



Office of the Superintendent

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Parental Notification Letter Regarding State and Federal Accountability Outcomes

September 18, 2017

Dear Parent(s) or Guardian(s):

Danville Public Schools is dedicated to providing all students with the educational foundation necessary to succeed in school and in life. To ensure your child's success, we have set high standards that are reflected in what is taught in our classrooms. Virginia's accountability system supports teaching and learning by setting rigorous academic standards — known as the Standards of Learning (SOL) — and through annual assessments of student achievement.

The *Every Student Succeeds Act of 2015* (ESSA), which reauthorizes the *Elementary and Secondary Education Act of 1965* (ESEA), was signed into law on December 10, 2015. From 2016-2018 will be a transition period during which the U.S. Department of Education issues final regulations and states develop implementation plans. The new law and the provisions of each state's plan to implement ESSA go into full effect with the beginning of the 2018-2019 school year. As Virginia transitions to the new law, the Annual Measurable Objectives (AMOs) established by the state Board of Education under Virginia's No Child Left Behind (NCLB) flexibility waiver no longer apply to most schools but will factor in the identification of Priority and Focus schools for 2017-2018. As a parent/guardian of a student in one of Danville's Title I Schools, you have the right to receive information on your child's progress in meeting state academic achievement standards as well as your school's success in helping all students meet those standards. As a result, you have the right to access your student's SOL achievement results (Student SOL Report Card) and online report cards for schools, school divisions and the commonwealth. Such report cards include data on student achievement by grade, subject and student subgroup as well as information on other indicators of school quality such as teacher qualifications and school safety. Additionally, parents will know the extent to which schools are meeting federal and state targets.

The Virginia Board of Education revised its accreditation standards in 2015 to better inform the public about the progress of schools toward meeting the commonwealth's high expectations for student learning and achievement. The achievement levels required for a rating of Fully Accredited did not change. New "Partially Accredited" ratings, however, now differentiate schools that are close to full accreditation, or that are making acceptable progress, from those that are not. School accreditation ratings for 2017-2018 are based on student achievement on Standards of Learning (SOL) tests and other tests in English, mathematics, history/social science and science administered during 2016-2017 or on overall achievement during the three most recent years. High schools must meet an additional minimum benchmark for graduation and completion. Schools in which students meet or exceed all achievement objectives established by the Virginia Board of Education are rated as Fully Accredited. A school receives a rating of "Partially Accredited" if pass rates are below the achievement levels required for full accreditation. Schools that are "Partially Accredited: Warned" in English and/or mathematics also are required to adopt instructional programs proven by research to be effective in raising achievement in these subjects. A "Partially Accredited: Reconstituted School" status may be awarded to a school that fails to meet full accreditation requirements for four consecutive years and receives permission from the Board of Education to reconstitute as an alternative to a memorandum of understanding. A reconstituted school reverts to accreditation-denied status if it fails to meet full accreditation requirements within the agreed-upon term, or if it fails to have its annual application for "Partially Accredited: Reconstituted School" renewed. Once a school has been assigned a rating of accreditation denied, parents must be notified within thirty (30) days, a corrective action plans must be developed and approved with an opportunity given for parent comment, and the local school board will sign a memorandum of understanding with the Virginia Board of Education.

The new Every Student Succeeds Act (ESSA) eliminates many No Child Left Behind Act-era requirements and provides greater flexibility for states. ESSA designates 2016-2018 as a transition period during which the U.S.

Department of Education develops final regulations and states create implementation plans. The new law and the provisions of each state's plan to implement ESSA go into full effect with the beginning of the 2018-2019 school year. Under ESSA, the flexibility waivers granted under the old federal education law are null and void after August 1, 2016. While the Annual Measurable Objectives (AMOs) established by the state Board of Education under Virginia's waiver will not apply to most schools in 2017-2018, the AMOs will factor in the identification of Priority and Focus schools.

Like NCLB, ESSA requires states to annually assess the reading and mathematics achievement of not less than 95 percent of students overall and 95 percent of students in each reporting group, including major racial and ethnic groups, students with disabilities, economically disadvantaged students, and English language learners. School and division report cards indicate whether reporting groups met annual objectives in reading and mathematics. In addition, report cards for divisions and high schools show whether the annual objective for graduation — known as the Graduation and Completion Index (GCI) — was met. The GCI calculation comprises students in the cohort of expected on-time graduates (students who were first-time ninth graders four years earlier, plus transfers in and minus transfers out) and students carried over from previous cohorts.

