



Richmond City Public Schools

**Boushall Middle School
Armstrong High School
George Wythe High School**
Conditional Accreditation Request

The Core Practice Framework

College and Career Readiness for All Students

High-Quality Instruction

Theme 1

Student Learning:
Expectations & Goals

Theme 2

Staff Selection, Leadership,
& Capacity Building

Theme 3

Instructional Tools:
Programs & Strategies

Theme 4

Monitoring: Compilation,
Analysis, & Use of Data

Theme 5

Recognition, Intervention,
& Adjustment

Classroom Core Practices

School Core Practices

District Core Practices

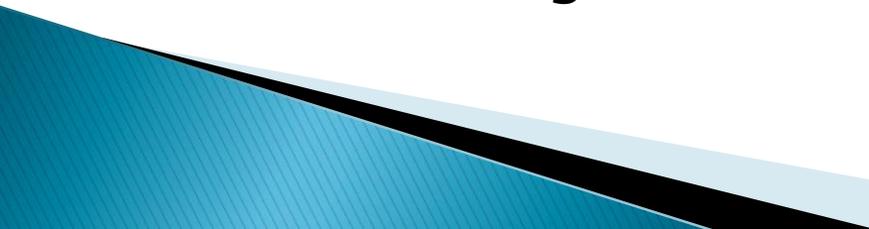
District's Clear, Prioritized Academic Objectives

State Standards

Student Learning: Expectations & Goals

- ▶ Align written, taught and assessed curriculum
 - ▶ Ensure vertical articulation of curriculum for development of appropriate pre-requisite skills
 - ▶ Implement a district lesson plan template
 - ▶ Develop pacing guides, model lessons and benchmarks by instructional teams, including teachers
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Staff Selection, Leadership & Capacity Building

- ▶ Develop collaborative learning communities at each level (district, school and classroom)
 - ▶ Provide rigorous and ongoing professional development opportunities that support and develop the instructional leadership of the principal
 - ▶ Develop internal candidates for leadership positions
 - ▶ Focus professional development on understanding, teaching, and assessing the district's written curriculum
 - ▶ Prioritize recruitment of a talented teacher pool
 - ▶ Provide training on district instructional initiatives and non-negotiables
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Instructional Tools: Programs & Strategies

- ▶ Align instructional programs and resources with the *Standards of Learning* and *Standards of Learning Curriculum Framework*
- ▶ Implement a non-negotiable district lesson template (includes VDOE recommended components)
- ▶ Increase accountability for principal supervision of instructional program – fidelity of implementation of teacher and principal evaluation system

Monitoring: Compilation, Analysis, & Use of Data

- ▶ Implement of a longitudinal data system
 - ▶ Implement district–developed aligned benchmarks
 - ▶ Review analysis of data with principals
 - ▶ Organize classroom visitations by district– and school–level administrators and specialists
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Recognition, Intervention, & Adjustment

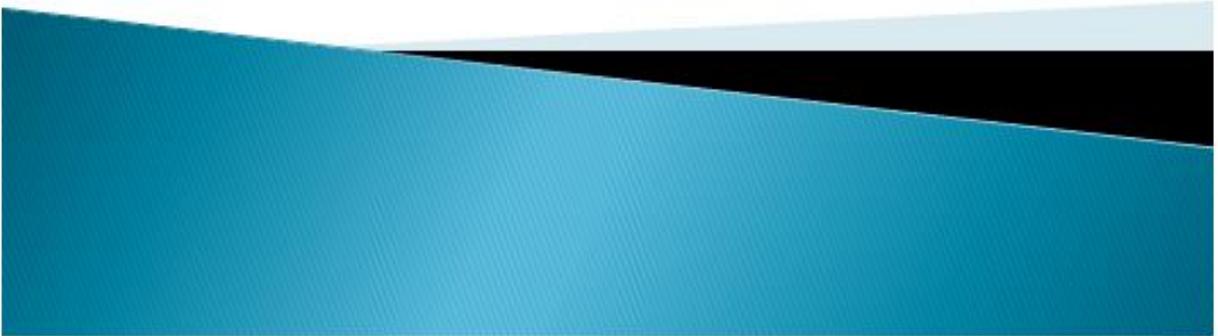
- ▶ Identify and share the most effective instructional practices in the district
 - ▶ Supplement classroom-level interventions with research-based interventions for students who are below grade level
 - ▶ Adjust curriculum and instructional resources based on student performance
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Richmond City Public Schools

Review of 3-Year Trend Data

Boushall Middle School
Armstrong High School
George Wythe High School



Boushall Middle School Accreditation Scores (3 years)

