

Joint City Council and School Board Session AGENDA

When: February 7, 2017

Time: 5:30 p.m. - 8:00 p.m. (Dinner begins at 5:30 p.m.)

Location: Lynchburg Library - Community Room

Objectives:

- ✓ Strengthen collaboration
- ✓ Concrete actionable item(s) to tackle the achievement gap

TOPIC	Focus	WHO	LENGTH
I. Opening Comments	<ul style="list-style-type: none"> • Feedback from Situational Analysis 	Bonnie Svrcek	15 minutes
II.	<ul style="list-style-type: none"> • Explain why we are here • Measures of Success: <ul style="list-style-type: none"> ✓ Participants are engaged and transparent during the session. ✓ Collaboration of the participants resulting in a minimum of one concrete item to tackle the achievement gap. 	Dr. Brabrand	10 mins.
III. Overview of Roles & Responsibilities	<ul style="list-style-type: none"> • Explain the role of the facilitator, Sponsors, and participants • Housekeeping ground rules 	Gloria Witt	5 minutes
IV. Ice Breaker: Sum of the Whole	<ul style="list-style-type: none"> • Awareness of personality differences 	ALL	25 minutes
V. Reimagine the Achievement Gap Challenge	<ul style="list-style-type: none"> • Share the graphic of Programs • Round 1: From your perspective, what can help accelerate the narrowing of the achievement gap? • Round 2: Identify action steps that can be taken to get the idea in motion? (<i>Financial, Internal Processes, Students, Staff (Teachers, Principals)</i>) • Round 3: Identify any community partners or resources to help. • Round 4: Identify an Owner to execute the idea. Establish a completion date. 	ALL	70 minutes
VI. Close -Out	<ul style="list-style-type: none"> • Solicit feedback on the experience • Decide on Next Steps 	Gloria Witt Bonnie Svrcek Dr. Brabrand	10 minutes

Date: January 13, 2017

Request: Facilitate dialogue with City Council and Lynchburg School Board on February 7, 2017 @ 5:30 p.m.

Completed Interviews: City Manager, Bonnie Svrcek; Superintendent, Dr. Brabrand; Mayor, Joan Foster; Vice Mayor, Treney Tweedy; and School Board Chair, Mike Nilles

Situational Analysis

Insights

1. Joint School Board and Council meeting held in November 2015
2. Progress is being made in closing the achievement gap -- perceived as not fast enough
3. Poverty viewed as a problem - 60% of youth on free or reduced lunch
4. Council driven by metrics to demonstrate progress in reducing the achievement gap
5. School system addressing poverty, mental health, trauma-informed incidents, and teacher staffing needs
6. Listening Sessions conducted by the School - discovered parental concerns around 'respect'
7. Council driven by results to justify budget vs. School focus on managing complex student issues (mental, behavioral, parental support, social economics)
8. Strategic Plan focuses on Achievement, Behavior, Culture - "Every child by need and by name to Graduation"
9. City school ratings are listed on real estate social media sites -- potential impact to economic development - current school ratings C - F (*driven by SOLs*)
10. School has been focused on strengthening Academic Programs, i.e. Gifted Program, Empowerment Academy, STEM Academy, Career Tech, etc., and improving practices (*Lesson Observations, Professional Classroom Observations, Professional Collaborations*)
11. Renewed focus on professional development for the Staff and Principals
12. Perception that Council demonstrates little appreciation/recognition for the work that is being done by the School System -- primary focus on achievement gap
13. Minimal acknowledgement of concerns around the complexity of the issue (closing the achievement gap): external constraints, i.e. federal and state budget reductions, regulations driven by Americans with Disabilities Act (ADA), federal Office of Civil Rights (OCR), etc., felt by the School system
14. Teachers are expected to do more and more; yet compensation/annual merits may be in question -- concern about morale
15. Culture is owned by Superintendent - role of Principal's to cascade culture - implemented new Principal evaluations
16. Opinion that School culture driven by relationships while Council driven by numbers
17. Concern that parental engagement is a challenge for those students most impacted by achievement gap
18. A lot of focus on black youth - impact of such focus (teachers/students)
19. Potential lack of integration of various programs with the end game in mind
20. The achievement gap is perceived as a school issue with City funding support -- community ownership?



Concerns	Thoughts
1. Achievement gap is not closing fast enough - need to accelerate	How to reimagine solutions
2. School budget increase does not correlate with achievement gap reduction	Healthy conversation about the future of education in Lynchburg /pathway to future /roadmap
3. Communication system: School, Council, Community/Parents	Messaging philosophy
4. Clarity around the future of education	A roadmap to achieve breakthrough results
5. Utilization of City and School social workers	Explore improved resource collaboration
6. Perception that similar demographic areas with poverty - achievement gap is diminishing faster	Is Lynchburg doing enough to create a quantum leap?
7. Are teachers prepared to 'connect' to every child by need - cultural differences, diversity, inclusion?	
8. Clarity around the leadership philosophy applied by Principal's to create a school culture that drives performance. Capability/Uniformity/Accountability	Some Principals are acknowledged for achieving school 'turn-around' - how do they do it?
9. Perception that some teachers are afraid of students	
10. Opinion that there are many great programs to address complex challenges - - are the program solutions integrated and progressive?	
11. How is culture established once stated by Superintendent?	Principal and Teacher accountability of outcomes
12. Lack of expressed appreciation for the achievements by the School	Is there a picture that captures all the programs?

Potential Measures of Success Expressed

Identify one concrete area of collaboration between Council and the School Board to accelerate narrowing or closing the Achievement Gap

List of potential items to address behavioral challenges in the classroom

Outline a pathway to the future of education

Action Planning and Accountability Outcomes

Gloria T. Witt, Founder & CEO

Procedures

Lesson Observations
Professional Learning Communities
Positive Behavior Intervention and Supports
School Culture Survey



Programs

Empowerment Academy
Early College
AP Courses
Career Tech Courses
STEM Academy
Dual Enrollment

Accelerate achievement for underperforming students while raising the bar for all



Achievement

Reading: 2nd highest SOL growth rate 17 15-15
Math: Highest SOL growth rate 17 15-15
Graduation Rate: 2% increase for all; 5 % for black students; 11% for economically disadvantaged
4 % increase in black students taking advanced courses; 5% for economically disadvantaged

Behavior and Culture

Attendance: 10% increase in black students missing less than 7 days
Referrals: 5% increase in black students with no referrals
Suspensions: 6% increase in black students with no out of school suspensions