Five percent of Virginia's Title I schools are identified as Priority schools based on overall reading and mathematics achievement and graduation rates in the case of high schools. Priority schools must design and implement a school-improvement model meeting state and federal requirements. Ten percent of Virginia's Title I schools are identified as Focus schools based on participation and achievement by students in the three proficiency gap groups in reading and mathematics testing. Focus schools must employ a state-approved coach to help the division develop, implement and monitor intervention strategies to improve the performance of at-risk students. A school will exit the focus/priority status if the proficiency gap group(s) for which the school was originally identified meet(s) the AMOs described for proficiency gap groups for two consecutive years and the school no longer falls into the bottom 10 percent of Title I schools for the subsequent school year based on the focus school methodology.

Woodberry Hills Elementary School remains an identified priority school based upon results from the 2014-2017 school years and G.L.H. Johnson Elementary School remains identified as a focus school based upon results from the 2015-2017 school years. Its overall achievement in reading and/or mathematics did not meet annual benchmarks. As a priority school, Woodberry Hills Elementary School has engaged a state-approved turnaround partner to help implement a school-improvement model meeting state and federal requirements.

All public schools — including schools that do not receive Title I funds under ESSA — must assemble a school improvement team to conduct a comprehensive needs assessment and to develop and implement improvement plans to raise the achievement of student subgroups not meeting the annual objectives. Teams identify areas of need as well as programs and activities to help increase student achievement. Low-performing Title I schools identified as Priority and Focus schools are subject to specific interventions. As a parent, your support is invaluable. You are encouraged to become involved in helping the school improve learning and achievement for all students.

Some of the steps we have already taken to improve student outcomes include:

- Using an **identification process** for all students at risk of failing or in need of targeted interventions.
- Using a **tiered, differentiated intervention process** to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
- Using a **monitoring process** (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

The state is also active in helping the school and district achieve its academic goals by providing technical assistance training sessions and assigning Virginia Department of Education approved personnel to provide support directly to schools.

If you are the parent of a student who participated in Standards of Learning testing during the 2016-2017 school year, individual student test result reports (or SOL report cards) were forwarded to each school's principal on August 25, 2017 for distribution to parents. Indicators for school quality such as SOL Report Cards (student achievement data) and

information regarding teacher qualifications for your school, the school division, and Virginia can be accessed at http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml. Parents' Right to Know letters regarding teacher qualifications were mailed to Title I parents on September 7, 2017.

Further information regarding the Virginia's transition plan for the *Every Student Succeeds Act*, Virginia's ESEA Flexibility waiver and accountability system can be accessed at:

http://www.doe.virginia.gov/federal_programs/esea/essa/index.shtml

http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml

Yours Truly,

A handwritten signature in black ink, appearing to read "Stanley B. Jones". The signature is written in a cursive style with a large initial "S" and a long, sweeping underline.

