

Orange County Public Schools
Accreditation Report
Secondary Schools
2024-2025



Orange County School Board Meeting
September 23, 2024

State Accreditation Measures



Student Achievement



Measured by
Standards of Learning



Attendance



Measured by
Chronic Absenteeism



Graduation & Dropout Rates



Measured by
Cohort Data



**College, Career, & Civic
Readiness Index**



Measured by
On-time Graduates'
Completion of 1 of 5 Criteria



100%

ACCREDITED

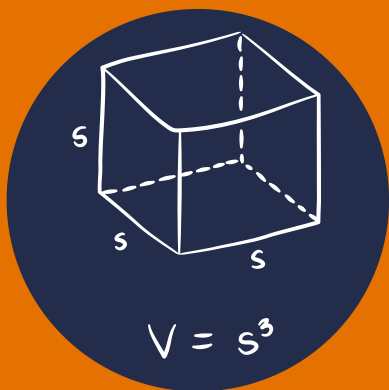
Quality Indicators

Academic Achievement & Student Engagement

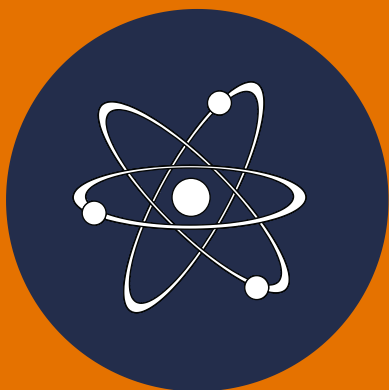
State Benchmarks



Reading
75%



Math
70%



Science
70%



**Chronic
Absenteee**
15%



**Graduation
Rate**
88%



**Dropout
Rate**
< = 6%



CCCRI
85%

School Quality Indicator Levels

LEVEL 1	LEVEL 2	LEVEL 3
At or Above Standard or Sufficient Improvement from Level 2	Near Standard or Sufficient Improvement from Level 3	Below Standard or Performance at Level 2 for > 4 consecutive years
English: $\geq 75\%$ Math: $\geq 70\%$ Science: $\geq 70\%$ CA: $\leq 15\%$ GR: $\geq 88\%$ DR: $\leq 6\%$ CCCRI: $\geq 85\%$	English: 66% - 74% Math: 66% - 69% Science: 66% - 69% CA: 16% - 25% GR: 81% - 87% DR: 7% - 9% CCCRI: 71% - 84%	English: $\leq 65\%$ Math: $\leq 65\%$ Science: $\leq 65\%$ CA: $> 26\%$ GR: $\leq 80\%$ DR: $> 9\%$ CCCRI: $\leq 70\%$

Continuous School Improvement Plans

Continuous Improvement

Monitor Progress
Determine Effectiveness



Conduct Needs Assessment
Data Analysis



Implement Strategies
Action Steps



Develop Plan
School Improvement Plan



Locust Grove Middle School

Nick Sodano

Principal



Locust Grove Middle School

School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level One

Achievement Gaps	
English	Level Two
Mathematics	Level Two

Student Engagement & Outcomes	
Chronic Absenteeism	Level One

Locust Grove Middle School

School Quality Indicators

School Name	Academic Achievement - English	Academic Achievement - Math	Academic Achievement - Science
Locust Grove Middle	78%	75%	69%

