





## *Division-wide Indicators of Excellence*

Excellence in  
Achievement

Excellence in  
Behavior

Excellence in  
Culture

**A**CHIEVEMENT

Achievement Matrix

- Graduation rate
- Reading Proficiency
- AP, Advanced, Dual Enrollment and Accelerated Math Enrollment
- SOL results
- Grade Distributions

**B**EHAVIOR

Behavior Matrix

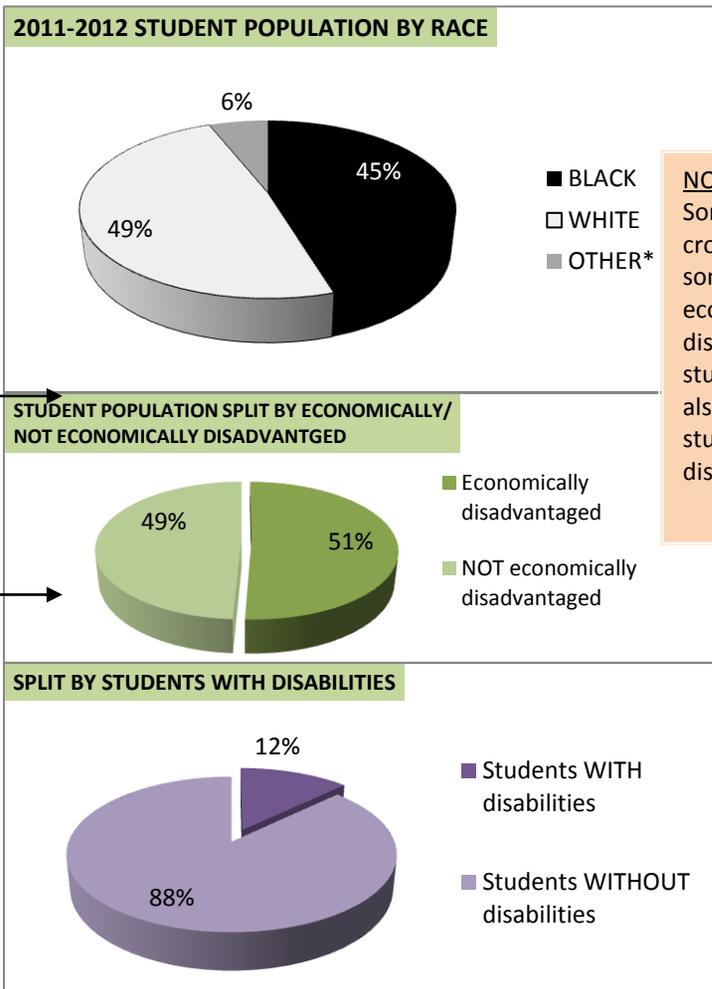
- Suspensions
- Student Attendance
- Character Education

**C**CULTURE

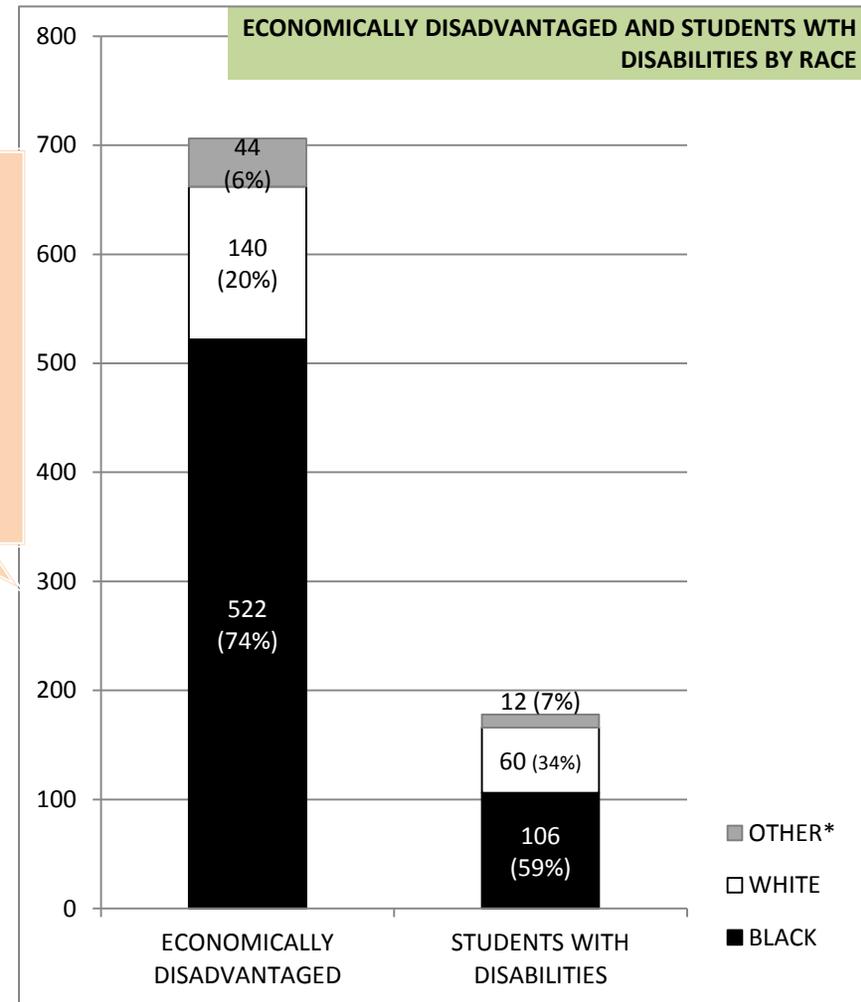
Culture Matrix

- Staff Attendance
- School Culture Survey
- Parental Involvement

INTRODUCTORY DATA:



**NOTE**  
 Some students cross over (ie: some economically disadvantaged students may also be students with disabilities).



an, and Mult-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity. The data will show more significant changes in subgroups because someone who may have previously been in one subgroup may have transferred to the other subgroup.



## Excellence in Achievement

**Why:** Academic Excellence is the distinguishing characteristic of the school division.

**How:** Fully accredited schools provide programs that challenge the intellect and maximize the potential of each student.

### Indicators of Excellence

- Graduation Rate (Federal Graduation Indicator, Diplomas/Completers, Dropouts )
- AP, Advanced, Dual Enrollment and Accelerated Math Enrollment
- Reading Proficiency (SOL Reading 11)
- SOL Results by Level (New Focus on Pass Advanced)
- Grade Distributions



# A

## Graduation Rate | The Data

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**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