Stanley B. Jones, Ed.D.
Superintendent

School Name (Title I Program – Elementary Schools Only)	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		Annual Parents' Right to Know Meeting for Title I Schools (Date)
	State Accreditation Status (based on data from SOL tests taken in 2012-2013)	Federal Annual Measurable Outcome (FAMO) Status	State Accreditation Status (based on data from SOL tests taken in 2013-2014)	Federal Annual Measurable Outcome (FAMO) Status	State Accreditation Status (based on data from SOL tests taken in 2014-2015)	Federal Annual Measurable Outcome (FAMO) Status	State Accreditation Status (based on data from SOL tests taken in 2015-2016)	Federal Annual Measurable Outcome (FAMO) Status	State Accreditation Status (based on data from SOL tests taken in 2016-2017)	Federal Annual Measurable Outcome (FAMO) Status	
Forest Hills Elementary (Title I-School Wide)	Fully Accredited	Fully Accredited	Met all FAMOs-Met Higher Expectations	Met all FAMOs-Met Higher Expectations	Fully Accredited	Fully Accredited	SEE BELOW*	Fully Accredited	SEE BELOW*	Fully Accredited	August 19, 2017
	Conditionally Accredited (New School)	Accredited with Warning: Warned in English, Math, Science	Accredited with Warning: Warned in English, Math, Science	Partially Accredited: Warned School-Pass Rate, Warned in English, Math, Mathematics, Science	Partially Accredited: Warned School-Pass Rate, Warned in English, Mathematics, Science	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	August 29, 2017
G.L.H. Johnson Elementary (Title I-School Wide)	NA – New School	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	September 12, 2017
	Accredited with Warning: Warned in English, Math, Science	Accredited with Warning: Warned in English, Math, Science	Accredited with Warning: Warned in English, Math, Science	Partially Accredited: Improving School-Pass Rate, Warned in English, Math	Partially Accredited: Improving School-Pass Rate, Warned in English, Math	Accreditation Denied	Accreditation Denied	Accreditation Denied	Accreditation Denied	Accreditation Denied	
Park Avenue Elementary (Title I-School Wide)	Fully Accredited	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	September 19, 2017
	Met all FAMOs	Accredited with Warning: Warned in English	Accredited with Warning: Warned in English	Partially Accredited: Approaching Benchmark, Warned in English	Partially Accredited: Approaching Benchmark, Warned in English	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	
Schoolfield Elementary (Title I-School Wide)	Accredited with Warning: Warned in English	Accredited with Warning: Warned in English	Accredited with Warning: Warned in English, Math	Accredited with Warning: Warned in English, Math	Accredited with Warning: Warned in English, Math	Accredited with Warning: Warned in English, Math	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	September 12, 2017
	Title I Focus School	Accredited with Warning: Warned in English	Accredited with Warning: Warned in English, Math	Partially Accredited: Warned School-Pass Rate, Warned in English, Mathematics	Partially Accredited: Warned School-Pass Rate, Warned in English, Mathematics	Accreditation Denied	Accreditation Denied	Accreditation Denied	Accreditation Denied	Accreditation Denied	
Woodberry Hills Elementary (Title I-School Wide)	Accredited with Warning: Warned in English	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	Did not meet all FAMOs	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	September 19, 2017
	Did not meet all FAMOs	Accredited with Warning: Warned in English	Accredited with Warning: Warned in English, Math	Accredited with Warning: Warned in English, Math	Accredited with Warning: Warned in English, Math	Accredited with Warning: Warned in English, Math	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	
O. T. Bonner Middle	Fully Accredited	Fully Accredited	Accredited with Warning: English	Accredited with Warning: English	Accredited with Warning: English	Accredited with Warning: English	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	Not Applicable - DPS Middle & High Schools are not Title I schools.
	Fully Accredited	Fully Accredited	Accredited with Warning: English, Science	Accredited with Warning: English, Science	Accredited with Warning: English, Science	Accredited with Warning: English, Science	SEE BELOW*	SEE BELOW*	SEE BELOW*	SEE BELOW*	
Galileo High	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	September 19, 2017
	Fully Accredited	Fully Accredited	Fully Accredited	Partially Accredited: Approaching Benchmark, Warned in Science and Graduation Completion Index (GCI)	Partially Accredited: Approaching Benchmark, Warned in Science and Graduation Completion Index (GCI)	Partially Accredited: Approaching Benchmark, Warned in Science and Graduation Completion Index (GCI)	Partially Accredited: Approaching Benchmark, Warned in Science and Graduation Completion Index (GCI)	Partially Accredited: Approaching Benchmark, Warned in Science and Graduation Completion Index (GCI)	Partially Accredited: Warned School-Pass Rate, Warned in Mathematics, History/Social Science, Science, and (GCI)	Partially Accredited: Warned School-Pass Rate, Warned in Mathematics, History/Social Science, Science, and (GCI)	
George Washington High	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	

*The state will not report performance against AMOs for the 2015-2017 assessments in accordance with a U.S. Department of Education (USED) determination regarding AMO calculations under USED's plan to transition from NCLB to ESSA. However, states are still required to identify priority and focus schools for the 2016-2018 school years. As such, VDOE will use AMO information solely for the purposes of identifying priority and focus schools. Performance against AMOs will not appear on school report cards.