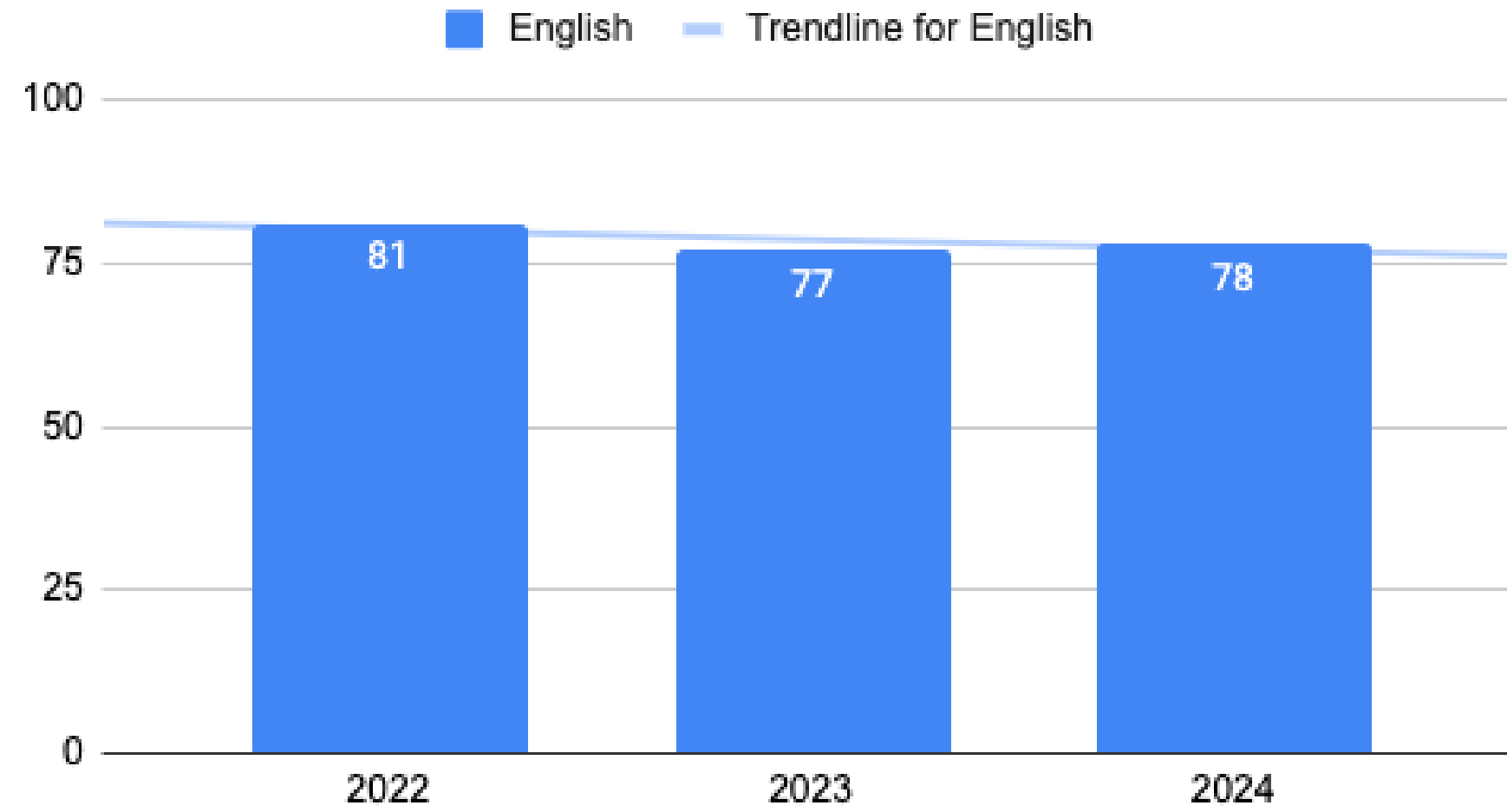
Performance Level Codes

- L1
- L1R10
- NA

School Name	Chronic Absenteeism
Locust Grove Middle	16%

Accreditation Academic Achievement

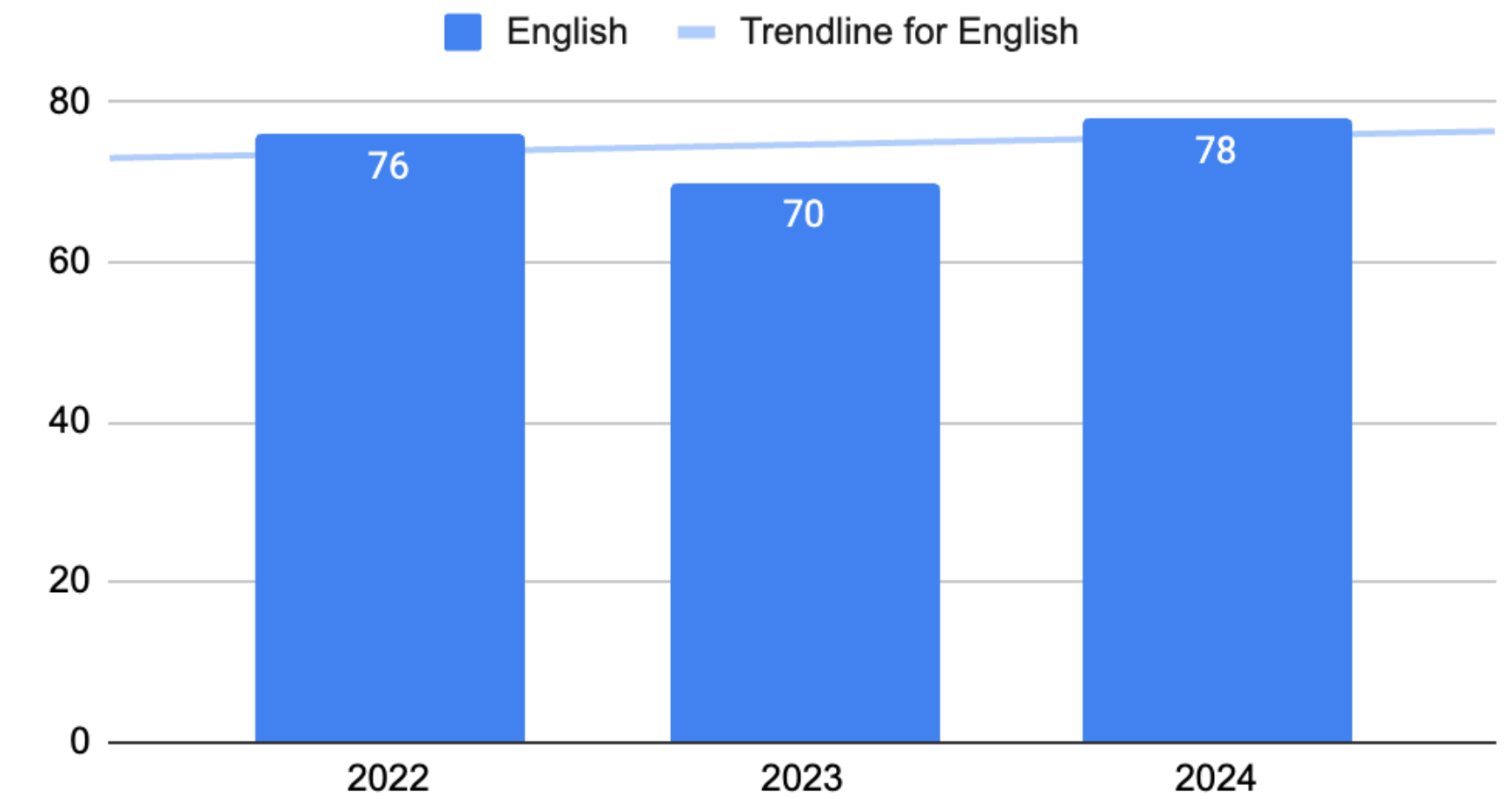
English: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

