Accredited by 2024
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 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 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)	See Note				
Target				71%	NA	NA	80%	90%	100%

Note: Accreditation Waived for all Schools

SOL Results by Subject and Subgroups

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

General Notes:
- 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 and are detailed in Appendix II
- Social Studies results are not considered for accreditation (are detailed in Appendix II

Target Notes
- Reviewed Annually
- Baseline will be 2018-19
- Subgroups with passing percentage of 80% or higher maintain passing percentage (NC – no change)
- Subgroup Yearly Improvement is calculated as an average yearly change required to reach 80% in 2023-24

Table 2: Reading SOLs with Targets (with Growth)

Reading	Actual			Targets				
	2017-18	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24
District (75% Target)	77%	75%	Note	---	77%	78%	79%	**80%**
Black	70%	67%	Note	---	71%	75%	78%	**80%**
Hispanic	87%	86%	Note	---	NC	NC	NC	**NC**
Asian	96%	97%	Note	---	NC	NC	NC	**NC**
White	90%	88%	Note	---	NC	NC	NC	**NC**
With Disabilities	55%	53%	Note	---	60%	67%	7%	**80%**
Econ. Disadvantaged	72%	69%	Note	---	71%	74%	77%	**80%**
English Lang. Learners	91%	94%	Note	---	NC	NC	NC	**NC**
Gifted	96%	96%	Note					
Military	89%	88%	Note					

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
Note: No SOL Scores Available
Targets, based upon Growth established in 2020

Table 3: Math SOLs with Targets (with Growth)

	Actual			Targets				
	2017-18	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24
District (70% Target)	72%	80%	Note	---	NC	NC	NC	**NC**
Black	64%	74%	Note	---	75%	77%	78%	**80%**
Hispanic	83%	87%	Note	---	NC	NC	NC	**NC**
Asian	96%	96%	Note	---	NC	NC	NC	**NC**
White	85%	89%	Note	---	NC	NC	NC	**NC**
With Disabilities	52%	62%	Note	---	67%	72%	77%	**80%**
Econ. Disadvantaged	66%	75%	Note	---	76%	77%	78%	**80%**
English Lang. Learners	91%	95%	Note	---	NC	NC	NC	**NC**
Gifted	95%	96%						
Military	85%	90%						

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
Note: No SOL Scores Available for 2019-20
Targets, based upon Growth established in 2020

Table 4: Science SOLs with Targets (with Growth)

Science	Actual			Targets				
	2017-18	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24
District (70% Target)	73%	70%	Note	---	72%	75%	77%	**80%**
Black	62%	59%	Note	---	66%	71%	75%	**80%**
Hispanic	82%	82%	Note	---	NC	NC	NC	**NC**
Asian	94%	96%	Note	---	NC	NC	NC	**NC**
White	90%	89%	Note	---	NC	NC	NC	**NC**
With Disabilities	41%	40%	Note	---	50%	60%	70%	**80%**
Econ. Disadvantaged	65%	62%	Note	---	67%	72%	77%	**80%**
English Lang. Learners	82%	86%	Note	---	NC	NC	NC	**NC**
Gifted	98%	96%	Note					
Military	87%	88%	Note					

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
Note: No SOL Scores Available for 2019-20
Targets, based upon Growth established in 2020

Table 5: Writing SOLs with Targets (with Growth)

Writing	Actual			Targets				
	2017-18	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24
District (75% Target)	77%	75%	Note	---	76%	77%	78%	**80%**
Black	71%	67%	Note	---	70%	73%	76%	**80%**
Hispanic	81%	80%	Note	---	NC	NC	NC	**NC**
Asian	93%	97%	Note	---	NC	NC	NC	**NC**
White	86%	87%	Note	---	NC	NC	NC	**NC**
With Disabilities	48%	49%	Note	---	57%	65%	73%	**80%**
Econ. Disadvantaged	70%	67%	Note	---	70%	73%	76%	**80%**
English Lang. Learners	76%	83%	Note	---	NC	NC	NC	**NC**
Gifted	97%	94%	Note					
Military	89%	88%	Note					

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
Note: No SOL Scores Available for 2019-20
Targets, based upon Growth established in 2020

