

Orange County Public Schools Accreditation Report Elementary Schools

2024-2025

Orange County School Board Meeting
September 9, 2024



State Accreditation Measures



Student Achievement



Measured by
Standards of Learning
Assessments & Growth
Assessments



Attendance



Measured by
Chronic Absenteeism

Quality Indicators

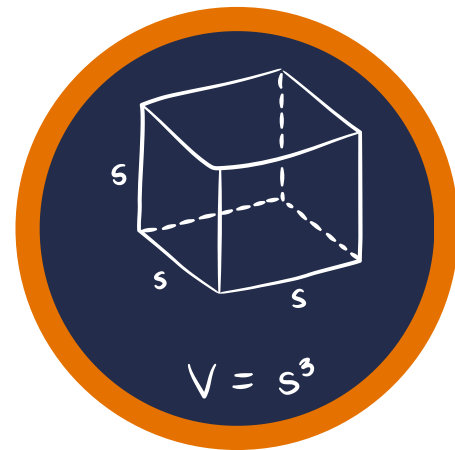
Academic Achievement & Student Engagement

State Benchmarks



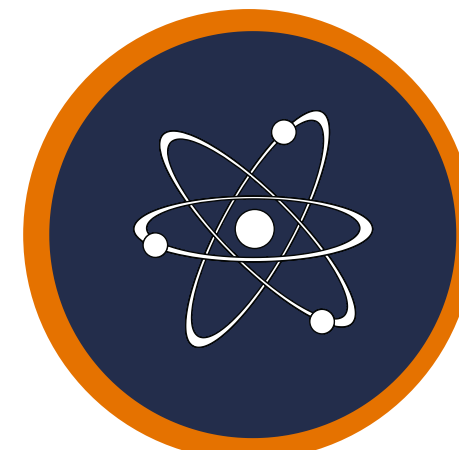
Reading

75%



Math

70%



Science

70 %



**Chronic
Absenteeism**

15%

School Quality Indicator Levels

LEVEL 1

At or Above
Standard
or
Sufficient
Improvement from
Level 2

English: $\geq 75\%$
Math: $\geq 70\%$
Science: $\geq 70\%$
CA: $\leq 15\%$

LEVEL 2

Near
Standard
or
Sufficient
Improvement
from Level 3

English: 66%-74%
Math: 66%-69%
Science: 66%-69%
CA: 16%-25%

LEVEL 3

Below Standard
or
Performance at
Level 2 for more
than four
consecutive years

English: $\leq 65\%$
Math: $\leq 65\%$
Science: $\leq 65\%$
CA: $> 25\%$



Accredited

Locust Grove Elementary

Orange Elementary

Gordon-Barbour Elementary

Accredited With Conditions

Locust Grove Primary

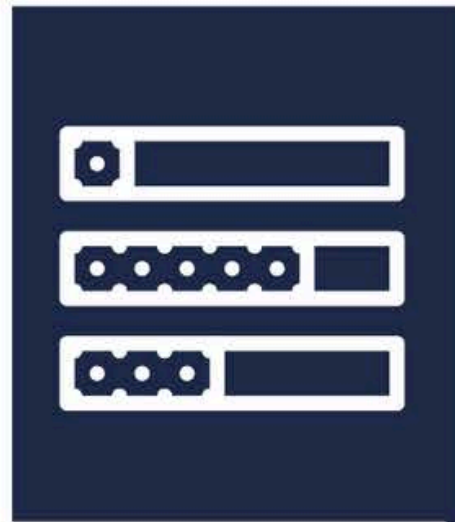
Unionville Elementary

Lightfoot Elementary

Continuous School Improvement Plans

Continuous Improvement

Monitor Progress
Determine Effectiveness



Conduct Needs Assessment
Data Analysis



Implement Strategies
Action Steps



Develop Plan
School Improvement Plan



Strategic Response



- Attendance
 - Increased Communication & Monitoring
 - Implementation of Successful Practices
- Achievement
 - Training
 - New Teacher Induction & Training
 - Focused Principal/Teacher Training
 - Lead Teachers
 - Assessment & Student Learning Data
 - Evaluation for Rigor/Alignment
 - Monitoring & Data Analysis
 - Instruction
 - Evaluation Tools for Lesson Planning/Data
 - Individualized Learning Plans
 - Walkthrough Revision & Feedback
 - Intervention Platforms
 - All-In Tutoring



Eileen Oliver-Eggert, Ed.D.
Principal



Lee Finger
Principal

School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level Three

Achievement Gaps	
English	Level One
Mathematics	Level Two

Locust Grove Elementary School	
Student Engagement & Outcomes	
Chronic Absenteism	Level One
Locust Grove Primary School	
Student Engagement & Outcomes	
Chronic Absenteism	Level One

Locust Grove Elementary School
 Locust Grove Primary School

School Quality Indicators

School Name	Academic Achievement - English	Academic Achievement - Math	Academic Achievement - Science
Locust Grove Primary	85%	81%	60%
Locust Grove Elementary	85%	81%	60%

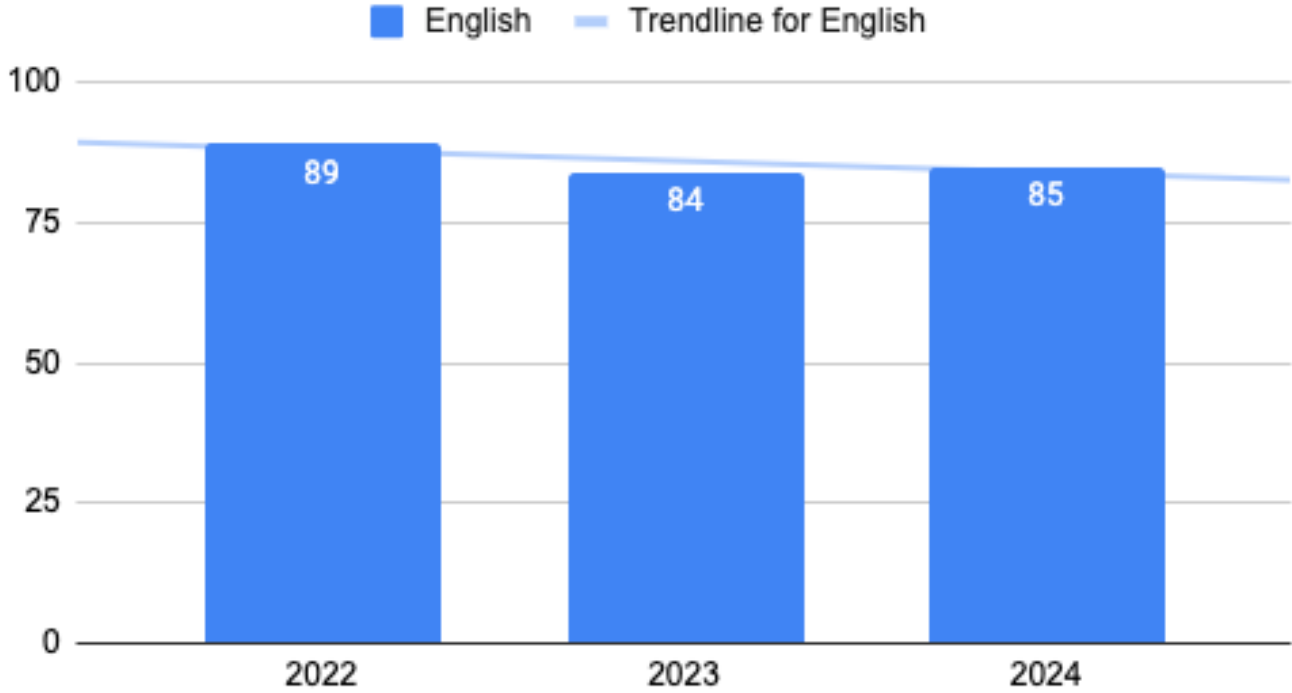
School Name	Chronic Absenteeism
Locust Grove Primary	12%
Locust Grove Elementary	13%

