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November 2, 2015

// A special joint meeting of the Council of the City of Lynchburg and Lynchburg City School Board was held on the 2nd day of November, 2015, at 5:30 P.M. in the GLTC Transfer Station – 800 Kemper Street Third Floor Conference Room, Michael Gillette, President, presiding. The following Members were present:

Present: Foster, Helgeson, Johnson, Nelson, Perrow, Tweedy, Gillette

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Absent:

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// Mayor Gillette and School Board Chair Mary Ann Hoss welcomed everyone to the Lynchburg City School Board and City Council joint meeting.

// Dr. Scott Brabrand, School Superintendent provided data on the State Accreditation and Federal Designation. He explained the different Accreditation categories including: Fully Accredited; Partially Accredited (Approaching Benchmark-Pass Rate); Partially Accredited (Improving School-Pass Rate); Partially Accredited (Warned School-Pass Rate); Partially Accredited (Reconstituted School); and To Be Determined. Dr. Brabrand then used these categories to examine the placement of Lynchburg City Schools.

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 are making acceptable progress toward full accreditation.

T.C. Miller ES for Innovation – 2/4

- 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

Heritage HS – 4/5

Linkhorne MS 3/4

Sheffield ES – 2/4

Dearington ES – 1/4

Linkhorne ES – 1/4

Perrymont ES – 1/4

W.M. Bass 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

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 and 18 Math)

Dearington ES	Linkhorne ES	Paul Munro ES	Sandusky ES
Sandusky MS	T.C. Miller ES	Perrymont 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 1 Focus School – Ten percent of Virginia's Title 1 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 1 Priority School – Five percent of Virginia's Title 1 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)
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*Gap Group 1 includes SWD, economically disadvantaged, and ELL. Gap Group 2 includes black students; Gap Group 3 includes Hispanic students.

// The Promise Plan/Comprehensive Plan discussion was led by Dr. Brabrand, School Superintendent and Dr. McClain, Assistant Superintendent of Curriculum and Instruction. The Promise Plan is designed to elicit specific outcomes from students including: College and Career Readiness, Discipline Practices, and Family and Student Engagement. In addition to these metrics, the presentation included a host of graphs, charts, and statistics to demonstrate how race and poverty impact graduation, enrollment, achievement, student engagement, student attendance and behavior. Additional information was provided to show how the Lynchburg City Schools compares to other school districts. Given these goals, a number of strategies are proposed including: 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; 5) Establish clear course options to increase both opportunity and support; 6) Enhance the use of quality instructional practices; and 7) Plan, monitor, and refine the strategies systematically at the school and division level. Dr. McClain also briefly discussed implementation of these strategies to demonstrate to City Council what steps are being taken to ensure a quality education for Lynchburg City Students.

City Council Members and School Board Members had questions and comments regarding the Lynchburg City Schools presentation. Some major concerns were the data showing a greater correlation

between race and success than economic status and success and addressing over representation of black students disciplinary action and under representation in advanced classes.

// City Council and City School Board agreed to find a time for another joint meeting to discuss the achievement gap before the end of the year.

// The meeting was adjourned at 8:20 P.M.

Clerk of Council