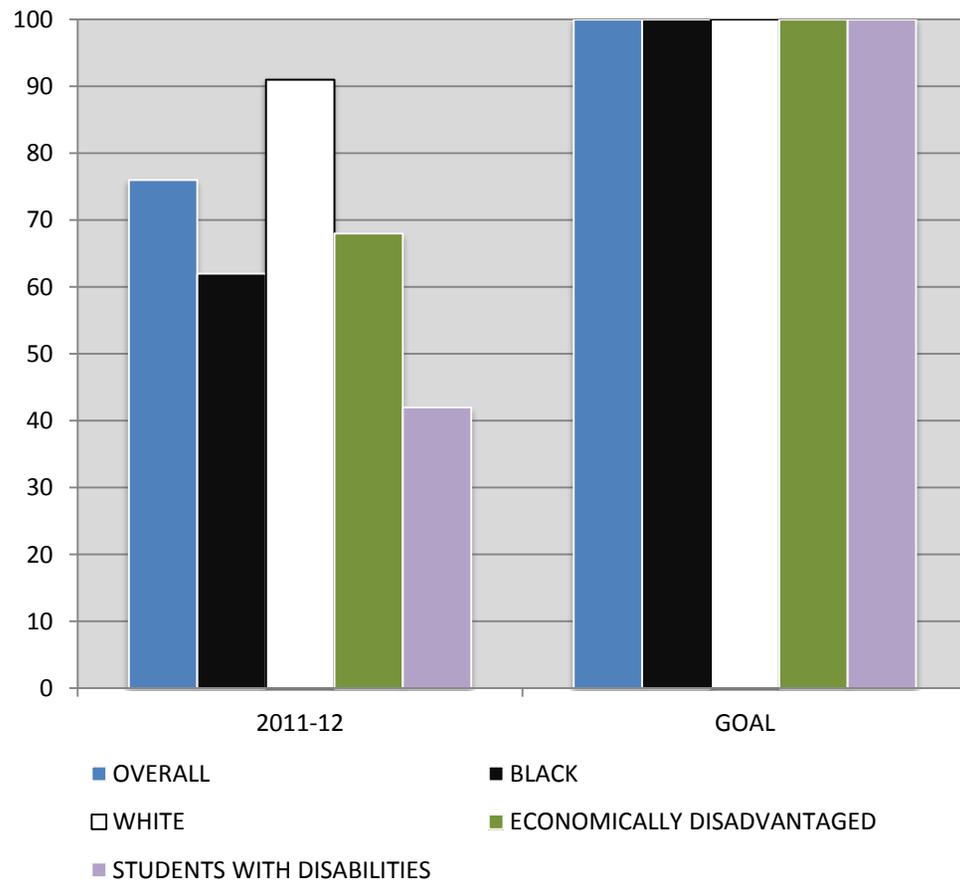
**GOAL:** Decrease the percentage of students not graduating on time by 10 percent each year while narrowing the gap between whites, minorities, economically disadvantaged and students with disabilities.

*\* **Federal Graduation Indicator:** High schools, school divisions, and the state must meet annual objectives for the percentage of students who graduate with a Standard or Advanced Studies Diploma. This AYP objective is known as the Federal Graduation Indicator to distinguish it from the Virginia On-Time Graduation Rate, which includes all Board of Education-approved diplomas.*

**NOTE**

This number includes the percentage of students in each subgroup obtaining a standard or advanced diploma. This number does not include students who earned a modified standard diploma, special diploma, GED, or certificate of completion.

### FEDERAL GRADUATION INDICATOR





**A** **Graduation Rate | The Plan**

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implementation of ASCA (American School Counselor Association) model in which school counselors meet with administrators on a weekly basis to discuss student caseload	Log sheet maintained of which students are contacted/discussed by team	Administrators Counseling department
2. Continuation of Link Crew program to help freshmen transition to high school	Longitudinal data study	Luke Saechao Lisa Kibler-Martin Krista Rawls
3. Continuation of RAM period to provide remediation and mentoring to students	Log sheet maintained by RAM teachers	Classroom teachers Tracy Richardson
4. Continuation of 2nd Chance as credit recovery program	Number of participants and rate of course completion	Betsy Ballowe
5. Continuation of acceleration lab for credit recovery	Number of participants and rate of course completion	Counseling department
6. Continuation of Coaches in the Classroom tutoring program	Academic grade reports created for in-season athletes every two weeks to monitor student progress and program effectiveness	Marcel Howard
7. Continuation of Project Graduation to assist students in passing needed SOLs	SOL passage rate	Kellie Reams
8. Implementation of Beacon of Hope Future Center	Number of students who attend post-secondary education; number of student who take the SATs	Abe Loper Counseling department



# A AP, Dual Enrollment, Advanced and Accelerated Math | The Data

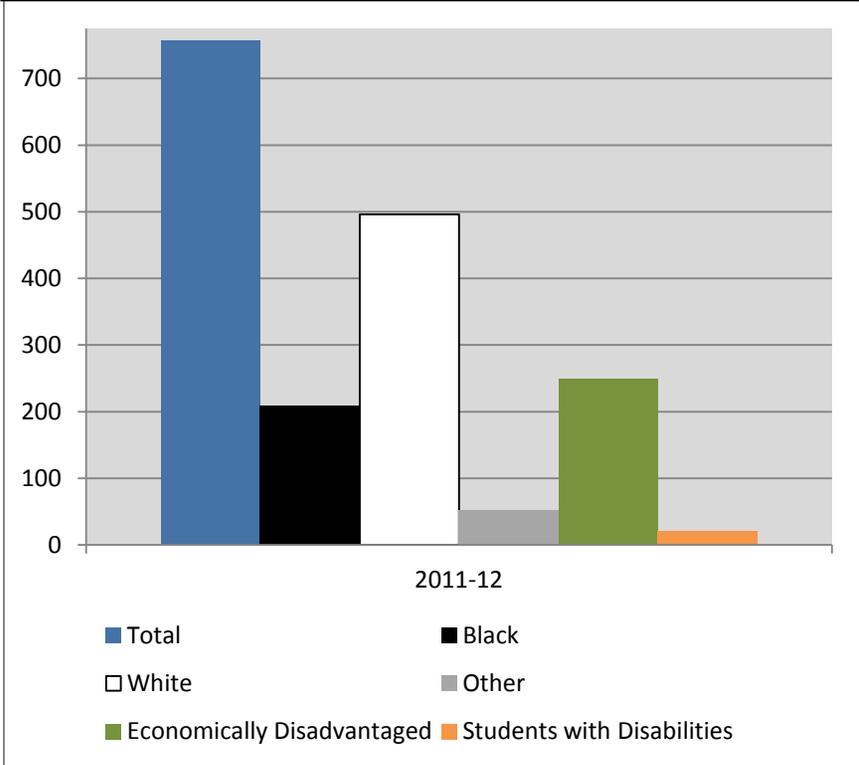
**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

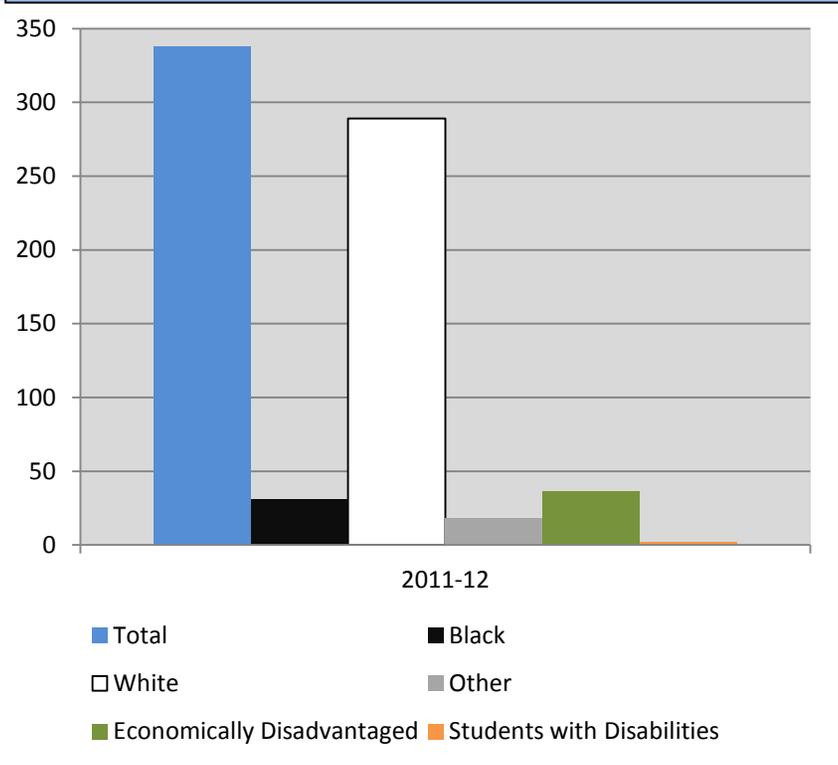
**GOAL:** Increase by 10% each year the number of students taking at least one Advanced, AP, Accelerated Math, or Dual Enrollment Class.