Performance Level Codes

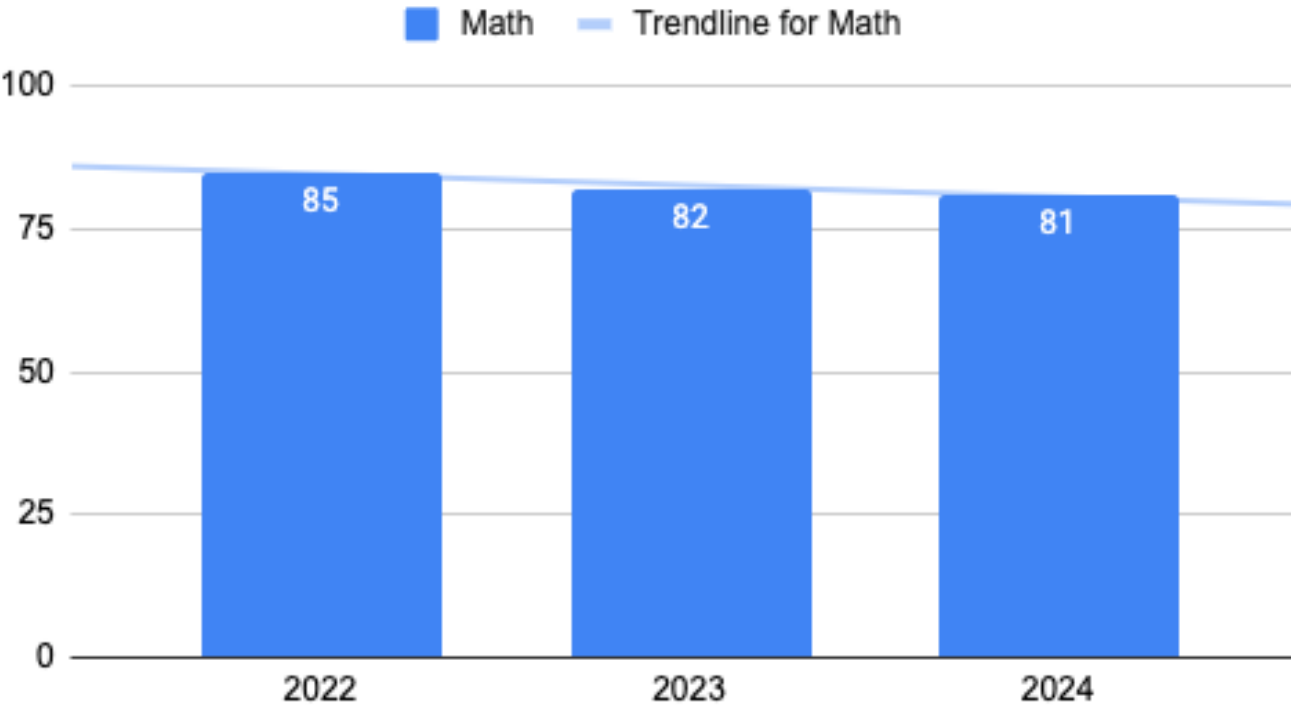
- L1
- L3
- NA

Academic Achievement

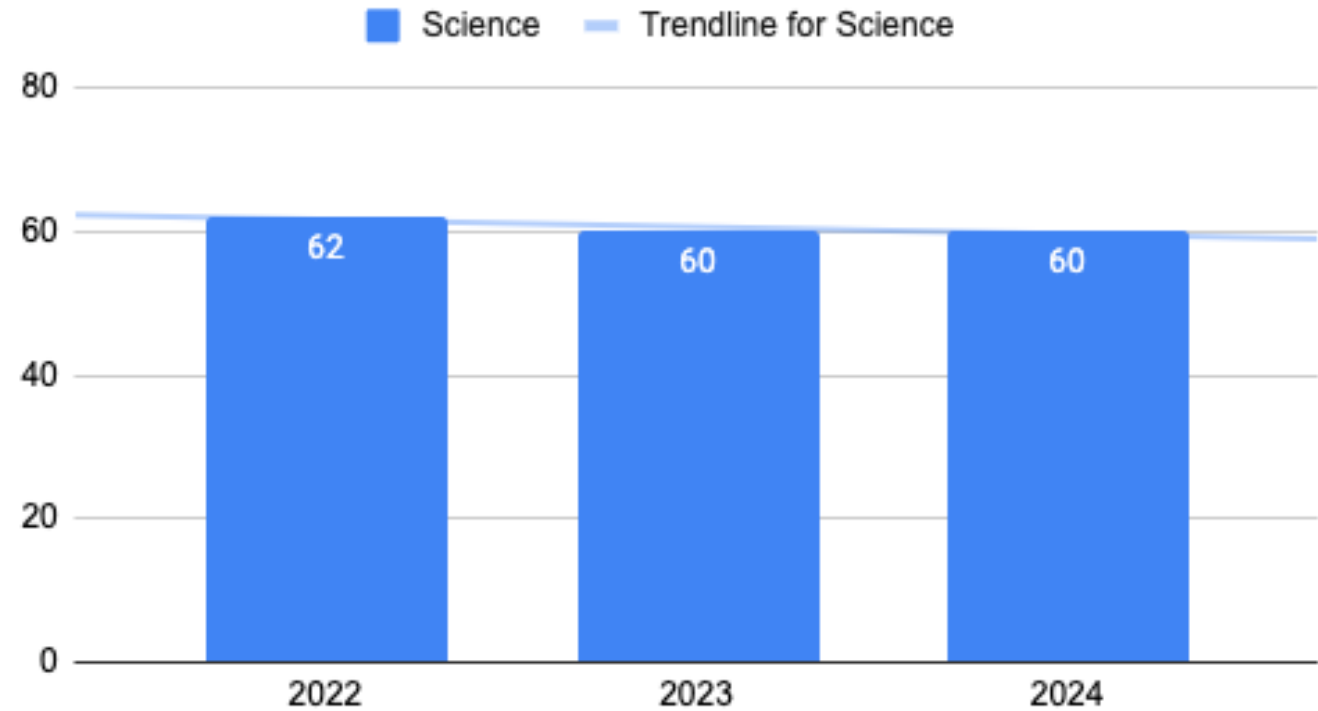
English: All Students



Math: All Students



Science: All Students



Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One	Too Small
Black	Level One	Level One
Economically Disadvantaged	Level One	Level One
English Learners	Level One	Level One
Hispanic	Level One	Level One
Multiple Races	Level One	Level One
Students with Disabilities	Level Two	Level Three
White	Level One	Level One

Locust Grove Elementary School
 Locust Grove Primary School

Achievement Gaps: English and Mathematics

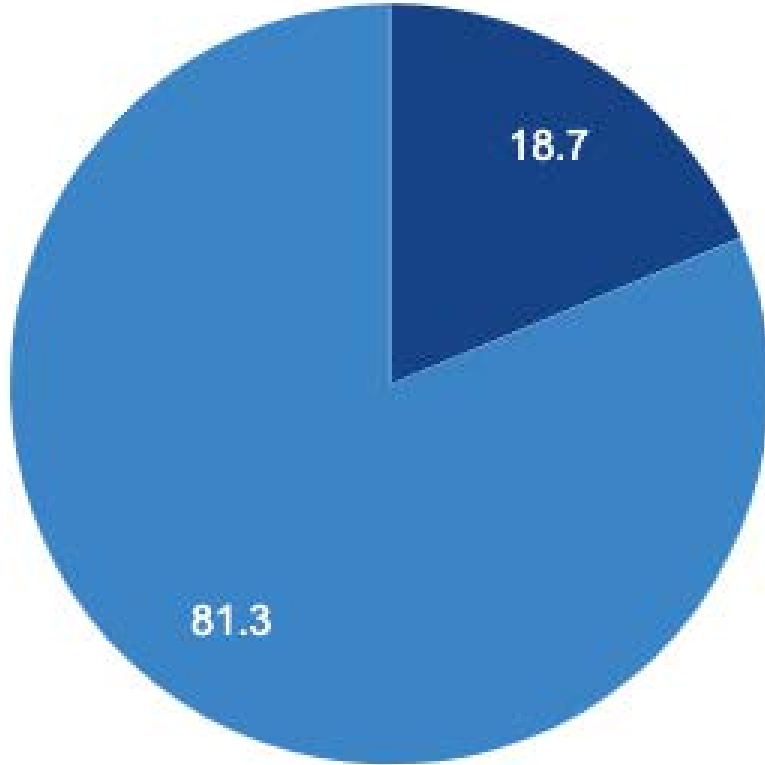
Performance Level Codes

- L1
- L2
- L3

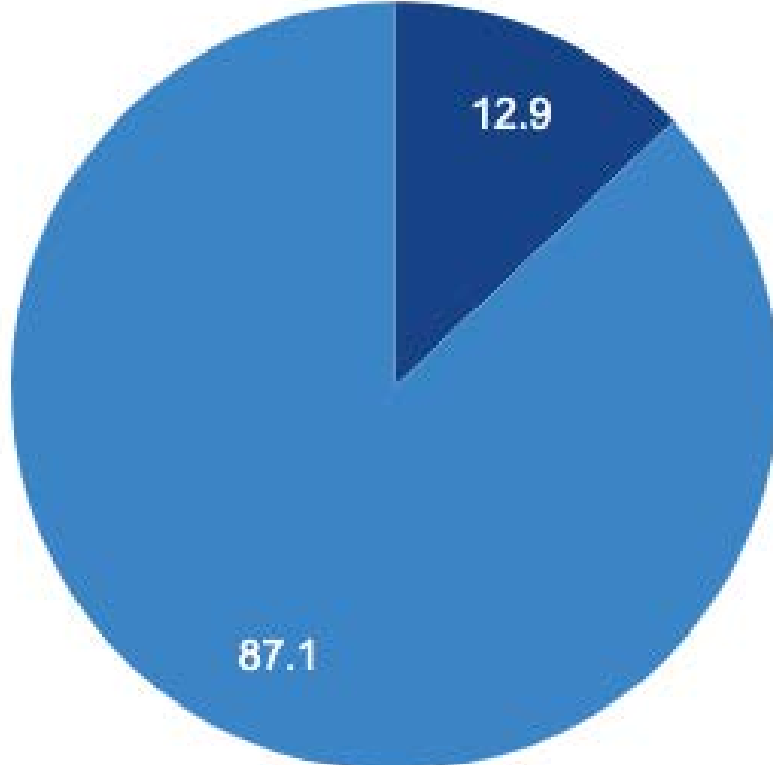
School Name	Indicator Id	Overall Performance Level Code	Asian	Black	Hispanic	White	Multiple Races	Economically Disadvantaged	English Learners	Students with Disabilities
Locust Grove Elementary	English	L1	91%	78%	87%	86%	80%	81%	94%	69%
	Math	L2	86%	76%	81%	84%	74%	76%	87%	58%
Locust Grove Primary	English	L1	91%	78%	87%	86%	80%	81%	94%	69%
	Math	L2	86%	76%	81%	84%	74%	76%	87%	58%