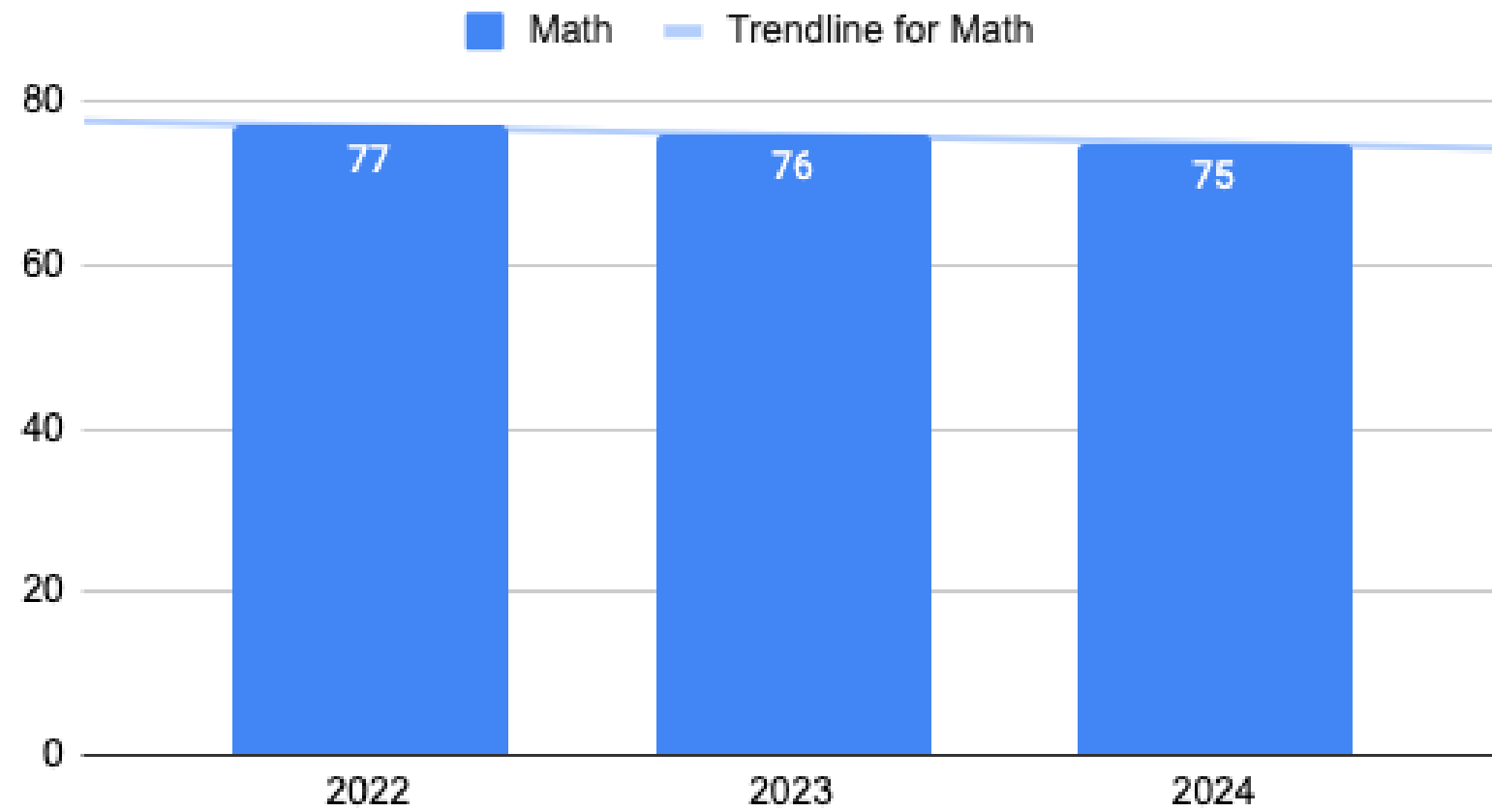
English: All Students



Actual achievement, not a 3-year average

Accreditation Academic Achievement

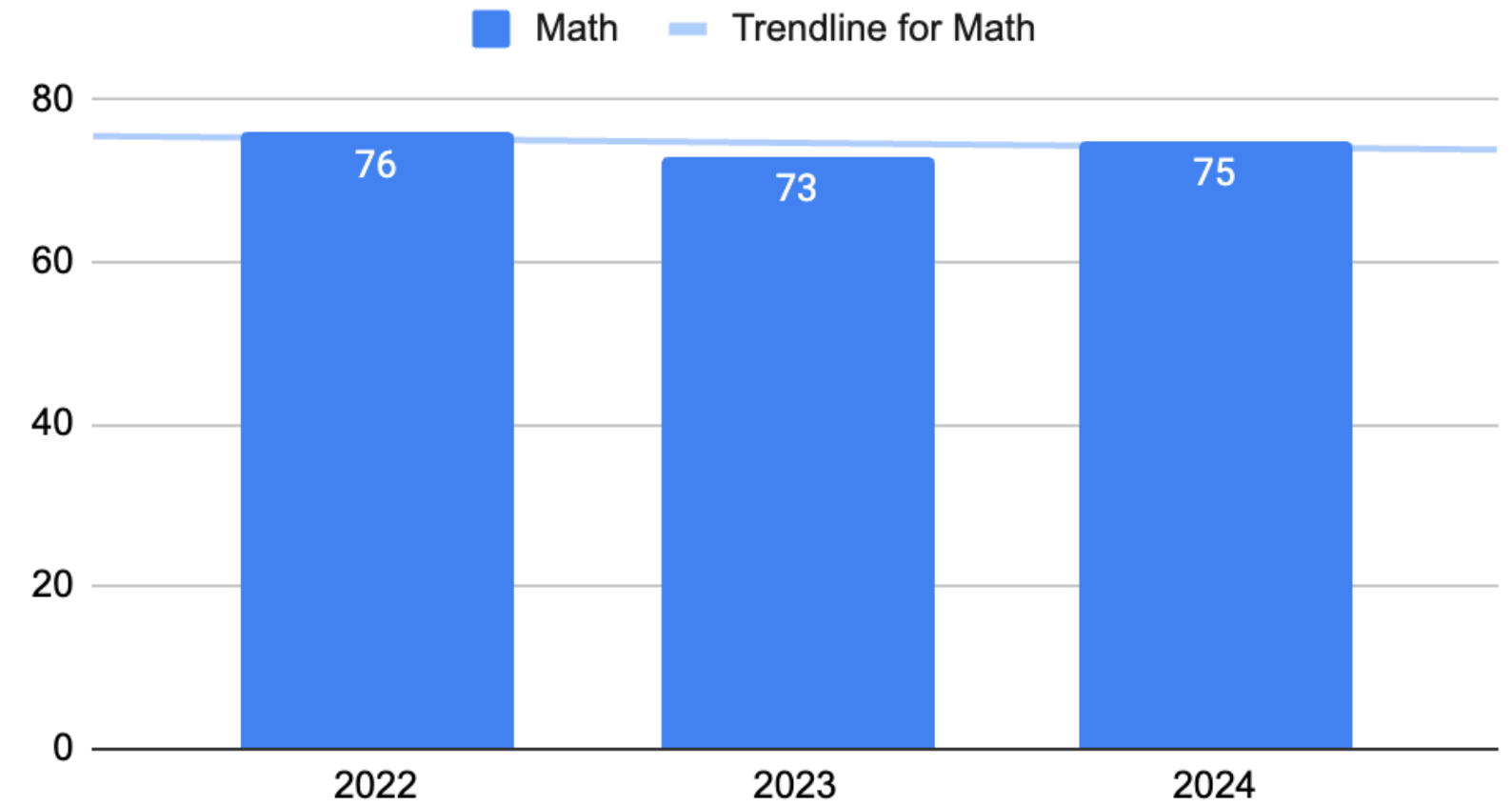
Math: All Students



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Annual Academic Achievement

