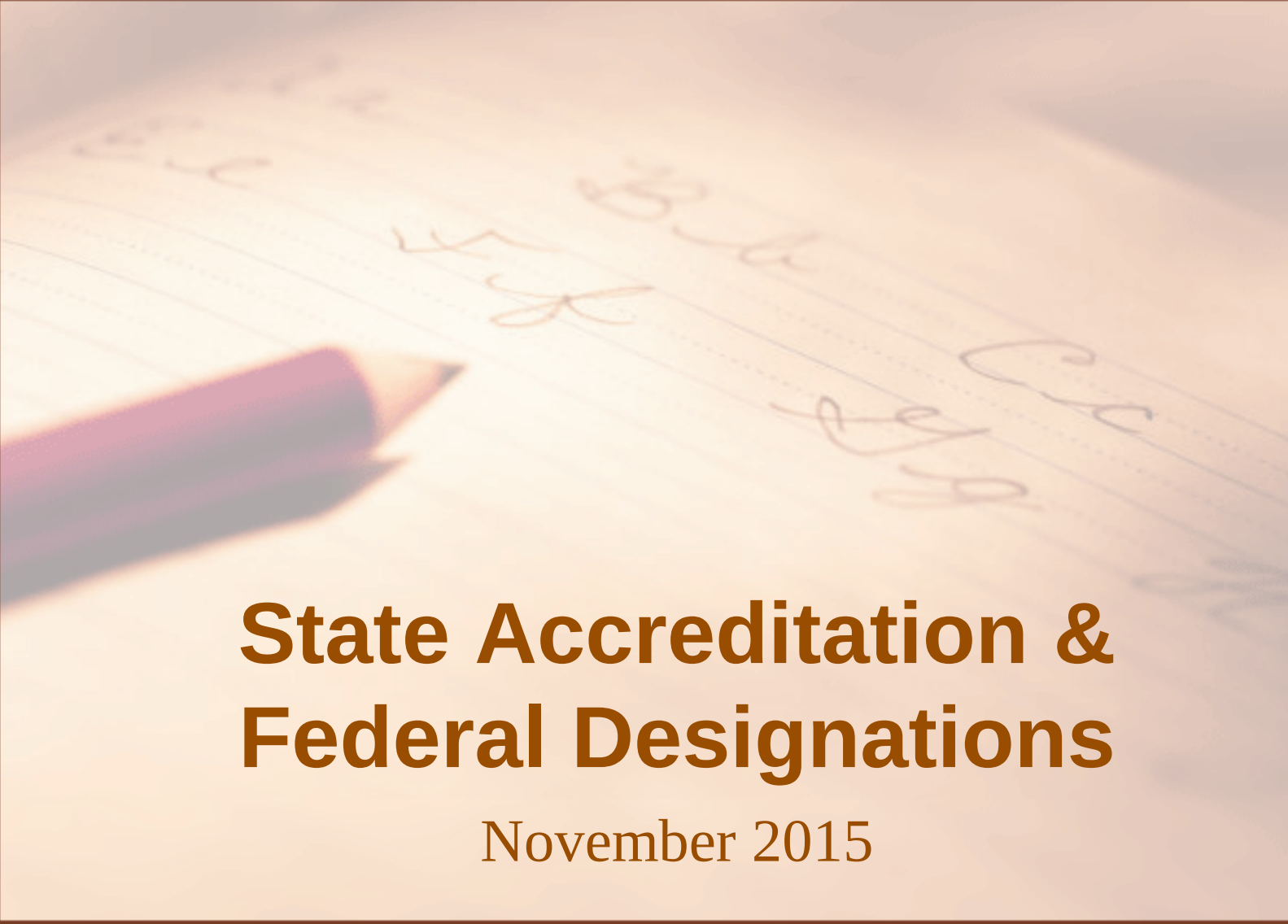




**Lynchburg City Council/Lynchburg City School Board
Joint Meeting
November 2, 2015 • 5:30 p.m.
GLTC Transfer Station – 800 Kemper Street
Third Floor Conference Room**

5:30 p.m. – 5:35 p.m.	Welcome	Mayor Gillette and Ms. Hoss
5:35 p.m. – 6:05 p.m.	State Accreditation and Federal Designation	Dr. Brabrand
6:05 p.m. – 6:30 p.m.	Break	
6:30 p.m. – 8:00 p.m.	Promise Plan/Comprehensive Plan	Dr. Brabrand and Dr. McClain
8:00 p.m. – 8:05 p.m.	Closing Remarks and Adjournment	Mayor Gillette and Ms. Hoss



State Accreditation & Federal Designations

November 2015

State Accreditation Designations

Fully Accredited – Schools that meet all SOL pass rate benchmarks and GCI benchmark. There are four academic targets. High schools have an additional graduation target.

Bedford Hills ES- 4/4

Paul Munro ES- 4/4

Sandusky ES- 4/4

Partially Accredited: Approaching Benchmark-Pass Rate – Schools that are not Fully Accredited but that are within a narrow margin (2 points) of the adjusted SOL pass rates required for full accreditation

R.S. Payne ES- 3/4

Partially Accredited: Improving School-Pass Rate – Schools that are not Fully Accredited, and do not qualify for a rating of Partially Accredited: Approaching Benchmark-Pass Rate, but that are making acceptable progress toward full accreditation

T.C. Miller ES for Innovation- 2/4

Note: The four targets are 75% pass rate for English, 70% for math, 70% history, 70% for science. High schools must also earn a Graduation Completion Index (GCI) of 85.

State Accreditation Designations

Partially Accredited: Warned School-Pass Rate – Schools that are not within a narrow margin of, nor making acceptable progress toward, achieving the adjusted SOL pass rates required for full accreditation

E.C. Glass HS- 3/5

Sheffield ES- 2/4

Perrymont ES- 1/4

Heritage HS- 4/5

Dearington ES- 1/4

W.M. Bass ES- 1/4

Linkhorne MS 3/4

Linkhorne ES- 1/4

Partially Accredited-Reconstituted School – Schools that fail to meet the requirements for full accreditation for four consecutive years.

To Be Determined (TBD) – This designation indicates that the state is reviewing the progress of the school.

Heritage ES- 2/4

Dunbar MS- 3/4

Sandusky MS-3/4

Note: The four targets are 75% pass rate for English, 70% for math, 70% history, 70% for science. High schools must also earn a Graduation Completion Index (GCI) of 85.

Federal Designations

Met all Federal AMOs (36 targets-18 English & 18 Math)

Dearington ES Linkhorne ES Paul Munro ES Perrymont ES Sandusky ES
Sandusky MS T.C. Miller ES

Did not meet all Federal AMOs

Bedford Hills ES- 34/36	Heritage ES- 34/36	R.S. Payne ES- 35/36
Sheffield ES- 33/36	W.M. Bass ES- 29/36	Linkhorne MS- 34/36
P.L. Dunbar MS- 33/36	Heritage High- 35/36	E.C. Glass High- 31/36

Title I Focus School- Ten percent of Virginia's Title I schools are identified based on performance in reading and/or math for students in the three proficiency *gap groups. Designation lasts two years regardless of progress.

W.M. Bass ES

Title I Priority School- Five percent of Virginia's Title I schools are identified as priority schools based on overall reading and math achievement. Designation lasts 3-4 years regardless of progress.

Dearington ES (identified in 2014-15) Perrymont ES (identified in 2014-15)

*** Gap Group 1 includes SWD, economically disadvantaged, and ELL. Gap Group 2 includes black students. Gap Group 3 includes Hispanic students.**



Promise Plan

JOINT CITY-SCHOOLS MEETING

NOVEMBER 2, 2015



Comprehensive Plan

AN UPDATED VIEW OF KEY DATA ON ACHIEVEMENT, BEHAVIOR, AND
CULTURE AT THE DIVISION AND SCHOOL LEVELS

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Graduation (p. 2-4)

Course Enrollment (p. 5-6)

Achievement (p. 7-10)

Student Engagement (p. 11)

Student Attendance (p. 12)

Behavior &
Suspension (p. 13-14)



Every Child,
By Name and By Need,
To Graduation

GOAL

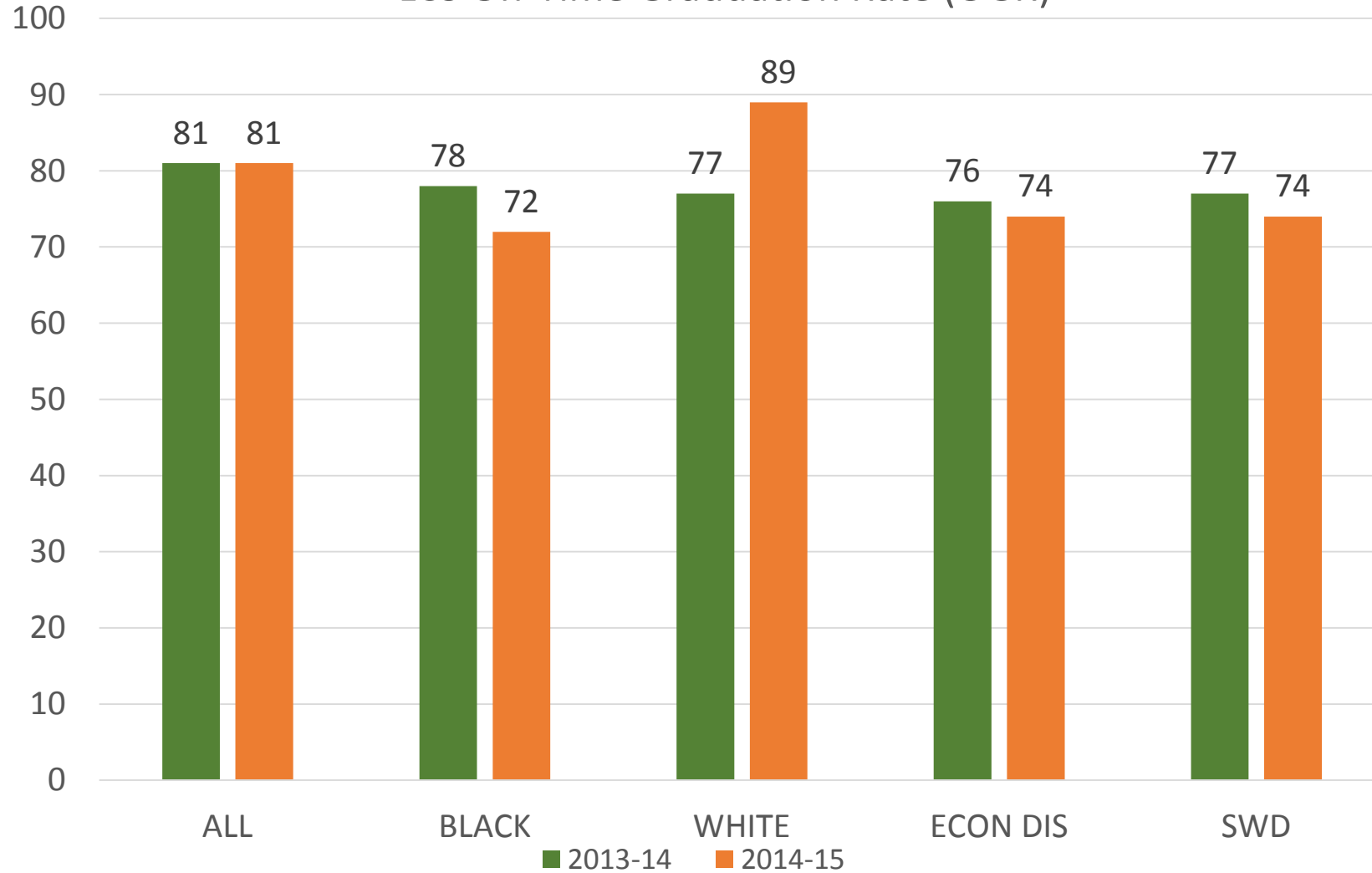
Increase % of students graduating on time
using VDOE on-time graduation rate (OGR)