Student Attendance

Table 6: Student Attendance

Level	Reported 2016-17	Reported 2017-18	Reported 2018-19	Target 2018-19	Reported 2019-20	Target 2019-20	Target 2020-21	Target 2021-22	Target 2022-23	Target 2023-24
Elementary	95%	94%	95%	**94%**	96%	**94%**	**94%**	**94%**	**94%**	**94%**
Middle	94%	95%	94%	**94%**	96%	**94%**	**94%**	**94%**	**94%**	**94%**
High	92%	92%	93%	**93%**	95%	**94%**	**94%**	**94%**	**94%**	**94%**
Chronic Absenteeism [1]	16.8%	16.3%	15.3%	**14.3%**	7.6% [2]	**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)
2: Locally calculated, not comparable to previous years
Duplicate of Table 18

Attendance- On-line Dashboard Available

Priority 2: Increase the Percentage of VDOE Continuous 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%
                 Target 2021-22 TBD

Table 7: VDOE Awards

PERFORMANCE LEVEL *	2017-18 data for 2018-19 School Year	2018-19 data for 2019-20 School Year
Board of Education Continuous Improvement Award – Exemplar Award	23% (10/44)	23% 10 (44)

* 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 8: NPS High Academic Performing Schools

PERFORMANCE LEVEL (only Reading and Math)	NUMBER/PERCENTAGE OF SCHOOLS		
	2017-18	2018-19	2019-20
TOP PERFORMING: 90% or above in R and M	2% (1)	2% (1)	NA
HIGH PERFORMING : 80% or above in R and M	18% (8)	26% (11)	NA
MET BENCHMARKS: Reading 75% Math 70%	16% (7)	7% (3)	NA
BELOW BENCHMARK: Met Reading OR Math	30% (13)	40% (17)	NA
BELOW BENCHMARK: Did not meet Reading AND Math Benchmarks	34% (15)	24% (10)	NA

Note: Numbers and percentages are based on ESSA pass rate calculations.
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

Board Level Indicators
- Quarterly DBA gap data- board discuss on usefulness of DBA data (see Appendix IA)
- STAR Reading and Math gap data (see Appendix IA)
- 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)

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

Table 9: Subgroup Gaps (Reading, Math)

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

VDOE and ESSA Reports (adjusted without Growth)

Table 10: Ethnicity Gaps by Subject (2018-19)

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 11: Other Gaps by Subject (2018-19)

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 (Baseline was the 2018-19 school year)
- IB Diploma / Certificate Report – Table 17

Table 12: On-Time Graduation

	Reported		Reported	Target	Reported	Target	Target				
	2016-17	2017-18	2018-19	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	Goal
Overall	81%	82%	83%	**83%**	**87.0%**	**84%**	**85%**	**85%**	**85%**	**85%**	**85%**
Asian	100%	95%	97%	---	99%	---	NC	NC	NC	NC	**NC**
Black	78%	78%	80%	---	86%	---	NC	NC	NC	NC	**NC**
Hispanic	81%	83%	79%	---	76%	---	78%	80%	82%	84%	**85%**
White	89%	89%	90%	---	93%	---	NC	NC	NC	NC	**NC**
Multiple			---		86%		NC	NC	NC	NC	**NC**
Students w/Disabilities	70%	82%	80%	---	89%	---	NC	NC	NC	NC	**NC**
Economically Disadvantage	82%	86%	86%	---	89%	---	NC	NC	NC	NC	**NC**
EL	72%	78%	70%	---	59%	---	73%	76%	79%	82%	**85%**

New Targets and goals (all subgroups at least 85%): NC – No Change from current

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
- Add data on College, Career and Citizen Readiness Indicator (CCCRI) with the class of 2022
- 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 13: Promotion

Grades	Reported 2016-17	Reported 2017-18	Reported 2018-19	Target 2018-19	Reported 2019-20	Target 2019-20	Target 2020-21	Target 2021-22	Target 2022-23	Target 2023-24	Goal
5 to 6	99.4%	99.3%	99.4%	**99%**	99.9%	**99%**	**99%**	**99%**	**99%**	**99%**	**99%**
8 to 9	98.3%	96.8%	98.7%	**98%**	97.8%	**98%**	**98%**	**98%**	**98%**	**98%**	**98%**
9 to 10	71.6%	67.7%	70.4%	**70%**	81.2%	**73%**	**75%**	**77%**	**79%**	**80%**	**80%**

