

Parental Notification Letter Regarding State and Federal Accountability Outcomes

March 2024

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. During the 2016-2018 transition period, the U.S. Department of Education issued final regulations and states developed implementation plans. The new law and the provisions of each state's plan to implement ESSA went into full effect with the beginning of the 2018-2019 school year. At present, public schools must test students annually for reading and mathematics proficiency in grades 3-8 and students must be tested for reading and math once at the high school level. Schools must test students for science proficiency once at each level (elementary, middle, and high). Under ESSA, schools are identified for support based upon multiple performance indicators:

- Academic Achievement
 - Reading and mathematics proficiency measured by pass rates on Standards of Learning (SOL) Assessments
 - Schools are accountable for the performance of all students by subgroups (Asian, Black, Economically Disadvantaged, English Learners, Hispanic, Students with Disabilities, and White)
 - Growth in reading and mathematics for elementary and middle schools measured by progress tables
 - High school graduation rate measured by the Federal Graduation Indicator (FGI)
 - Progress for English Learners gaining proficiency in English measured by the ACCESS for ELLs 2.0 English Language Proficiency Assessment
- Indicators of School Quality or Student Success
 - Chronic absenteeism
 - State accreditation rating for the school

Public schools must test at least 95% of students for the applicable SOL tests (Reading and mathematics, in grades 3-8, science at grades 5 and 8, EOC Reading, Algebra I, and biology at the high school). The pass rate targets differ from the targets for state accreditation. Schools receive additional Federal support if they are identified as Comprehensive, Targeted or Additional Targeted Support and Improvement Schools. A multi-level process is used to identify schools for federal identification.

- Comprehensive Support and Improvement
 - The lowest five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent, are identified for comprehensive support and improvement based on the performance of all students. Schools are identified every three years.

- Step One: Identify Title I schools that did not meet the interim measure of progress for English (reading), mathematics, and FGI and are in the lowest two quartiles for academic growth in reading or mathematics.
 - Step Two: Of those schools identified in Step One, identify schools that did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
 - Step Three: Of those schools identified in Step One through Two, identify schools that did not meet the interim measure of progress for chronic absenteeism and have a Standards of Accreditation rating of Accredited with Conditions or Accreditation Denied. Identify a number equal to five percent of Title I schools.
- Targeted Support and Improvement
 - Schools with low-performing student groups are identified for targeted support and improvement annually. Title I schools and non-Title I schools are identified.
 - Step One: Identify schools that did not meet the interim measure of progress *for two consecutive years* in one or more student groups for reading and mathematics and FGI and are in the lowest two quartiles for academic growth in reading or mathematics.
 - Step Two: Of those schools identified for the EL subgroup in Step One, identify schools that did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
 - Step Three: Of those schools identified in Step One through Two, identify schools that did not meet the interim measure of progress for chronic absenteeism *for two consecutive years* and have an Standards of Accreditation rating of Accredited with Conditions or Accreditation Denied.
 - Additional Targeted Support and Improvement
 - Additional targeted support and improvement schools are identified every three years. Among schools identified for targeted support and improvement, any school with one or more student groups performing below the level of the highest-performing comprehensive support and improvement school is identified.

Seven Danville schools have been identified to receive federal school improvement support. E.A. Gibson, G.L.H. Johnson, Woodberry Hills Elementary, and O. Trent Bonner Middle Schools are identified as Comprehensive Support & Improvement schools. Park Avenue Elementary is identified as a Targeted Support & Improvement school. Schoolfield Elementary School and Westwood Middle School are identified as Additional Targeted Support & Improvement schools. Our federally identified schools must all complete federal School Improvement Grant applications to fund required improvement activities.