Every Child,
By Name and By Need,
To Graduation



2015-16 All Target 85%

LCS On-Time Graduation Rate (OGR)

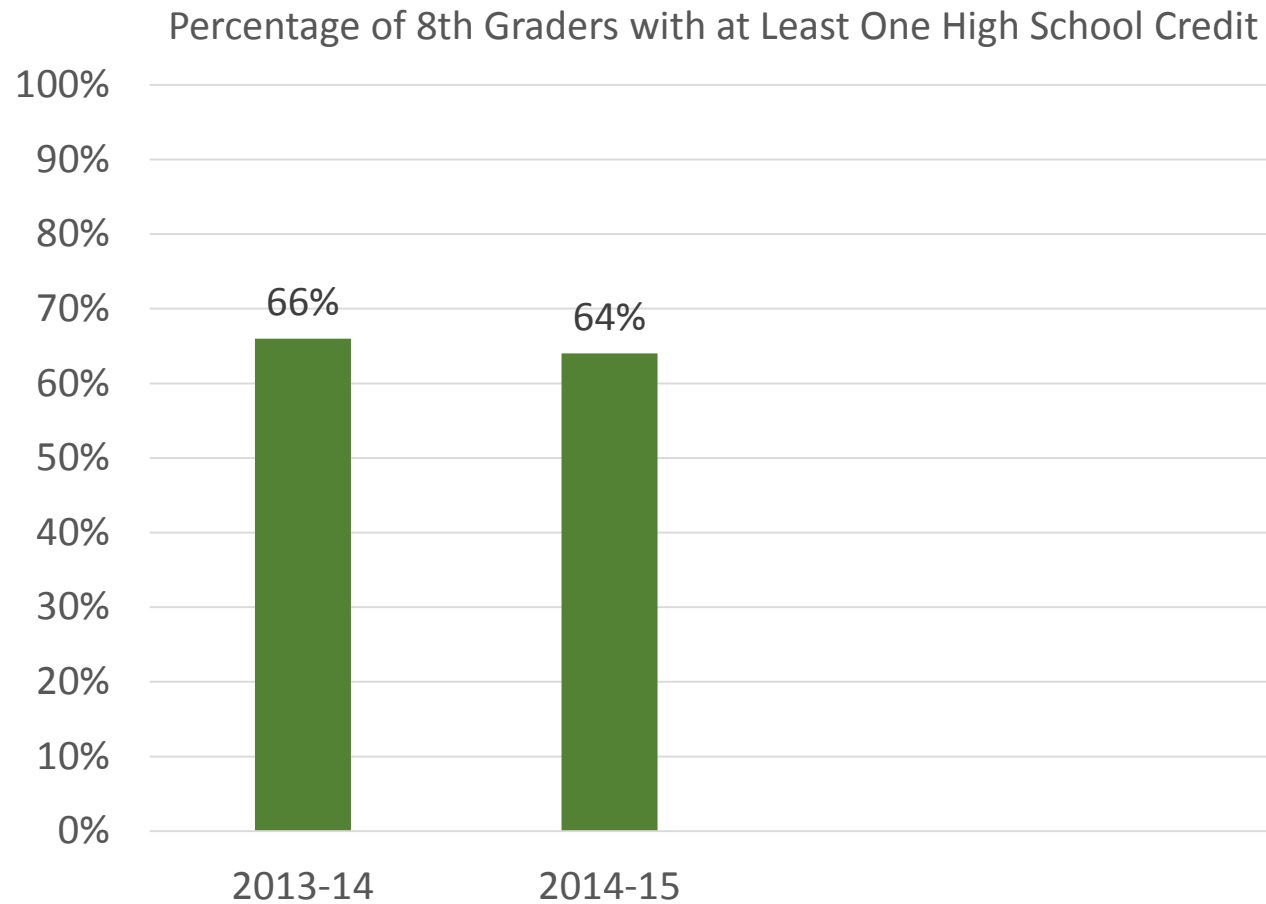


GOAL

Increase % of 8th-graders on track to graduation
(8th graders who have at least 1 high school credit)

Every Child,
By Name and By Need,
To Graduation

2015-16 Target 71%



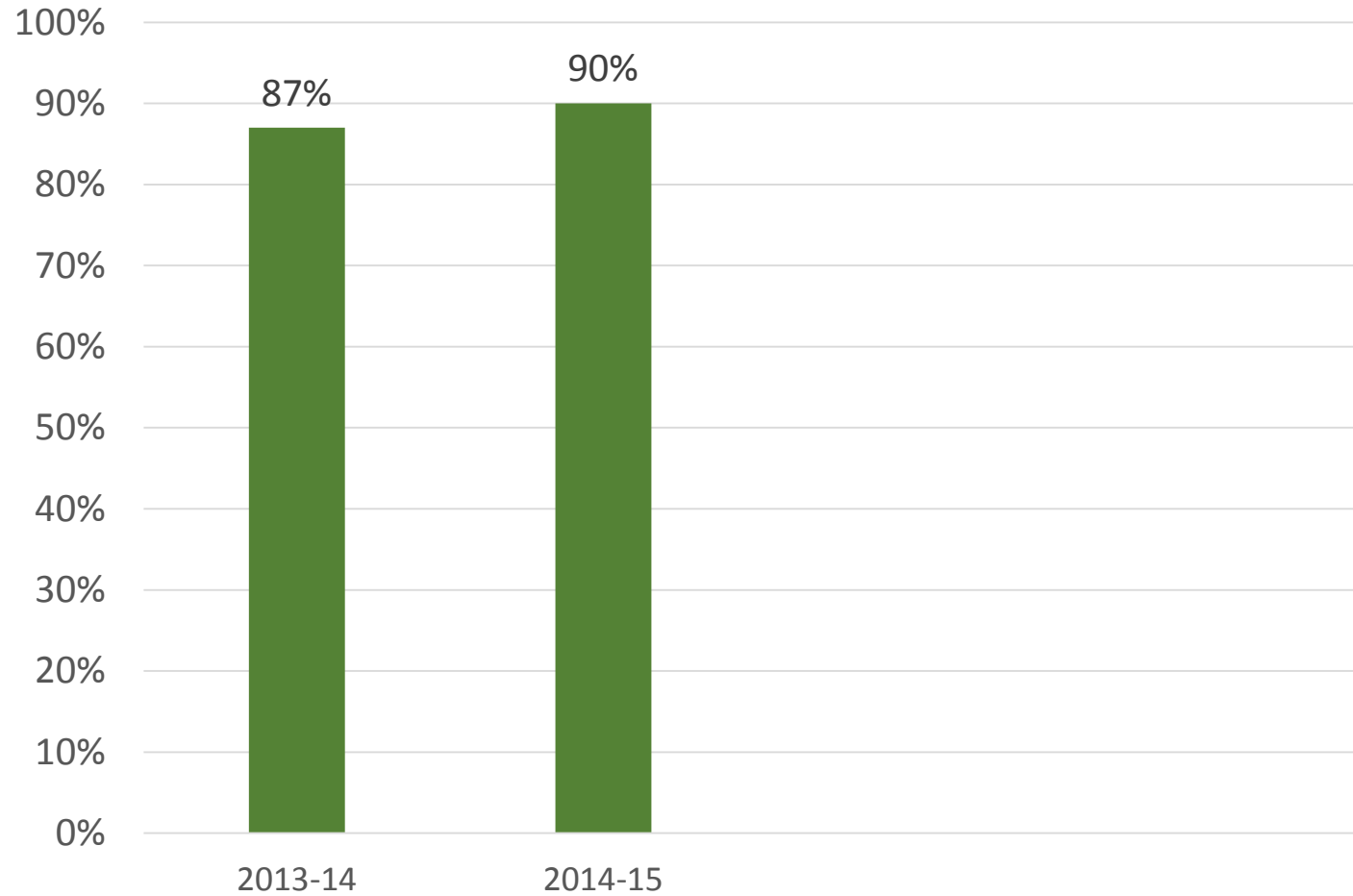
GOAL

Increase % of 9th-graders on track to graduation
(9th graders who have at least 5 high school credits)