AP Enrollment & Achievement

Table 14: AP Tests

	Reported 2016-17	Reported 2017-18	Reported 2018-19	Target 2018-19	Reported 2019-20	Target 2019-20	Target 2020-21	Target 2021-22	Target 2022-23	Target 2023-24	Note [3]
# 3 or Higher AP Tests [1]	51.2% (2497)	53.0% (2406)	44.5% (2500)	**55.0%**	46.4% (2473)	**57.0%**	**59.0%**	**61.0%**	**61.0%**	**63.0%**	
% Students who took at least one AP Course [2]	30.2%	28.5%	28.1%	**29.5%**	27.5%	**30.5%**	**31.5%**	**32.5%**	**33.5%**	**34.5%**	
Demographic figures are the percentages of all students enrolled in at least one AP Course											
Asian	6.5%	8.0%	7.4%	---	9.1%	---	NA	NA	NA	NA	**2.1%**
Black	36.9%	36.5%	39.8%	---	27.7%	---	NA	NA	NA	NA	**57.9%**
Hispanic	7.2%	6.8%	7.3%	---	11.1%	---	NA	NA	NA	NA	**11.3%**
White	41.0%	40.4%	36.6%	---	38.4%	---	NA	NA	NA	NA	**21.3%**
Multiple					11.9%		NA	NA	NA	NA	**6.6%**
SPED	0.9%	1.3%	0.3%	---	3.8%	---	NA	NA	NA	NA	**14.3%**
EL	0.4%	0.0%	1.6%	---	2.3%	---	NA	NA	NA	NA	**3.7%**
Econ Disad.	36.4%	33.1%	38.3%	---	35.1%	---	NA	NA	NA	NA	**63.3%**

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]
NA: Targets not established – the figures are a breakdown/percentage of the total
3: Demographic subgroup percentages
AP test score ranges are from 1 – 5, with passing rates considered as scores of 3 and higher
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
SAT (Score ranges): Scores for the SAT Verbal and SAT Math range from 200 to 800
ACT (Targets, goal): Mean improvement 0.5 pts per year to meet or exceed State average
ACT (Score ranges): Scores for the ACT Math and ACT English range from 1 to 36

Table 15: SAT/ACT & PSAT

	Reported		Reported	Target	Reported	Target	Target				
	2016-17	2017-18	2018-19	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	State [3]
SAT Verbal [1]	513	536	528	**541**	532	**546**	**551**	**556**	**563**	**563**	**564**
SAT Math [1]	489	515	506	**520**	509	**525**	**530**	**535**	**540**	**545**	**548**
SAT Participation	67.8% (1045)	51.9% (862)	47.9% (790)	---	45.7% (726)	---	---	---	---	---	Monitor
ACT Math	20.5	20.7	20.5	**21.2**	21.2	**21.7**	**22.2**	**22.7**	**23.2**	**23.3**	**23.3**
ACT English	20.3	20.0	20.4	**20.5**	21.3	**21.0**	**21.6**	**22.1**	**22.6**	**23.1**	**23.8**
PSAT Participation [2]	67.8%	69.4%	74.1%	**71.4%**	76.6% (1443)	**73.4%**	**75.4%**	**77.4%**	**79.4%**	**81.4%**	----

1: Previous SAT versions of the test aren't comparable to current version - results are based upon student's highest score, if taken more than once
2: Students also take the PSAT at other grade levels
3: 2018-19 Results
On-line Dashboard Available

Table 16: IB Diploma and Dual Enrollment

	Reported			Targets				
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Goal
IB Graduates [1]	38	29	26	28	30	32	34	+5%/Yr
IB Enrollment [2]	125	110	103	109	115	121	128	+5%/Yr
Seniors Enrolled in IB [2]	57	55	48	51	54	57	60	+5%/Yr
IB Certificates	19	26	22					Monitor
Dual Enrollment [2]	96	124	133	140	147	155	163	+5%/Yr

1: Graduation Report
2: VDOE Quality School Profile
Data represents student counts, not percentages

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 by the opening of each school year.