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 (School Quality Profile Reports) 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. In addition to data and graphs on school accreditation ratings and student achievement on Standards of Learning tests, School Quality Profile reports include information on factors that can impact learning, such as absenteeism, participation in school breakfast and lunch programs, and discipline. 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 2018 to better inform the public about the progress of schools toward meeting the commonwealth's high expectations for student learning and achievement. The current accreditation labels and targets reflect a focus on more than just a single pass rate on a Standards of Learning

assessment. The new SOA also incorporates student growth into school outcomes. Public schools are now rated using performance levels for indicators which include:

- Academic Achievement
 - Performance of all students in English Reading and Writing, Mathematics, and Science
- Achievement Gap
 - Performance of students in certain gap groups (Asian, Black, economically disadvantaged, English Learners, Hispanic ethnicity of any race, students with disabilities, and White) for English Reading and Writing, and Mathematics
- Student Engagement
 - chronic absenteeism
 - Graduation and Completion Index
 - Dropout rate
 - College, Career, and Civic Readiness Index (2022-23)

Schools receive a performance level rating for each indicator bulleted above:

- Level One – At or above standard
- Level Two – Approaching standard or making acceptable growth
- Level Three – Below standard

The graphic below summarizes the performance level requirements.

STATE ACCREDITATION		PERFORMANCE LEVELS		
SCHOOL QUALITY INDICATORS		LEVEL ONE - AT OR ABOVE STANDARD	LEVEL TWO - APPROACHING STANDARD	LEVEL THREE - BELOW STANDARD
ACADEMIC ACHIEVEMENT	ENGLISH - ALL	>=75% OR 66-74% & R10	66-74% OR 50-65% & R10	<=65% OR AT LEVEL TWO OR THREE FOR FOUR YEARS
	ENGLISH - GAP			
	MATHEMATICS - ALL	>=70% OR 66-69% & R10	66-69% OR 50-65% & R10	<=65% OR AT LEVEL TWO OR THREE FOR FOUR YEARS
	MATHEMATICS - GAP			
	SCIENCE - ALL	>=70% OR 66-69% & R10	66-69% OR 50-65% & R10	<=65% OR AT LEVEL TWO OR THREE FOR FOUR YEARS
STUDENT ENGAGEMENT	CHRONIC ABSENTEEISM	<=15% OR 16-25% & R10	16-24% OR >=24% & R10	>=25% OR AT LEVEL TWO OR THREE FOR FOUR YEARS
	GRADUATION & COMPLETION INDEX	>=88% OR 81-87% & INCREASED BY 2.5	81-87% OR <=80% & INCREASED BY 2.5	<=80% OR AT LEVEL TWO OR THREE FOR FOUR YEARS
	DROPOUT RATE	<=6% OR 7-9% & R10	7-9% OR >=9% & R10	>=9% OR AT LEVEL TWO OR THREE FOR FOUR YEARS
	COLLEGE, CAREER & CIVIC READINESS INDEX	>=85%	71-84%	<=70% OR AT LEVEL TWO OR THREE FOR FOUR YEARS

Schools with all indicators at Level One or Two are rated as Accredited. Schools with indicators at Levels One, Two, or Three are rated Accredited with Conditions. Schools will no longer receive a rating of Accreditation Denied unless any Corrective Action Plan elements are not implemented or the Board of Education determines that this outcome is warranted. Until all schools are Accredited without Conditions, Danville Public Schools will continue to implement a Corrective Action Plan under a Memorandum of Understanding between the local and state Boards of Education. Due to interruptions in the school calendar beginning with the closure of schools in March of 2020 and the different mode of instructional delivery employed during the 2021-2022 school year (face-to-face, hybrid, and virtual), all public schools in the state of Virginia were awarded with a rating of **Accreditation Waived**. Any federally identified

schools will remain identified as such until their outcomes meet or exceed the Federal achievement targets for two consecutive years.

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 for all students and student gap groups not meeting the annual objectives. Teams identify areas of need as well as programs and activities to help increase student achievement. Title I schools identified for Federal improvement must implement evidence-based 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 2022-2023 school year, individual student test result reports (or Student SOL Report Cards) were mailed to you from your child’s school prior to July 1, 2023. Indicators for school quality such as School Quality Profiles (formerly known as SOL Report Cards for student achievement data) and information regarding teacher qualifications for your school, the school division, and Virginia can be accessed at <http://schoolquality.virginia.gov/>. Parents’ Right to Know letters regarding teacher qualifications were mailed to Title I parents on August 31, 2023.

