

Virginia Department of Education

Accreditation Appeal Form 2019-2020

DATE: August 20, 2019

DIVISION INFORMATION

DIVISION: Bristol City

SCHOOL: Virginia Middle

PRELIMINARY 2019-2020 SCHOOL DATA

School Quality Indicator	Preliminary Data
Academic Achievement - English	Level One
Academic Gap - English	Level Three
Academic Achievement - Math	Level One
Academic Gap - Math	Level Two
Academic Achievement - Science	Level One
Chronic Absenteeism	Level Two
Graduation and Completion Index	
Dropout Rate	
College, Career, and Civic Readiness Index	N/A

SCHOOL QUALITY INDICATOR

State the specific School Quality Indicator being appealed and provide subgroup data, if appropriate.

Subgroup – Students with Disabilities in English

English Performance (Based on data through the 2018-2019 school year)

Indicator	Data Source	Passing(2)	Recovery(3)	Growth(4)	EL Progress(5)	Total Tests(6)	Rate	Level(7)
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Achievement Gap - English

Students with Disabilities	Current Year	33	5	11		97	50.52	*Level Three
	Previous Year	41	4	14		132	44.70	
	Cumulative 3 Year	109	11	39		352	45.17	Level Three

Reporting Group	Students Failing - Current Year	Students Tested - Current Year	Failure Rate - Current Year	Students Failing - Previous Year	Students Tested - Previous Year	Failure Rate - Previous Year	Percent Change in Failure Rate(1)	Failure Rate Criteria Met?(2)	Performance Level - Current Year
Students with Disabilities	59	92	64.13	87	128	67.97	-5.65	N	Level Three

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Our initial calculations on the 10% Reduction in Failure Rate for Students with Disabilities in English showed 13.13% reduction. There was an error in our computation as we included growth students and recovery students in our calculations. Our appeal centers on the fact that we believe those measures (growth and recovery), if included in other parts of the accreditation process, should also be included when computing the Reduction in Failure Rate. Here are our calculations using recovery and growth:

- This year $(59-11-5)/92 = 46.73\%$
- Last year $(87-14-4)/128 = 53.9\%$
- Failure rate decreased by 7.17 or 13.13%

Virginia Department of Education

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Steven L. Fletcher

School Board Chair Name (printed/typed)

St L Fth

School Board Chair Signature

8-21-19

Date

Keith Perrigan

Superintendent Name (printed/typed)

Keith Perrigan

Superintendent Signature

8-20-19

Date

Virginia Department of Education
Accreditation Appeal Form
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DATE: 8/15/2019

DIVISION INFORMATION

DIVISION: Fairfax County Public Schools SCHOOL: Fort Belvoir Elementary School

PRELIMINARY 2019-2020 SCHOOL DATA

School Quality Indicator	Preliminary Data (as of 8/10/2019)
Academic Achievement - English	Level Two – 72.99 (3YR)
Academic Gap - English	Level Three (Black 61.22 3YR%; SWD-55.75% 3YR)
Academic Achievement - Math	Level One – 84.66%
Academic Gap - Math	Level One
Academic Achievement - Science	N/A
Chronic Absenteeism	Level One – 10.24%
Graduation and Completion Index	N/A
Dropout Rate	N/A
College, Career, and Civic Readiness Index	N/A

SCHOOL QUALITY INDICATOR

State the specific School Quality Indicator being appealed and provide subgroup data, if appropriate.

This appeal is to request that Fort Belvoir Elementary School (FBES) in Fairfax County Public Schools (FCPS) does not receive a Level Three designation for the English Academic Achievement Gap school quality indicator due to extenuating circumstances. FBES is a primary school serving prekindergarten through third grade. With third grade the only tested level for accreditation, many standard performance level calculation components are not available, including remediation recovery, SOL growth, and English learner progress. This puts FBES at a disadvantage compared to the upper elementary school it feeds and other elementary schools in FCPS.