Policies

New discipline plan
Revised gifted plan
Promise Plan

People

New teacher training
Mentor program
Instructional coaches



Partnerships

Men 2 School
Watch DOGS
Donuts with Dads
Muffins with Moms
Colleges, Universities, Businesses, Organizations



A TRADITION OF EXCELLENCE FOR ALL



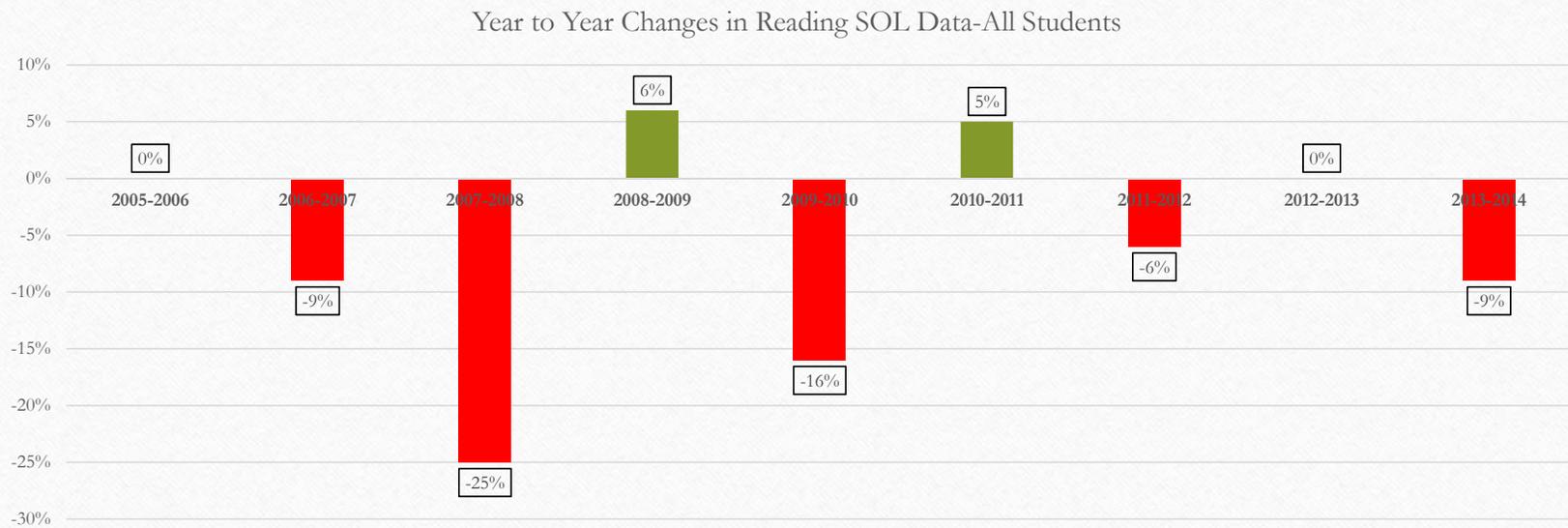
Two Key Myths Underlying the Budget and Achievement Debate