Every Child,
By Name and By Need,
To Graduation

2015-16 Target 92%

Percentage of 9th Graders with at Least Five High School Credits



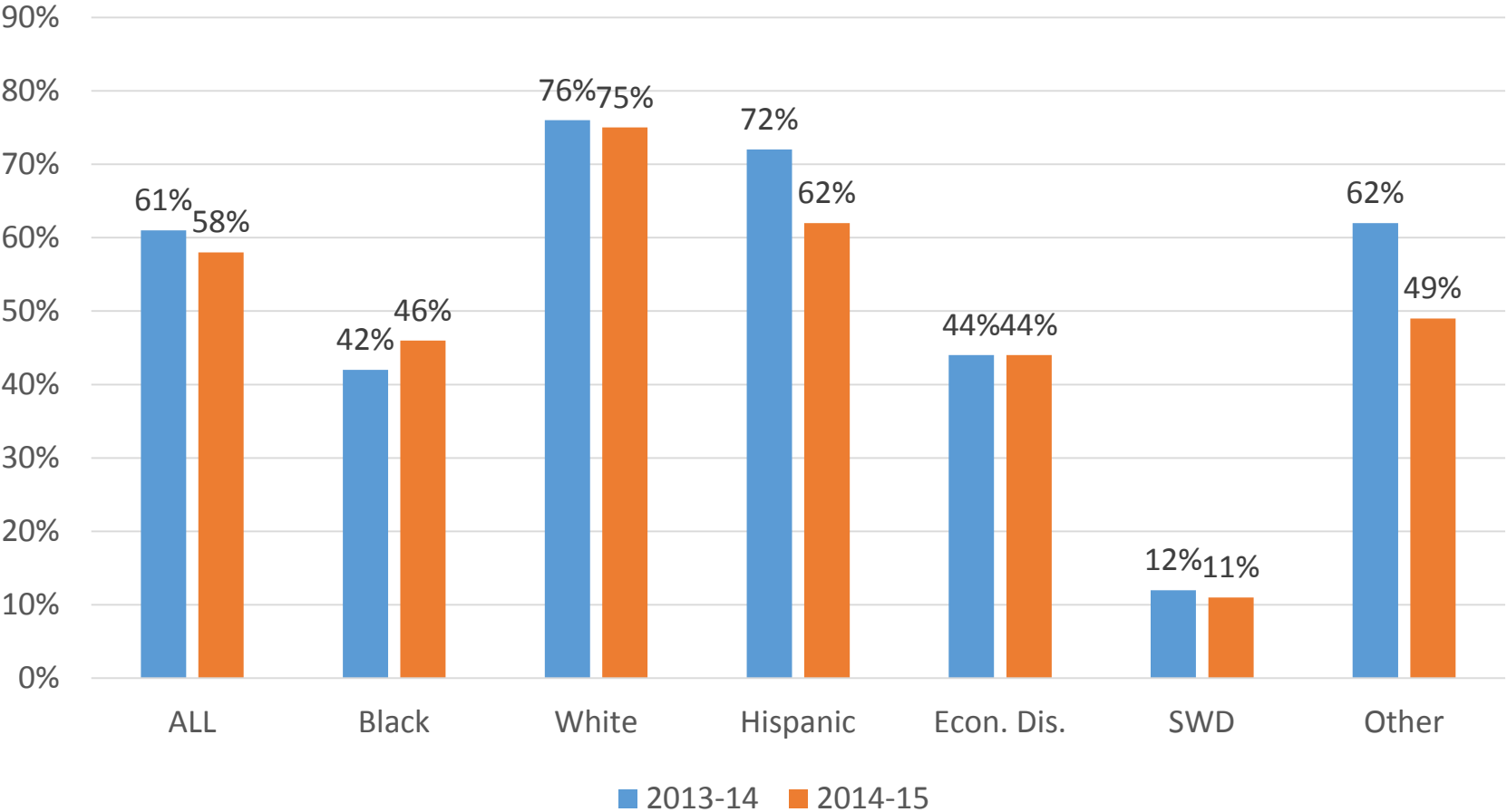
GOAL Increase % of high school students* enrolled in at least one advanced course- AP, Advanced, Dual Enrollment, Early College, STEM

Every Child,
By Name and By Need,
To Graduation



2015-16 All Target 66%

Percentage of Students Enrolled in At Least One Advanced, AP, or Dual Enrollment Course



*This is an unduplicated count, meaning students enrolled in more than one of the above courses are counted only once.

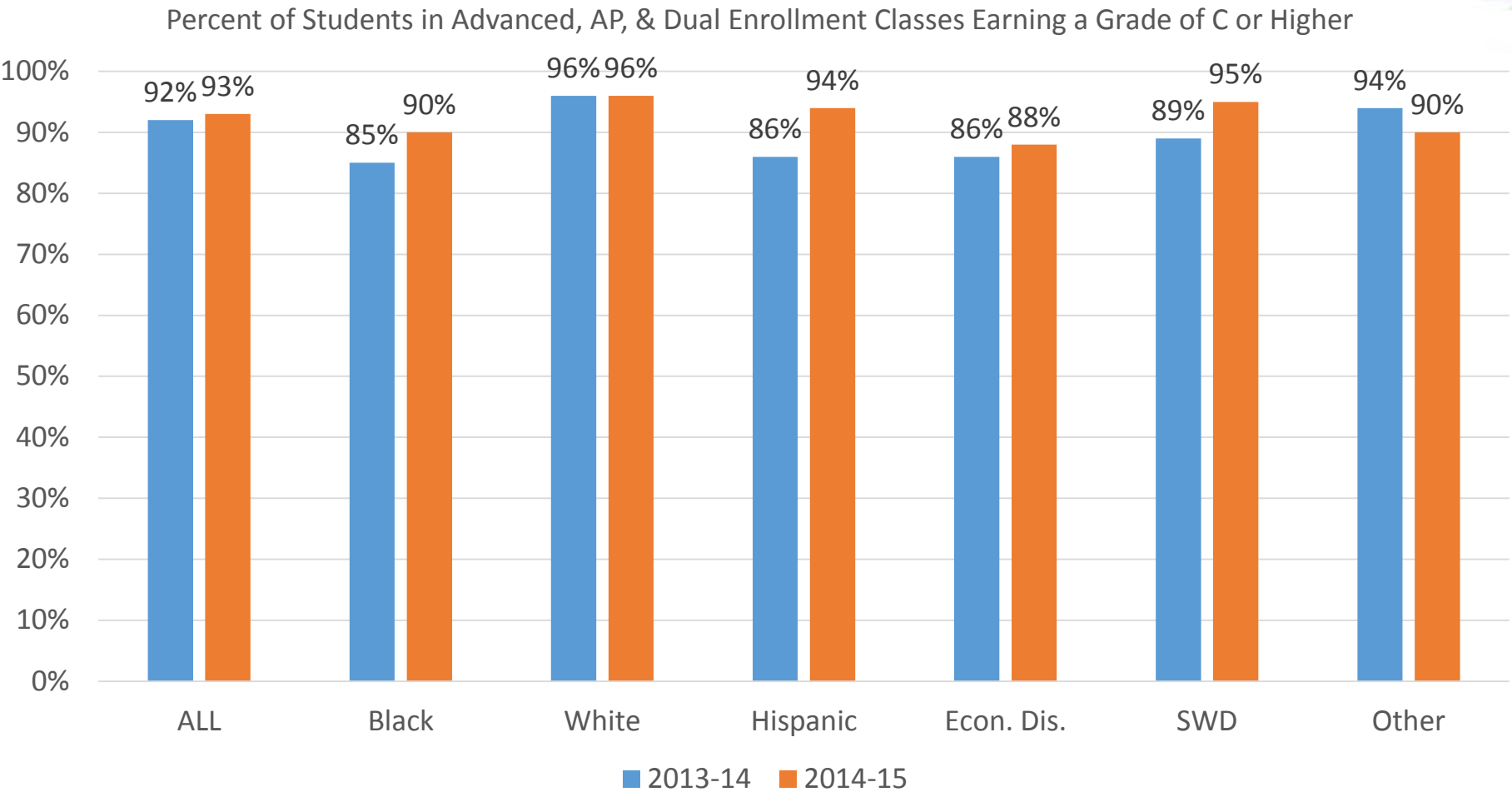


GOAL Increase % of high school students enrolled in at least one advanced course-- AP, Advanced, Dual Enrollment, Early College, STEM--who have a C or higher



Every Child,
By Name and By Need,
To Graduation

2015-16 All Target 94%



*This is an unduplicated count, meaning students enrolled in more than one of the above courses are counted only once.

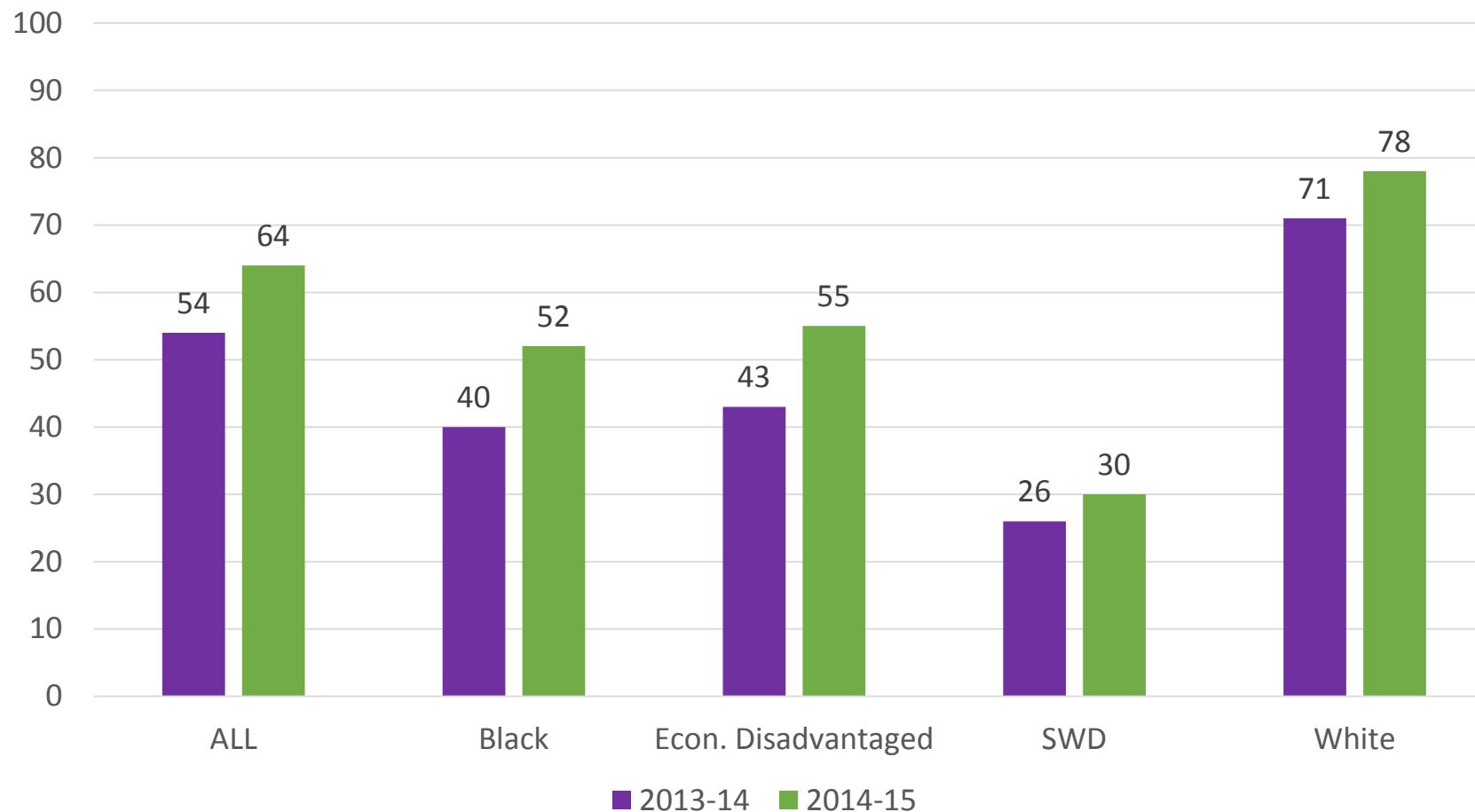
GOAL Increase % of students passing SOL tests