Locust Grove Elementary School Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



Continuous School Improvement Plan Strategies

CHRONIC ABSENTEEISM:

- Student Recognitions & Frequent Parent Communication
- Daily Personal Phone Calls
- Student Assistance Team & Attendance Plan Meetings
- Increased Family Engagement Activities

INSTRUCTION:

Staffing, Professional Growth, & Leadership

- Restructured PLC Model
- Distributed Leadership - Lead Teachers & Leadership Team
- Collaborative Lesson Planning, Observations, and Feedback

Tiered Interventions & Supports for Targeted Students

- High Intensity Tutoring
- Balanced Instructional Model

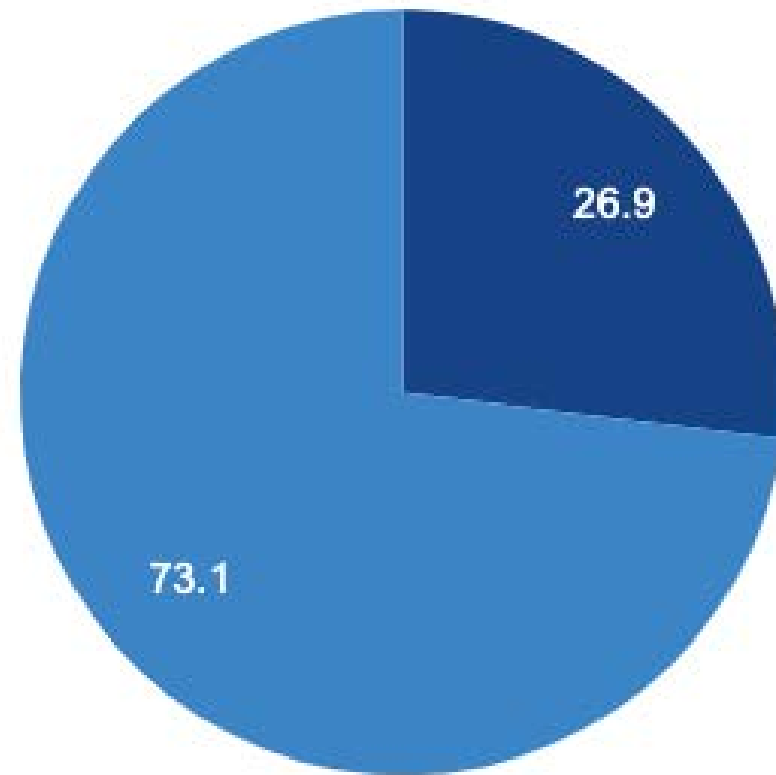
Science

- Hands-on/Experiential Science Learning Activities
- Scheduling, Professional Development, and Lesson Planning
- Feedback using Science Classroom Observation Tool

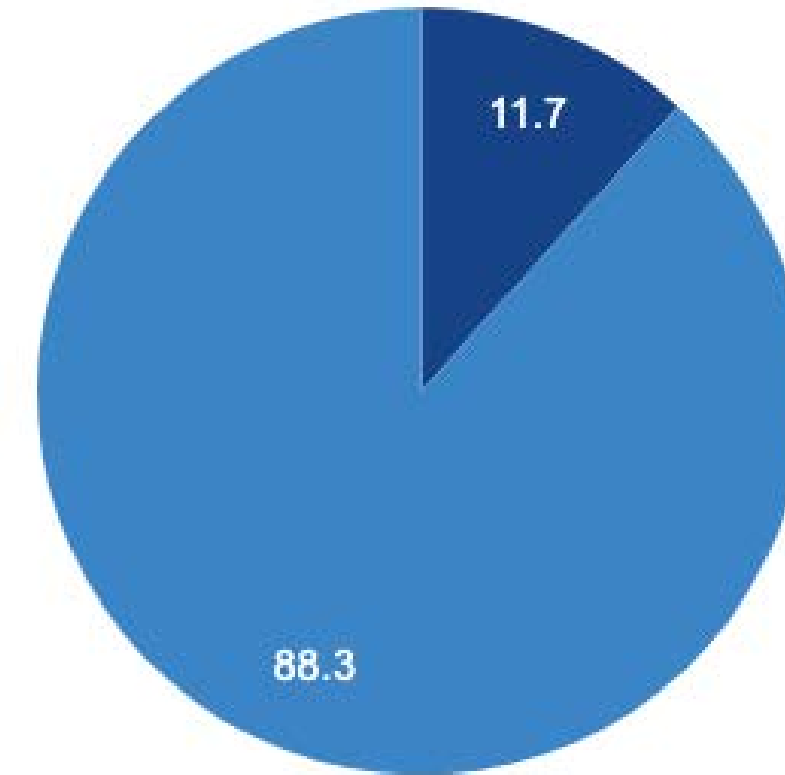


Locust Grove Primary School Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



Continuous School Improvement Plan Strategies

ATTENDANCE:

- Attendance Awareness Campaign
- Brag Tags & PTA Partnership
- Team Approach



Locust Grove Primary



INSTRUCTION & STUDENT ACHIEVEMENT:

- Evidence-Based Interventions in Math and Reading
 - Targeted Subgroups: Students with Disabilities and Multiple Races
- Professional Development and Professional Learning Communities
 - Lesson Plan Alignment and Feedback
 - Instructional Practices
 - Data Analysis
- High Intensity Tutoring



Merilee Grubb
Principal

Aimee Jakubik
Principal



School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level Three

Achievement Gaps	
English	Level One
Mathematics	Level One

Lightfoot Elementary School	
Student Engagement & Outcomes	
Chronic Absenteism	Level One
Unionville Elementary School	
Student Engagement & Outcomes	
Chronic Absenteism	Level One