Note: Accelerated Math data is unavailable. Data will be compiled for the upcoming year.

**Number of Students in at least one Advanced Course (Grades 9-12)**



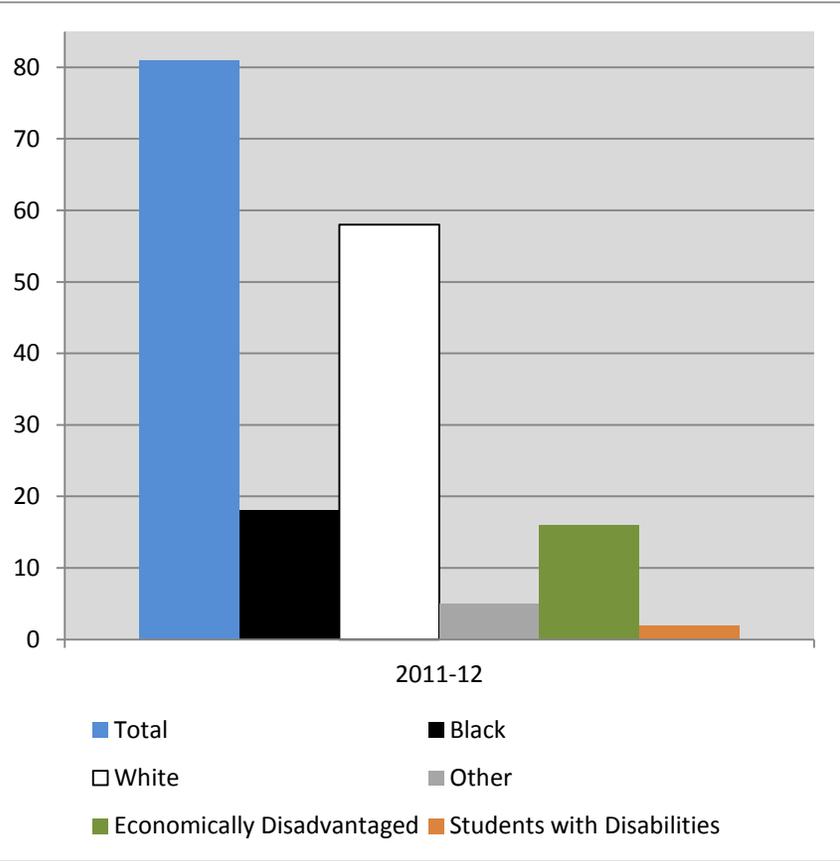
**Number of Students in at least one AP Course (Grades 9-12)**





**A** AP, Dual Enrollment, Advanced and Accelerated Math | The Data (continued)

**Number of Students in at least one Dual Enrollment Course (Grades 9-12)**



**Notes:**  
 The Total Bar for AP, Dual Enrollment, and advanced enrollment is a total of the black, white, and other subgroups.

The total number of students in at least one advanced class does not include students taking AP or Dual Enrollment classes.



**A** AP, Dual Enrollment, Advanced and Accelerated Math | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implementation of ASCA (American School Counselor Association) model in which guidance counselors meet with administrator on a weekly basis to discuss student caseload.	Log sheet maintained of which students are contacted/discussed by team	Administrators Counseling department
2. Implementation of PETAL Opt-out Form instead of enrollment form	Enrollment data	Brad Barth Counseling department
3. Continuation of Virtual Virginia AP Program	Enrollment data	Betsy Ballowe
4. Encouraging higher level classes during student scheduling	Enrollment data	Counseling department



# A

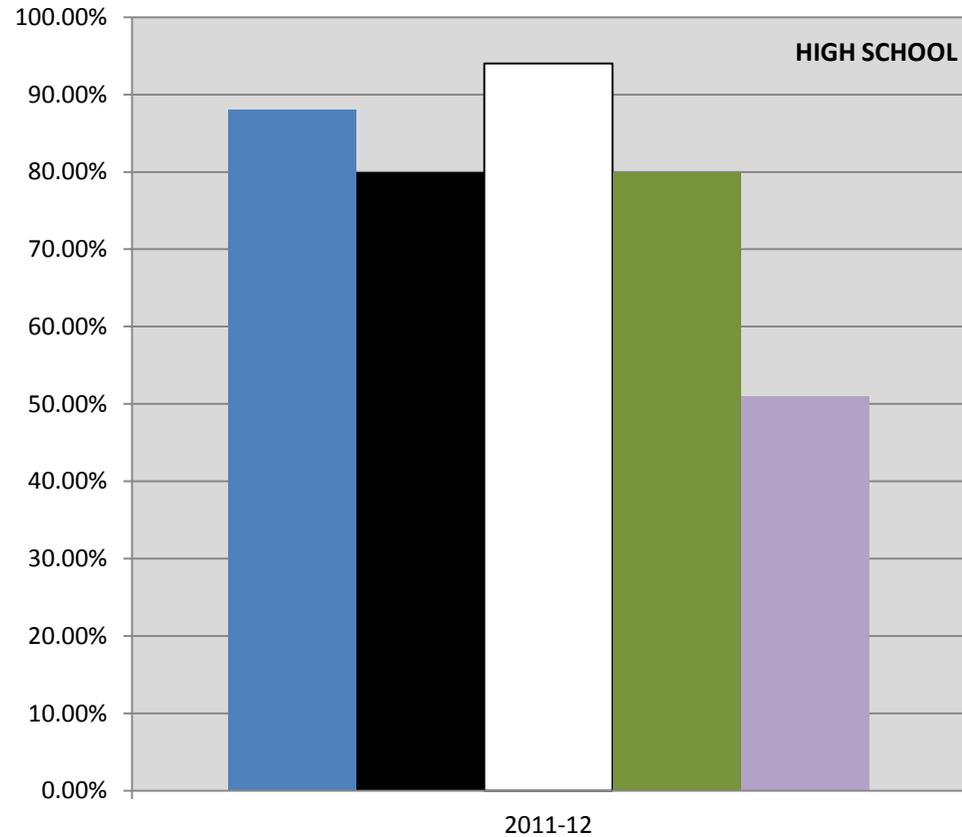
## Reading Proficiency | The Data

**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** Decrease by 10% each year the failure rates on the SOL reading assessments.

### SOL Reading Results





**A** **Reading Level | The Plan**

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Dual enrollment in regular English class and accelerated reading class for identified students	Pass rate of reading SOL; Administration of the Gates-MacGinitie Level 7/9 Reading test at the beginning of the year and the end of the year	Reading specialists
2. Continuation of support of students with disabilities in regular core classes	Classroom observations SOL passage rate	Administrative team
3. Continuation of Project Graduation to assist students in passing English SOL	SOL passage rate	Kellie Reams