January 27, 2017

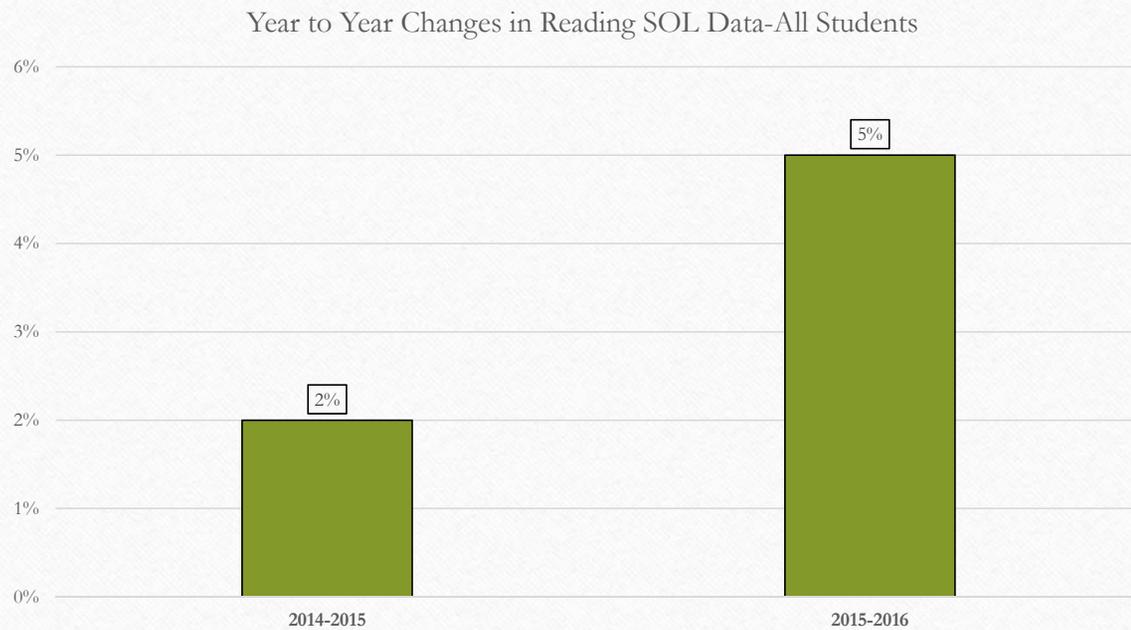
Myth #1

LCS is declining or stagnant in their efforts to improve achievement

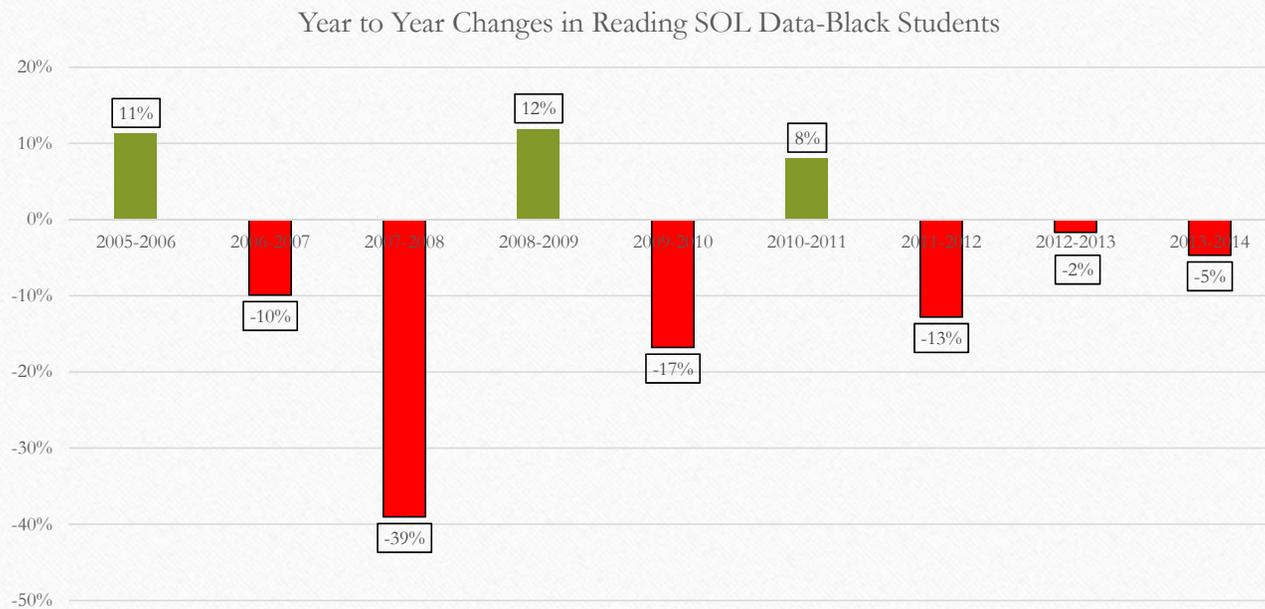
Changes in Reading SOL Rank: 2005-2014 (All Students)



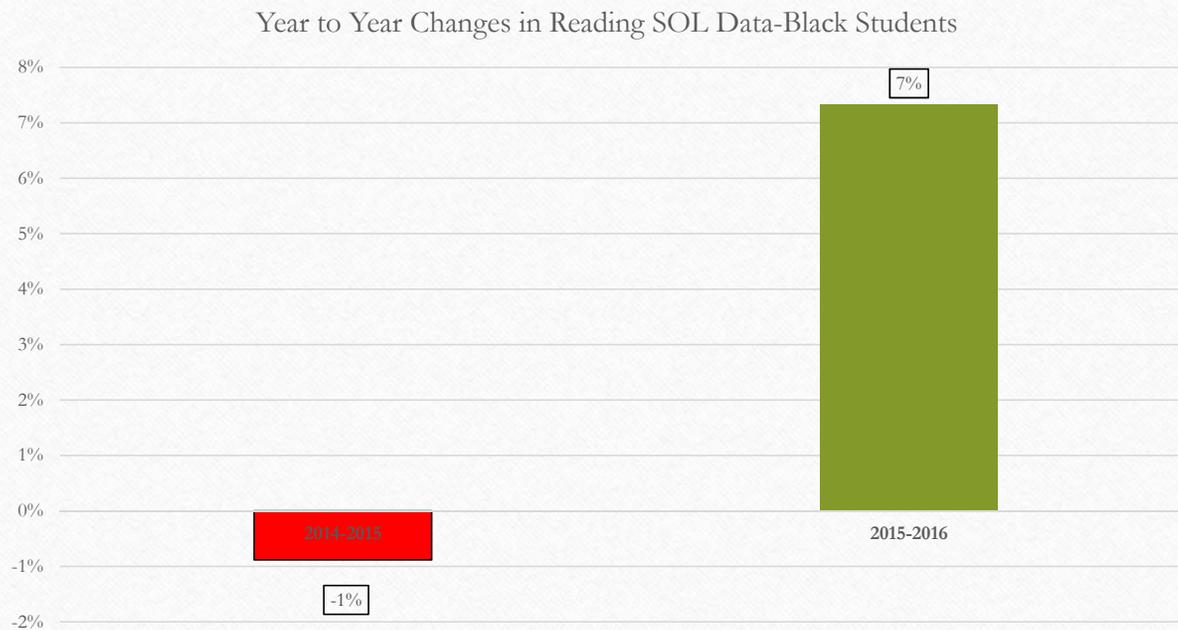
Changes in Reading SOL Rank: 2014-2016 (All Students)



Changes in Reading SOL Rank: 2005-2014 (Black Students)

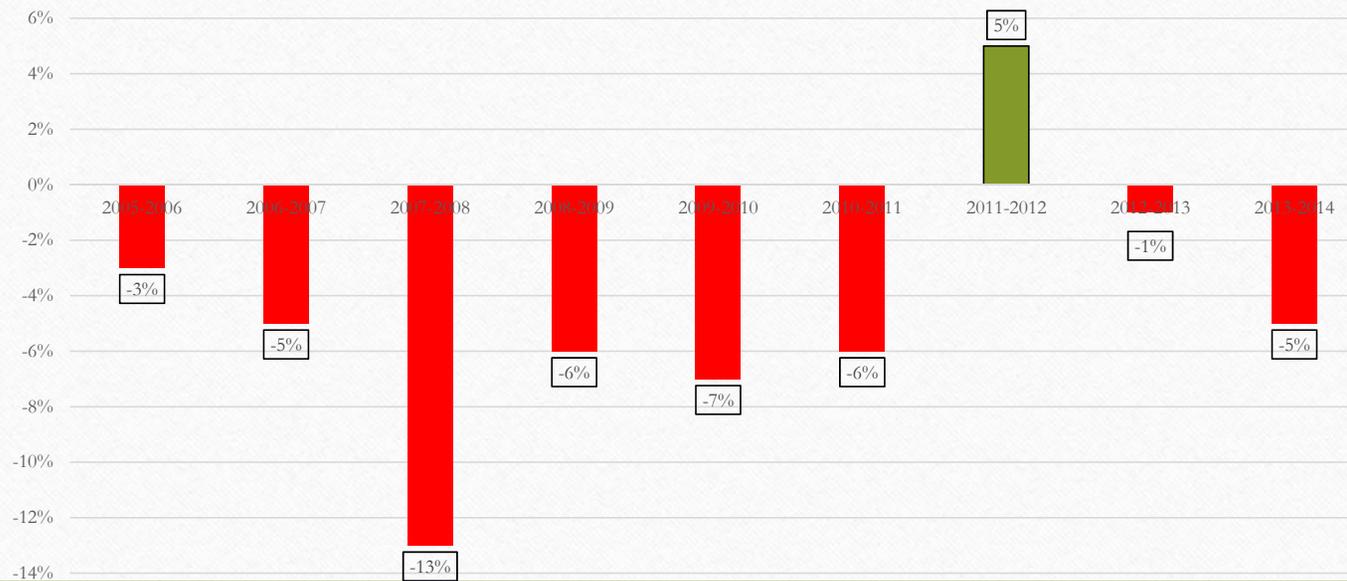


Changes in Reading SOL Rank: 2014-2016 (Black Students)