School Quality Indicators

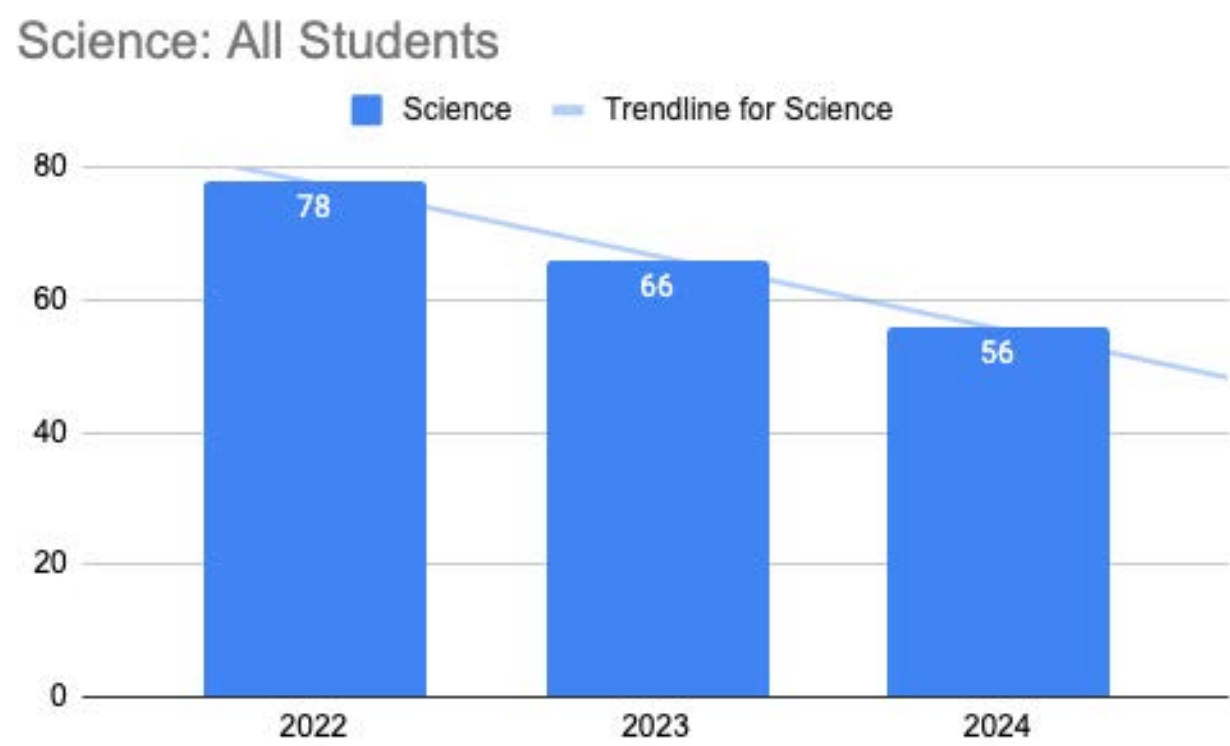
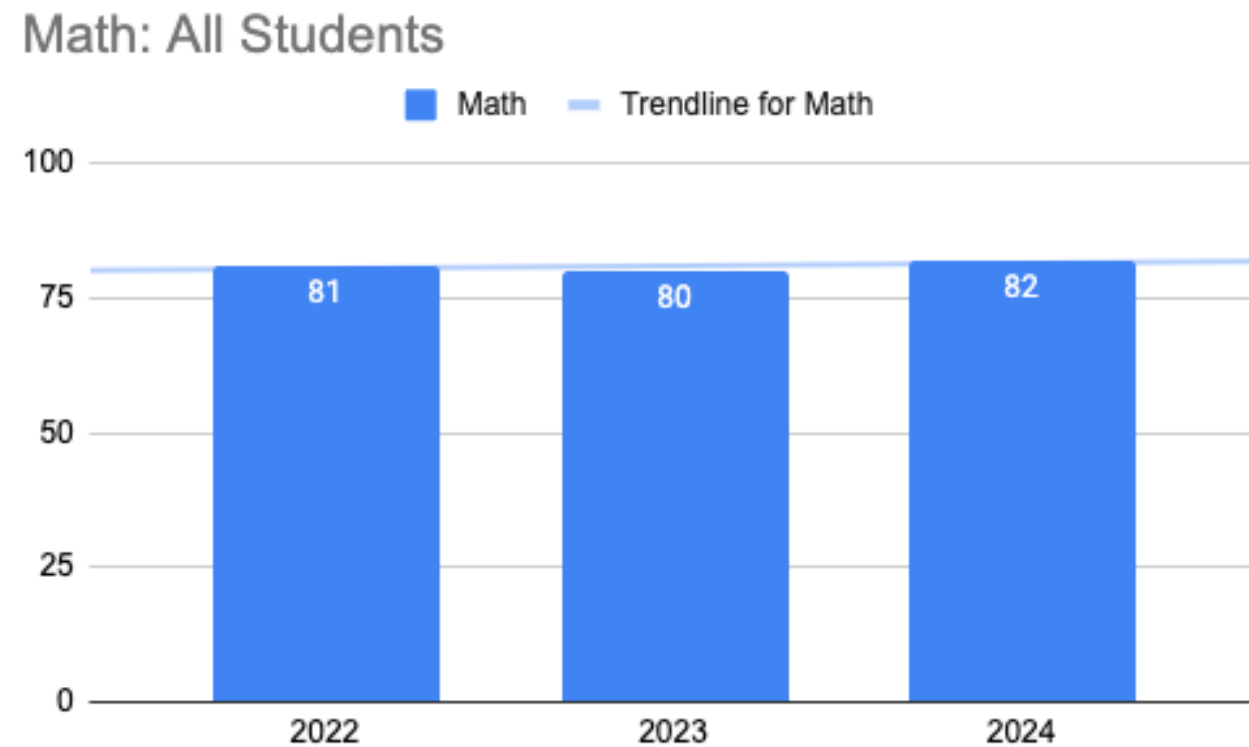
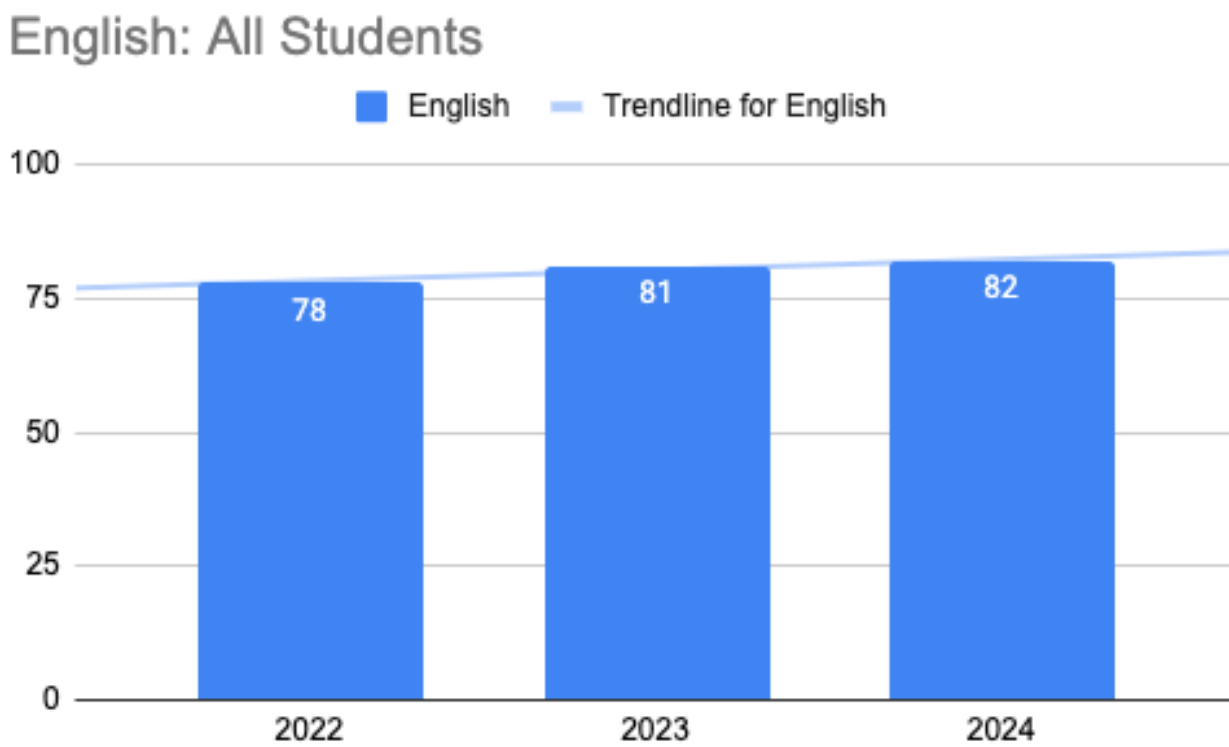
School Name	Academic Achievement - English	Academic Achievement - Math	Academic Achievement - Science
Unionville Elementary	82%	82%	56%
Lightfoot Elementary	82%	82%	56%

Performance Level Codes

- L1
- L1R10
- L3
- NA

School Name	Chronic Absenteeism
Unionville Elementary	16%
Lightfoot Elementary	6%

Academic Achievement



Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One	Level One
Black	Level One	Level One
Economically Disadvantaged	Level One	Level One
English Learners	Level One	Level One
Hispanic	Level One	Level One
Multiple Races	Level One	Level One
Students with Disabilities	Level One	Level One
White	Level One	Level One

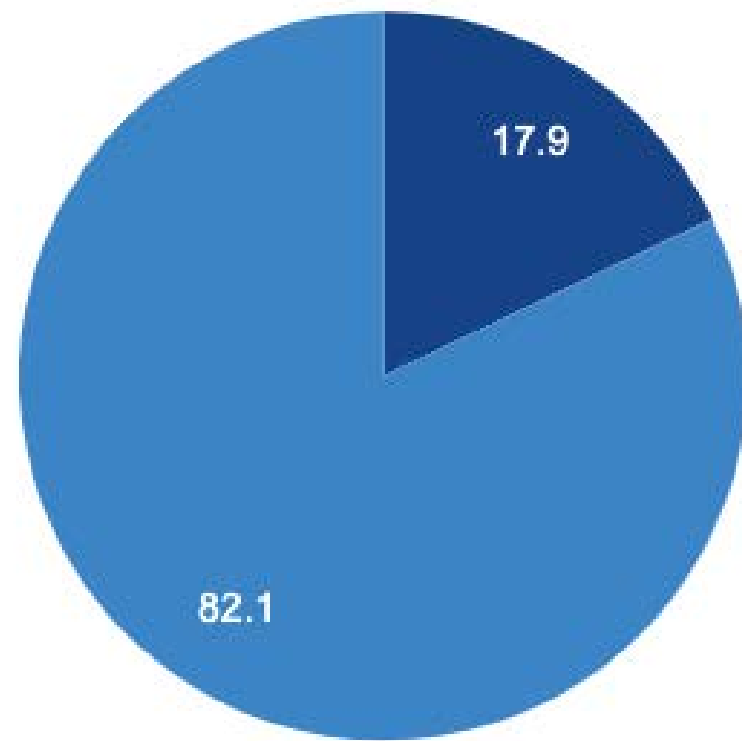
Achievement Gaps: English and Mathematics

Performance Level Codes
■ L1

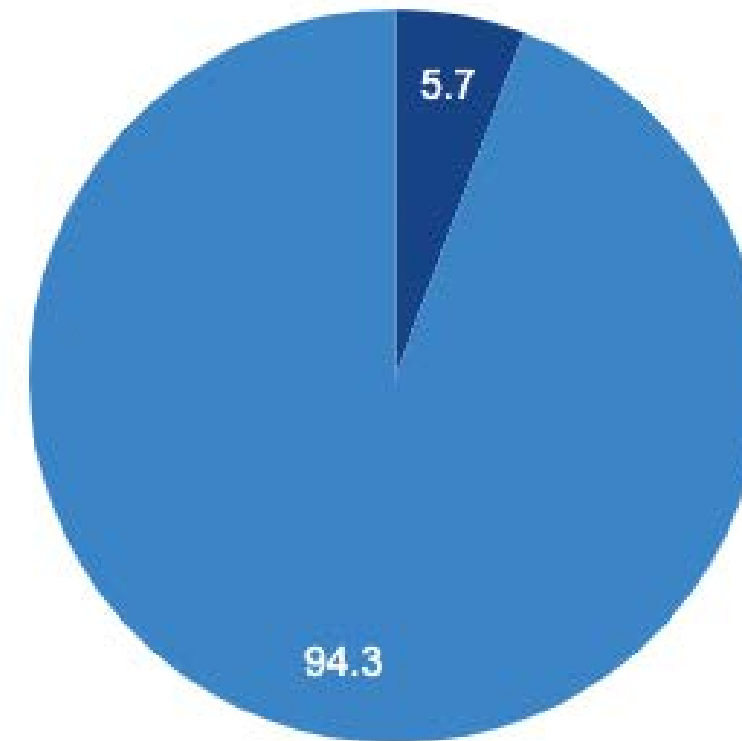
School Name	Indicator Id	Overall Performance Level Code	Asian	Black	Hispanic	White	Multiple Races	Economically Disadvantaged	English Learners	Students with Disabilities
Lightfoot Elementary	English	L1	100%	79%	97%	80%	81%	80%	100%	78%
	Math	L1	100%	78%	97%	80%	83%	78%	100%	70%
Unionville Elementary	English	L1	100%	79%	97%	80%	81%	80%	100%	78%
	Math	L1	100%	78%	97%	80%	83%	78%	100%	70%