Table 17: Teacher Staffing

	Reported			Reported	Target	Reported	Target	Target			
	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21	2020-21	2021-22	2022-23	2023-24	GOAL
Teacher Staffing	2.3% (54)	3.5% (77)	2.8% (73)	3.2% (76)	**1.0%**	2.4% (57)	**1.0%**	**1.0%**	**1.0%**	**1.0%**	1.0%
Teacher Attendance	96.0%	95.9%	95.8%	97.1%	**96.0%**	Note 1	**96.0%**	**96.0%**	**96.0%**	**96.0%**	96.0%
Teacher Retention											
One Year	78.5%	75.1%	78.9%	75.5%	---	83.5%	---				**Monitor**
Two - Three	70.3%	66.3%	72.9%	71.1%	---	73.7%	---				**Monitor**
All	84.6%	86.6%	86.8%	89.8%	**87.6%**	89.8%	**88.6%**	**89.6%**	**90.6%**	**91.6%**	**+1%/yr**

1: Data will not be available until August 2021

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
  - Create Plan for One-to-One Devices for Students
  - 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
- Implementation of one-to-one plan
- Progress of development of Five-Year Capital Improvement Plan Report

Target: Update Capital Improvement Plan and Education Planning through 2024

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 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 are equal to or greater than 94%
- Chronic Absenteeism rate is equal to or less than 10%

Table 18: Benchmarks: Student Attendance

Level	Reported		Reported	Target	Reported	Target	Target				
	2016-17	2017-18	2018-19	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	Goal
Elementary	95%	94%	95%	**94%**	96%	**94%**	**94%**	**94%**	**94%**	**94%**	**94%**
Middle	94%	95%	94%	**94%**	96%	**94%**	**94%**	**94%**	**94%**	**94%**	**94%**
High	92%	92%	93%	**94%**	95%	**94%**	**94%**	**94%**	**94%**	**94%**	**94%**
Chronic Absenteeism [1]	16.8%	16.3%	15.3%	**14.3%**	7.6% [2]	**12.3%**	**10.3%**	**10.0%**	**10.0%**	**10.0%**	**10%**

1: Percentage of students chronically absent – 10% or more days for enrolled dates (from Synergy)
2: Locally calculated, not comparable to previous years
Duplicate of Table 7
On-line Dashboard Available

	Reported	Reported	Target	Reported	Target	Target (subgroup TBD)				
	2016-17	2017-18	2018-19	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	Note [1]
% Students with no incidents	84.3%	84.6%	83.1%	**85.6%**	82.2%	**86.6%**	**87.6%**	**88.6%**	**89.6%**	**90.6%**	**+1%/Yr**
Suspensions (short-term)	13.2%	13.8%	13.9%	**12.8%**	10.7%	**11.8%**	**10.8%**	**9.8%**	**8.8%**	**7.8%**	**-1%/Yr**
Short-term suspension figures are the percentages of each demographic subgroup of all students										
Asian	0.4%	0.3%	0.4%	---	0.2%	---					**2.1%**
Black	82.0%	81.1%	80.7%	---	83.8%	---					**57.9%**
Hispanic	4.3%	5.3%	3.5%	---	4.8%	---					**11.3%**
White	8.6%	8.5%	8.1%	---	6.6%	---					**21.3%**
Multiple					4.2%	---					**6.6%**
Students w/Disabilities	22.7%	22.8%	22.7%	---	32.4%	---					**14.3%**
Economically Disadv.	83.8%	73.1%	81.8%	---	88.5%	---					**63.3%**
EL	1.1%	1.7%	1.9%	--	1.8%	---					**3.7%**
Long-Term Suspensions											
All Students	0.7%	0.8%	0.5%	**0.7%**	0.4%	**0.6%**	**0.5%**	**0.4%**	**0.3%**	**0.2%**	**-0.1%/Yr**
Elementary	27	29	10	9	3	---	---	---	---	---	---
Middle	136	114	70	62	30	---	**60**	**55**	**50**	**45**	**40**
High	82	86	69	58	28	---	**50**	**45**	**40**	**35**	**30**