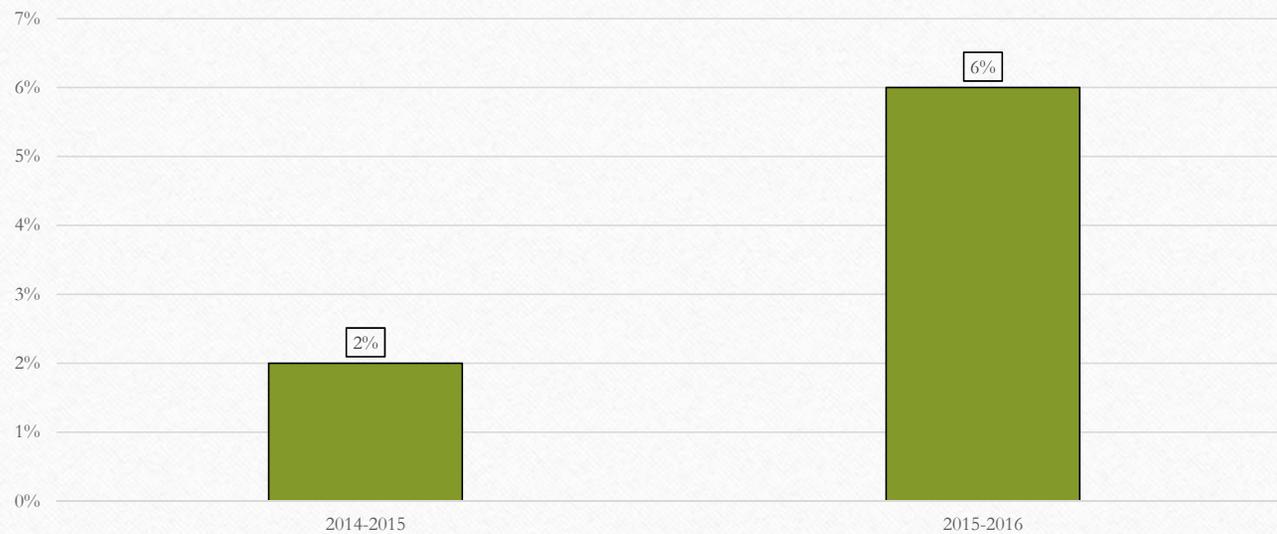
Changes in Math SOL Rank: 2005-2014 (All Students)

Year to Year Changes in Math SOL Data-All Students



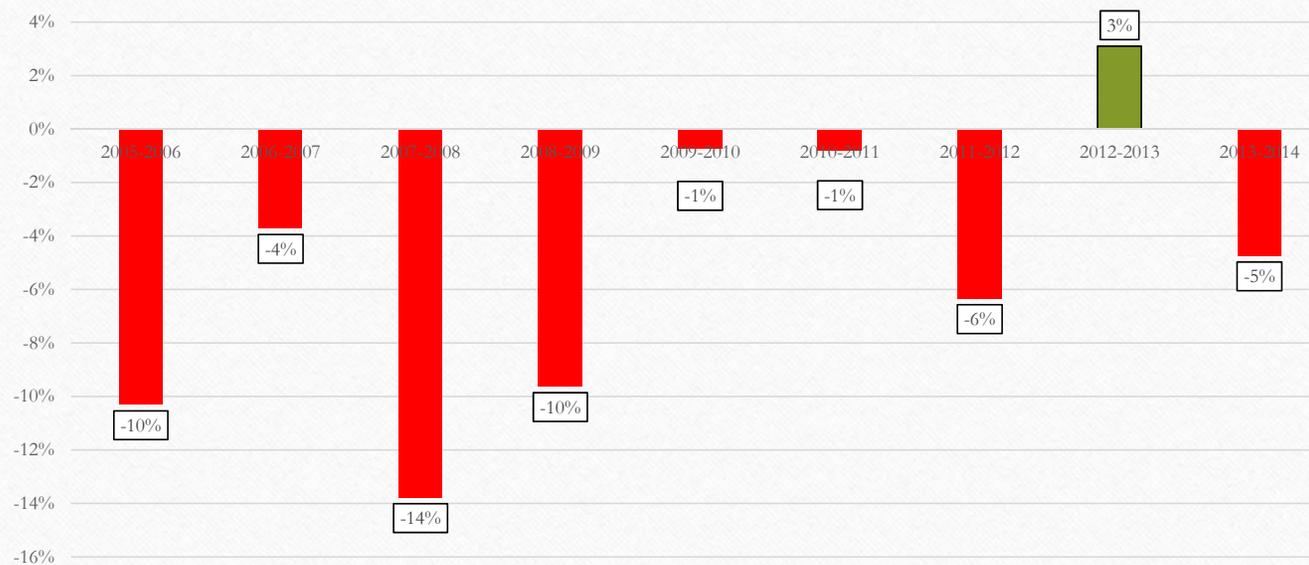
Changes in Math SOL Rank: 2014-2016 (All Students)