Every Child,
By Name and By Need,
To Graduation



2015-16 All Target 71%

Federal Math SOL Pass Rate



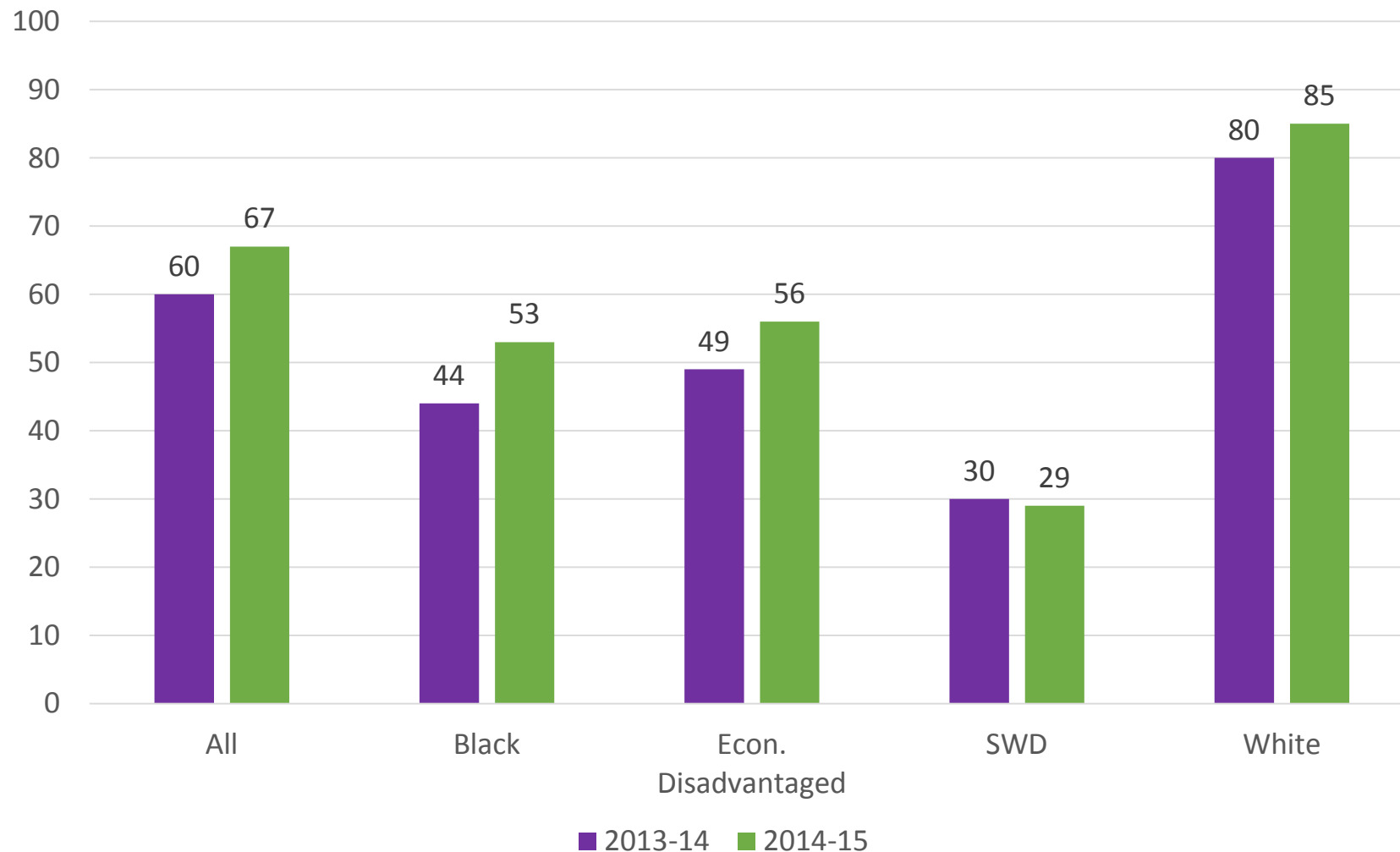
GOAL Increase % of students passing SOL tests

Every Child,
By Name and By Need,
To Graduation



2015-16 All Target 74%

Federal Reading SOL Pass Rate



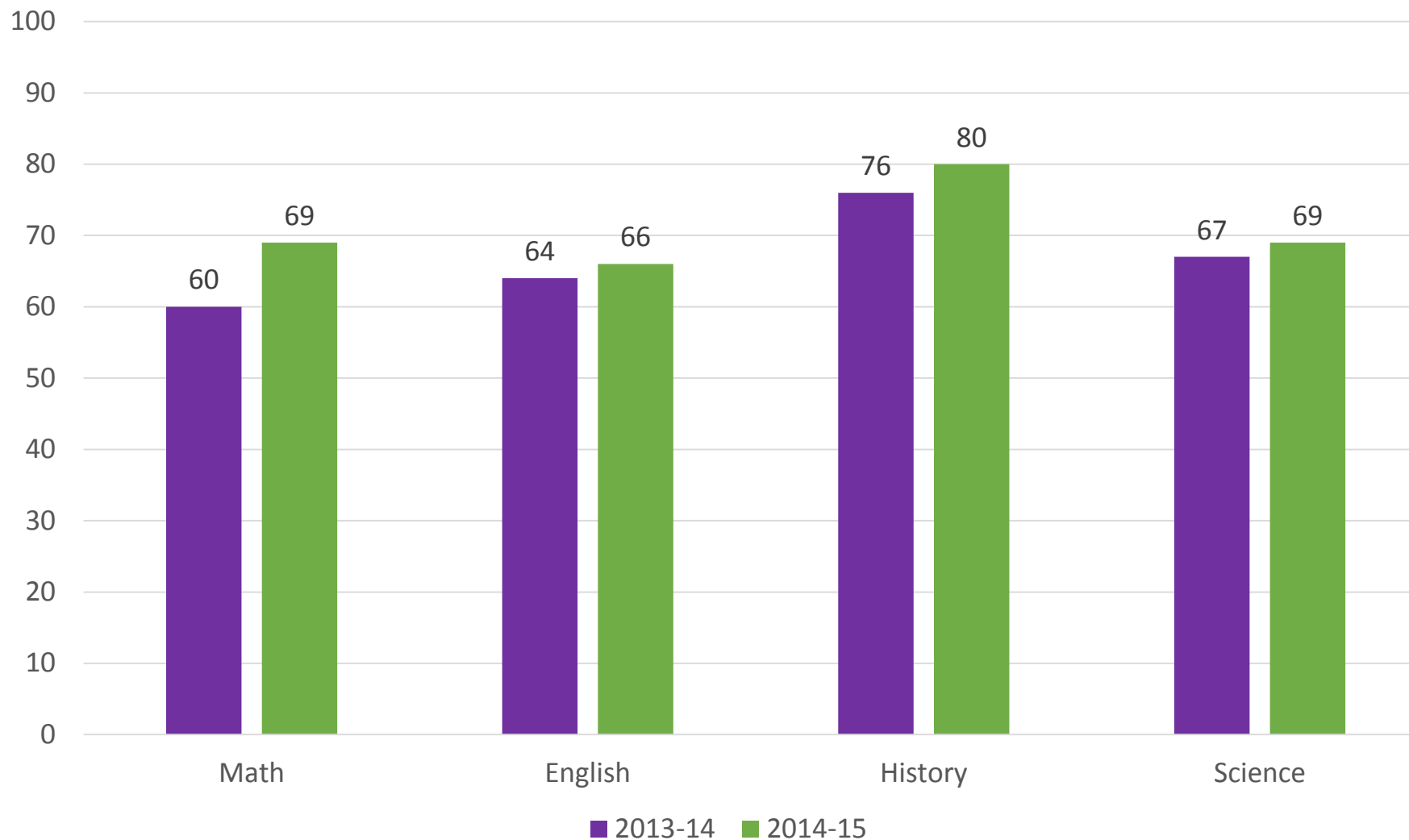
GOAL

Increase % of students passing SOL tests
in an effort to meet school accreditation