Further information regarding the Virginia’s ESEA accountability system can be accessed at:

<https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/accreditation-federal-reports/federal-accountability>

Yours Truly,



Dr. Angela S. Hairston
Superintendent

School Name (Title I Status)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Annual Parents' Right to Know Meeting for Title I Schools (Dates) *Individual meetings can be scheduled at each site as well*
	State Accreditation Status (based on data from SOL tests taken in 2018-2019) Federal Annual Measurable Outcome (FAMO) Status	The State Accreditation WAIVED due to the impact of the Coronavirus Pandemic on SOL Testing. All Title I schools will retain the Federal Support & Improvement Status designated prior to the Coronavirus Pandemic.	State Accreditation Status (based on data from SOL tests taken in 2021-2022) Federal Annual Measurable Outcome (FAMO) Status	State Accreditation Status (based on data from SOL tests taken in 2022-2023) Federal Annual Measurable Outcome (FAMO) Status		
Forest Hills Elementary (Title I-School Wide)	Accredited NO FEDERAL DESIGNATION	Accreditation Waived NO FEDERAL DESIGNATION	Accreditation Waived	Accredited NO FEDERAL DESIGNATION	Accredited NO FEDERAL DESIGNATION	October 17, 2023 8:30 a.m./3:30 p.m.
E.A. Gibson Elementary (Title I-School Wide)	Accredited with Conditions Comprehensive Support & Improvement	Accreditation Waived Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	October 26, 2023 6:00 p.m.; Pre-recorded session
G.L.H. Johnson Elementary (Title I-School Wide)	Accredited with Conditions Comprehensive Support & Improvement	Accreditation Waived Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	November 14, 2023 9:00 a.m. (Google Meet) 3:30 p.m.
Park Avenue Elementary (Title I-School Wide)	Accredited with Conditions NO FEDERAL DESIGNATION	Accreditation Waived NO FEDERAL DESIGNATION	Accredited with Conditions NO FEDERAL DESIGNATION	Accredited with Conditions NO FEDERAL DESIGNATION	Accredited with Conditions Targeted Support & Improvement	October 27, 2023 10:00 a.m./5:00 p.m.
Schoolfield Elementary (Title I-School Wide)	Accredited with Conditions Targeted Support & Improvement	Accreditation Waived Targeted Support & Improvement	Accredited with Conditions Targeted Support & Improvement	Accredited with Conditions Targeted Support & Improvement	Accredited Additional Targeted Support & Improvement	October 27, 2023 11:00 a.m./5:00 p.m.
Woodberry Hills Elementary (Title I-School Wide)	Accredited with Conditions Comprehensive Support & Improvement	Accreditation Waived Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	November 13, 2023 9:15 a.m. (Google Meet) November 14, 2023 5:00 - 6:30 p.m.
O. T. Bonner Middle (Title I-School Wide)	Accredited with Conditions Additional Targeted Support & Improvement	Accreditation Waived Additional Targeted Support & Improvement	Accredited with Conditions Additional Targeted Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	Accredited with Conditions Comprehensive Support & Improvement	November 14, 2023 9:00 a.m. (Virtual) 5:30 p.m. (in person)
Westwood Middle (Title I-School Wide)	Accredited with Conditions Additional Targeted Support & Improvement	Accreditation Waived Additional Targeted Support & Improvement	Accredited with Conditions Additional Targeted Support & Improvement	Accredited with Conditions Additional Targeted Support & Improvement	Accredited with Conditions Additional Targeted Support & Improvement	November 2, 2023 9:00 a.m. (in person) 4:00 p.m. (Virtual)
Galileo High	Accredited NO FEDERAL DESIGNATION	Accreditation Waived NO FEDERAL DESIGNATION	Accredited with Conditions NO FEDERAL DESIGNATION	Accredited NO FEDERAL DESIGNATION	Accredited NO FEDERAL DESIGNATION	
George Washington High (Title I-School Wide)	Accredited with Conditions NO FEDERAL DESIGNATION	Accreditation Waived NO FEDERAL DESIGNATION	Accredited with Conditions NO FEDERAL DESIGNATION	Accredited with Conditions NO FEDERAL DESIGNATION	Accredited with Conditions NO FEDERAL DESIGNATION	October 24, 2023 6:00 - 7:00 p.m. October 25, 2023 7:00 a.m. (Google Meet)
R.I.S.E Academy (Title I-School Wide)						October 23, 2023 4:00 p.m. (in person) October 26, 2023 7:00 a.m. (Google Meet)

RISE Academy opened during SY22-23.

Note: Please remember that the state accreditation ratings for 2018-forward are Accredited, Accredited with Conditions, or Accreditation Denied.