Year to Year Changes in Math SOL Data-All Students

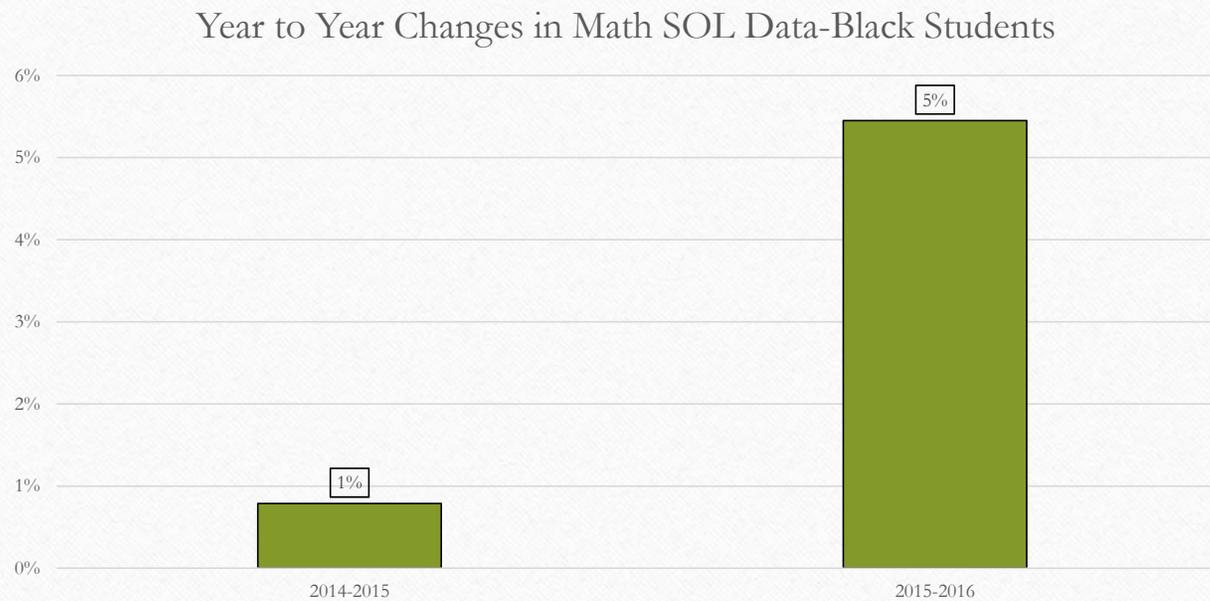


Changes in Math SOL Rank: 2005-2014 (Black Students)

Year to Year Changes in Math SOL Data-Black Students



Changes in Math SOL Rank: 2014-2016 (Black Students)



Myth #1

LCS is declining or stagnant in their efforts to improve achievement

REALITY

- LCS has shown improvements in overall achievement, achievement of each subgroup, and achievement relative to other districts that is unparalleled in the previous decade.
- The previous decline put us in a hole that takes time to get out of, but we are moving forward as a district more than any time in recent history.

Another Key Measure for Determining Achievement

Comparing to Similar Districts

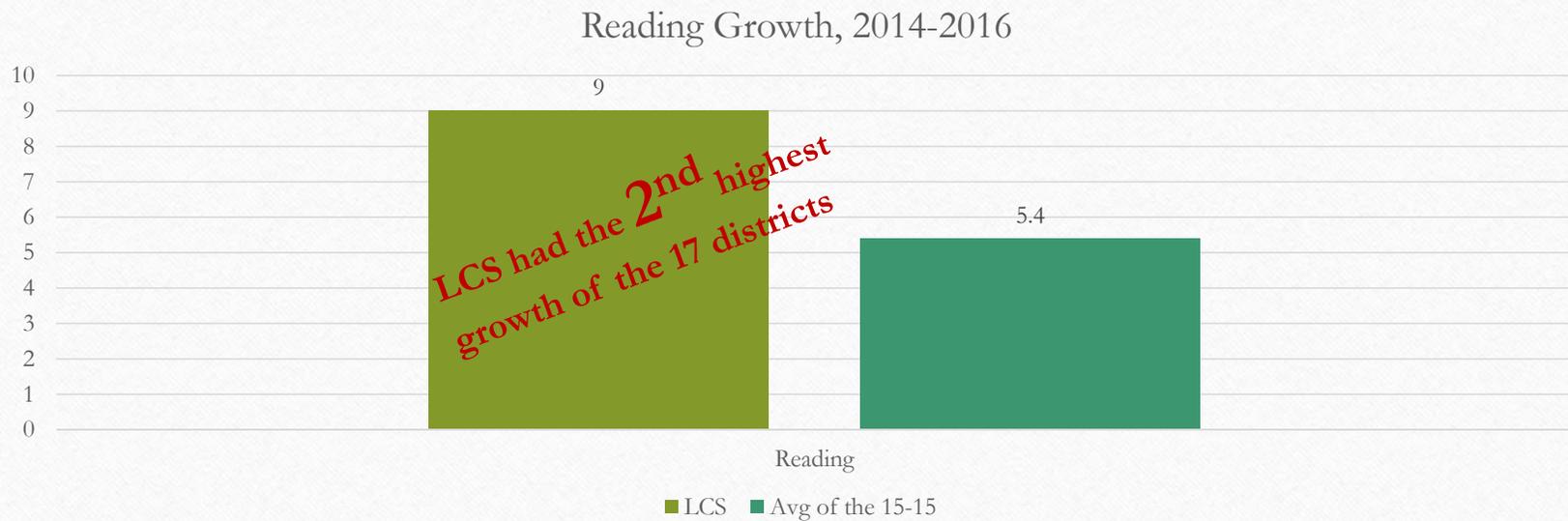
A Comparison with the 17 Virginia “15-15” Cities

Comparing LCS with the 17 VA City Districts who have at least
15% city poverty and 15,000 citizens

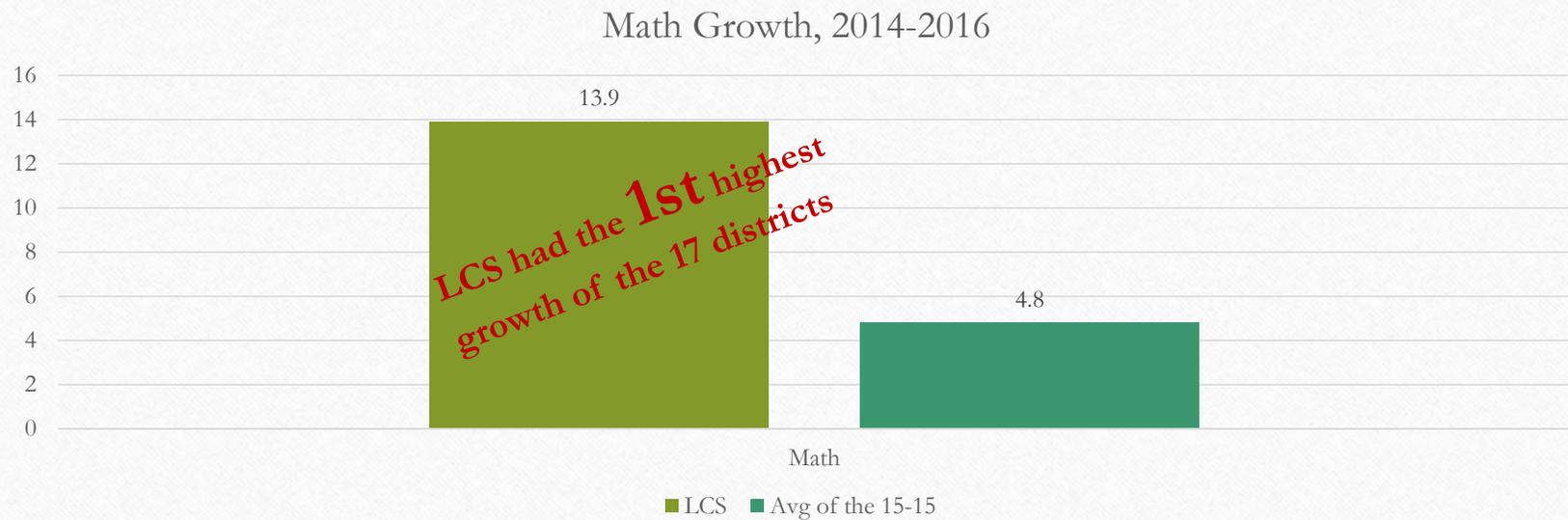
There are 17 “15-15” City Districts in VA