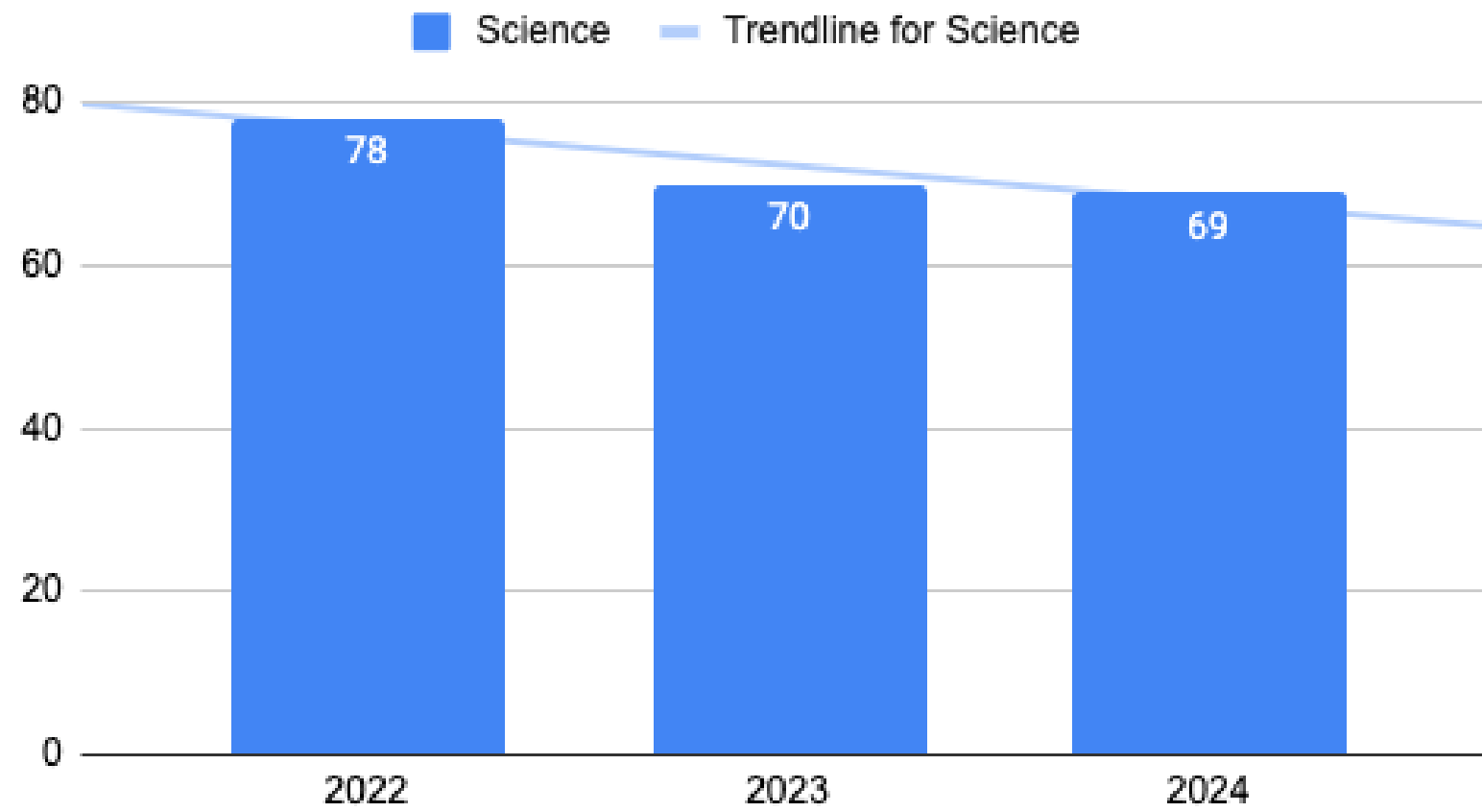
Math: All Students



Actual achievement, not a 3-year average

Accreditation Academic Achievement

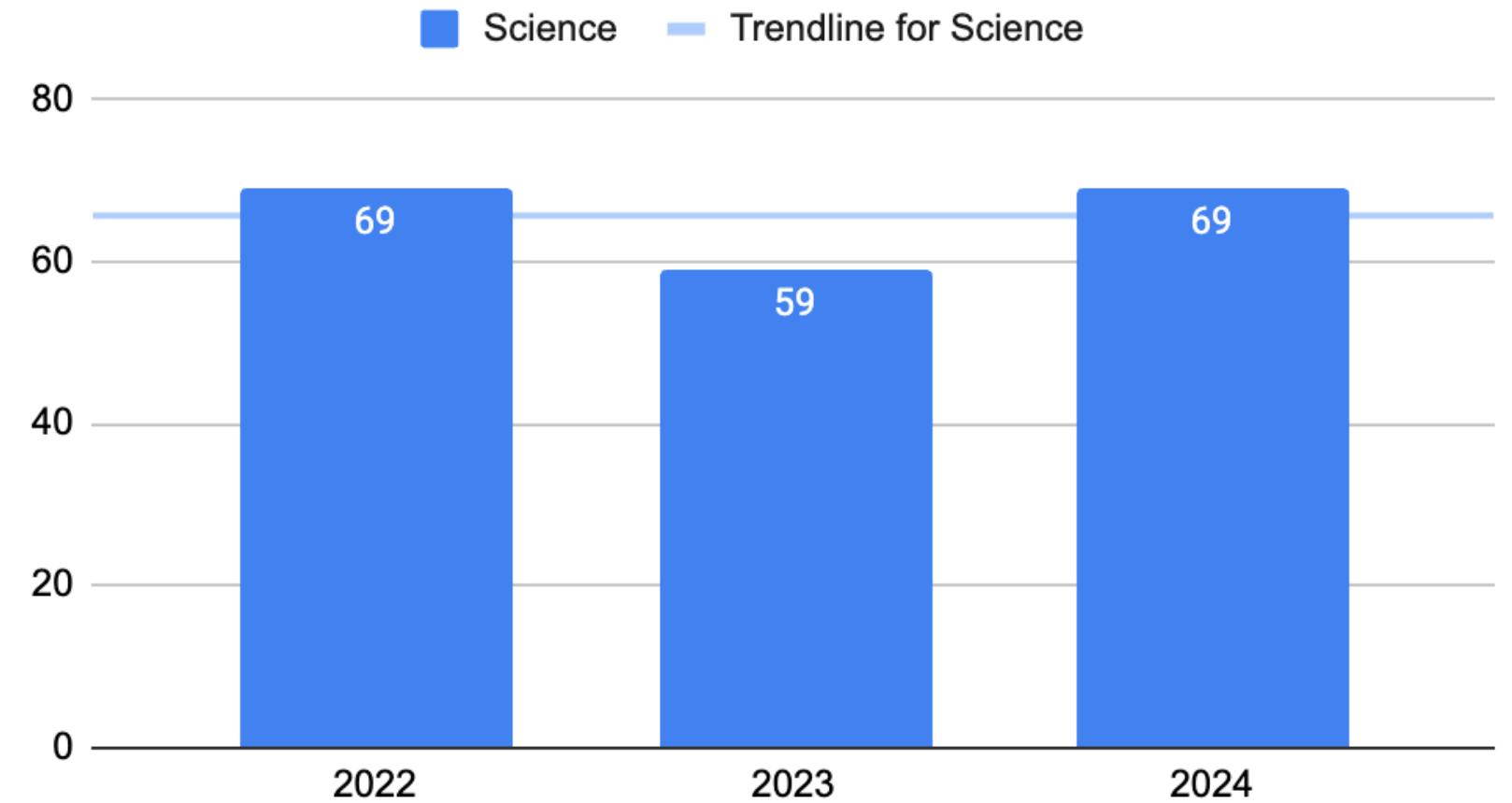
Science: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