FBES is located on the Fort Belvoir military installation and its students are almost universally military-connected. The FBES mobility rate is the highest in the division, averaging over 35 percent annually. In the 2018-19 school year, approximately 30 percent of FBES students were enrolled only part of the school year. This high mobility rate negatively impacts student performance on Standards of Learning (SOL) tests, as students often enter the school with significant gaps in their learning following multiple transitions across schools in states and countries with differing curricula and academic support resources. Fort Belvoir is designated as a compassionate reassignment location for the military; families are specifically stationed at Fort Belvoir to access specialized medical, mental health, and/or therapeutic services. Approximately 22 percent of FBES students are identified for special education services, 10 percentage points higher than the division average. Fort Belvoir Hospital provides FBES with a full-time behavioral health counselor and a part-time psychiatrist to meet student needs. Additionally, the Army provides FBES with two full-time military family life counselors to support students with issues and stressors related to military service, such as deployment, separations, and relocation. Given the demographics and unique circumstances at FBES, the school faces unusually high level of student need, which influenced outcomes on the Grade 3 Reading SOL test for the school's English Academic Achievement and English Academic Achievement Gap indicator levels for 2018-19.

FBES also reflects unique positive circumstances with respect to recent staffing changes. In 2018-19, FBES received a highly experienced and strategic principal, whom the division placed at the school to address ongoing challenges and concerns related to behavior, mental health issues, and academic performance. Two new assistant principals, two new instructional coaches, and a new special education lead teacher were also hired at FBES, bringing deep knowledge of academic content and special education programs, honed skills in differentiation and facilitation, and strengths in relationship-building with both adults and students. A new special education lead teacher was also hired this year in order to reset procedures and implement instructional improvements for the special education population and a full-time psychologist was placed at the school.

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REASON FOR APPEAL

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This appeal is based on the premise the solid foundation in instructional collaboration that the new FBES principal and team laid during 2018-19 will translate to academic improvements for English during the 2019-20 school year equivalent to those seen for mathematics in 2018-19 outcomes.

Based on 2017-18 assessments, FBES's 2018-19 accreditation status was Level Three for both the Mathematics Academic Achievement indicators and the Mathematics Academic Achievement Gaps indicator, resulting in Accredited with Conditions status. With this status in public eye and Academic Reviews focused on mathematics, the new administrative team created action steps for transformation and improvement that yielded significant mathematics gains in every student group (20 or more percentage points higher in 2018-19 preliminary data compared to 2017-18). A focus on common assessments helped the third grade team align teaching to grade-level standards and target small group instruction and intervention based on formative student data. Given the school's priority to improve mathematics outcomes, the team focused its embedded intervention block exclusively on mathematics and worked with a new intervention specialist to provide targeted supports. Teachers engaged in professional development that promoted consistent routines and procedures for effective use of whole group, small group, and one-on-one instruction on a daily basis. Implementation of researched-based instructional programs extended the team's ability to engage students through scaffolded content, strategies, and skills. These concerted efforts produced rapid improvements for the mathematics, with the preliminary 2018-19 overall mathematics pass rate at 84.66 percent, compared to 62.92 percent in 2017-18, and similarly impressive gains in each student reporting group.

With a record of success with mathematics, the team is prepared to refocus its improvement efforts to reading instruction. By utilizing parallel structures to those that led to FBES mathematics gains, commensurate increases are predicted for reading in 2019-20. A number of professional development opportunities have been generated to reset and refine team practices in reading instruction. In addition to professional development supported through individual coaching cycles, third grade teachers access the K-3 Foundations course, Observing and Responding to Literacy Learners. The school has devoted funding to improve access to high quality literature through an expanded bookroom and enhanced classroom libraries. Grade-level teams meet weekly for job-embedded professional development that builds language arts content knowledge and improves pedagogy. Team leaders are provided extended contracts to support school improvement planning, analyze team data, and plan for how they will support new teachers in preparing for the year. FBES will also continue to receive assistance from the FCPS Office of School Support by way of coaching, modeling, facilitation, and consulting.