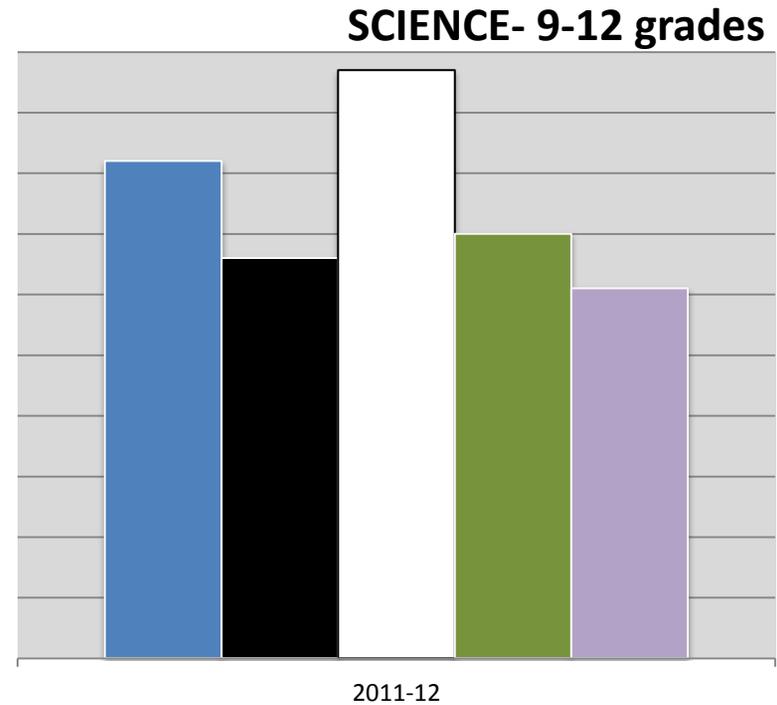
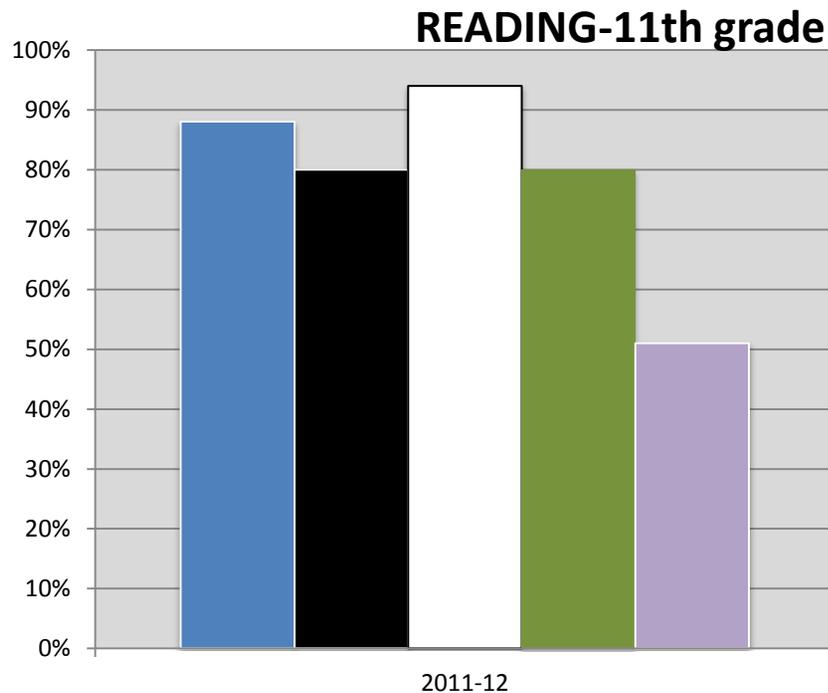


# A

## SOL Results | The Data

**VISION:** Tradition of Excellence for All    **MISSION:** Every child by name and by need to graduation

**GOAL:** All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Annual Measureable Objectives on SOLs as determined by the Virginia Department of Education.



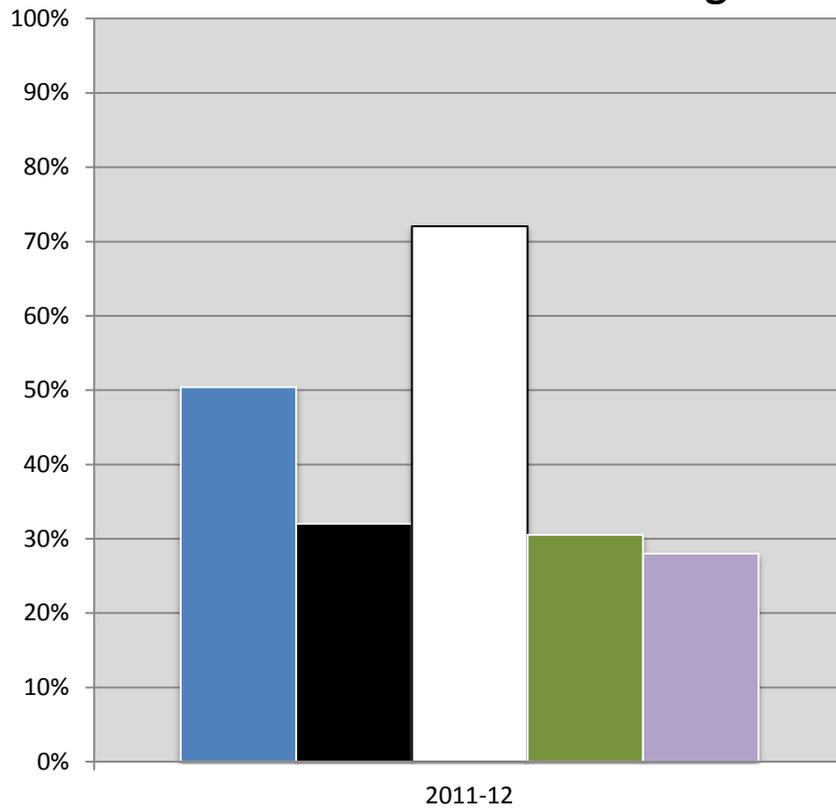


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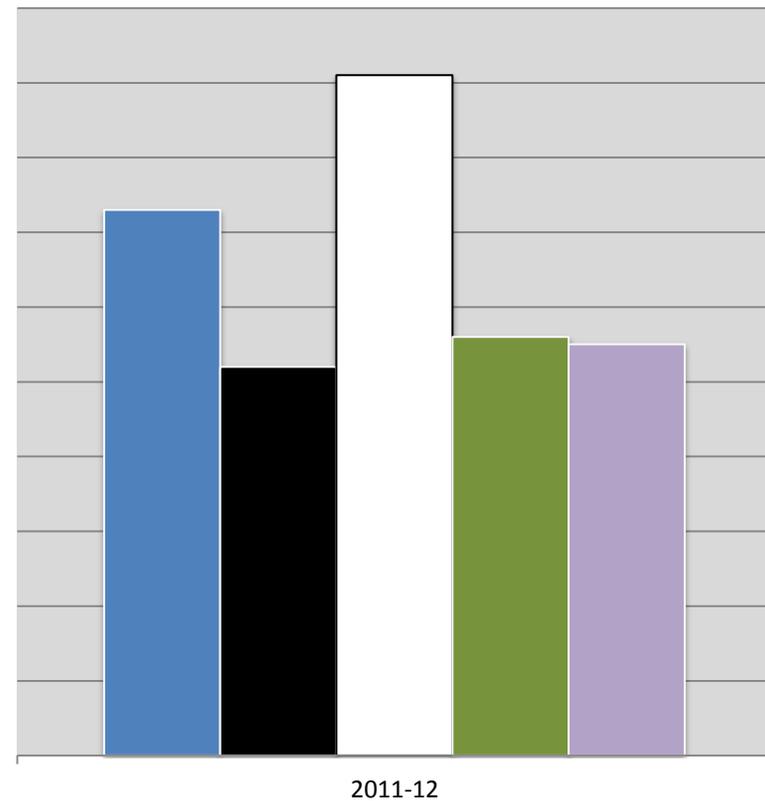
## SOL Results | The Data (continued)

■ Total   ■ Black   □ White   ■ Economically Disadvantaged   ■ Students with Disabilities

### MATH-9-12 grades



### SOCIAL STUDIES-9-12 grades





**A** SOL Results | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implementation and usage of division wide pacing guides	Classroom observations	Administrators
2. Implementation and usage of common planning periods	Meeting minutes emailed to principal	Classroom teachers Tracy Richardson
3. Increased administrative walk-throughs of classrooms	Analyzing data through Wufoo	Administrators
4. Implementation and usage of lesson plan template throughout the school	Analyzing data through Wufoo	Classroom teachers Administrators
5. Continuation of Teams Offering Positive Solutions to identify students that may be struggling	Examining how many students enrolled in program pass SOL	Administrators