- Bristol
- Charlottesville
- Danville
- Fredericksburg
- Hampton
- Harrisonburg
- Hopewell
- Lynchburg
- Newport News
- Norfolk
- Petersburg
- Portsmouth
- Richmond
- Roanoke
- Staunton
- Waynesboro
- Winchester

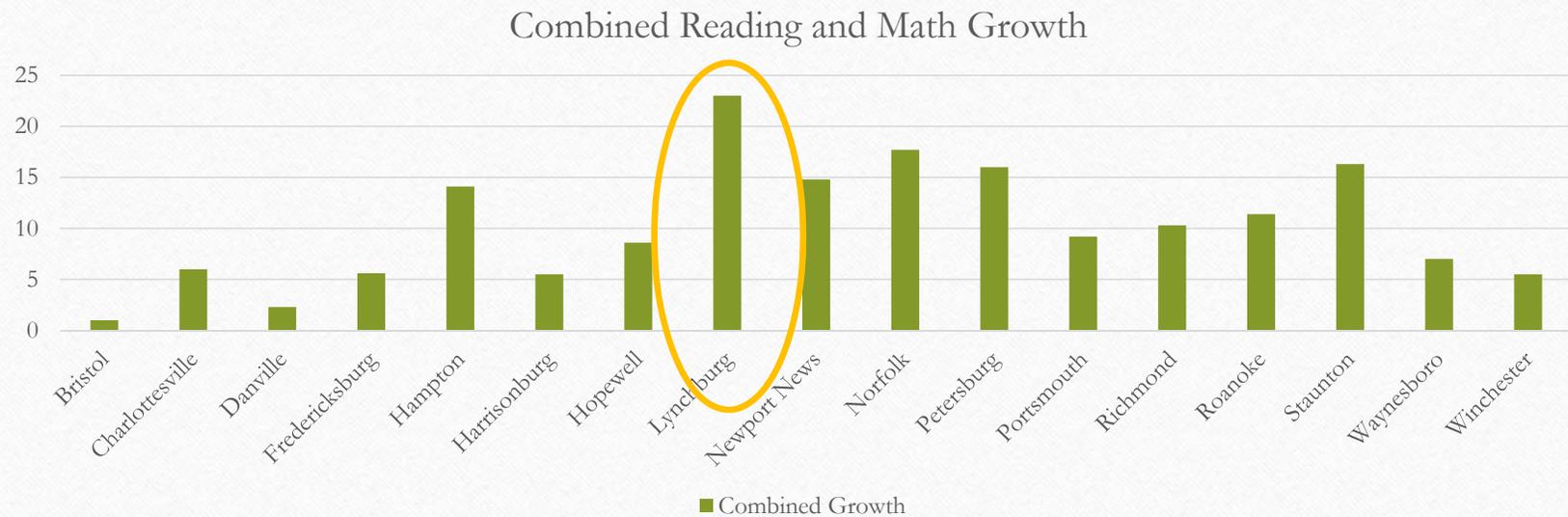
SOL Pass Rate Growth Comparison: READING (All Students)



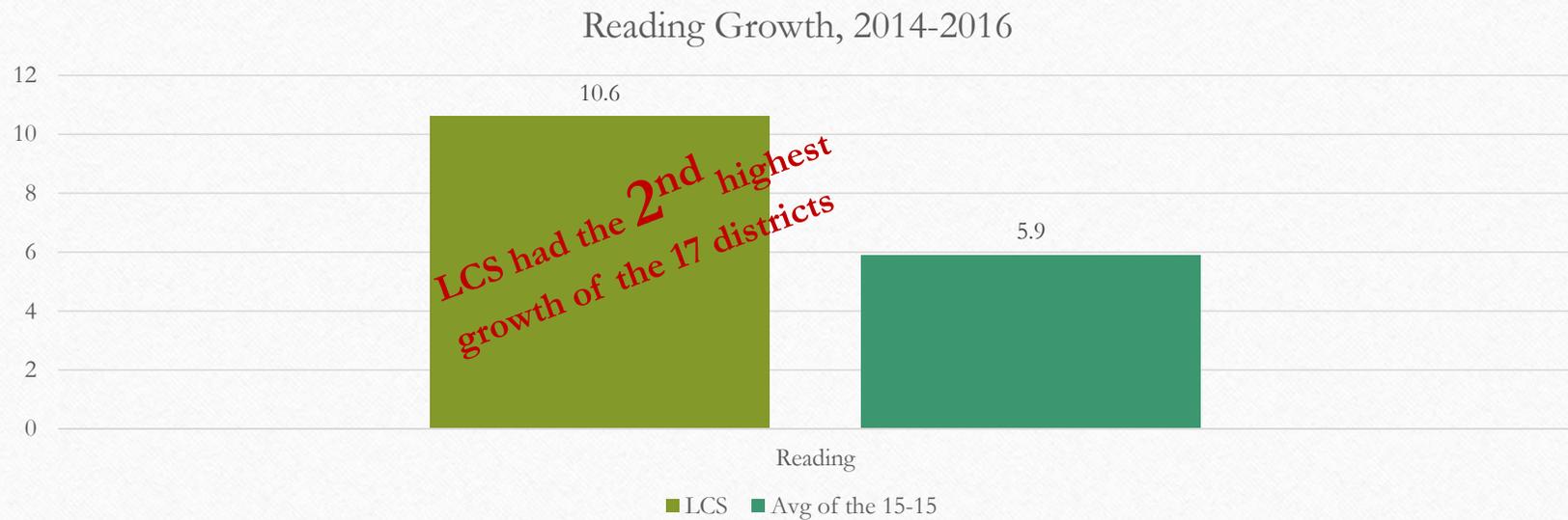
SOL Pass Rate Growth Comparison: MATH (All Students)