*   Includes Expulsions

1: 2019-20 Percentages of Student Population Figures

NA: Targets not established: these are a breakdown/percentage of the total

<p style="text-align:center">Table 20: Dropout Rates</p>

	Reported		Reported	Target	Target				
	2017-18	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24	Goal
District (High Schools)	**9.6%**	**10.4%**	**7.8%**	**10%**	8.0%	7.5%	7.0%	6.5%	**6.0%**
Asian	3.2%	3.0%	0.0%	---	NC	NC	NC	NC	**NC**
Black	12.0%	12.8%	8.0%	---	8.0%	7.5%	7.0%	6.5%	**6.0%**
Hispanic	8.7%	13.6%	21.2%	---	18.2%	15.2%	12.2%	9.2%	**-3.0%/yr**
White	4.9%	5.0%	3.9%	---	NC	NC	NC	NC	**NC**
Students w/Disabilities	14.9%	16.8%	9.2%	---	8.0%	7.5%	7.0%	6.5%	**6.0%**
Economically Disadv.	5.2%	6.9%	5.3%	---	NC	NC	NC	NC	**NC**
EL	15.0%	28.3%	39.7%	---	34.7%	29.7%	24.7%	19.7%	**-5.0%/yr**
Military Connected	4.1%	2.4%	0.8%	---	NC	NC	NC	NC	**NC**

NC – No Change

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

Table 22: Teacher, Student VDOE Climate Survey Results

		2018-19
Teachers	Teacher Leadership (4.5/6 or higher)	69%
	Teacher Autonomy (4.5/6 or higher)	35%
	Relationship with Parent/Guardians (4.5/6 or higher)	51%
	Concerns about Safety(negatively worded 4.5/6 mean or higher)	45%
	Academic Environment (4.5/6 mean or higher)	61%
	Number of Schools	51
Students	Social/Emotional Engagement(2.5/4 mean or higher)	48%
	Concern about Safety(2.5/4 mean of higher)	33%
	Social Emotional Learning (2.5/4 mean or higher)	48%
	Student Relationships (2.5/4 mean or higher)	30%
	Academic Engagement (2.5/4 mean or higher)	100%
	Number of Schools (grades 4 thru 12)	46
Parents	No Survey Conducted	

Percentage of schools
VDOE Climate and Workforce Conditions Survey

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 <u>together</u> in at least one relationship building professional development session and four governance training professional development sessions.
2. Board members will participate <u>together</u> 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	Oct	ARA
	By subgroups (Gaps)	Tables 9, 10	Oct	ARA
	Subgroup Performance Report	Tables 10,11, 12	Oct	ARA
	Advanced performance SOL rates	*State Report*	Oct	ARA
	Attendance	Table 7	Oct	ARA
Graduation	All graduation rates (On-time) and subgroups	Table 13, *Report,*	Nov	ARA
	CTE, other seals		Nov	ARA
	Scholarships - post secondary plans		Nov	ARA
	Dual enrollment/IB		Nov	ARA
	Diploma type by disabilities	*Report*	Nov	ARA
Academic Options & Opportunities	Universal Screening Assessment: STAR	*Report, Presentation*	Nov/Mar/Ju	ARA & C&I
	Universal Screening Assessment: PALS	*Report, Presentation*	Jan/Mar/Ju	ARA & C&I
	AP exams	Table 18	Nov	ARA
	SAT (Reading, Math)	Table 19	Nov	ARA
	ACT (English, Math)	Table 19	Nov	ARA
	PSAT participation	Table 19	Nov	ARA
	IB Diplomas and Dual Enrollment	Table 20	Nov	ARA
	High School Specialty Programs Update	*Report as requested*	Annual	Ac. Affairs
	Middle School Specialty Programs Update	*Report as requested*	Annual	Ac. Affairs
	Promotion	Table 14		
	Literacy plan Update	*Report as requested*	Annual	Ac. Affairs
	Alternative Education Update	*Report as requested*	Annual	Ac. Affairs
GOAL 1: Improved Student Achievement & Outcomes		Reporting Method	Date Data Available	Responsible Dept.
HR	Teacher retention	Table 21	Oct	HR
	Long-term subs	*Report*	Feb	HR
	Early Teacher Commitment	*Report*	Spring	HR
	Teacher staffing (start of year)	Table 21	Sept	HR/ARA
	Teacher Staffing (monthly)	*Report*	Monthly	HR
	Teacher mentoring and professional development	*Report*		HR
	Pay & Classification (monitor)		Annual	HR
	Teacher attendance	Table 21	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 25	Aug	ARA
	Selected Student Climate Measures	Table 25	Aug	ARA
	Selected Parent Climate Measures (if available)	Table 25	Aug	ARA
	Central Administration Survey by Principals			
	Annual Report	*Report*	Sept	ARA
Students	Absences (chronic - 10%)	Table 22	Oct	ARA
	Attendance (by level)	Table 22	Oct	ARA
	Discipline [rule violations] (none, subgroup, gap)	Table 23	Monthly	St. Srvs
	Short-term Suspensions	Table 23	Semi-Annual	St. Srvs/ARA
	Long-term suspension (with special conditions)	Table 23	Monthly	St. Srvs/ARA
	Gifted Enrollment	*Report*	TBD	ARA
	Promotion (grade 6, grade 9)	Table 14	Oct	ARA
	PBIS	*Report*	TBD	St. Srvs
	Dropout Rates	Table 24	Oct	ARA
	Overage for Grade	Table 15	Oct	ARA
	Gifted	Table 16	Oct	ARA
	Workplace Readiness	Table 17	Oct	ARA
Ed. Planning & Facilities	Enrollment Projections (attend, Live-in)	*Report*	Feb	ARA
	Maintenance (yearly update, long-term)	*Report*	Spring	Sch. Plant
	Feeder alignments, consolidation (Coop. Strategies)	*Report/Presentations*	Annual	ARA
	Technology Initiatives/Updates [BYOD, wireless]	*Report*	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: 2020-2021)