Lightfoot Elementary School

Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



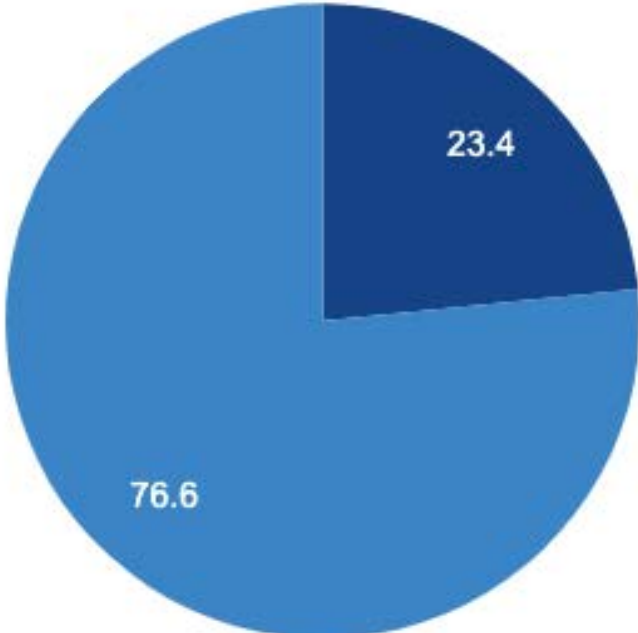
Continuous School Improvement Plan Strategies



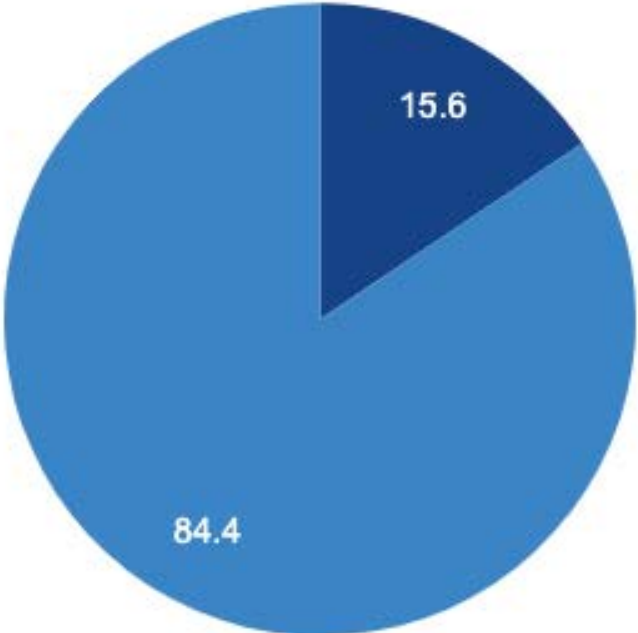
- Chronic Absenteeism - student acknowledgment and family engagement
- Enhancing research-based practices and lesson planning in Reading, Math, and Science with a focus on subgroups (multiple races)
- Embedded Professional Learning in Reading, Math, and Science Professional Learning Communities (PLC's) with focus on use of High Quality Instructional Materials and interventions
- Tutoring for Reading, Math, and Science

Unionville Elementary School

Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



Continuous School Improvement Plan Strategies



- Chronic Absenteeism
 - Attendance recognitions & incentives
 - Communication
 - Family engagement opportunities
 - Attendance Team
- Enhanced Instructional Strategies
 - Professional Learning Communities with focus on lesson planning (Literacy, Math, Science)
 - Embedded Professional Development with focus on High Quality Instructional Materials (Math Workshop, Implementation of CKLA, Science)
 - Differentiated interventions
 - Tutoring (Literacy, Math)





Lawyer Johnson
Principal

School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level One

Achievement Gaps	
English	Level One
Mathematics	Level One

Orange Elementary School	
Student Engagement & Outcomes	
Chronic Absenteism	Level One

School Quality Indicators

School Name	Academic Achievement - English	Academic Achievement - Math	Academic Achievement - Science
Orange Elementary	84%	85%	73%

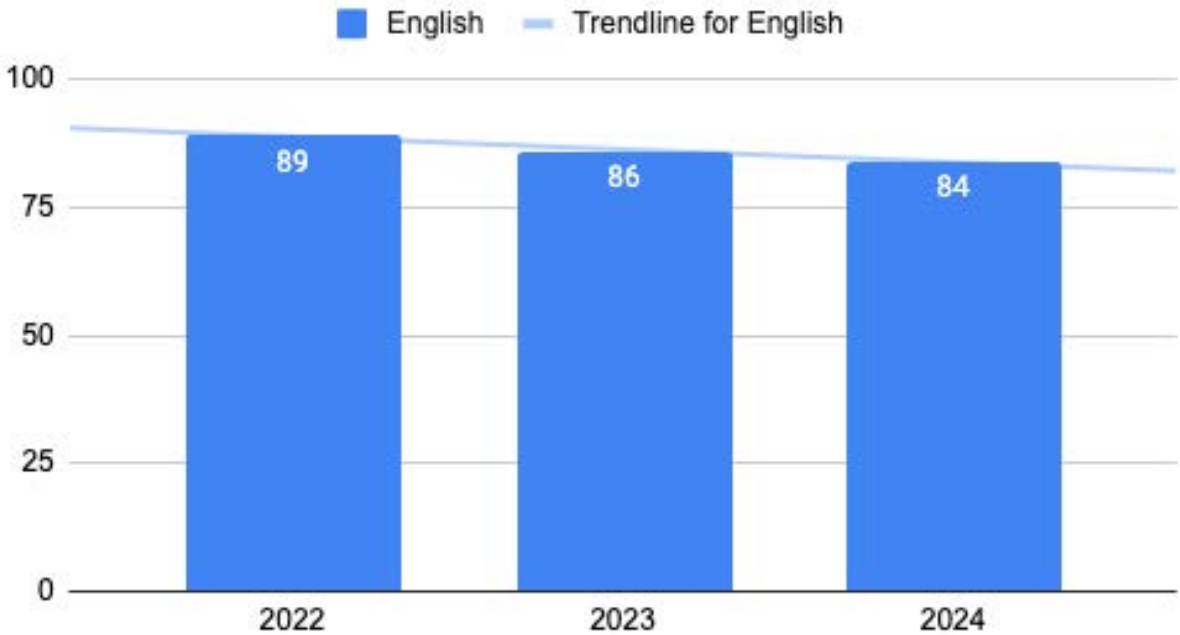
Performance Level Codes

L1

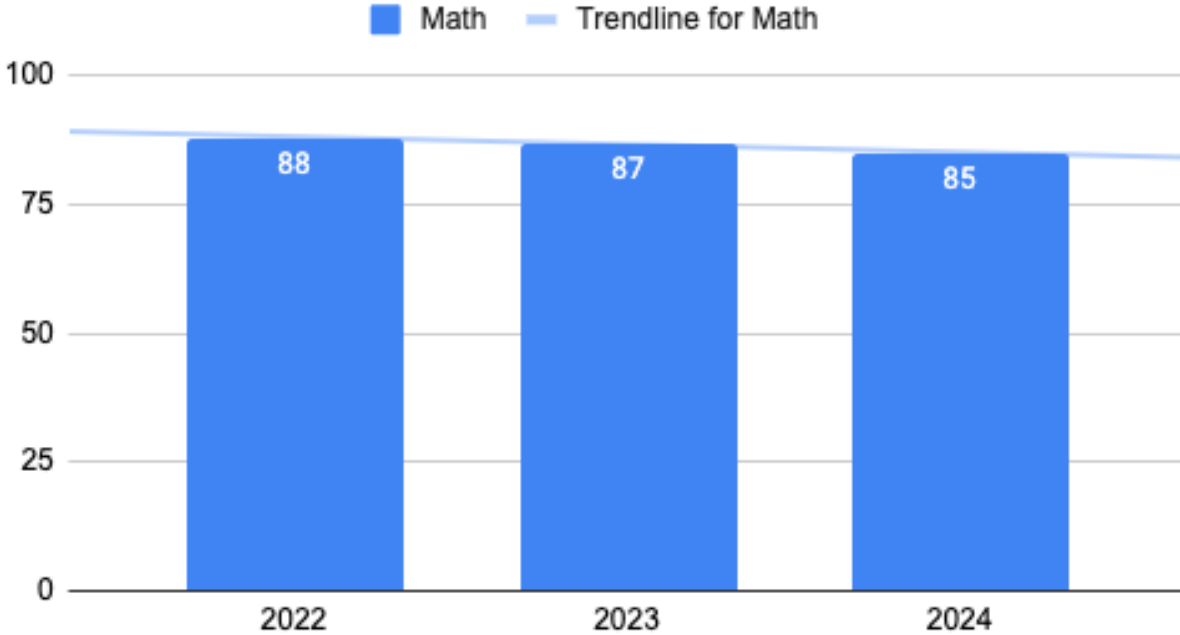
School Name	Chronic Absenteeism
Orange Elementary	13%