Every Child,
By Name and By Need,
To Graduation

2015-16 Targets: Math 75%, English 75%, History 84%, Science 75%

State Accreditation Scores

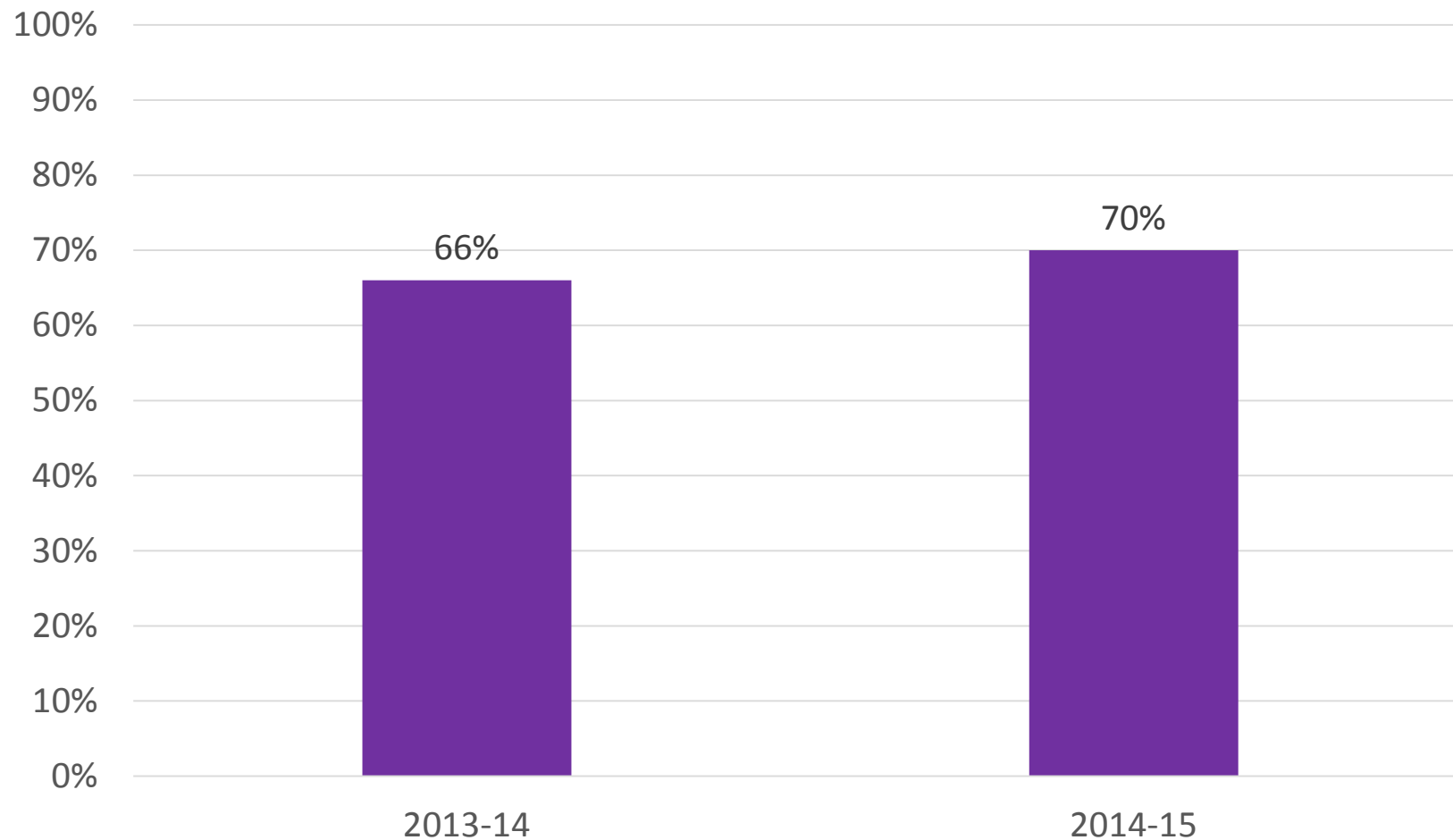


GOAL Increase % of students passing industry certification tests

Every Child,
By Name and By Need,
To Graduation

2015-16 Target 76%

Percentage of Students Passing CTE Certification Tests



GOAL Increase the % of classrooms with at least 90% of students engaged with on-task talk/do in a 10-15 minute segment

Every Child,
By Name and By Need,
To Graduation



GOAL

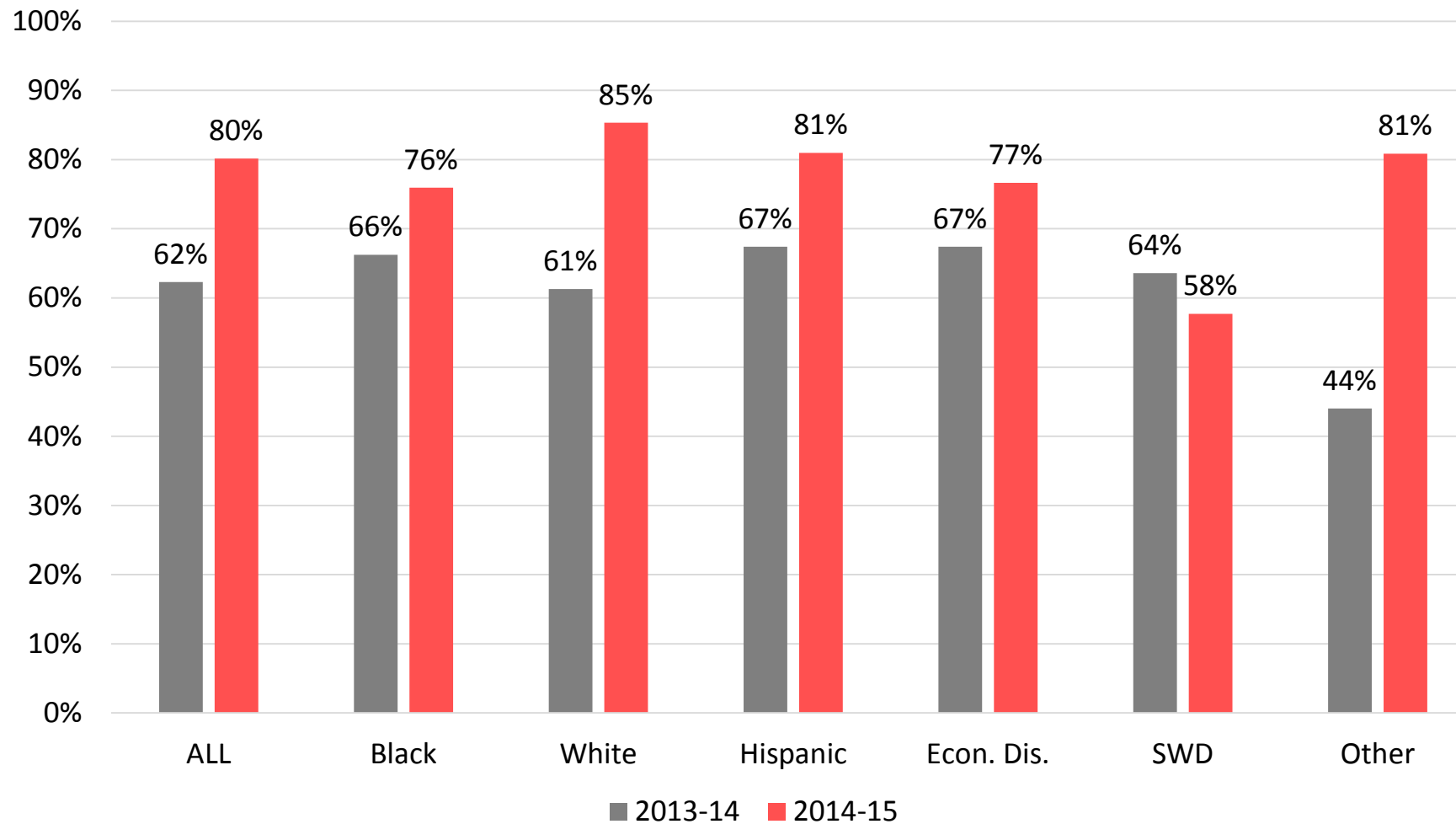
Increased % of students who miss fewer than 7 unexcused or 10 excused days in a year

Every Child,
By Name and By Need,
To Graduation



2015-16 All Target 84%

Percent of Students Missing Fewer Than Seven Unexcused or 10 Excused Days



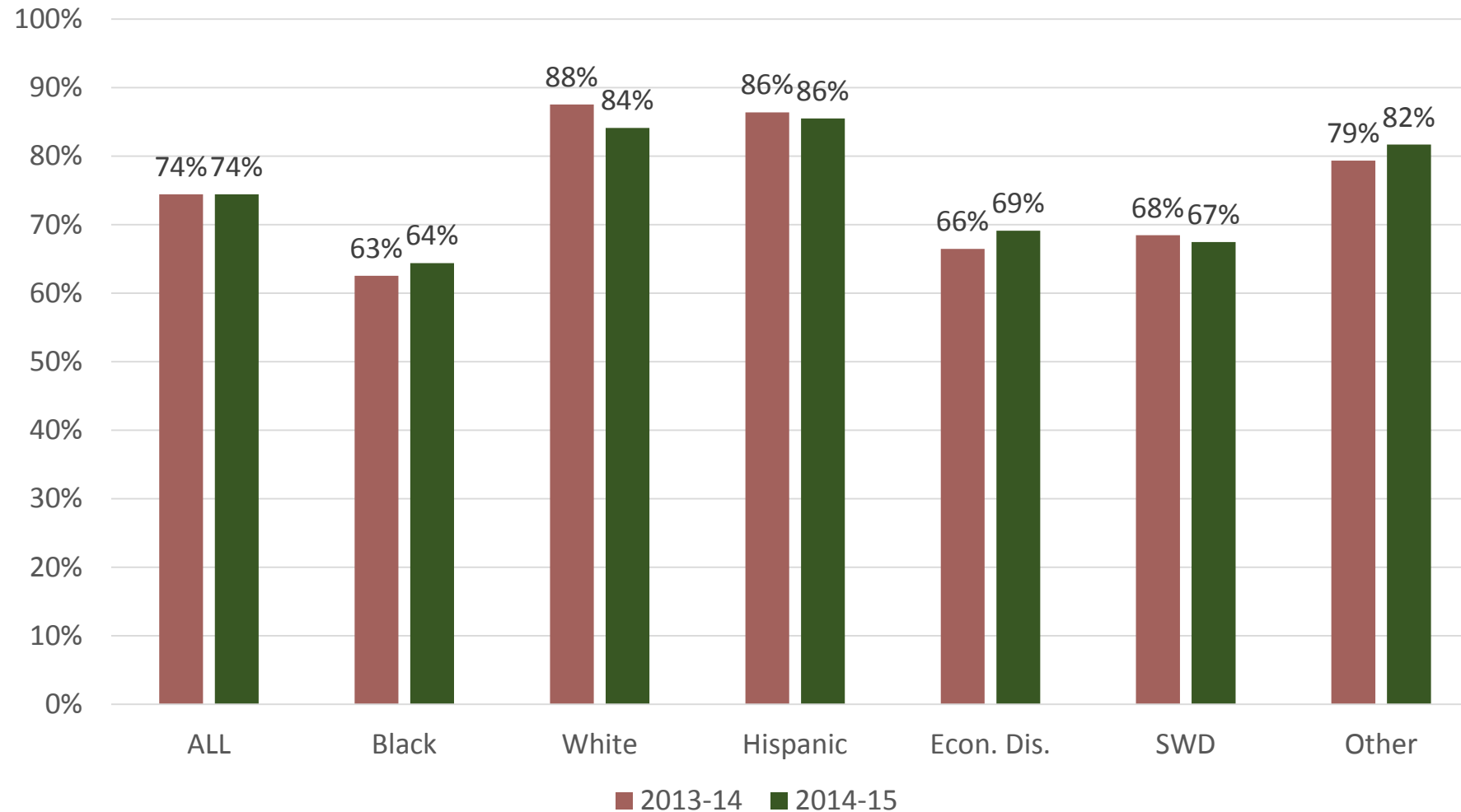
GOAL Increased % of students with no behavior referrals