Science: All Students



Actual achievement, not a 3-year average

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 Two	Level Two
English Learners	Level One	Level One
Hispanic	Level One	Level One
Multiple Races	Level Two	Level Two
Students with Disabilities	Level Three	Level Three
White	Level One	Level One

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

Performance Level Codes

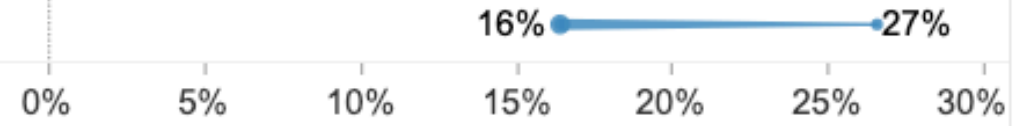
- L1
- L2
- L3

School Name	Indicator Id	Overall Performance Level Code	Asian	Black	Hispanic	White	Multiple Races	Economically Disadvantaged	English Learners	Students with Disabilities
Locust Grove Middle	English	L2	82%	83%	79%	79%	69%	69%	83%	56%
	Math	L2	83%	70%	73%	78%	69%	66%	78%	55%

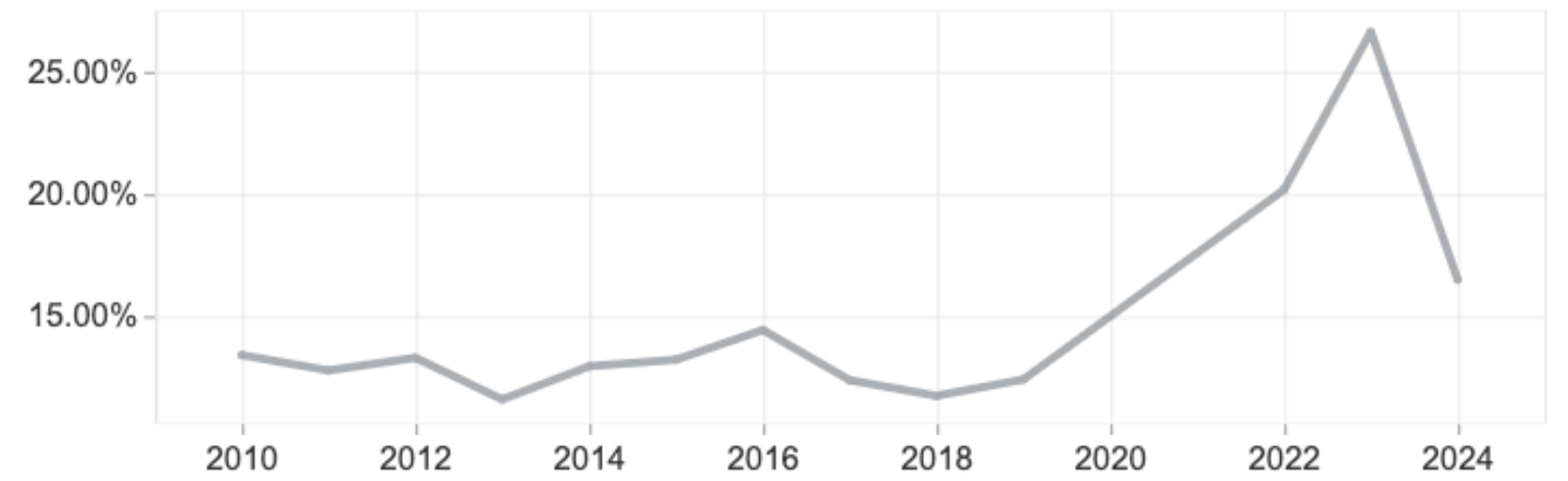
Chronic Absenteeism

Current vs Prior Reported Year (2024 vs 2023) Chronic Absenteeism

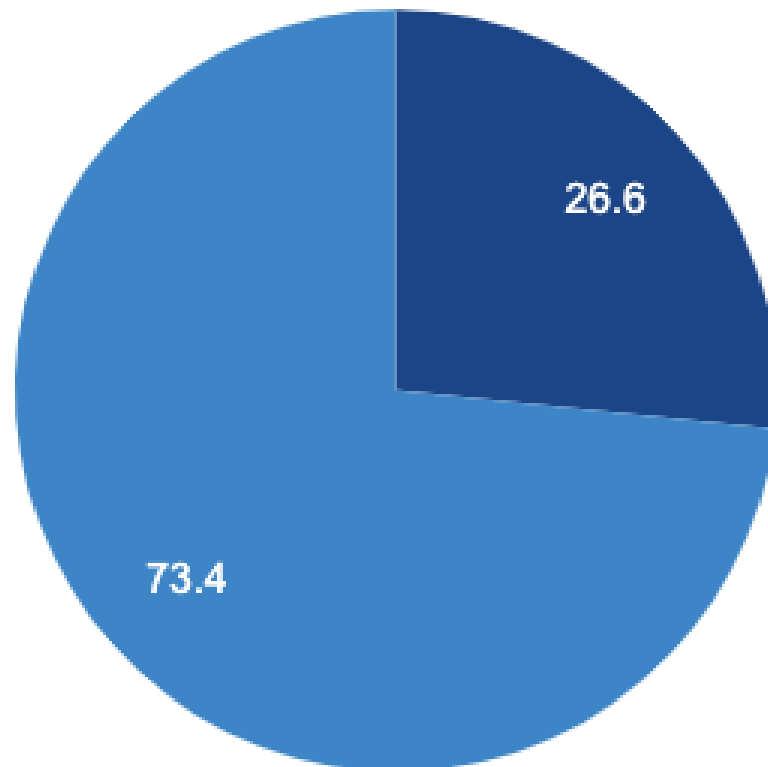
Locust Grove Middle



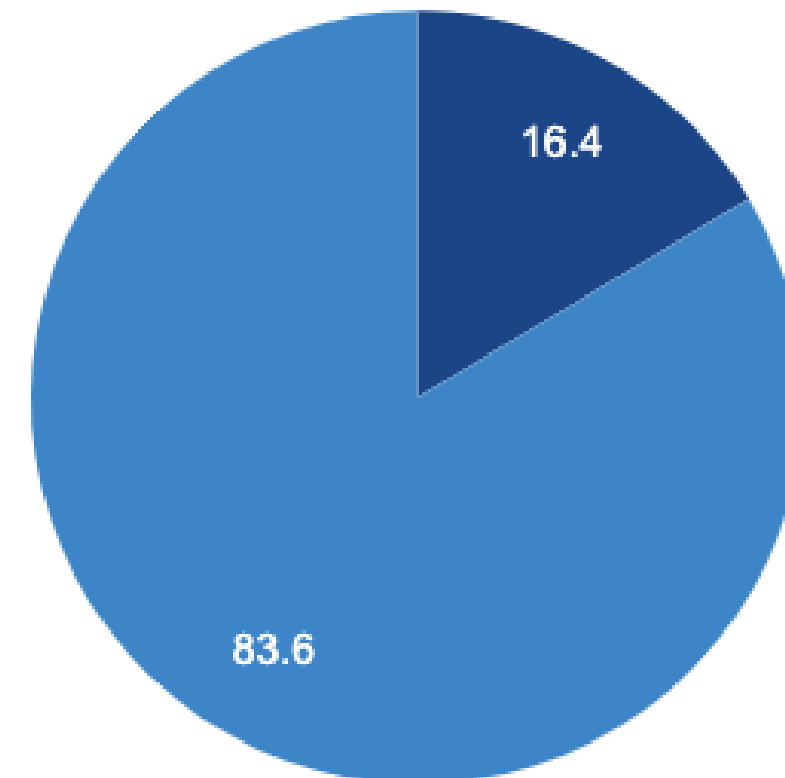
Indicator Rate Trends Chronic Absenteeism



Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



Continuous School Improvement Plan Strategies



CHRONIC ABSENTEEISM:

- Implementation of Revised Attendance Policy
- Attendance Challenge Program
- School-wide Attendance Team
- Messaging & Communication
- Outside of Hours Instruction

INSTRUCTION:

- Improved Lesson Planning Practices
- Visible Learning Strategies
- Integration of Reading & Writing in ALL Subjects
- Improved Reading Instruction
 - Training
 - Practices
- All In Tutoring
- Intervention Programs

Continuous School Improvement Plan Strategies

- FAMILY & STUDENT ENGAGEMENT

- Family Events
 - Parent University
 - Back to School Night
- Continued Focus on Parental Empowerment for Student Support
- Ron Clark Academy's House Model
- Increasing Time in Class - eHallPass
- Attendance Incentive Program

- TEACHER SUPPORT

- Teacher Observation & Evaluation Schedule (walk-throughs, personalized supervision)
- On-the-Spot Coaching by Administrators
- Meeting Structures
- Mentor / Mentee Workshops
- Shared Decision-Making & Teacher Leadership



Prospect Heights Middle School

Renee Bourke

Principal

The image shows the exterior of Prospect Heights Middle School. The building features a prominent white gabled section with a circular vent at the peak. Below the gable, the school's name is displayed in large, dark, raised letters. The lower portion of the building is constructed of red brick and includes a window on the left and three smaller windows below the main sign. An American flag is visible on a pole to the left of the building.