Academic Achievement

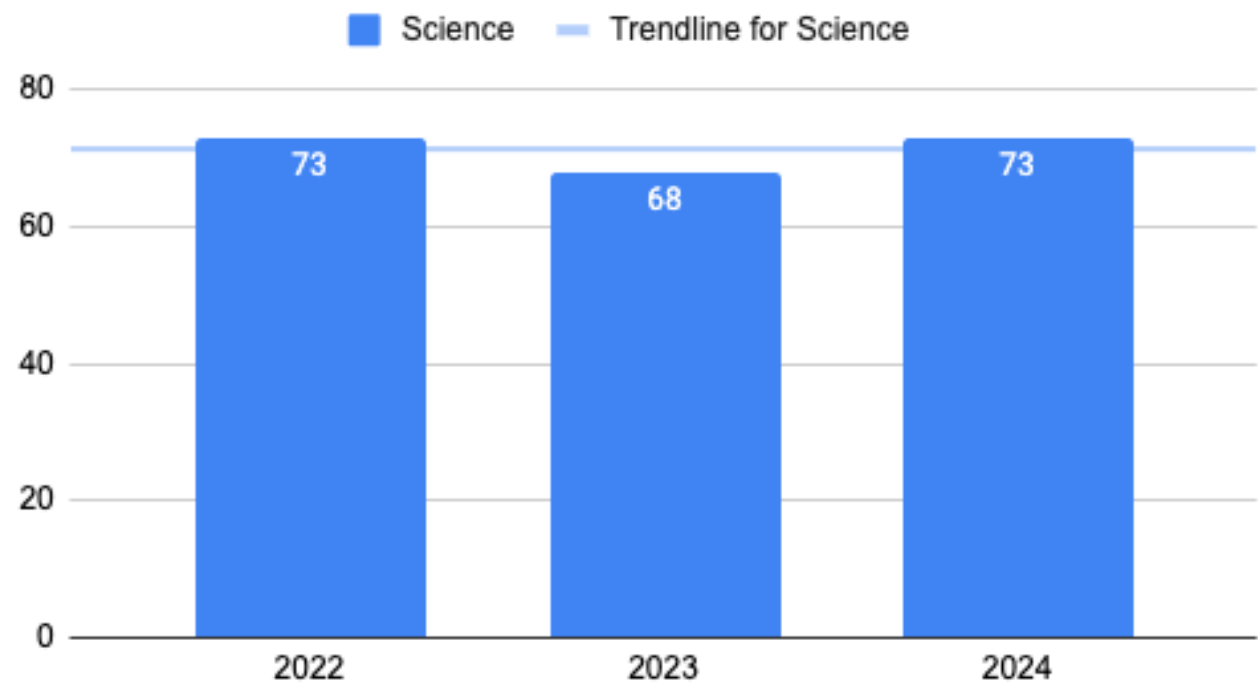
English: All Students



Math: All Students



Science: All Students



Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One	Level One
Black	Level One	Level One
Economically Disadvantaged	Level One	Level One
English Learners	Level One	Level One
Hispanic	Level One	Level One
Multiple Races	Level One	Level One
Students with Disabilities	Level One	Level One
White	Level One	Level One

Achievement Gaps: English and Mathematics

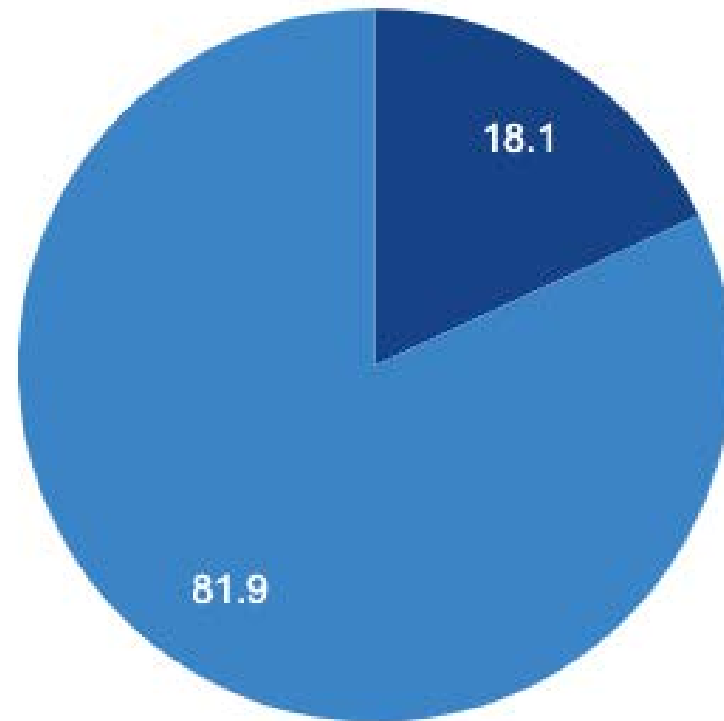
Performance Level Codes

■ L1

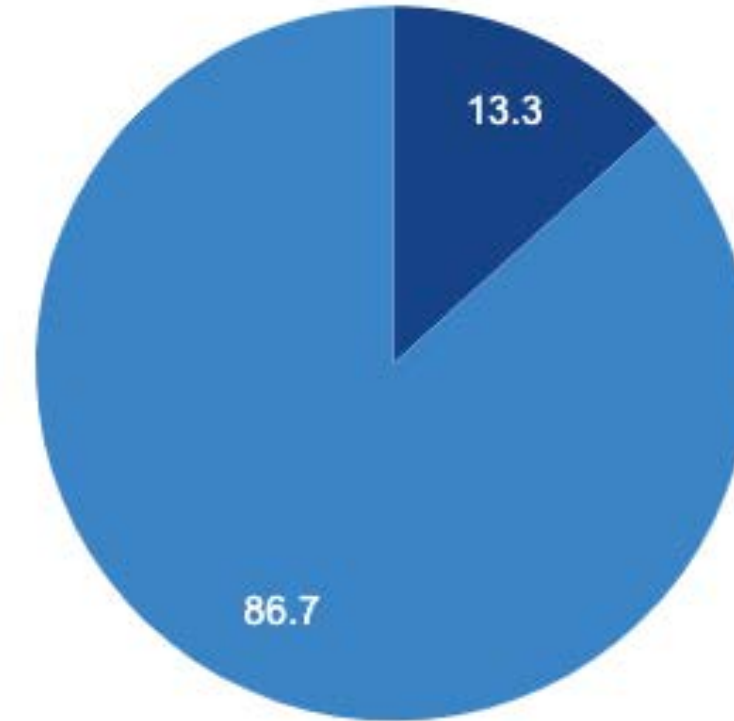
School Name	Indicator Id	Overall Performance Level Code	Asian	Black	Hispanic	White	Multiple Races	Economically Disadvantaged	English Learners	Students with Disabilities
Orange Elementary	English	L1	100%	77%	89%	88%	83%	81%	95%	75%
	Math	L1	100%	80%	84%	89%	82%	82%	95%	82%

Orange Elementary School Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



Continuous School Improvement Plan Strategies

Chronic Absenteeism:

- Increased Communication with Families about Attendance
- Information, Incentives, and Recognitions for Students
- Increased Extra-curricular Opportunities for Students
- Student Assistance Team & Attendance Plan Meetings

Instruction:

- Focus on Tier 1 Instructional Strategies for ALL Students
 - Teacher Clarity (Visible Learning)
 - Scaffolding of Content/Skills
 - Enhanced Lesson Planning
 - Increased Time for Professional Learning Community Meetings
- Professional Development for Staff
 - Math Workshop
 - Increased In-House Presenters (peer to peer)



ORANGE ELEMENTARY
SCHOOL



Brandi Shumake
Principal

School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level Two

Achievement Gaps	
English	Level One
Mathematics	Level One

Gordon-Barbour Elementary School	
Student Engagement & Outcomes	
Chronic Absenteism	Level One

School Quality Indicators

School Name	Academic Achievement - English	Academic Achievement - Math	Academic Achievement - Science
Gordon-Barbour Elementary	86%	89%	68%