6th Grade					
School Year	English: Reading	Mathematics	US History I		
2011-12	85%	62%	68%		
2012-13	40%	42%	73%		
2013-14	43%	57%	72%		
7th Grade					
School Year	English: Reading	Mathematics	US History II		
2011-12	89%	43%	90%		
2012-13	49%	18%	75%		
2013-14	54%	37%	82%		
8th Grade					
School Year	English: Reading	Writing	Math	Civics and Economics	Science
2011-12	80%	83%	41%	78%	76%
2012-13	35%	37%	19%	75%	36%
2013-14	51%	47%	33%	78%	59%
School Year	Algebra I	Earth Science	Geometry		
2011-12	100%	100%	-		
2012-13	78%	92%	-		
2013-14	93%	92%	100%		

Boushall Middle School has exited priority status, therefore will not be required to secure a lead turnaround partner in 2014-2015. Boushall Middle School made gains in 11 of 13 previously assessed content areas from 2012-213 to 2013-14. In the 2 additional content areas, 1 remained unchanged at (Earth Science 92%) and the other decreased by 1 percentile point (USI). Double digit gains were made in 53% of content areas (7/13). English: Reading in grades 6 and 7 have made incremental gains, while grade 8 increased 16 percentile points. Writing increased by 15 19 and 10 percentile points in grades 6, 7 and 8 respectively. All mathematics courses have made significant double digit increases from 2012-2013. In addition, Grade 8 Science has rebounded since the 2012-2013 assessment under the new standards. History scores exceed the benchmark at all grade levels.

Armstrong High School Accreditation Scores (3 years)

School Year	English: Reading	Writing	Algebra I	Geometry	Algebra II
2011-12	81%	64%	23%	34%	75%
2012-13	68%	37%	41%	17%	66%
2013-14	76%	36%	49%	64%	67%
School Year	VA & US History	World History I	World History II	World Geography	
2011-12	60%	66%	68%	<	
2012-13	56%	50%	74%	<	
2013-14	65%	65%	66%	<	
School Year	Earth Science	Biology	Chemistry	Graduation Completion Index	
2011-12	78%	66%	88%	64%	
2012-13	58%	46%	75%	72%	
2013-14	70%	57%	82%	82%	

Armstrong High School has exited priority status, therefore will not be required to secure a lead turnaround partner in 2014-2015. Armstrong made gains in 10 of 12 content assessments from 2012-2013 to 2013-14. Double digit gains were made in approximately 50% of content areas (5/11). The GCI has increased 18 percentile points over the past 3 years, to include a 10 percentile increase from 2012-2013 to 2013-2014. English: Reading is making strong gains after the initial assessment under the new standards in 2012-13. Algebra I and Geometry have increased since the first assessment under the new standards in 2011-2012. In addition, science has rebounded since the 2012-2013 assessment under the new standards. Growth in history scores evidences a closer alignment with standards and instructional delivery.

George Wythe High School Accreditation Scores (3 years)