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
November 4 School Board Work Session	Official Accreditation Report	State Accountability	ARA & Academic Affairs	5/10	1, 2, 3, 4, 7, 9, 10,11
	SOL final data review aligned with In-depth program turn around and intervention strategies.	State Accountability	Academic Affairs	Reading: 20/25 Math: 20/25	2, 3, 4, 7, 9, 10,11
	STAR #1 Reading/Math Assessments Grades 2 – 8	Universal Screening Assessment	Academic Affairs	Continued	
January 13 School Board Work Session	PALS Reading and Math Assessments Grades PreK4 - 1	Universal Screening Assessment	Academic Affairs	Reading/Math 15/20 Science/ History 10/15	
March 3 School Board Work Session	STAR #2 Reading/Math Assessments Grades 2 - 8	Universal Screening Assessment	Academic Affairs	50/30	

Appendix IA: Tracking Reports (continued)

MONTH	SUBJECT MATTER	REPORT TYPE	PRESENTERS	TIME NEEDED Presentation / Q&A Minutes	TABLES
June School Board / Superintendent 2 X 2 meetings	SOL Preliminary ESSA/Growth Pass/Gap Scores	State Accountability Tests	Superintendent Academic Affairs ARA	30 minutes for each meeting group	
July School Board Summer Retreat	STAR #3 Reading/Math Assessments Grades 2 - 8	Universal Screening Assessment	Academic Affairs	20/25	
	PALS Reading Assessments Grades PreK4 - 1	Universal Screening Assessment	Academic Affairs	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 reported 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 (District)
DISTRICT SOL ESSA PASS RATE RESULTS

Reading (Benchmark: 75)	Actual		Baseline	Pass Rate	NPS Targets (Based on ESSA Pass Rates)				
	2017-18	2018-19	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24
District (75% Target)	69%	66%	72%	Note	69%	72%	74%	77%	80%
Black	61%	57%	65%	Note	62%	66%	71%	75%	80%
Hispanic	71%	68%	73%	Note	70%	73%	75%	78%	80%
Asian	87%	87%	NC	Note	NC	NC	NC	NC	NC
White	86%	84%	NC	Note	NC	NC	NC	NC	NC
With Disabilities	39%	38%	49%	Note	46%	55%	63%	72%	80%
Econ. Disadvantaged	62%	58%	66%	Note	62%	67%	71%	76%	80%
English Lang. Learners	40%	36%	65%	Note	45%	54%	62%	71%	80%

