



*Office of the Superintendent*

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### **Parental Notification Letter Regarding Student Achievement**

September 14, 2016

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. The *Every Student Succeeds Act* (ESSA) designates 2016-2017 as a transition year 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 2017-2018 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 2016-2017. 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 2016-2017 are based on student achievement on Standards of Learning (SOL) tests and other tests in English, mathematics, history/social science and science administered during 2015-2016 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.

The new Every Student Succeeds Act (ESSA) eliminates many No Child Left Behind Act-era requirements and provides greater flexibility for states. ESSA designates 2016-2017 as a transition year 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 2017-2018 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 2016-2017, 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. Schools meeting one or more of the following criteria are identified as Priority schools:

- Title I schools and other schools receiving federal School Improvement Grant funds and identified as a Tier I or Tier II school
- Title I high schools with a federal graduation indicator of 60 percent or less for two or more of the most recent consecutive years
- Title I schools that fail to test 95 percent of students overall and in all subgroups in reading and mathematics for three consecutive years
- Title I schools in which overall achievement in reading and/or mathematics does not meet annual benchmarks — as needed to identify a number of schools equivalent to five percent of the state's Title I schools.

Priority schools must engage a state-approved turnaround partner to help 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 is an identified priority school based upon results from the 2014-2015 school year and G.L.H. Johnson Elementary School has been identified as a focus school based upon results from the 2015-2016 school year. 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 develop and implement improvement plans to raise the achievement of student subgroups not meeting the annual objectives. Teams will also 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, you are encouraged to contact your child's school principal to provide input to the school improvement plan and see how you can become involved in helping the school improve learning and achievement for all students.

Some of the steps we have already taken or plan to implement this year to address the problem(s) that placed your child's school in improvement status include schools:

- 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 sponsoring trainings, school support teams, and guidance.

If you are the parent of a student who participated in the spring 2015 SOL test administration, individual student summaries (or SOL report cards) will be forwarded by each school's principal by September 14, 2016.

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](http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml), <https://plpe.doe.virginia.gov/reportcard/>, or by contacting your school's principal for a hard copy. Parents' Right to Know letters regarding teacher qualifications were mailed to Title I parents on August 23, 2016.

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/federal_programs/esea/essa/index.shtml)  
[http://www.doe.virginia.gov/federal\\_programs/esea/flexibility/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml) and  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.pdf](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.pdf)

Yours Truly,



Stanley B. Jones, Ed.D.  
Superintendent

School Name Title I Program	2014-2015 State Accreditation Status (based on data from SOL tests taken in 2013- 2014)	2015-2016 State Accreditation Status (based on data from SOL tests taken in 2014-2015)	2016-2017 State Accreditation Status (based on data from SOL tests taken in 2015-2016)	2014-2015 FAMO Status	2015-2016 FAMO Status	2016-2017 FAMO Status	Annual Parents' Right to Know Meeting for Title I Schools (Date)
Forest Hills Title I-Targeted Assistance	Fully Accredited	Fully Accredited	Fully Accredited	Met all Federal AMOs-Met Higher Expectations	Met all Federal AMOs-Met Higher Expectations		August 30, 2016
EA Gibson Title I- School Wide	Accredited with Warning: Warned in English, Math, Science	Partially Accredited: Warned School-Pass Rate, Warned in English, Mathematics, Science	Partially Accredited: Warned School-Pass Rate, Warned in English, Mathematics, Science	Did not meet all Federal AMOs; Did not meet in English for ALL, GG1, GG2, Economically Disadvantaged, Students with Disabilities and White ; Did not meet in Math for ALL, GG2, and Students with Disabilities	Did not meet all Federal AMOs; Did not meet in English for ALL, GG1, GG2, Economically Disadvantaged, Students with Disabilities and White		August 30, 2016
GLH Johnson Title I-School Wide	Accredited with Warning: Warned in English, Math, Science	Partially Accredited: Improving School- Pass Rate, Warned in English, Math	To Be Determined Warned in English, Math, Science	Did not meet all Federal AMOs; Did not meet in English for ALL, GG1, Economically Disadvantaged, and in Math for ALL, GG1 and Economically Disadvantaged	Met all Federal AMOs-Met Higher Expectations		September 13, 2016
Park Avenue Title I-School Wide	Accredited with Warning: Warned in English	Partially Accredited: Approaching Benchmark, Warned in English	Partially Accredited: Approaching Benchmark, Warned in English	Did not meet all Federal AMOs; Did not meet in English and Math for Students with Disabilities	Met all Federal AMOs-Met Higher Expectations	SEE BELOW*	September 20, 2016
Schoolfield Title I-School Wide	Accredited with Warning: Warned in English, Math	Partially Accredited: Warned School-Pass Rate, Warned in English, Mathematics	To Be Determined Warned in English, Math	Did not meet all Federal AMOs; Did not meet in English for ALL	Did not meet all Federal AMOs; Did not meet in English for ALL, GG1, GG2, GG3, Economically Disadvantaged; Did not meet in Math for ALL, GG1, GG2, and Economically Disadvantaged		September 13, 2016
Woodberry Hills Title I-School Wide	Accredited with Warning: Warned in English, Math	Accreditation Denied, Warned in English, Math, Science	Accreditation Denied, Warned in English, Math, Science History	Did not meet all Federal AMOs; Did not meet in English for ALL, GG1, Economically Disadvantaged, and Math for ALL, Students with Disabilities	Did not meet all Federal AMOs; Did not meet in English for ALL, GG1, GG2, Economically Disadvantaged, Students with Disabilities, and white, and Math for ALL, GG1, GG2, Economically Disadvantaged, and Students with Disabilities		September 13, 2016

Student SOL Report Cards (SOL Test Parent Reports) will be sent home on September 14, 2016.

\*The state will not report performance against AMOs for the 2015-2016 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 2016-2017 school year. 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.