Important structural changes are also underway to support reading improvements. The instructional schedule has been refined to better support a full, uninterrupted reading block. The grade-level has been divided into two teams to improve the effectiveness and efficiency of the instructional collaboration, with 4-5 teachers per team supported by resource staff. Highly-qualified, experienced teachers have been hired for vacant classroom positions and other key instructional positions, including a librarian and school-based technology specialist. A supplemental school counselor and new crisis resource teacher position were added as additional behavioral supports; and teachers receive ongoing professional development in tenets of Responsive Classroom to better support the emotional and behavioral needs of students across content areas, decreasing the number of instructional interruptions due to behavior management.

As demonstrated above, FBES represents extenuating circumstances both in its unique student population and its proven ability to turn around low academic performance overall and in student groups. These conditions warrant special consideration when determining the school's English Academic Achievement Gap performance level for 2019-20 accreditation status.

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REQUIRED SIGNATURES

Karen Corbett Sanders, Chair

School Board Chair Name (printed/typed)

Karen Corbett Sanders

School Board Chair Signature

8/21/2019

Date

Scott S. Brabrand, Ed.D., Division Superintendent

Superintendent Name (printed/typed)

Scott S. Brabrand

Superintendent Signature

08/21/2019

Date

Virginia Department of Education
Accreditation Appeal Form
2019-2020

DATE: 8/12/2019**DIVISION INFORMATION**DIVISION: Fairfax County Public Schools SCHOOL: Justice High School**PRELIMINARY 2019-2020 SCHOOL DATA**

School Quality Indicator	Preliminary Data (as of 8/3/2019)
Academic Achievement - English	Level One – 91.28 (3YR)
Academic Gap - English	Level One
Academic Achievement - Math	Level One – 87.31
Academic Gap - Math	Level One
Academic Achievement - Science	Level One – 84.30
Chronic Absenteeism	Level Two – 19.42
Graduation and Completion Index (GCI)	Level Two – 87.47 (3YR)
Dropout Rate	Level Three – 11.77 (3YR)
College, Career, and Civic Readiness Index	N/A

SCHOOL QUALITY INDICATOR

State the specific School Quality Indicator being appealed and provide subgroup data, if appropriate.

This appeal is to request that Justice High School (JHS) in Fairfax County Public Schools (FCPS) does not receive a Level Three designation for the new Dropout Rate School Quality Indicator due to extenuating circumstances. JHS has maintained a GCI around 85 since 2011-12 and made improvements to reach 88 for the Class of 2018. However, the new Dropout Rate indicator presents additional hurdles for JHS based on the unique circumstances and high level of needs among many students they serve.

This appeal is based on the case of 51 out of the 59 total dropouts seen in preliminary data. For each of these students, JHS was their first school of enrollment after entering the United States, and 45 percent were enrolled by a non-parent (guardian) or self. All 51 of these students are English learners (ELs) at English Language Proficiency levels 1-3, and 35 percent of had periods of interrupted education prior to JHS enrollment. Fifty-eight percent are eligible for free or reduced-price meals, facing economic and family obligations that compete daily with their educational interests. Seventy-three percent were age 16 to 18 at the time of enrollment and, due to their accrued number of high school credits, were enrolled at a grade level where they are older than their peers. Sixty-five percent discontinued to come to school after their 18th birthday, when school attendance was no longer compulsory (for students going through the immigration process, their advocates often advise them that school is required only through age 18). These students face the overwhelming academic challenge of learning English and meeting high school graduation requirements, including passing state tests, often while needing to provide economically for themselves and their families. As a result, approximately 27 percent of dropouts attended JHS for less than 10 months before leaving school. Furthermore, 44 JHS dropouts had a withdrawal date prior to the start of the 2018-19 school year. Many of these students left the neighborhood at that time, often with little or no communication to friends or neighbors, making the task of locating and documenting an updated cohort status for these students all the more challenging.

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REASON FOR APPEAL

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Since August 2015 Justice HS has dedicated resources to address on time graduation (OTG) efforts. This included hiring an OTG staff member, three deans of students, one additional assistant principal, one additional instructional coach, an English for Speakers of Other Languages (ESOL) counselor, and last year we purchased an additional social worker. In addition, the Justice HS staff has taken an approach of collective responsibility with all teachers, administrators, and other key staff such as the school psychologist, Systems of Support Advisor, instructional coaches, and parent liaisons supporting this work.