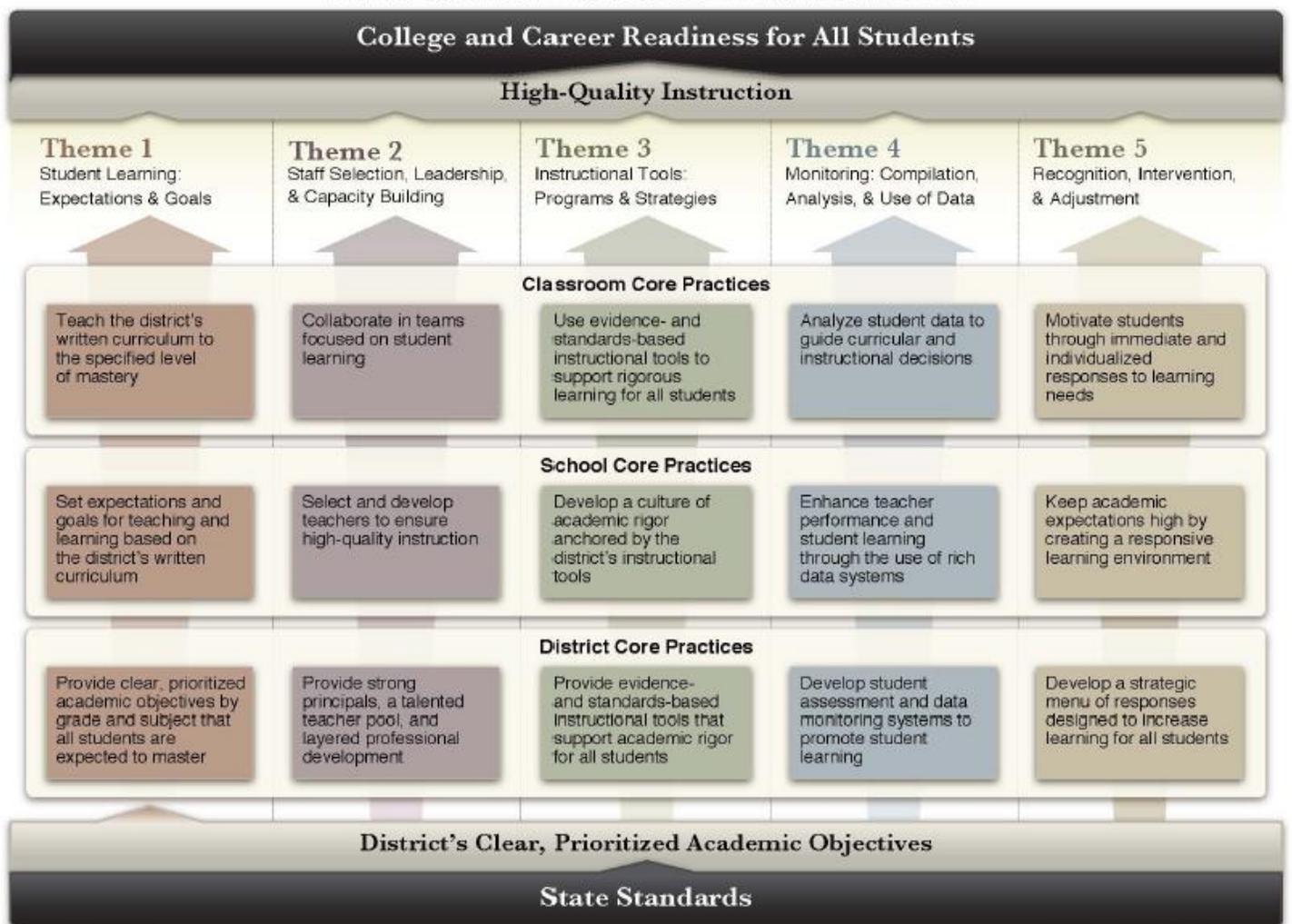
School Year	English: Reading	Writing	Algebra I	Geometry	Algebra II
2011-12	93%	85%	41%	63%	36%
2012-13	74%	59%	59%	28%	77%
2013-14	88%	89%	79%	41%	82%
School Year	VA & US History	World History I	World History II	World Geography	
2011-12	73%	95%	91%	87%	
2012-13	71%	56%	68%	58%	
2013-14	91%	78%	70%	73%	
School Year	Earth Science	Biology	Chemistry	Graduation Completion Index	
2011-12	80%	80%	93%	74%	
2012-13	65%	60%	80%	72%	
2013-14	60%	75%	92%	78%	

George Wythe High School made gains in 11 of 12 content assessments from 2012-213 to 2013-14. Double digit gains were made in approximately 75% of content areas with over 20 percentile point gains in 4 content areas. The GCI has increased 4 percentile points over the past 3 years. English: Reading and writing have made strong gains after the initial assessment under the new standards in 2012-13. All mathematics courses have made significant increases since the first assessment under the new standards in 2011-2012. In addition, science has rebounded since the 2012-2013 assessment under the new standards, with the exception of Earth Science. Growth in history scores evidences an improved alignment with standards and instructional delivery.

The Research Base Underlying the Vision for Richmond City Schools

Richmond City Schools is applying the research-based practices of the ACT’s National Center for Educational Achievement (NCEA) to reorganize and repurpose the organization to have greater success at growing students towards college and career readiness. NCEA’s research extends across 20 states, 300 districts, and over 550 school systems. The detailed results of this research are organized into NCEA’s Core Practice Framework (*see diagram below*) and provides educators with guidelines for creating cohesive, aligned systems geared to all students mastering high standards.

The Core Practice Framework



Richmond City Public Schools
Revised Teacher Performance and Licensure Reports

Richmond City Public Schools' previous Teacher Performance and Licensure Data reports submitted with the initial letters for a request for *Conditional Accreditation* have been revised to evidence the most accurate data available now that all new hires have been accounted for in the database. Revised reports reflecting current teacher data for each school as of September, 12, 2014 are attached.

Attachment B

Thomas C. Boushall Middle School

Current Grade Span: 6-8

Richmond City Public Schools

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	3	7.5%	
Number of the above teachers returning in 2014-2015	3		
Number and percent of teachers scoring proficient in 2013-2014	34	85%	
Number of the above teachers returning in 2014-2015	31		
Number and percent of teachers scoring below proficient in 2013-2014	3	7.5%	
Number of the above teachers returning in 2014-2015	1		
Number and percent of teachers fully licensed in 2014-2015	27	64.2%	
Number and percent of new teachers to the school in 2014-2015	17	40.4%	
Number and percent of provisional teachers in 2014-2015	9	35.7%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	0	0%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	3	6.6%	(2) exceptional education; (1) Title I math

- **36 teachers in 2013-2014**
- **45 teachers for 2014-2015 (increased enrollment): 6 additional teachers/3 long-term substitutes in open positions as of 9/12/14**