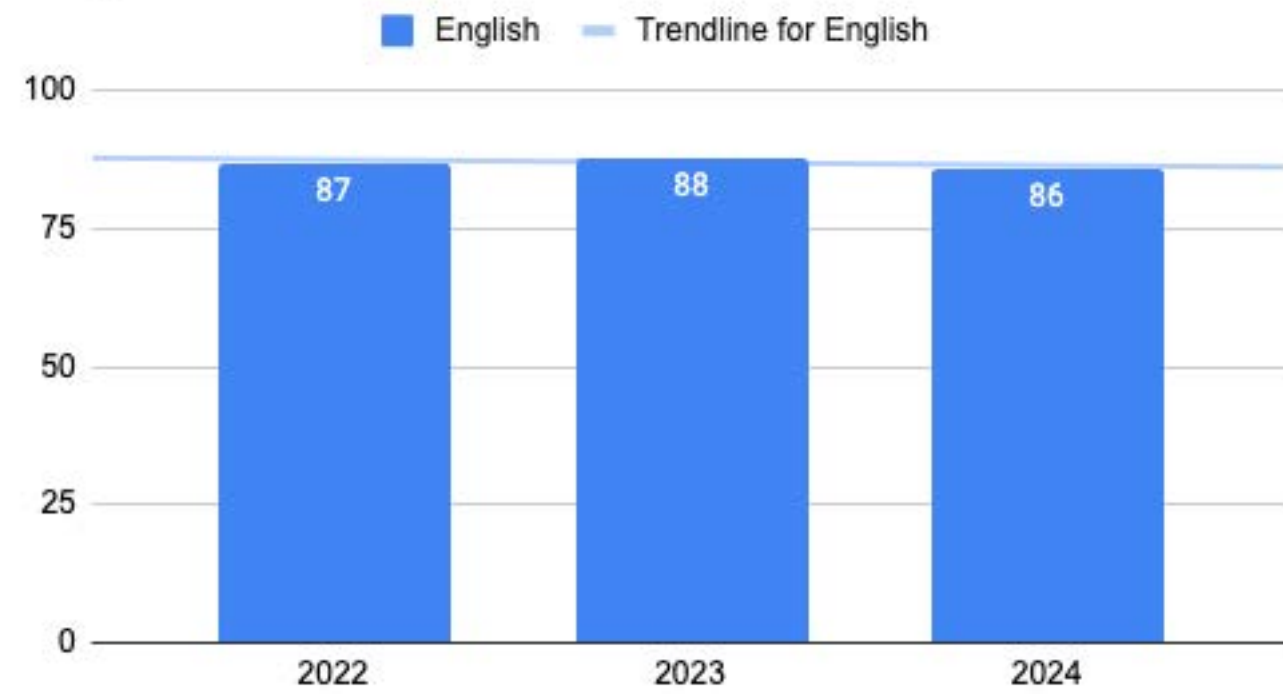
School Name	Chronic Absenteeism
Gordon-Barbour Elementary	14%

Performance Level Codes

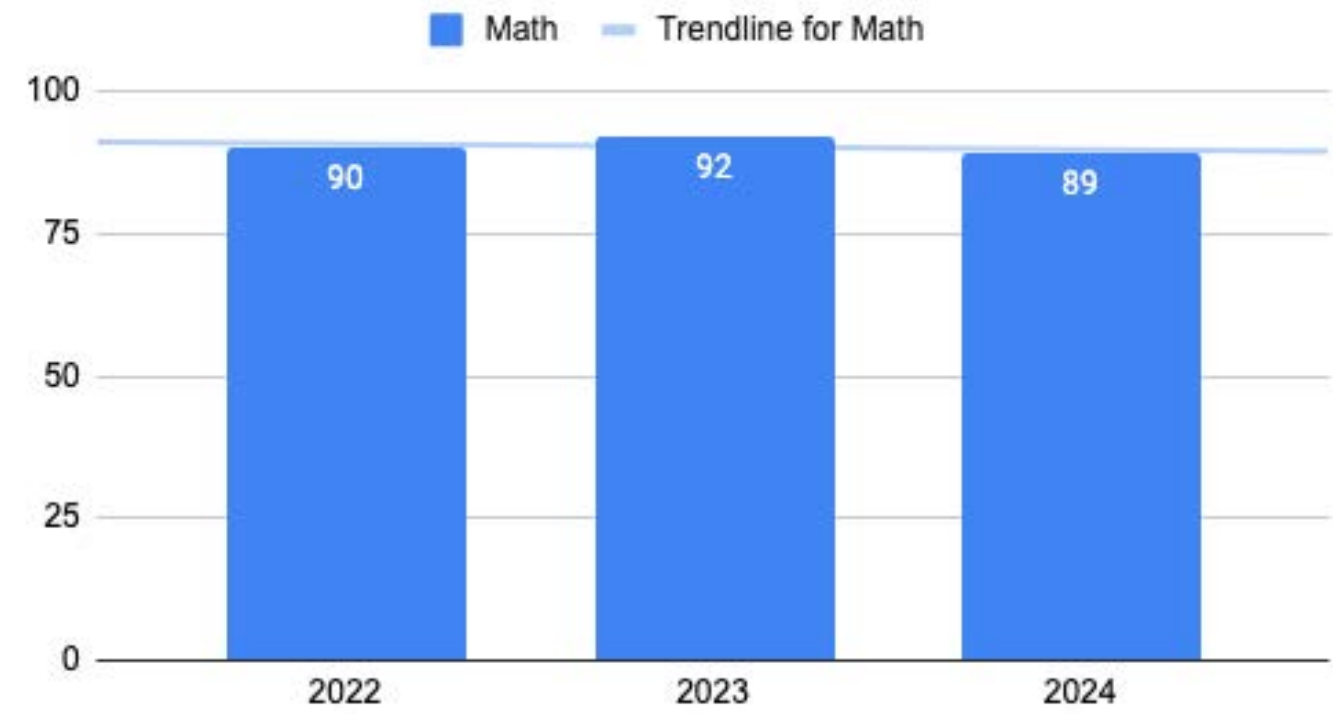
- L1
- L2
- NA

Academic Achievement

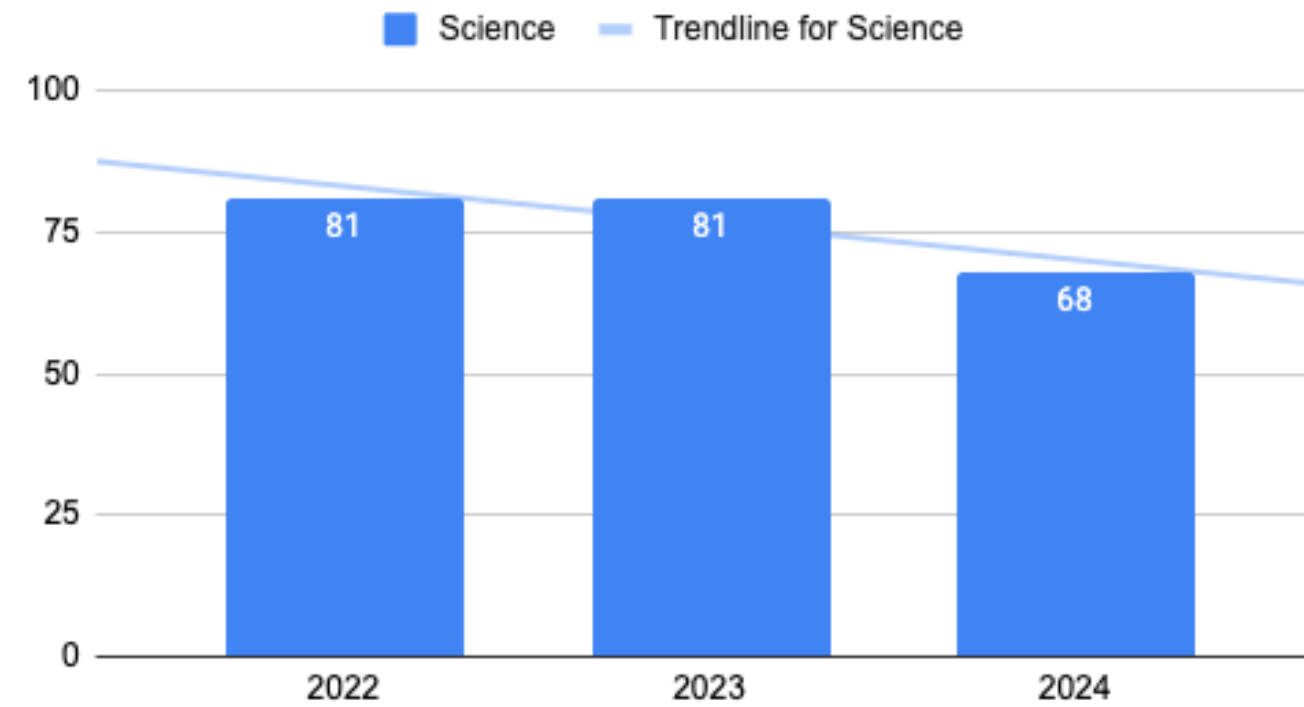
English: All Students



Math: All Students



Science: All Students



Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One	Level One
Black	Level One	Level One
Economically Disadvantaged	Level One	Level One
English Learners	Level One	Level One
Hispanic	Level One	Level One
Multiple Races	Level One	Level One
Students with Disabilities	Level Two	Level One
White	Level One	Level One

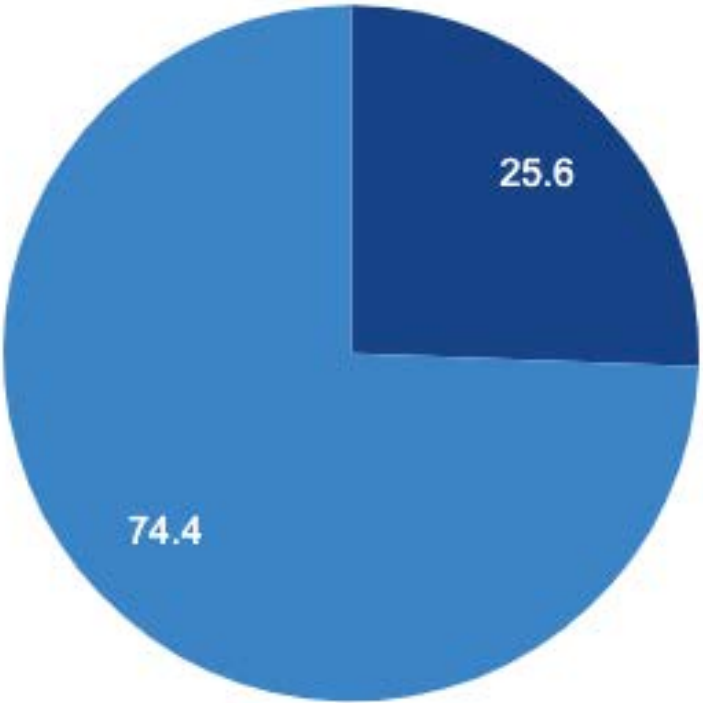
Achievement Gaps: English and Mathematics