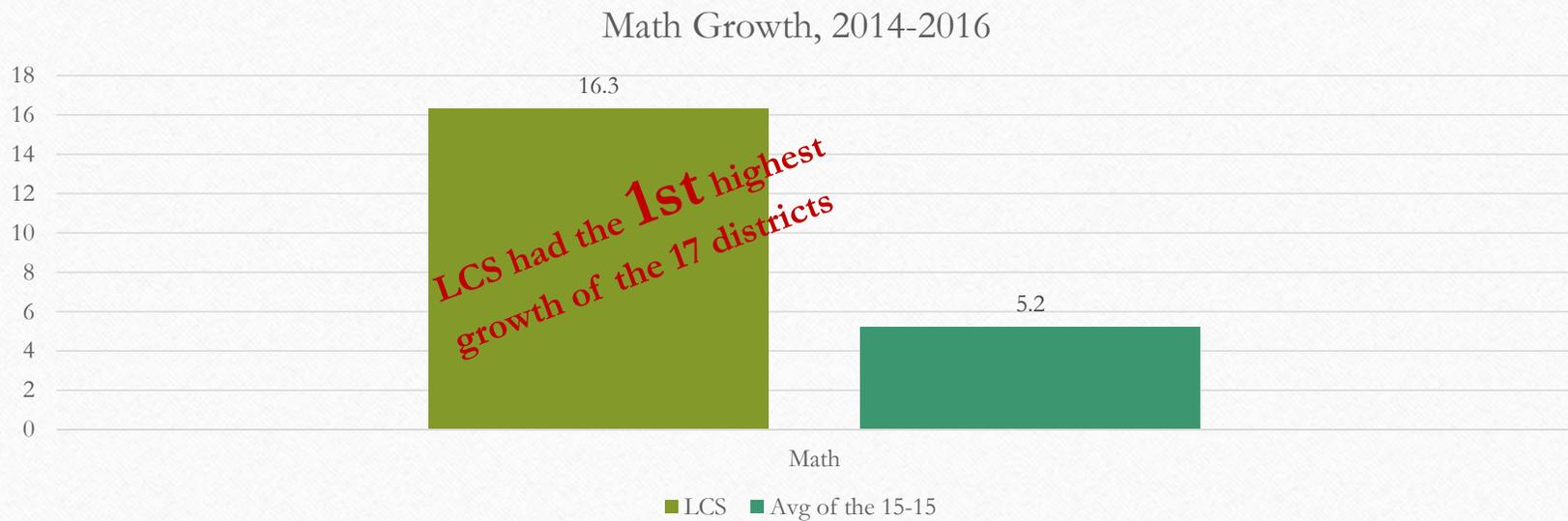
SOL Pass Growth Combined Reading and Math Growth from 2014 to 2016 (All Students)



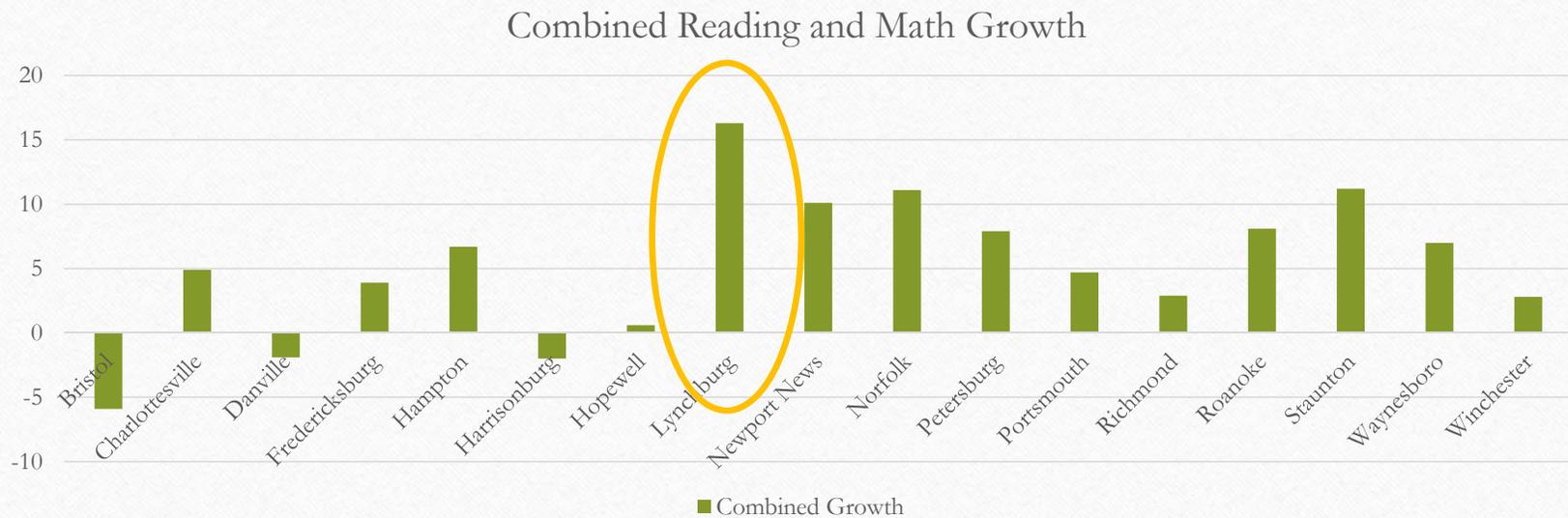
SOL Pass Rate Growth Comparison: READING (Black Students Only)



SOL Pass Rate Growth Comparison: MATH (Black Students Only)