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

The principal at Boushall Middle School was hired on July 1, 2011. Boushall Middle School has been transformed in the last three years under the principal's instructional leadership. Her focus on recruiting and building a highly skilled cadre of teachers, creating a culture where the students are "respectful, responsible and ready learn" and where student achievement is everyone's responsibility

have led to improved student achievement. Teachers were held to higher standard of accountability, but supported in the process with a multitude of aligned professional development plans. This transformation has resulted in a school culture of excellence where there are clear behavioral and academic expectations for students and staff. In closing, Thomas C. Boushall Middle School has made progress in approximately 50% of the courses assessed in 2013-2014. Although history has seen declines in grades 6-8, preliminary data indicates the school will meet the accreditation benchmark in this content area. Math performance has demonstrated gains for each grade level. Mathematics assessment and Grade 8 Science made gains of 12 percentile points.

Area(s) of Reconstitution:

Governance

Change in Staff

Change in Instructional Program

Attachment B

Armstrong High School

Current Grade Span: 9-12

Richmond City Public Schools

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	1	1.92%	
Number of the above teachers returning in 2014-2015	1		
Number and percent of teachers scoring proficient in 2013-2014	49	94.83%	
Number of the above teachers returning in 2014-2015	46		
Number and percent of teachers scoring below proficient in 2013-2014	2	3.85%	
Number of the above teachers returning in 2014-2015	1		
Number and percent of teachers fully licensed in 2014-2015	56	84.8%	
Number and percent of new teachers to the school in 2014-2015	8	12.1%	
Number and percent of provisional teachers in 2014-2015	10	15.1%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	0	%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	2	2.9%	(1) Exceptional Education (1) Technical Education

- **65 teachers in 2013-2014**
- **68 teachers in 2014-2015 (increased enrollment): 3 additional teachers/2 long-term substitutes in open positions as of 9/12/14**

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

The principal's instructional leadership and focus on high school students' success is reflected by the school's the 18 percentile point gain in graduation rate (64% to 82%). The principal's strategic staffing

plan has led to greater student learning as evidenced by gains from 2013-2014 to 2014-2015 by in English (8 percentile points) Algebra I (8 percentile points), Geometry (47 percentile points), VA and US History (9 percentile points), World History (15 percentile points), Earth Science (12 percentile points, Biology (11 percentile points), Chemistry (7 percentile points). Principal initiatives have included: Senior Parent Teacher Conferences for at-risk graduates, partnerships with local universities for internships and dual enrollment opportunities, community partnerships and staff recognition. Timely communication and monitoring is demonstrated by principal's weekly updates, daily discipline logs, and monitored weekly departmental meetings.

Area(s) of Reconstitution:

X Governance

X Change in Staff

X Change in Instructional Program

Attachment B

George Wythe High School

Current Grade Span: 9-12

Richmond City Public Schools

Teacher Performance and Licensure Data

Description	Number of Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers scoring above proficient in 2013-2014	2	2.86%	
Number of the above teachers returning in 2014-2015	2		
Number and percent of teachers scoring proficient in 2013-2014	68	97.14%	
Number of the above teachers returning in 2014-2015	58		
Number and percent of teachers scoring below proficient in 2013-2014	0	%	
Number of the above teachers returning in 2014-2015	0		
Number and percent of teachers fully licensed in 2014-2015	52	83.8%	
Number and percent of new teachers to the school in 2014-2015	7	11.2%	
Number and percent of provisional teachers in 2014-2015	10	16.1%	
Number and percent of teachers not teaching in their endorsed area in 2014-2015 (name each area in which teachers are not endorsed)	0	0%	
Number and percent of long-term substitutes-that may be employed possibly more than 45 days (licensed or not licensed) in 2014-2015 (name each area in which there is a long-term substitute that may be employed more than 45 days)	5	7.4%	(1) Exceptional Ed (1) English (1) History (1) Spanish (1) Business

- **66 teachers for 2013-2014**
- **67 teachers for 2014-2015: 1 additional teacher/5 long-term substitutes in open positions as of 9/12/14**

Principal Tenure at this School and description of track record of success in working in a low-performing school: Explain in a paragraph

The principal at George Wythe High School has been in place since July 25, 2011. The principal has been in place at George Wythe for 3 full years. Accomplishments during her tenure include: increases in Writing (18 percentile points), Mathematics (14 percentile points), History (12 percentile points), and Graduation Completion Index (10 percentile points). Student success has been supported by the principal's increase of inclusion settings for students with disabilities. Reported discipline incidents have decreased by 85%. The principal implemented tutorial and remediation programs during the school day. Her instructional focus and distributed leadership is evidenced by well-developed professional learning communities. Community and business partnerships have doubled during her principalship.

Area(s) of Reconstitution:

Governance

Change in Staff

Change in Instructional Program