JHS staff begins each year by reviewing the dropouts for each cohort. From the first day of school forward, staff are continually tracking students who do not come to school and use strategies on a daily basis to follow up, persuade students to return to school, or find alternative educational pathways that will help them reach graduation. The three deans conduct attendance interventions to include attendance counseling circles, parent and student conferences, and daily attendance monitoring and student and parent follow-up. The school's assigned FCPS Attendance Officer also supports these efforts. Staff educate students about alternative options that are available and provide waivers for students who need an adjusted schedule. All such student contact is documented. When staff are unable to reach students and families by phone, they go into the community, conducting home visits and job visits, if the place of employment is known. Staff regularly researches social media, inmate locator databases, and the ICE Online Detainee Locator System in an effort to find JHS students.

For each cohort, staff maintains an OTG risk list, which is used to monitor the academic, behavioral, and social/emotional progress of at-risk students. Weekly "Kid Talk" meetings between administrators, deans, and counselors include time to review progress, determine action steps, and follow up on interventions. During quarterly OTG check ins, a larger group of key stakeholders within the school reviews this list and develops interventions. At-risk seniors are given a faculty mentor who also supports their progress. Alternative school or program options, such as an online credit recovery program, are assigned when appropriate. JHS funds an FCPS alternative program on campus and serves as a satellite campus for an Adult HS night program. Staff periodically organize field trips and on-site registration events for nearby alternative schools and arrange transportation for students to access these programs, as needed. For the 2018-19 school year JHS successfully transitioned 22 students to alternative services, including alternative HS, Adult HS, and alternative programs, as a proactive intervention intended to support these potential dropouts to remain in school. JHS staff further supports at-risk students through newcomer EL programming that is continually revised and adapted to best meet their needs. This programming supports the academic and personal/social needs of students. A state High School Innovation grant award has allowed JHS to provide additional opportunities for mentoring, career exploration, and instructional programs.

JHS staff are relentless in OTG efforts to keep students in school to reach graduation. Students new to the U.S. and those with economic and/or language acquisition hurdles graduate from JHS on a regular basis. To illustrate, roughly one-third of the Class of 2019 were the first in their family to graduate high school and two-thirds were the first in their family to go to college. The JHS staff successfully cultivates their transient and challenging student population daily. The students featured in this appeal, however, represent unique conditions that warrant special consideration when determining the school's Dropout Rate performance level.

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REQUIRED SIGNATURES

Karen Corbett Sanders, Chair

School Board Chair Name (printed/typed)

Karen Corbett Sanders
School Board Chair Signature

8/20/2019
Date

Scott S. Brabrand, Ed.D., Division Superintendent

Superintendent Name (printed/typed)

Scott S. Brabrand
Superintendent Signature

08/16/2019
Date

Virginia Department of Education

Accreditation Appeal Form 2019-2020

DATE: 08/15/2019

DIVISION INFORMATION

DIVISION: Fairfax County Public SchoolsSCHOOL: Mount Vernon High School

PRELIMINARY 2019-2020 SCHOOL DATA

School Quality Indicator	Preliminary Data (as of 8/10/2019)
Academic Achievement - English	Level One: 87.46 (3 YR)
Academic Gap - English	Level One
Academic Achievement - Math	Level One: 72.78
Academic Gap - Math	Level Two
Academic Achievement - Science	Level One: 73.68
Chronic Absenteeism	Level One: 22.11 (R10)
Graduation and Completion Index (GCI)	Level Two: 87.44 (3 YR)
Dropout Rate	Level Three: 11.63 (3 YR)
College, Career, and Civic Readiness Index	N/A

SCHOOL QUALITY INDICATOR

State the specific School Quality Indicator being appealed and provide subgroup data, if appropriate.

This appeal is to request that Mount Vernon High School (MVHS) in Fairfax County Public Schools (FCPS) does not receive a Level Three designation for the Dropout Rate school quality indicator due to extenuating circumstances.