Every Child,
By Name and By Need,
To Graduation



2015-16 All Target 79%

Students With No Behavior Referrals



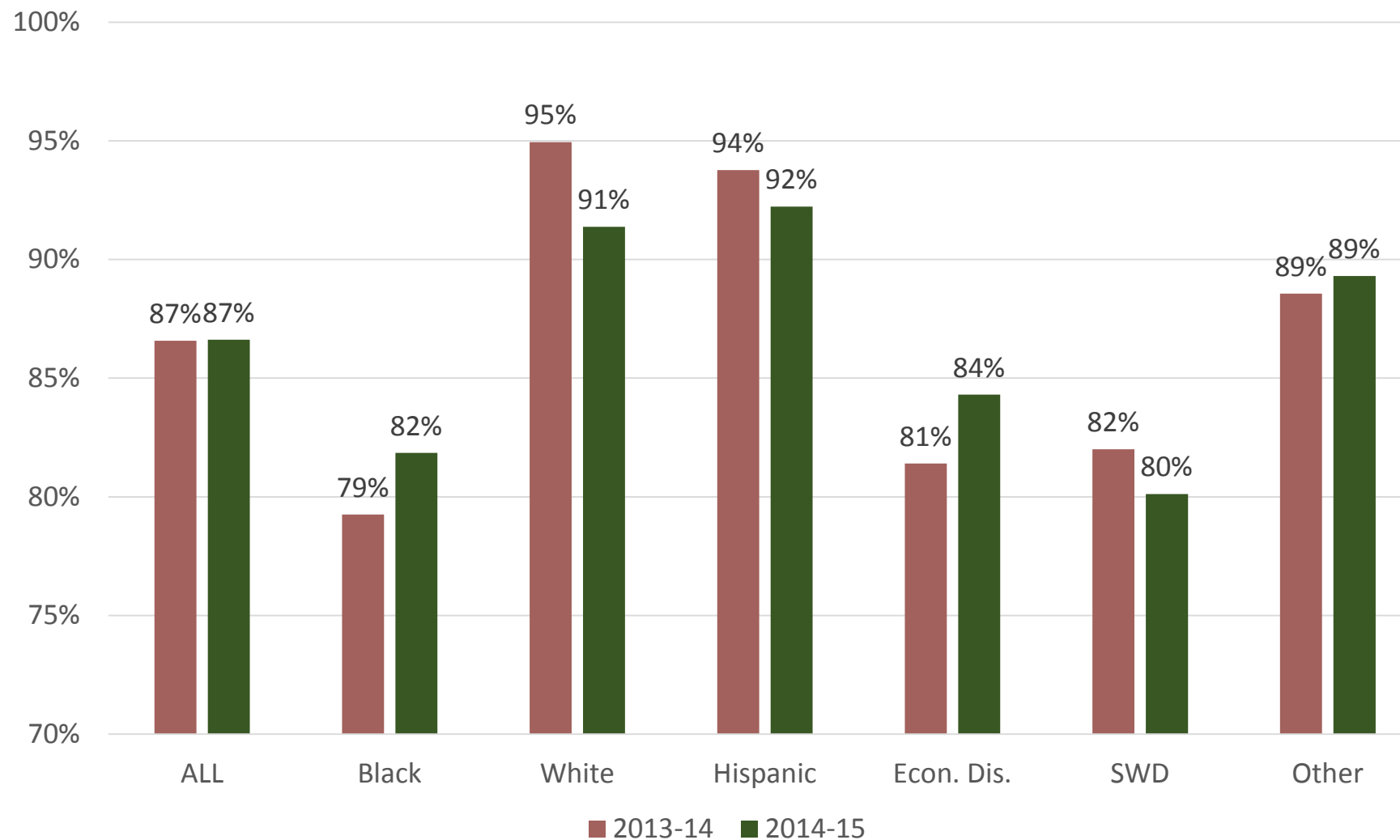
GOAL Increased % of students with no out of school suspensions

Every Child,
By Name and By Need,
To Graduation



2015-16 All Target 90%

Percent of Students With No Out of School Suspensions

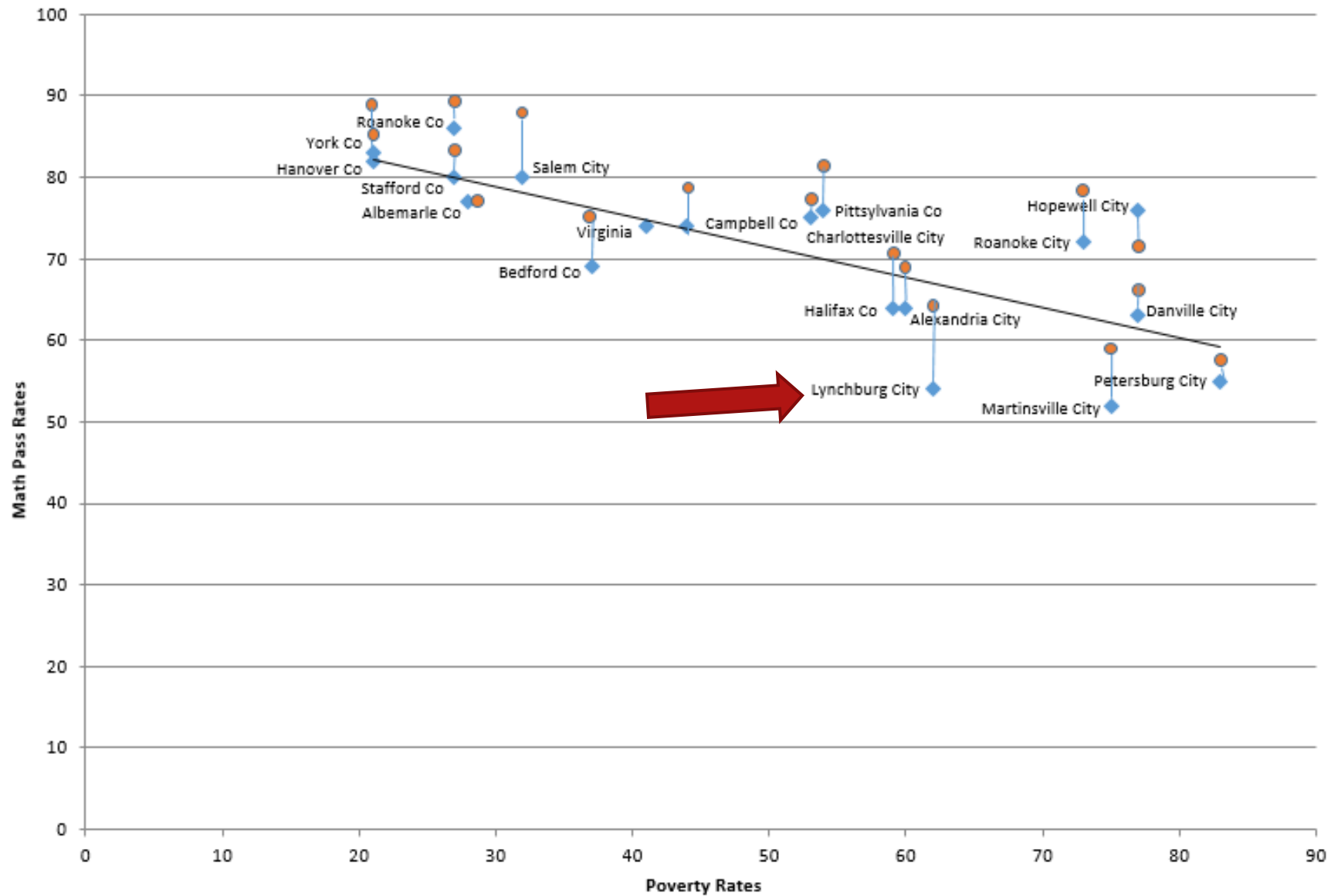




Revisiting Scatterplots with LCS and Other Districts

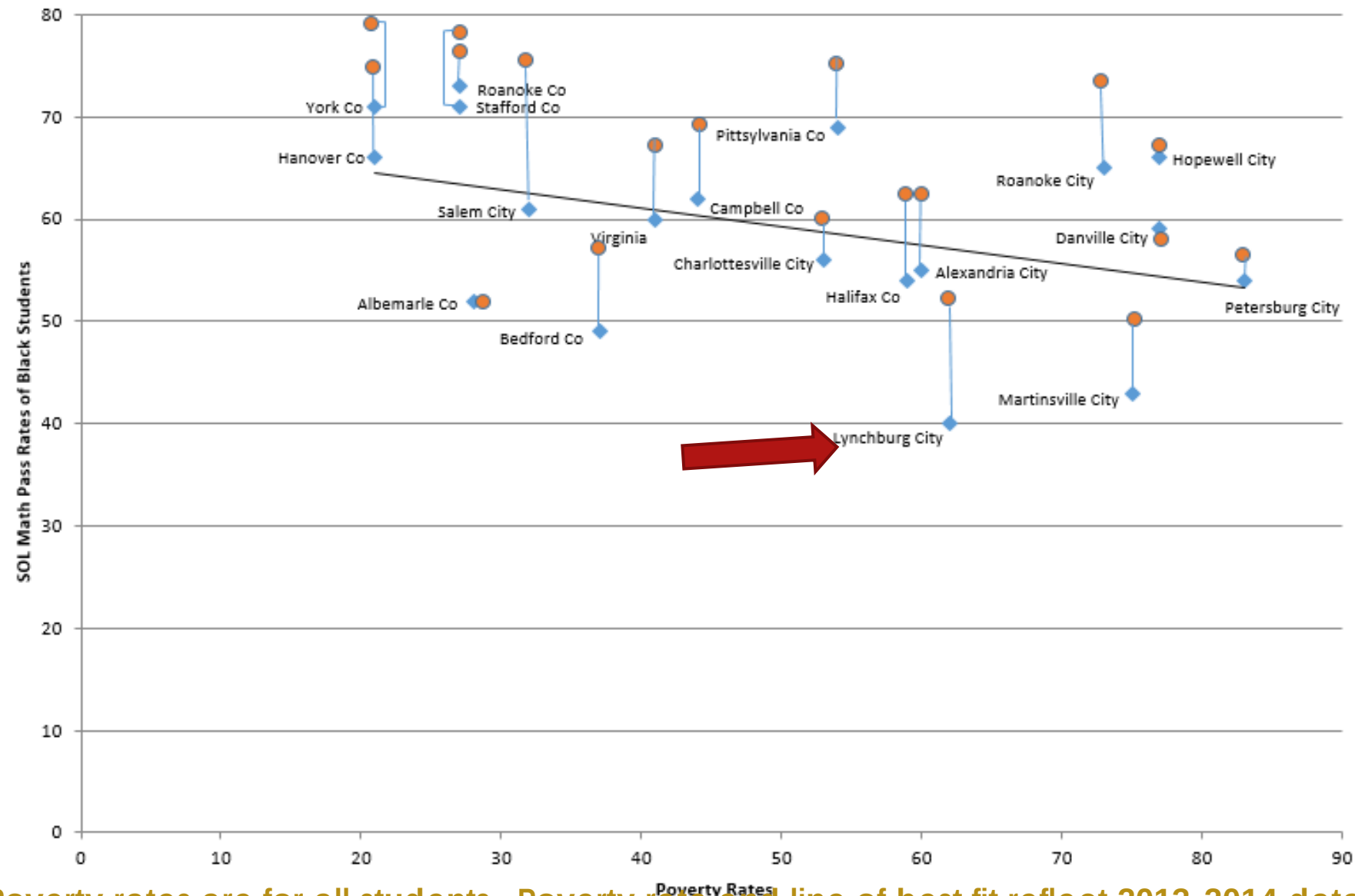
HOW DO WE COMPARE?