Note: No SOLs

English	Grade	2016-17	2017-18	2018-19	2019-20
English	Reading 3	66%	65%	63%	NA
English	Reading 4	70%	68%	67%	NA
English	Reading 5	75%	70%	65%	NA
English	Reading 6	67%	68%	62%	NA
English	Reading 7	73%	70%	67%	NA
English	Reading 8	67%	64%	63%	NA
English	End of Course	83%	86%	87%	NA
TOTAL READING		71%	69%	66%	NA

Subgroup Gaps	2016-17	2017-18	2018-19	2019-20
Black	63%	61%	57%	NA
White	86%	86%	84%	NA
Achievement Gap	**-23**	**-25**	**-27**	NA
All Students	71%	69%	66%	NA
Stud with Disabilities	36%	39%	38%	NA
Achievement Gap	**-35**	**-30**	**-28**	NA

Appendix II: Quick Data Reference Guide (District continued)

DISTRICT SOL ESSA PASS RATE RESULTS

Math (Benchmark: 70)	Pass Rate Actual		Baseline	Pass Rate	NPS Targets (ESSA Pass Rate Results)				
	2017-18	2018-19	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23	2023-24
District (70% Target)	65%	70%	68%	Note	72%	74%	76%	78%	**80%**
Black	56%	63%	62%	Note	66%	70%	73%	77%	**80%**
Hispanic	69%	73%	72%	Note	74%	76%	77%	79%	**80%**
Asian	90%	90%	NC	Note	NC	NC	NC	NC	**NC**
White	81%	85%	NC	Note	NC	NC	NC	NC	**NC**
With Disabilities	37%	45%	47%	Note	52%	59%	66%	73%	**80%**
Econ. Disadvantaged	58%	65%	64%	Note	68%	71%	74%	77%	**80%**
English Lang. Learners	54%	56%	71%	Note	61%	66%	70%	75%	**80%**
Gifted									
Military									

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
Note: No SOL Scores Available for 2019-20

Appendix II: Quick Data Reference Guide (District continued)
DISTRICT SOL ESSA PASS RATE RESULTS

Math	Grade	2016-17	2017-18	2018-19	2019-20
Math	3	65%	62%	75%	NA
Math	4	72%	67%	75%	NA
Math	5	71%	64%	69%	NA
Math	6	67%	62%	56%	NA
Math	7	46%	43%	53%	NA
Math	8	68%	67%	68%	NA
End of Course	Algebra I	73%	65%	78%	NA
End of Course	Geometry	75%	62%	74%	NA
TOTAL MATH	All	70%	65%	70%	NA

Subgroup Gaps	2016-17	2017-18	2018-19	2019-20
Black		56%	63%	NA
White		81%	85%	NA
Achievement Gap		**-25**	**-22**	NA
All Students		65%	70%	NA
Stud W/ Disabilities		37%	45%	NA
Achievement Gap		**-28**	**-25**	NA

Appendix II: Quick Data Reference Guide (District continued)
DISTRICT SOL ESSA PASS RATE RESULTS

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

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
Note: No SOL Scores Available for 2019-20

Appendix II: Quick Data Reference Guide (District continued)
DISTRICT SOL ESSA PASS RATE RESULTS

History / Social Science (Bechnmark:70)	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.

Need Title and data

History / Social Science	2019-20
District	
Black	
Hispanic	
Asian	
White	
With Disabilities	
Econ. Disadvantaged	
English Lang. Learners	
Gifted	
Military	

Appendix II: Quick Data Reference Guide (District continued)

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

Below Accreditation Threshold, Accreditation is based upon the Combined Rate (which includes growth)
Note: No SOL Scores Available for 2019-20

ACCREDITATION

	Traditional Accreditation Criteria	New Combined Growth Criteria		
Tested Year	2016-17	2017-18	2018-19	2019-20
Accreditation Year	2017-18	2018-19	2019-20	2020-21
# of Schools meeting Accreditation	27/44	***27/44	***29/43	Waived
% of Schools Earning Accreditation	61	***61	***67	Waived

\# 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		

	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