Performance Level Codes
■ L1
■ L2

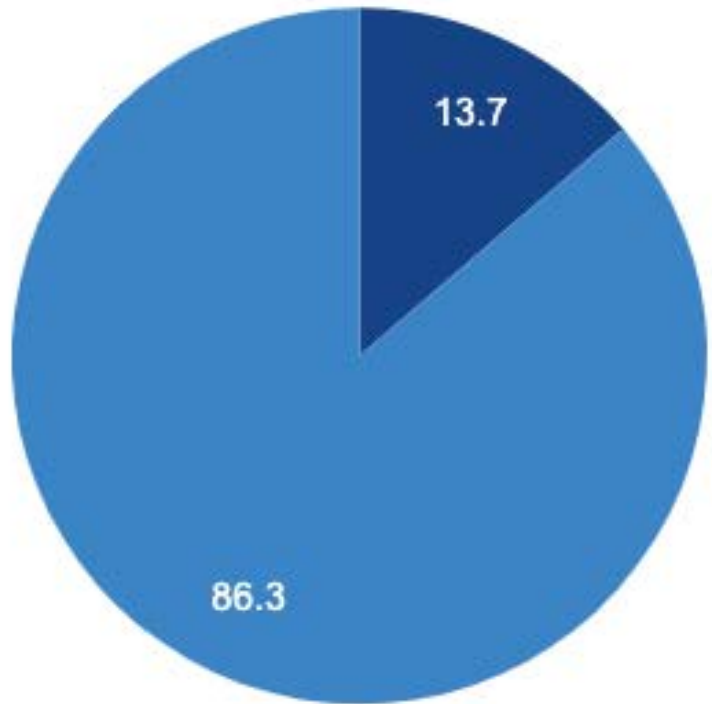
School Name	Indicator Id	Overall Performance Level Code	Asian	Black	Hispanic	White	Multiple Races	Economically Disadvantaged	English Learners	Students with Disabilities
Gordon-Barbour Elementary	English	L1	100%	79%	96%	86%	88%	84%	100%	67%
	Math	L1	100%	78%	100%	90%	92%	88%	100%	82%

Gordon-Barbour Elementary School Chronic Absenteeism

Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



Continuous School Improvement Plan Strategies

Chronic Absenteeism:

- Weekly School Attendance Team Meetings
- Attendance Incentives and Recognition
- Student Ambassador Program
- Weekly Family Communication
- Parent Volunteer Opportunities

Student Achievement and Teacher Development

- Teacher Leadership and Professional Development
- Student Data Analysis
- Emphasis on SWD
 - Co-teaching
 - Progress Monitoring
- Science Instruction
 - Resource Room
 - Lesson Planning
 - Increased Time, Hands-on Experiences, and Critical Thinking
- Tutoring

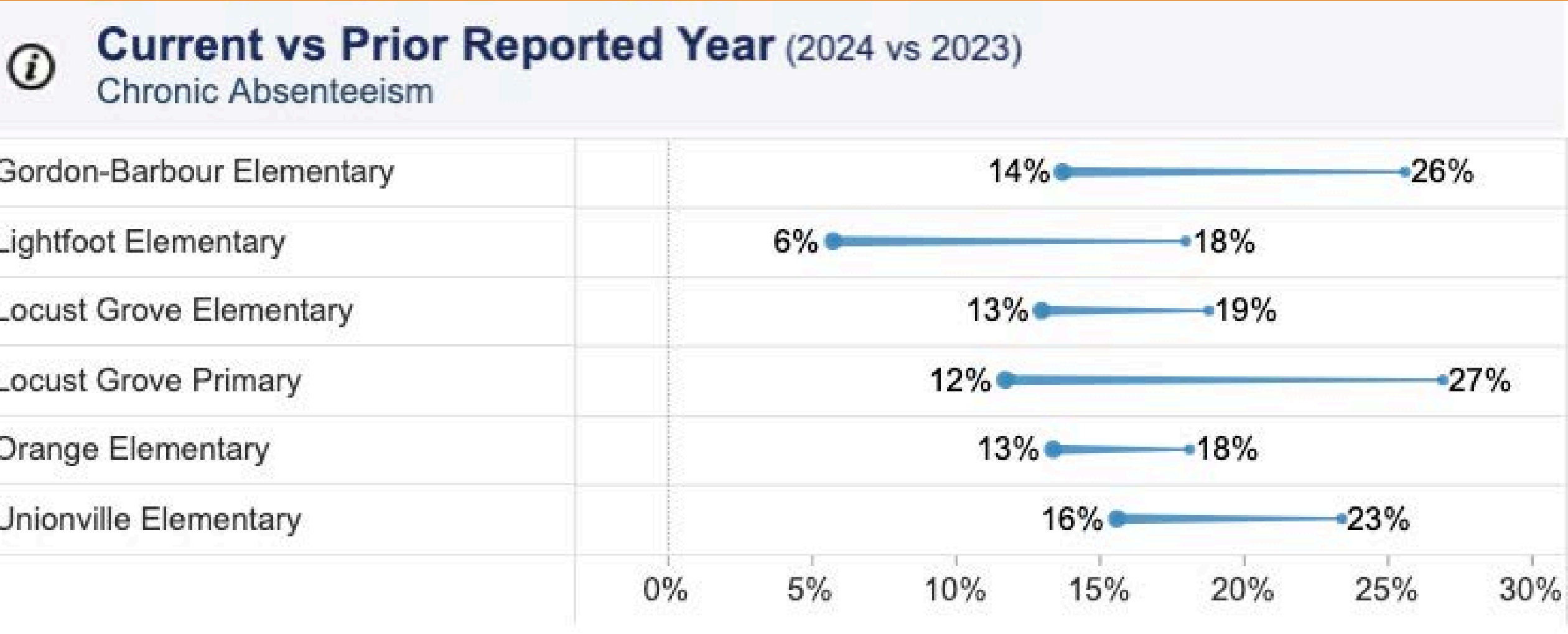




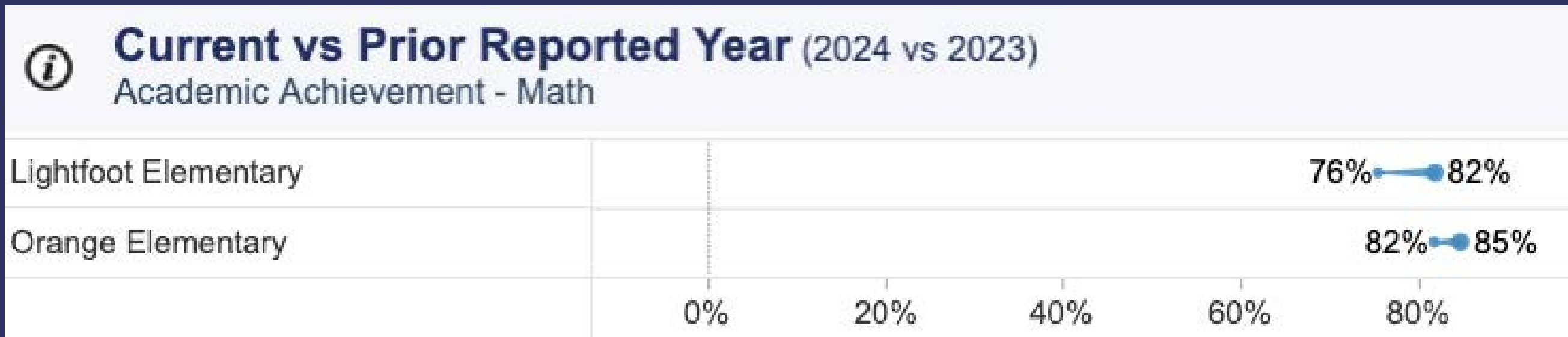
Highlights

Attendance & Achievement Gains

Accreditation Gains Attendance



Accreditation Gains Achievement



LGES Achievement Gap Gains

① Current vs Prior Reported Year (2024 vs 2023)	
Achievement Gap - English	
Black	77% ● 78%
Students with Disabilities	69% ● 69%

LES Achievement Gap Gains

Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - English

Asian		100% 100%
Black		68% 79%
Economically Disadvantaged		77% 80%
English Learners		100% 100%
Hispanic		89% 97%
Students with Disabilities		61% 78%

Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - Math

Asian		100% 100%
Black		67% 78%
Economically Disadvantaged		74% 78%
English Learners		100% 100%
Hispanic		91% 97%
Multiple Races		77% 83%

OES Achievement Gap Gains

Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - English

Asian		100%  100%
English Learners		94%  95%
Hispanic		87%  89%
White		88%  88%

Current vs Prior Reported Year (2024 vs 2023)



Achievement Gap - Math

Asian		100%  100%
Black		79%  80%
English Learners		86%  95%

GBES Achievement Gap Gains


i Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - English

Asian			100%  100%
English Learners			100%  100%

i Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - Math

Asian			100%  100%
English Learners			100%  100%
Hispanic			95%  100%

Glows

- Attendance
 - Reduction in Chronic Absenteeism
- Achievement
 - Gains in Subgroup Achievement

Grows

- Science Instruction
- Student Achievement Levels



Thank you for the opportunity to present the accreditation ratings and action plans.

Our team will remain focused on continuous school improvement.