Poverty & SOL Math Pass Rates 2014 & 2015

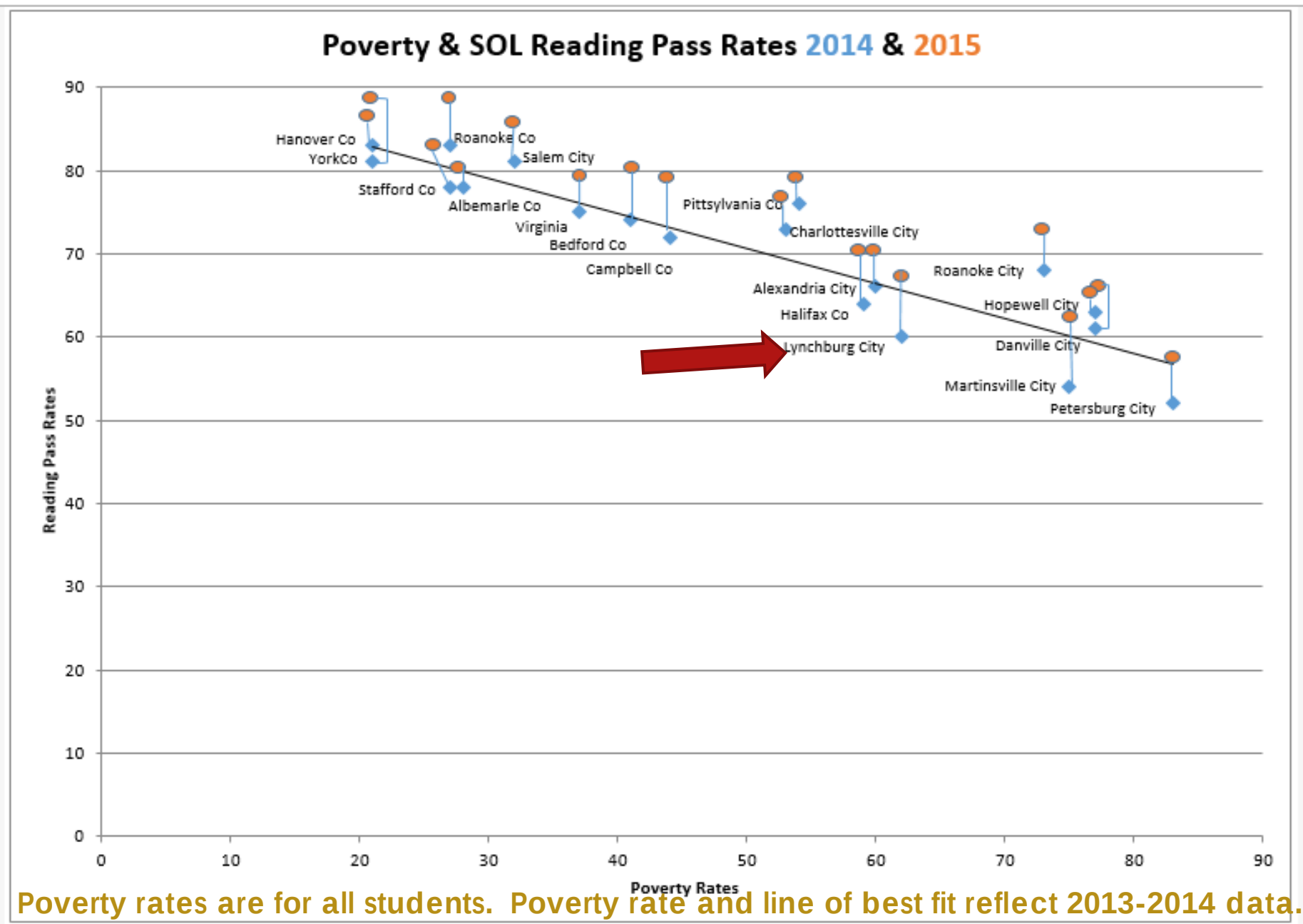


Poverty rates are for all students. Poverty rate and line of best fit reflect 2013-2014 data.

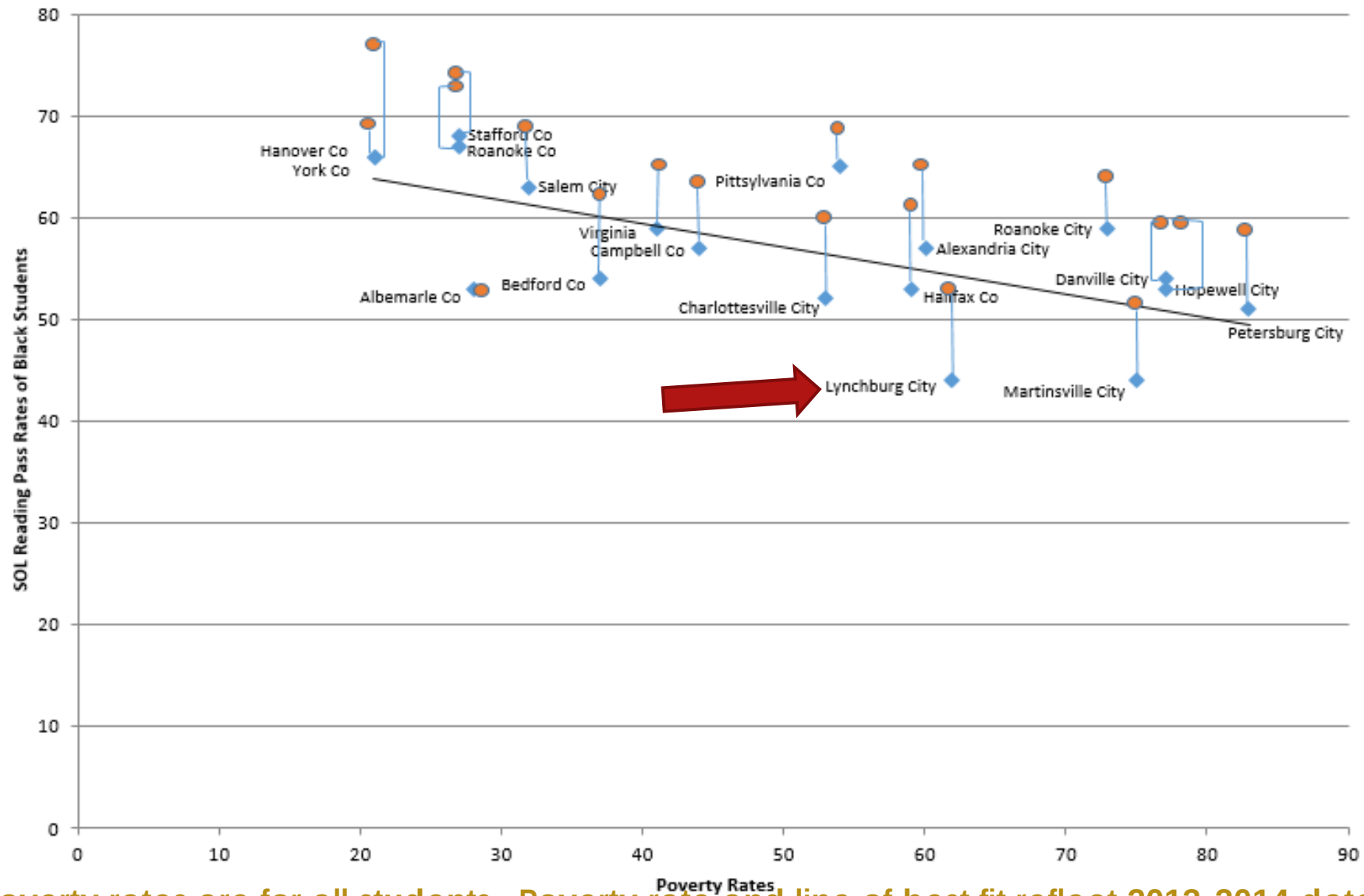
Division Poverty Rates & SOL Math Pass Rates of Black Students 2014 & 2015



Poverty rates are for all students. Poverty rate and line of best fit reflect 2013-2014 data.



Division Poverty Rates & SOL Reading Pass Rates of Black Students 2014 & 2015



Poverty rates are for all students. Poverty rate and line of best fit reflect 2013-2014 data.

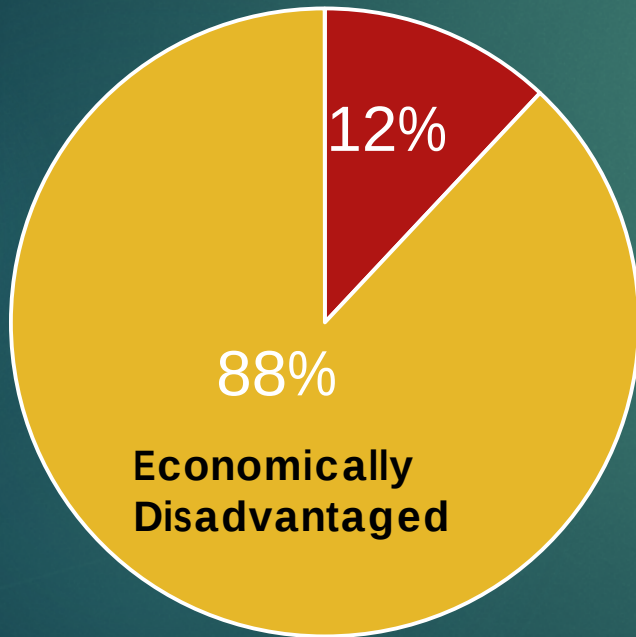


Data on Race and Poverty in LCS

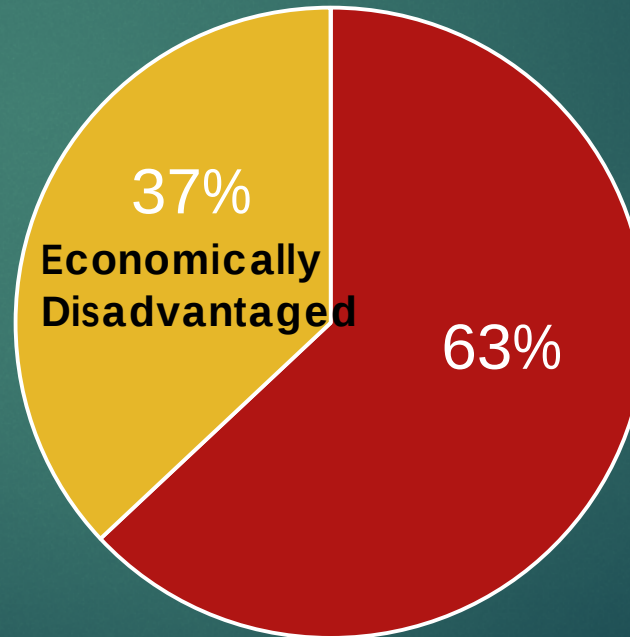
WHAT DOES THE DATA SAY?