**PROSPECT HEIGHTS
MIDDLE SCHOOL**

Prospect Heights Middle School

School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level One

Achievement Gaps	
English	Level One
Mathematics	Level One

Student Engagement & Outcomes	
Chronic Absenteeism	Level One

Prospect Heights Middle School




School Quality Indicators


Performance Level Codes

 L1

 L1R10

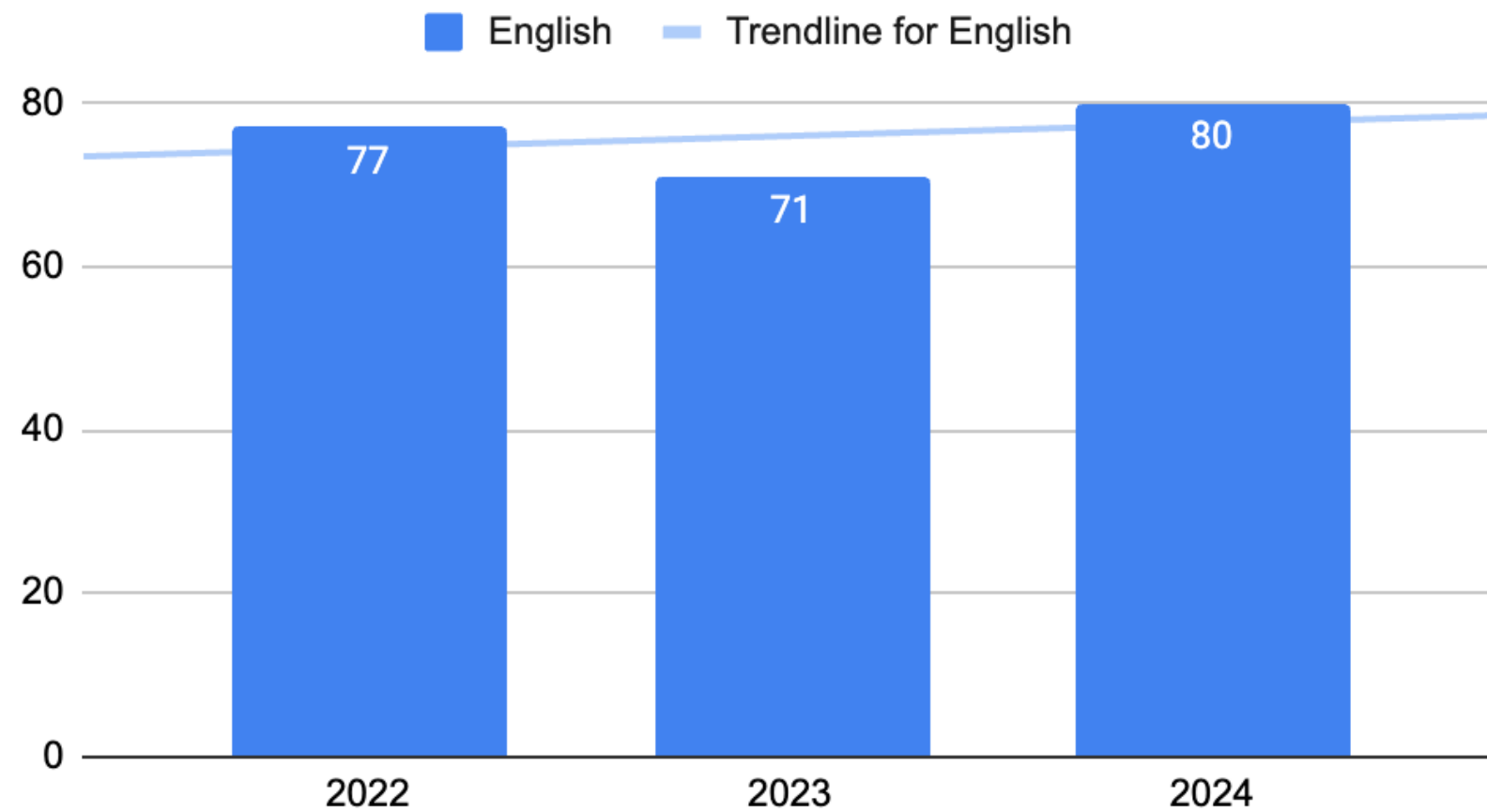
 NA

School Name	Academic Achievement - English	Academic Achievement - Math	Academic Achievement - Science
Prospect Heights Middle	 80%	 79%	 71%

School Name	Chronic Absenteeism
Prospect Heights Middle	 17%

Accreditation Academic Achievement

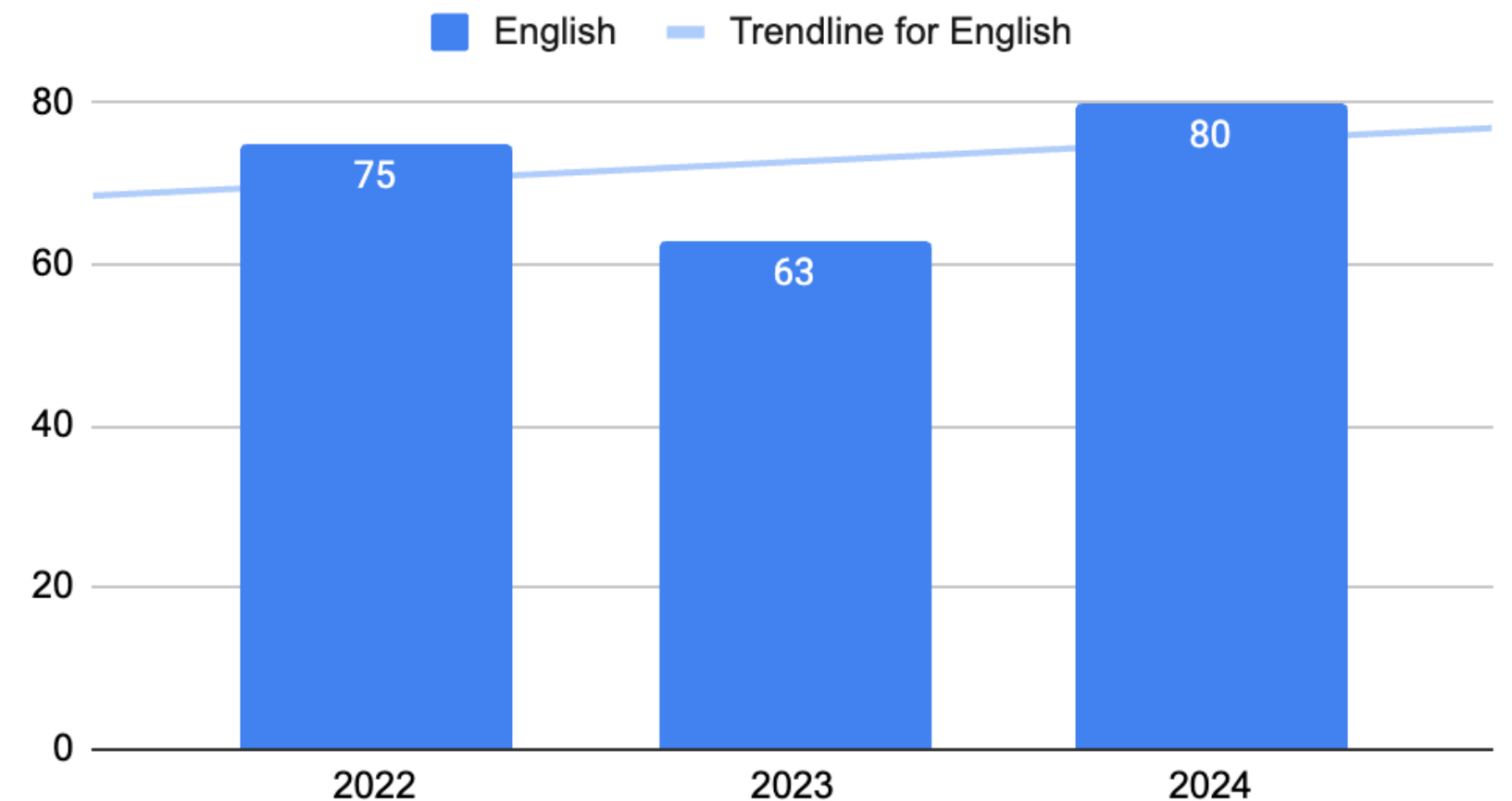
English: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