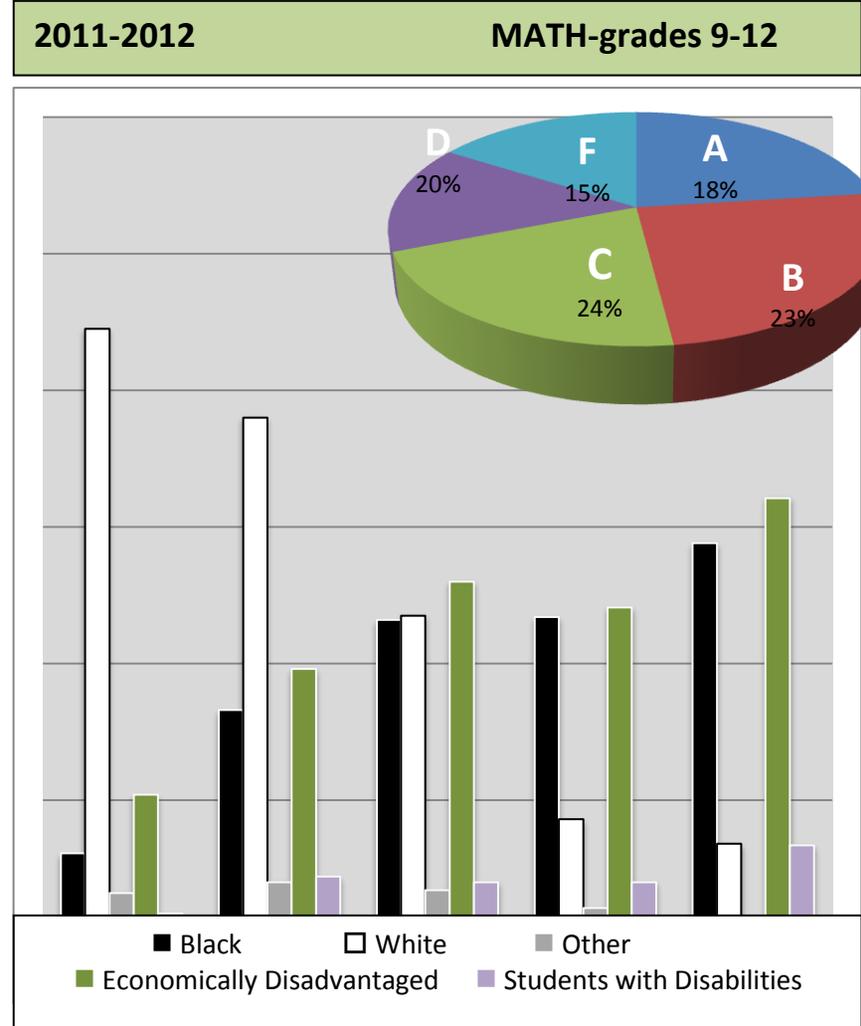
# A

## Grade Distribution | The Data

**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

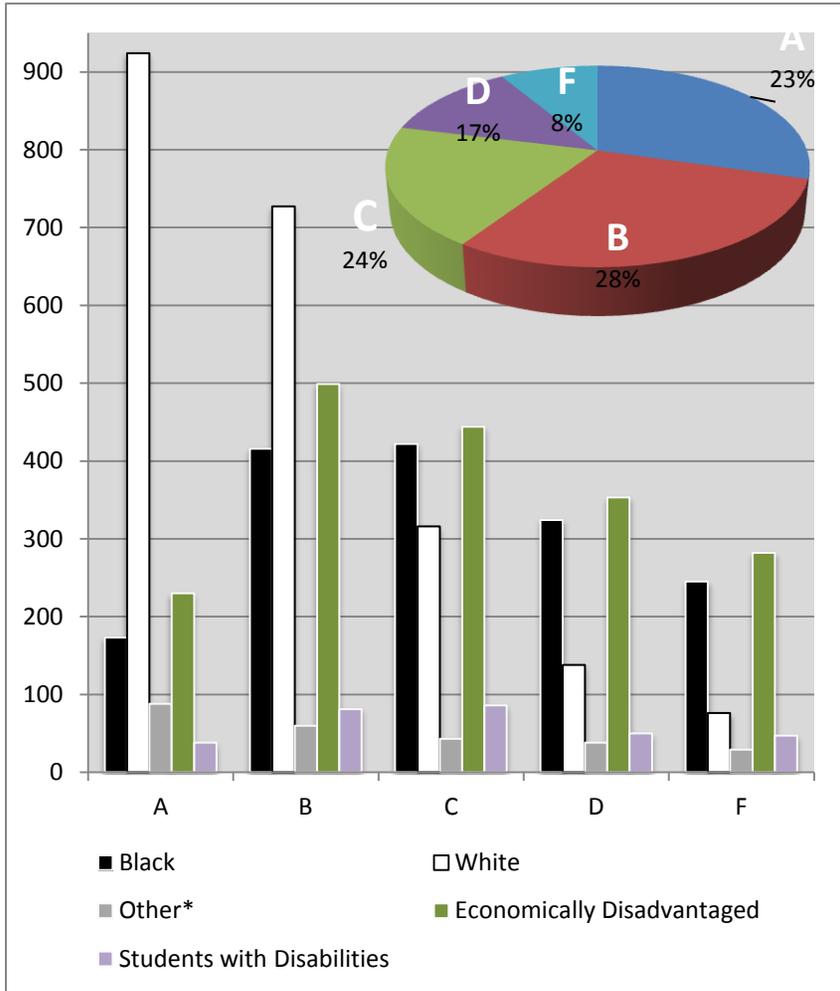


Please note that all grade distribution graphs include grades from both first and second semester

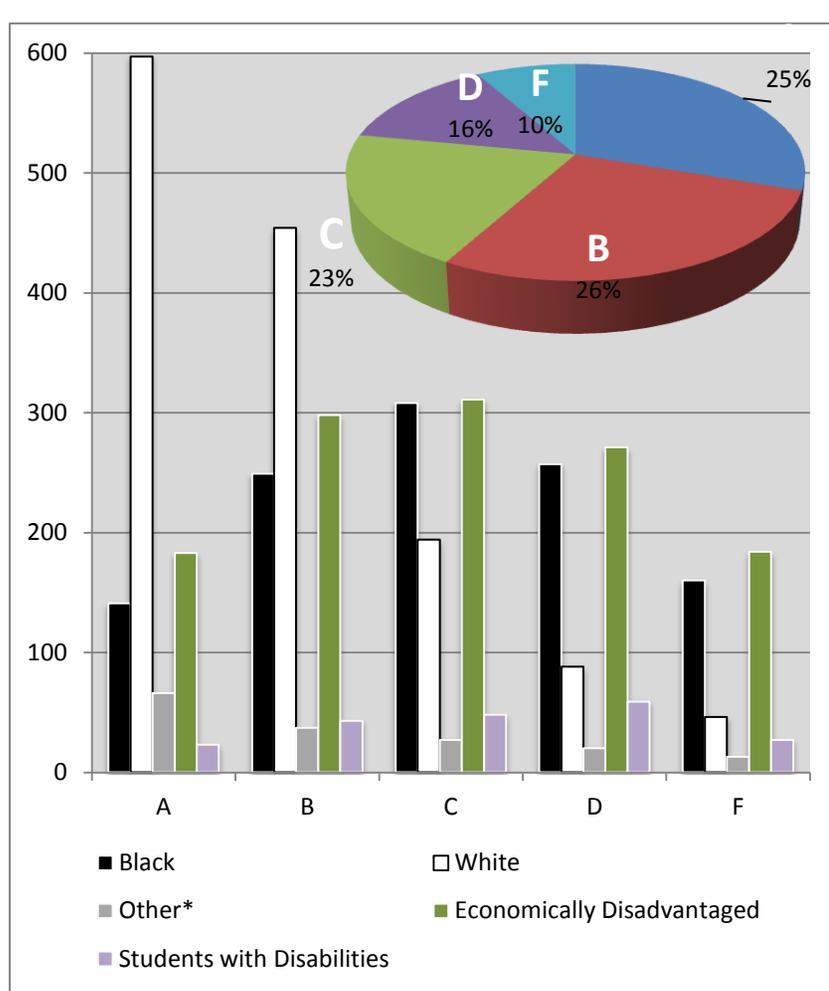
**A**

Grade Distribution | The Data (continued)