Of the 62 students whose latest status is "Dropout" or "Unconfirmed" in the 2019 GCI cohort:

- Forty-eight (48) were English learners (ELs);
- Seven (7) had periods of interrupted education;
- Five (5) qualified as homeless under the McKinney-Vento Act;
- Thirty-two (32) were eligible for free or reduced-price meals;
- Ten (10) were aged 17 or older at the time of enrollment at MVHS; and
- Thirty-four (34) were 18 or older at the time of withdrawal, with 18 of these withdrawing shortly after their 18th birthday.

Additionally, a significant number of the students who withdrew during their senior year needed five or more standard and/or verified credits to graduate, presenting a daunting challenge for young adults with competing needs and priorities outside school.

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MVHS has dedicated resources to mitigate the impact of challenges faced by students, such as the 62 above, who have dropped out or are at risk of dropping out. Consistent application of these resources manifested in a 3.43 percentage point decrease in chronic absenteeism between 2017-18 and 2018-19, representing a 13.4 percent reduction from the previous year and qualifying for Level One through "R10". Though the collective efforts outlined below have not yet translated to fewer dropouts at MVHS, these comprehensive interventions and supports represent a framework that keeps students in school and, over time, will render similar improvements as where seen for chronic absenteeism.

MVHS assigned staff specific roles and responsibilities for monitoring and supporting attendance and dropout risks, as follows. MVHS dedicated a full-time counselor position to on-time graduation (OTG) and dropout supports, working specifically with students at risk of dropping out and those who had already dropped out, as well as two full-time counselor positions to provide services for ELs. The school support team also included a full-time Systems of Support Advisor (SOSA), responding to students' behavioral and social-emotional needs; two school psychologists, offering support for students with trauma and other social-emotional needs; and two social workers, connecting students and their families to community and school resources. The school funded a full-time instructional coach, who supported content teams in devising appropriate academic interventions and scaffolds, as well as two full-time and one part-time parent liaison, supporting family outreach and involvement, including translation and interpretation services. These staff together with the division-assigned attendance officer comprised an Attendance Committee during 2018-19, which formally monitored and planned strategic actions for mitigating chronic absenteeism. This same team will expand its focus in 2019-20 to officially address the school's dropout rate.

The MVHS Attendance Committee undertook specific, strategic interventions in 2018-19, as follows. Committee members supported school staff in implementing a systematic referral model to communicate attendance concerns to the designated attendance committee member for collective tracking through a shared spreadsheet. Staff leveraged a "No Show" form to gather actionable information on the 51 students who did not return for the start of the 2018-19 school year. Members of the committee led attendance circles, engaged in social media monitoring through Facebook, conducted a total of 19 home visits and 15 job visits, and logged phone calls with dozens of students and families in the preferred correspondence language. The committee recommended students for "Return to Learn" meetings led by MVHS assistant principals and for adapted schedules and/or full-day waivers, as appropriate. Committee members collaborated with colleagues to advertise and host on-site information and registration sessions for alternate educational opportunities, such as the division's alternative and adult high schools. These sessions were targeted to both students and parents/guardians and were advertised through on social media, neighborhood canvassing, and distribution of bilingual flyers. Additionally, the OTG counselor attended monthly division-wide OTG collaboration meetings, which featured shared strategies and resources, data analysis, and action planning to further the work of the school team.

MVHS's substantial reduction (nearly 13.5 percent) in the chronic absenteeism rate for 2018-19 is evidence that the school has an effective framework, which can be leveraged to attain similar success in reducing the dropout rate during the 2019-20 school year. As such, the special consideration is warranted when determining the school's Dropout Rate performance level.

Virginia Department of Education

Accreditation Appeal Form
2019-2020

REQUIRED SIGNATURES

Karen Corbett Sanders, Chair

School Board Chair Name (printed/typed)

Karen Corbett Sanders

School Board Chair Signature

8/21/2019

Date

Scott S. Brabrand, Ed.D., Division Superintendent

Superintendent Name (printed/typed)

Scott S. Brabrand

Superintendent Signature

8/21/2019

Date