Poverty in our Black and White Student Populations (2014-2015)

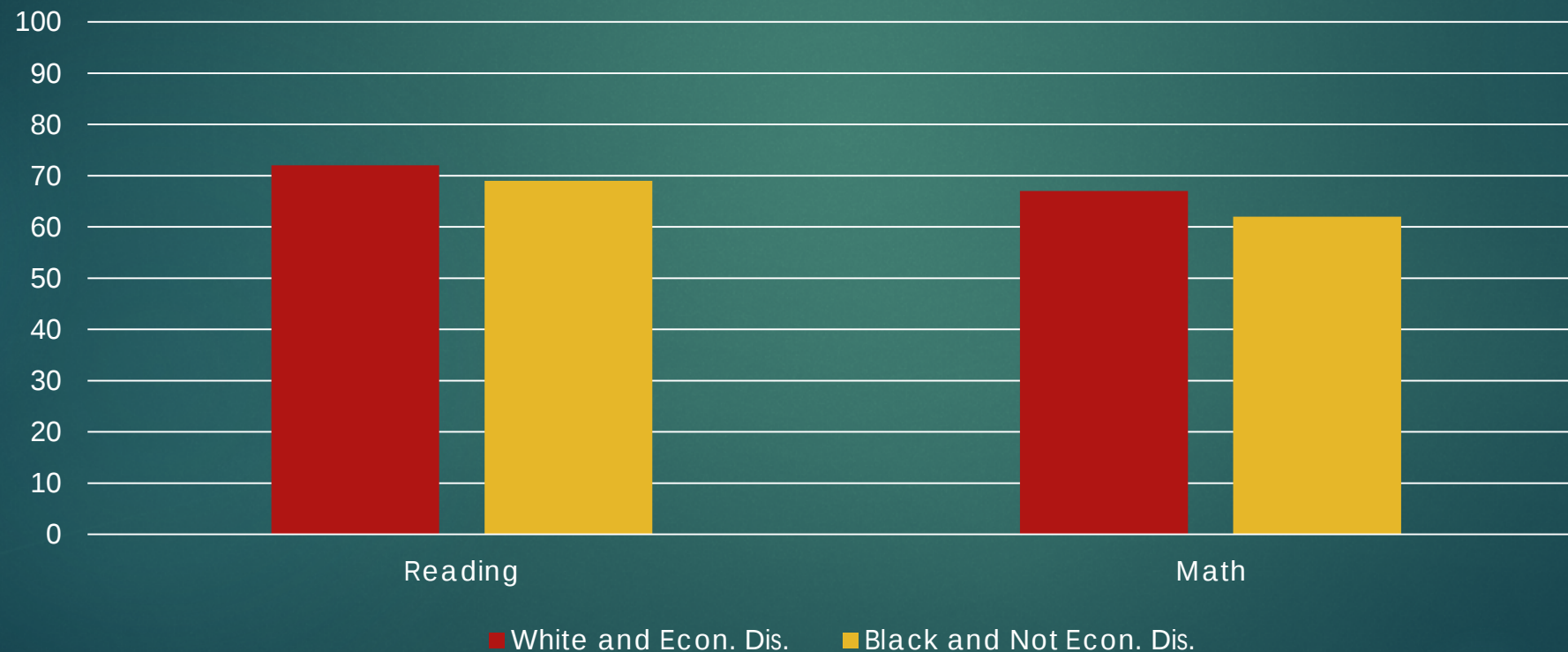
LCS Black Students



LCS White Students



Examining Race and Poverty: White & Poor compared with Black and Non-Poor





Purpose and Outline of the Promise Plan

Making Sense of 31 Reports and Plans

- ▶ Need to filter, focus, and be systematic

- ▶ Moving from “OCR” to “Promise”

Promise:

- 1) a declaration that something will or will not be done, given, etc.

- 2) indication of future excellence or achievement

The Promise Plan: Goals

College and Career Readiness

- A) Increase achievement in both regular and advanced courses
- B) Increase enrollment and successful achievement in advanced coursework
- C) Enhance workplace readiness skills

The Promise Plan: Goals

Discipline Practices

- A) Increase the percentage of students who are making positive choices and are in “good standing”
- B) Increase the use of responses to poor choices that support learning and avoid loss of future opportunities. Decrease the use of punitive measures, including referrals and suspensions.
- C) Increase the clarity, consistency, and equitable use of disciplinary practices.

The Promise Plan: Goals

Family and Student Engagement

- A) Increase the engagement of families in their children's education
- B) Increase the engagement of students in setting and realizing short and long term goals to build grit and perseverance

The Promise Plan: 7 Strategy Clusters

1. Establish and implement clear **criteria, policies, and practices**
2. Inform and engage **parents** through proactive, regular communication and outreach across a variety of media
3. Inform and engage **students** through systematic, responsive communication and outreach
4. Enhance **counseling** support for students

The Promise Plan: 7 Strategy Clusters

5. Establish clear **course options** to increase both opportunity and support

6. Enhance the use of **quality instructional practices**

7. **Plan, monitor, and refine the strategies systematically** at the school and division level



The 7 Strategy Clusters: Updates on Implementation

Strategy Cluster 1 Examples

Establish and implement clear criteria, policies, and practices

- ▶ K-12 Math Plan – elementary differentiation, clear secondary placement criteria, bridge course
- ▶ Program of Studies updates for clarity on “advanced”
- ▶ Gifted selection criteria and process and training for teachers
- ▶ Discipline policies, practices, and training
- ▶ New calendar and intersession/support opportunities

Sample Tracking of Strategies

Sample Tracking of Strategies					
	A	B	C	D	E
1	Strategy Cluster #	Action	All Due Dates With Notes	Primary Owner	Updates
10	1	09. Identify at least three districts with criteria for gifted services that serve African American students at a proportionate level to the general population and learn what criteria and process they utilize for selection	August 2015	Kathleen	Picked three divisions that have made significant gains in identifying under-represented populations--Fairfax County Public Schools, Henrico County Public Schools, Hampton City Schools, and 2 others to also keep in mind--Arlington Public Schools, and Montgomery County, MD. [KS 9/27/15]
11	1	10. Run multiple models with weighting the current gifted screening criteria components to determine possible alternative weightings to use in the future that would increase representation of African American students	August 2015	Kathleen	Developed chart of what criteria LCS and 3 other divisions use for identification. Evaluated records for 6 children who did not qualify for gifted services and found some similarities. Reviewed different criteria that 3 school division used that we do not to help identify under-represented children--which include use of sub tests and not always total battery, other tests used, PD for teachers--how giftedness presents in under-represented populations, observation checklists, developing a pool of children in grades K-2. [KS 9/27/15]
12	1	11. Review alternatives and determine any changes to the screening criteria and process for gifted services, including input from stakeholders	October 2015	Kathleen	
13	1	12. Train DEPTH (gifted resource) teachers on cultural demonstrations of giftedness	September 2015	Kathleen	Dr. Joy Davis, university professor and chair, gifted specialist and author, will conduct morning training session for the division's gifted resource teachers, principals, a 2nd grade teacher from each elementary school, elementary guidance counselors, Darts and coaches October 1. Her topic is Identifying Giftedness in All Students. An afternoon session for the gifted resource teachers will be a continuance of screening and identifying students while expanding the session to include resources for our gifted resource teachers as they work with 2nd grade teachers in better identifying under-represented populations. [KS 9/27/15]
14	1	13. Conduct at least two co-observations of students with the gifted resource teacher and 2nd grade classroom teacher to create valid, reliable use of gifted characteristics scale	By January 2016	Kathleen	
15	1	14. Create description of the role of the gifted screening coordinator at each school, including how to address discrepancies in teacher recommendations. Consider shifting this primary	November 2015	Kathleen	

Strategy Cluster 2 Examples

Inform and engage parents through proactive, regular communication and outreach across a variety of media

- ▶ Information sessions regarding advanced and gifted opportunities
- ▶ Individual family contacts at milestone grade levels
- ▶ Positive phone calls
- ▶ Parent surveys
- ▶ Back to school community celebration
- ▶ Dreamkeepers group
- ▶ Equity task force

Strategy Cluster 3 Examples

Inform and engage students through systematic, responsive communication and outreach

- ▶ Student surveys
- ▶ Student forums

Strategy Cluster 4 Examples

Enhance counseling support for students

- ▶ Individual family contacts at milestone grade levels
- ▶ ASCA model
- ▶ Training on cultural responsiveness

Strategy Cluster 5 Examples

Establish clear course options to increase both opportunity and support

- ▶ PETAL
- ▶ GEAR-UP
- ▶ Curriculum materials review

Strategy Cluster 6 Examples

Enhance the use of quality instructional practices

- ▶ Teacher training on cultural responsiveness, professional learning communities, instructional approaches
- ▶ Guided math approach
- ▶ LOLET/COLET
- ▶ Training on PBIS, Responsive Classroom, and other supportive behavior approaches

Strategy Cluster 7 Examples

Plan, monitor, and refine the strategies systematically at the school and division level

- ▶ Equity network
- ▶ Equity advocates on school improvement teams
- ▶ Updated comprehensive plan that includes equity lens
- ▶ Standards-based monitoring of student learning
- ▶ Elementary reading assessment
- ▶ Ongoing process monitoring



Questions and Feedback