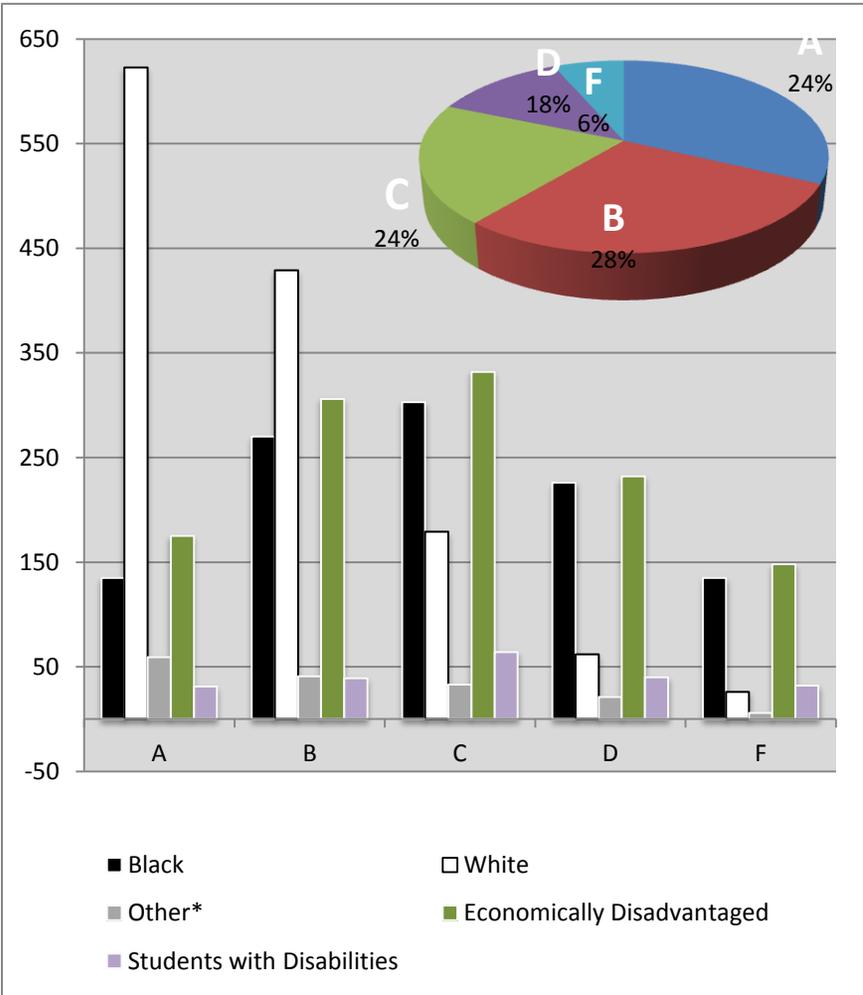
**2011-2012 ENGLISH-grades 9-12**



**2011-2012 SCIENCE-grades 9-12**



**2011-2012 Social Studies-grades 9-12**





# A

## Grade Distribution | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implementation and usage of lesson plan template throughout the school	Analyzing data through Wufoo	Classroom teachers Administrators
2. Continuation of RAM period to provide remediation and mentoring to students	RAM log maintained to include interim grades, report card Ds/Fs, and parent contact	RAM teachers Administrators
3. Implementation of nine week incentive program to reward students who are meeting defined expectations	Analysis of grade distribution each nine weeks	School Improvement Team Administrators
4. Meetings scheduled with students on the D/F/I list each nine weeks	Log maintained of meetings	Counseling department Administrators



## Excellence in Behavior

**Why:** Each student should develop strong character reflecting those values cherished by the Lynchburg community.

**How:** We foster a culture of mutual respect that builds trust, engages every student and makes each student accountable.

### Indicators of Excellence

- Suspensions
- Student Attendance
- Character Education



# B

## Suspensions | The Data

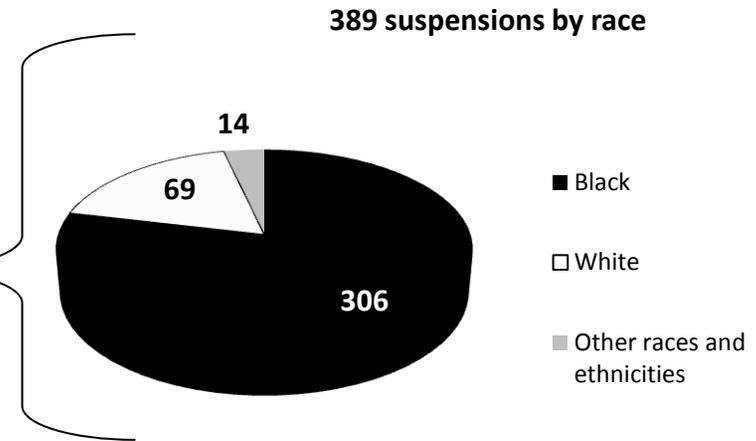
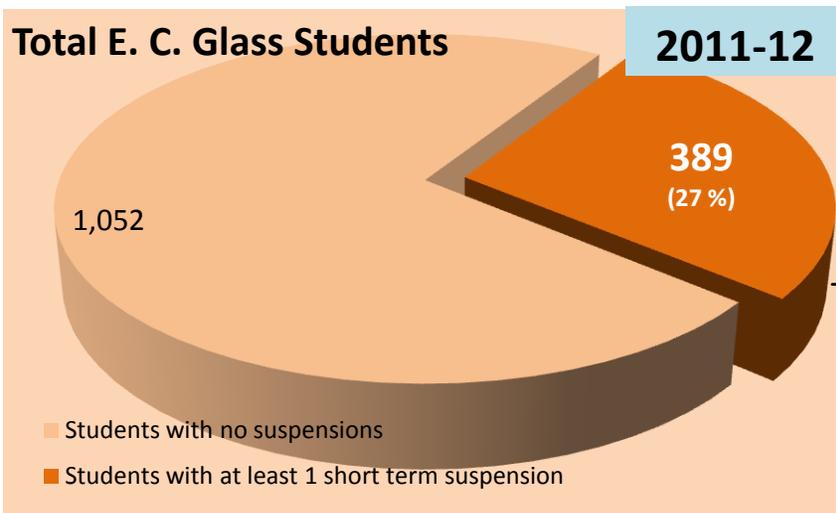
**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** Decrease suspensions by 5 percent each year

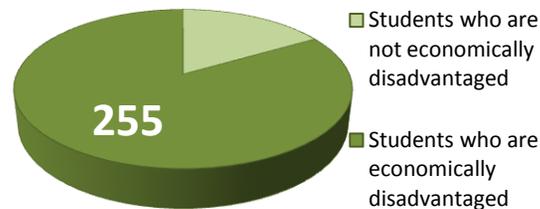
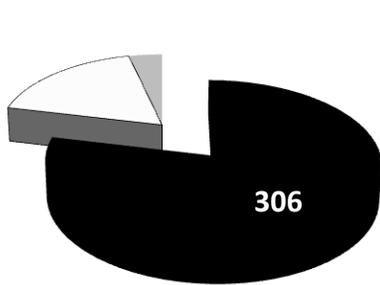
**B**

Suspensions | The Data



**2011-12**

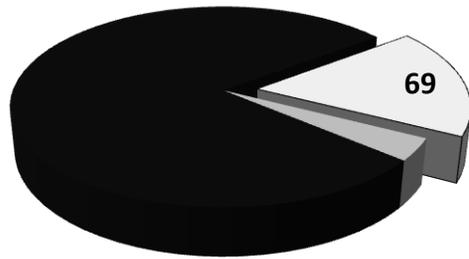
A CLOSER LOOK at the 306 black students with at least 1 short term suspension



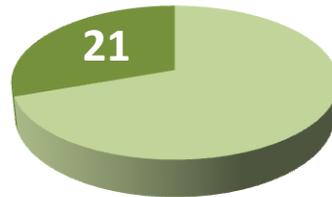
# B

## Suspensions | The Data (continued)

### 2011-12 A CLOSER LOOK at the 69 white students with at least 1 short term suspension

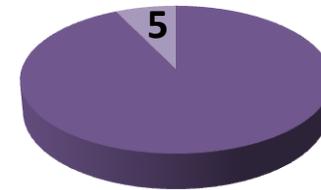


How many are economically disadvantaged?