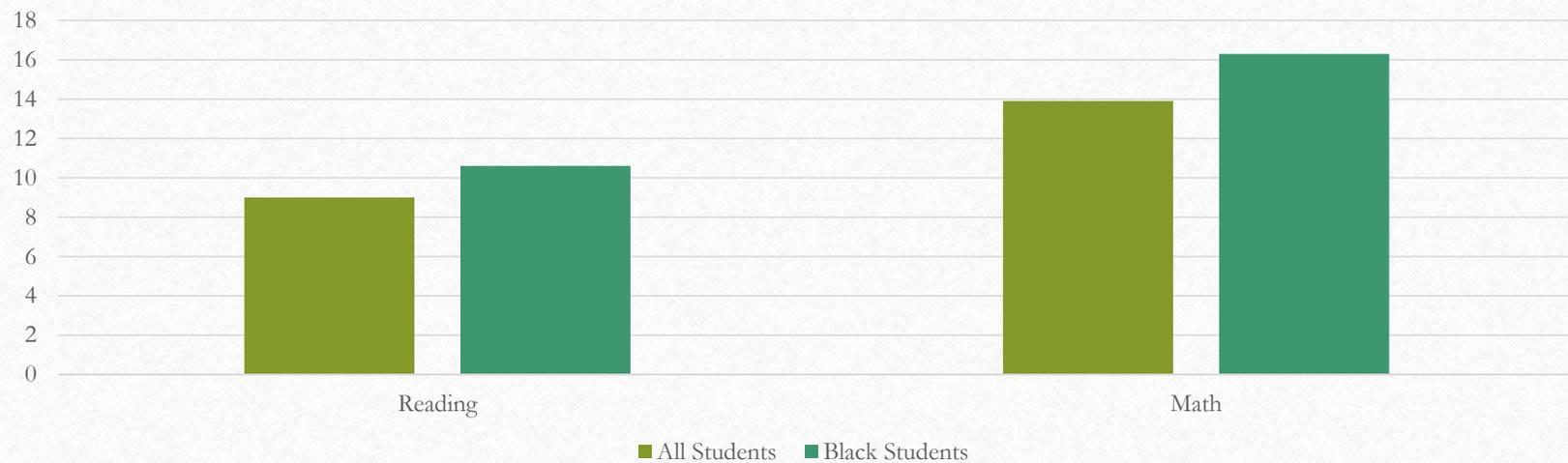


SOL Pass Growth Combined Reading and Math Growth from 2014 to 2016 (Black Students Only)



Are We Closing the Achievement Gap as We Accelerate Growth?

Comparing the Growth of All Students to Black Students



Myth #1

LCS has been declining or stagnant in their efforts to improve achievement

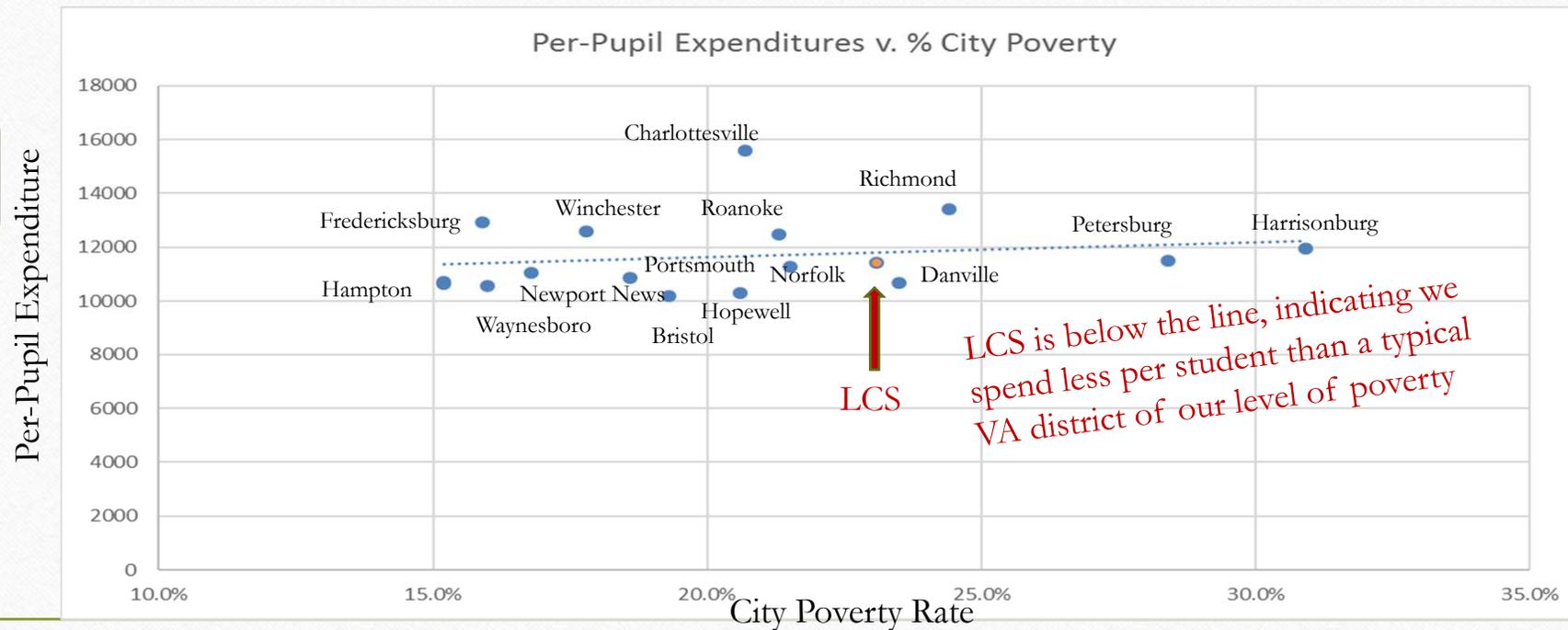
REALITY

- LCS has shown growth in reading and math over the last two years that is approximately double the growth of comparable districts in reading and triple their growth in math.
- Gains for black students are accelerating even faster than other students.

Myth #2

LCS is overfunded

LCS Spends Less Per Pupil than Comparable 15-15 Districts



LCS is below the line, indicating we spend less per student than a typical VA district of our level of poverty

Myth #2

LCS is overfunded

REALITY

When comparing LCS to comparable districts – medium and large districts with high poverty – LCS funds education at a rate LESS than the comparable districts

Myth #1 + Myth #2 =

LCS is underperforming and overfunded

REALITY

LCS is the highest performing of all comparable districts over the last two years and are funded less than the comparable districts