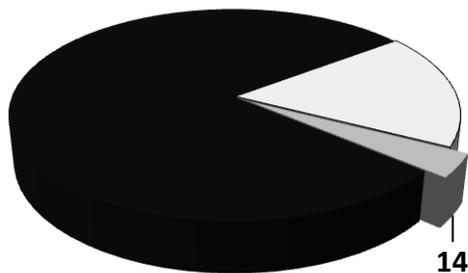
- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?



- Students without disabilities
- Students with disabilities

### 2011-12 A CLOSER LOOK at the 14 other\* students with at least 1 short term suspension

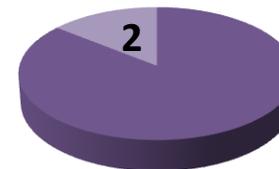


How many are economically disadvantaged?



- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?



- Students without disabilities
- Students with disabilities



# B

## Suspensions | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implementation and usage of ISS	Comparison of OSS rate from 2011-12 to 2012-13	Karen Yates Administrators
2. Implementation of Positive Behavior Incentives and Supports	Comparison of referral rate from 2011-12 to 2012-13; number of positive behavior referrals for 2012-2013 to establish baseline data	School Improvement Team
3. Implementation of "High Five"	Analysis of referral rate per month	Classroom teachers Administrators
4. Implementation and usage of discipline matrix to create consistent, progressive discipline consequences	Comparison of referral rate from 2011-12 to 2012-13	Administrators

# B

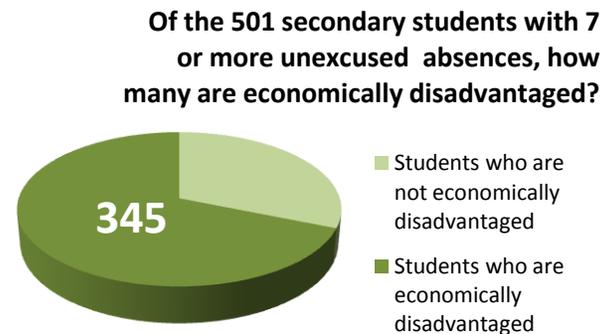
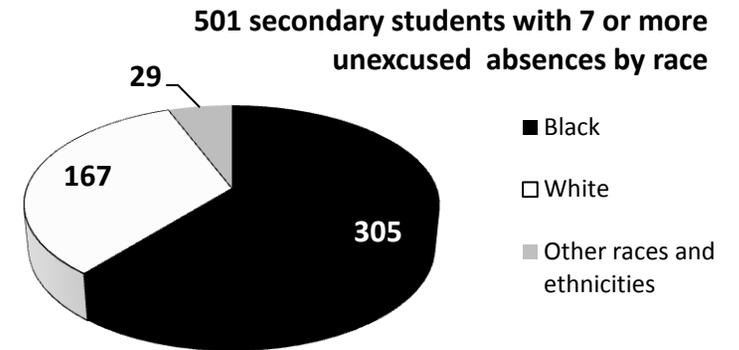
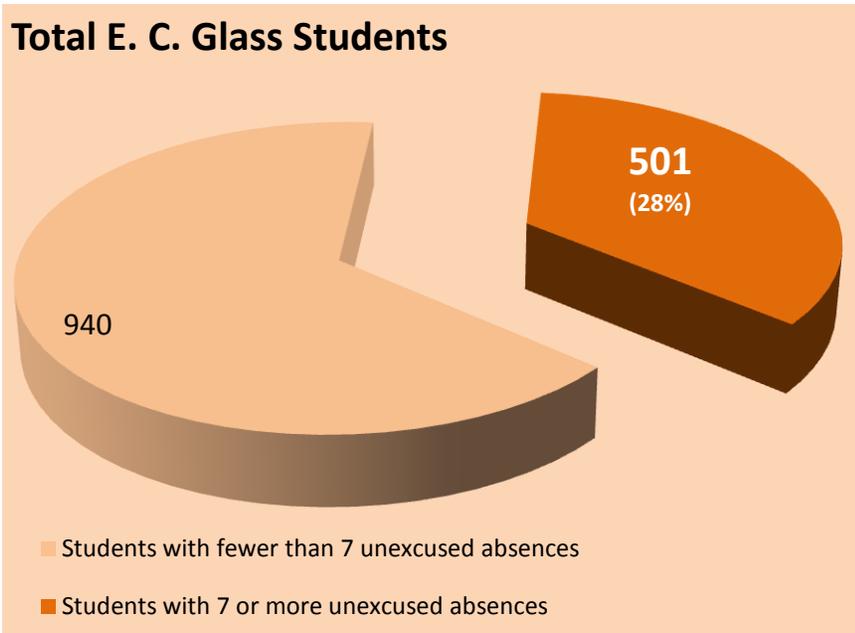
## Student Attendance | The Data

**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** Reduce by 10 percent the number of students with 7 or more unexcused absences.

2011-12





# B

## Student Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Requirement that RAM teachers will contact parents after 3 absences	Log sheet maintained by RAM teachers	RAM teachers Administrators
2. Implementation of new LCS attendance policy	Record of attendance meetings, number of court referrals, and student absences	Classroom teachers Howard Brown
3. Implementation of nine week incentive program to reward students who are meeting defined expectations	Record of student absences	School Improvement Team Administrators

# B

## Character Education | The Data

**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** With Community support, the division will develop civic minded students of character by modeling and teaching the six character traits adopted by the Lynchburg City Schools school board.

**Kindness** with courtesy and politeness

**Responsibility** with citizenship

**Work Ethic** with diligence and preservice

**Self-Discipline** with self-control and patience

**Honesty** with integrity

**Respect** of authority and others.



# B

## Character Education | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Implementation of "High Five"	Analysis of referral rate per month	Classroom teachers Administrators
2. Character education taught and reviewed in health classes	Completion of character education project	Health teachers
3. Implementation and usage of Positive Behavior Referrals	Analysis of referral rate per month	Teachers Administrators School Improvement Team



## Excellence in Culture

**Why:** Our schools are an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously, without compromising their beliefs and their identities.

**How:** Make stakeholders and community members accountable. Ask, listen and learn from student, staff and parent input.

### Indicators of Excellence

- Staff Attendance
- School Culture Survey
- Parent Involvement



- **Hours** or more of volunteer service to school every year
- **Days** or more of attendance at school events
- **Dollars** or more to school's PTO
- **Minutes** or more of reading and/or conversation about school with your child everyday
- **Classes** or more beyond high school. High school diploma or GED encouraged for every parent.



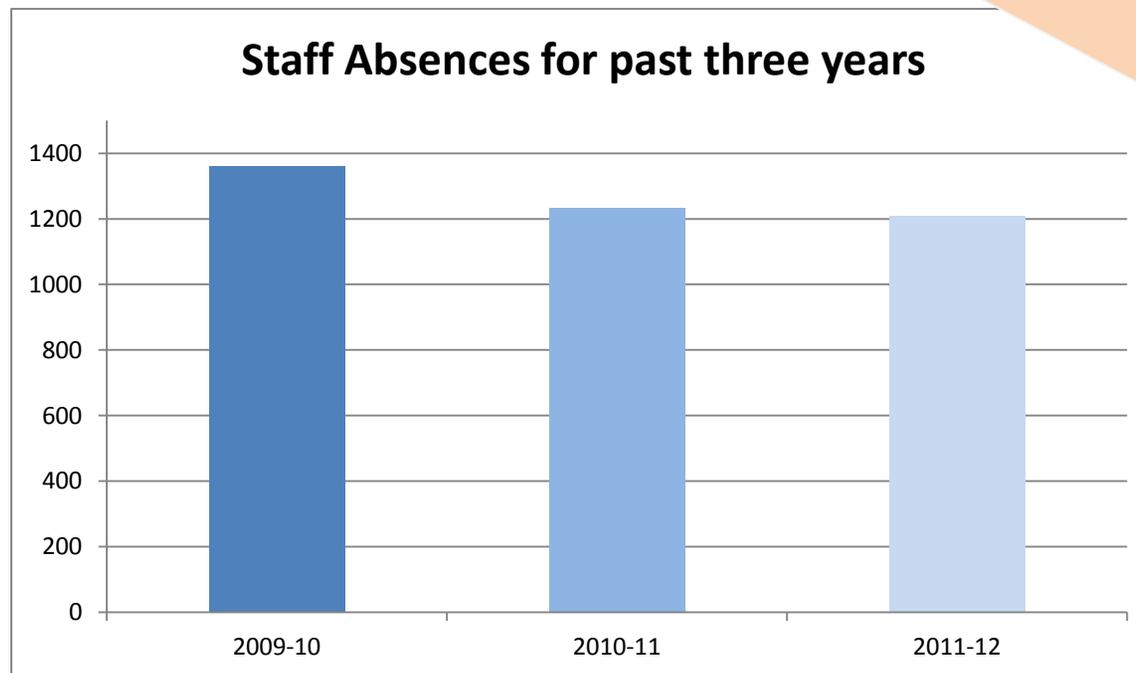
# C

## Staff Attendance | The Data

**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** Reduce staff absentee rate by 10% as compared to the year before.



Note: This does not include Family Medical Leave and Leave with Pay. Family Medical Leave was not an option during 2009-2010, accounting for the larger numbers. This information is what was reported in SubFinder.



# C

## Staff Attendance | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Requirement that teachers call the principal if they need a sub after 6 am	Comparison of staff absences from the 2011-2012 to the 2012-2013 school year	Tracy Richardson
2. Individual private meetings with primary evaluators about high number of absences	Comparison of staff absences from the 2011-2012 to the 2012-2013 school year	Administrators
3. Faculty activities planned by Sunshine Committee	Record of staff attendance	Sunshine Committee



# C

## School Culture Survey | The Data

**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** Establish baseline data through survey administration in Fall 2012

### School Culture Self-Study

**School Name** \_\_\_\_\_

**Directions:** The purpose of this survey is to collect information concerning perceptions of the school. Please indicate the extent to which each statement characterizes your school. A space is provided for each response. Your responses will be strictly confidential and reported in aggregate form.

**School** \_\_\_\_\_ **Date Due to Principal** \_\_\_\_\_

**Responses:**

- 4 = Almost Always Occurs
- 3 = Frequently Occurs
- 2 = Sometimes Occurs
- 1 = Rarely Occurs
- 0 = Never Occurs/Not Observed

**Person Completing Form:**

- \_\_\_ Administrator
- \_\_\_ Parent
- \_\_\_ Instructional Staff
- \_\_\_ Student
- \_\_\_ Support Staff
- \_\_\_ Other \_\_\_\_\_



C

School Culture Survey | The Data (continued)

1.	Teachers are enthusiastic about helping all students.
2.	Classroom instruction is student centered.
3.	The community expects high academic achievement.
4.	The principal involves students, parents and staff with meaningful roles in decision making processes that foster a sense of responsibility and ownership.
5.	School staff attempts to be in touch with the feelings of the students.
6.	Teachers encourage active student learning.
7.	Parents are encouraged to be involved in their child’s education.
8.	A strong emphasis is placed on collaboration and shared decision-making.
9.	The principal takes an active leadership role in directing instruction.
10.	The principal is accessible to discuss instructional concerns.
11.	Students receive support from school staff when they have problems.
12.	Teachers utilize a variety of instructional strategies in their classrooms.
13.	Beyond regularly scheduled parent conferences and report cards, teachers communicate with parents about their child’s progress.
14.	School staff takes an active role in improving services to students.
15.	Teachers employ a variety of techniques to accommodate different learning styles.
16.	Students in need of remediation/tutoring are provided these opportunities during the school day.
17.	New teachers are mentored and made to feel a part of the school community.
18.	Students are treated with dignity and respect.
19.	Teaching strategies that encourage students to be thoughtful are emphasized.
20.	Teachers help and support each other.
21.	Professional staff acknowledges and addresses conflict.
22.	A positive feeling is present in the school.
23.	School staff are respected and appreciated by the school community.
24.	When something is broken, repairs are made quickly.
25.	The school building is maintained in a neat, clean and orderly fashion.
26.	Teachers regularly monitor student progress.
27.	Students are expected to be well-behaved.
28.	Professional growth is important to teachers.
29.	Teachers are involved in the instructional decision making process.
30.	Parents feel comfortable expressing concerns to professional staff.



**C**

**School Culture Survey | The Data (continued)**

	31. All students are expected to succeed.
	32. Student input is sought in developing rules and regulations.
	33. Consequences for inappropriate student behavior are handled in a timely and consistent manner.
	34. The school facilitates sound decision making at the classroom level by helping teachers obtain needed information in a timely fashion.
	35. Students new to the school receive assistance in adjusting to the school community.
	36. School staff communicates "good news" to parents about their children.
	37. Parents support the school program(s) by preparing their children for learning.
	38. School administrative staff is available to students and parents to answer questions and provide resources.
	39. Teachers support all students, not just those students in their classes.
	40. Teachers are provided with a formal role in school-wide decision-making.
	41. Parents are actively involved with their child's education.
	42. Students are courteous and abide by school rules.
	43. Leadership functions are shared by school staff.
	44. There is a common vision and clearly identified goals and priorities.



# C

## School Culture Survey | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Will increase participation on school climate survey by sending information home and having stations set up at Parent Teacher conferences	Number of climate surveys that are completed	Administrators



# C

## Parent Involvement | The Plan

**VISION:** Tradition of Excellence for All

**MISSION:** Every child by name and by need to graduation

**GOAL:** Roll out Give Me 5 initiative



**PARENT**  
Involvement



**MINUTES**  
**HOURS**  
**DAYS**  
**DOLLARS**  
**CLASSES**

We need your help to continue the Tradition of Excellence for All. Pick up a volunteer application at your child's school, or fill one out online.

- 5 minutes or more reading/ talking with your child every day
- 5 hours or more of service at your child's school each year
- 5 days or more of attendance at school events
- 5 dollars or more to school's PTO
- 5 classes or more of schooling beyond high school

[www.lcsedu.net/volunteer](http://www.lcsedu.net/volunteer)



**C** Parent Involvement | The Plan

STRATEGY	EVALUATION/EVIDENCE OF COMPLETION	RESPONSIBILITY
1. Pairs of administrators/counselors go out to five community centers and work places during the school year to solicit parental involvement	Log maintained of visits completed by teams	Administrators Counseling department
2. Use of ConnectEd phone calls to keep parents informed	Record of attendance at events announced through ConnectEd	Tracy Richardson
3. Emailing morning announcements to keep students and parents informed	Record of parent volunteer hours and attendance of parents at school events	Laura Wise