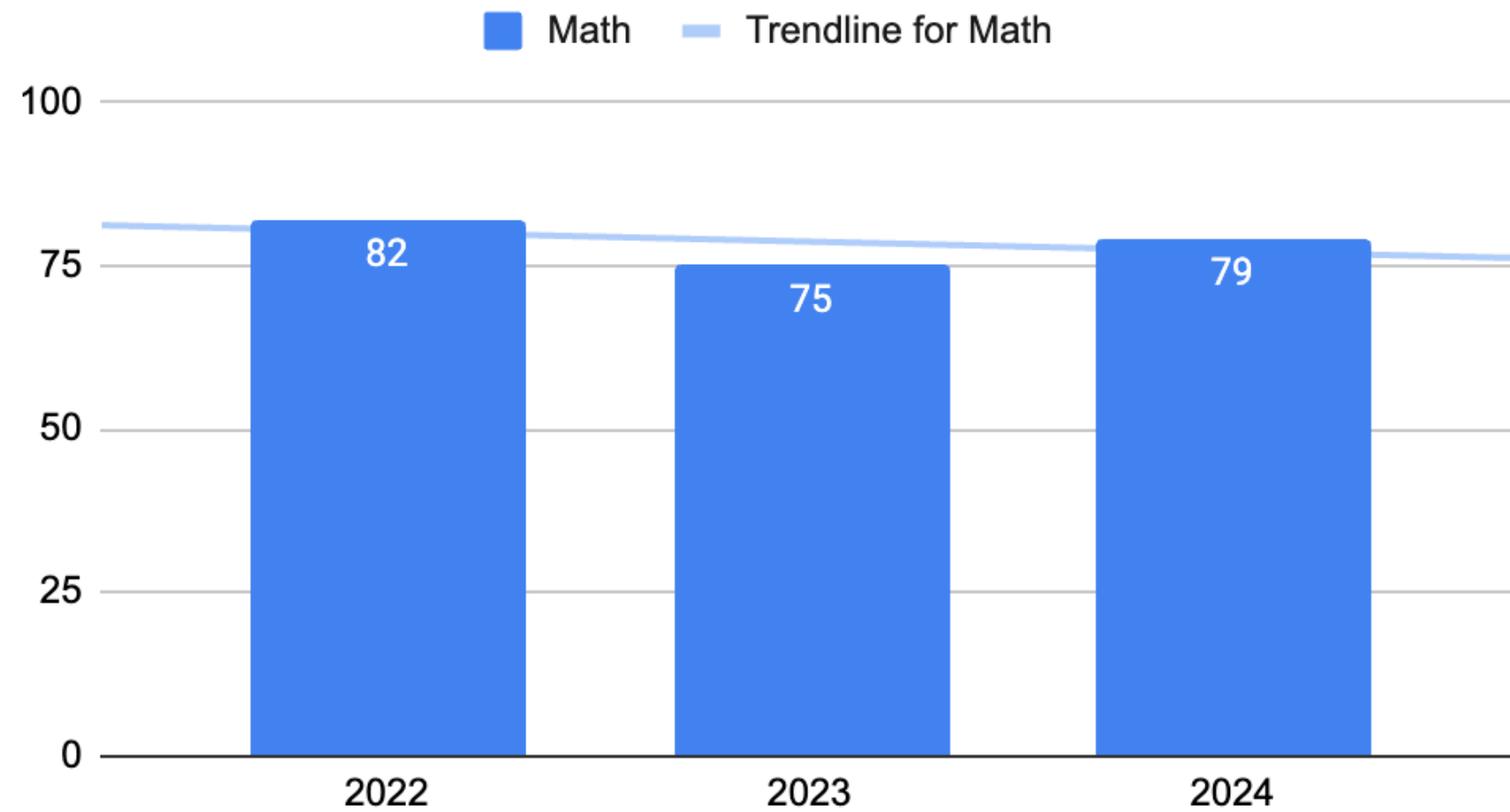
English: All Students



Actual achievement, not a 3-year average

Accreditation Academic Achievement

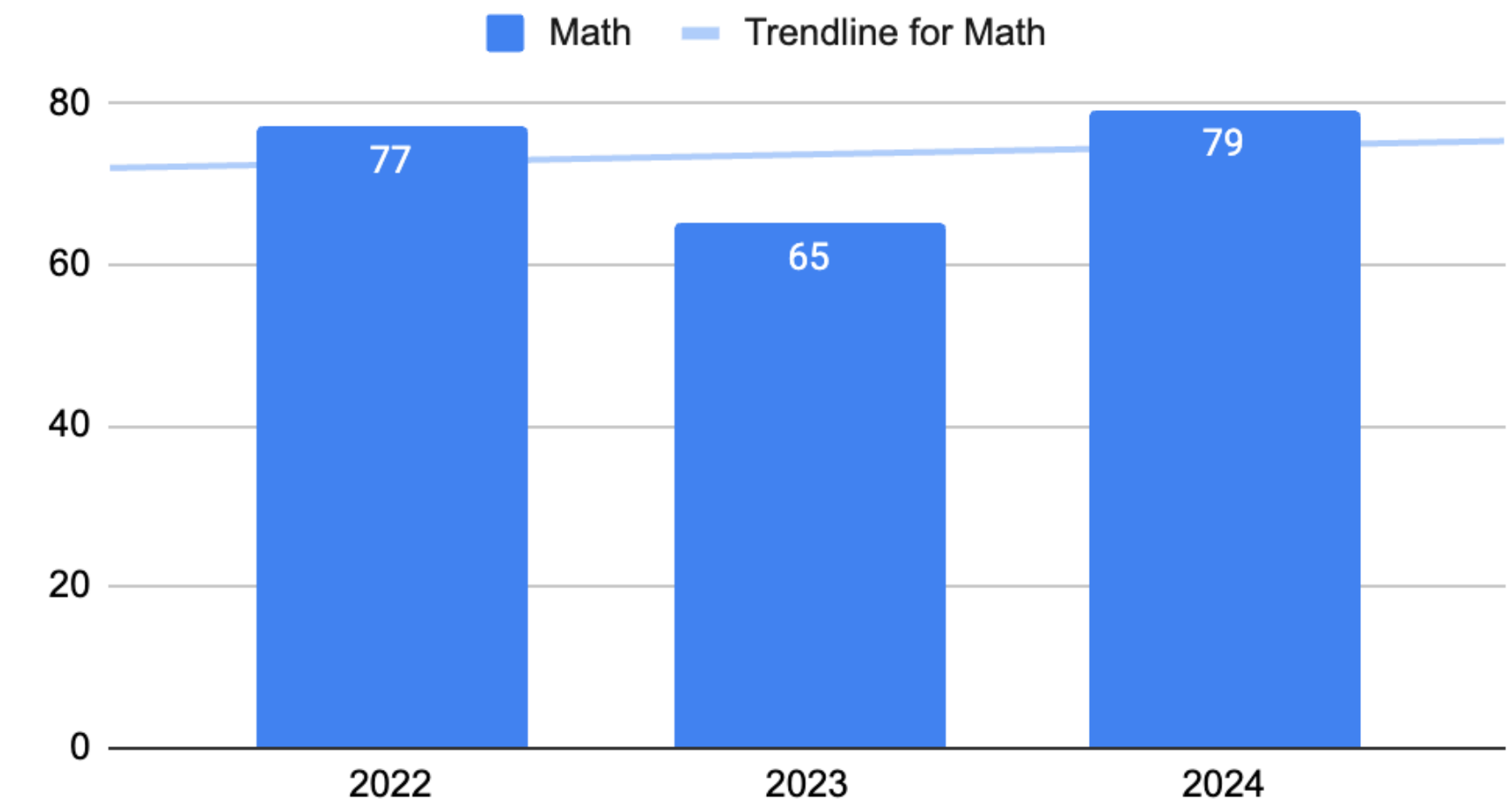
Math: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

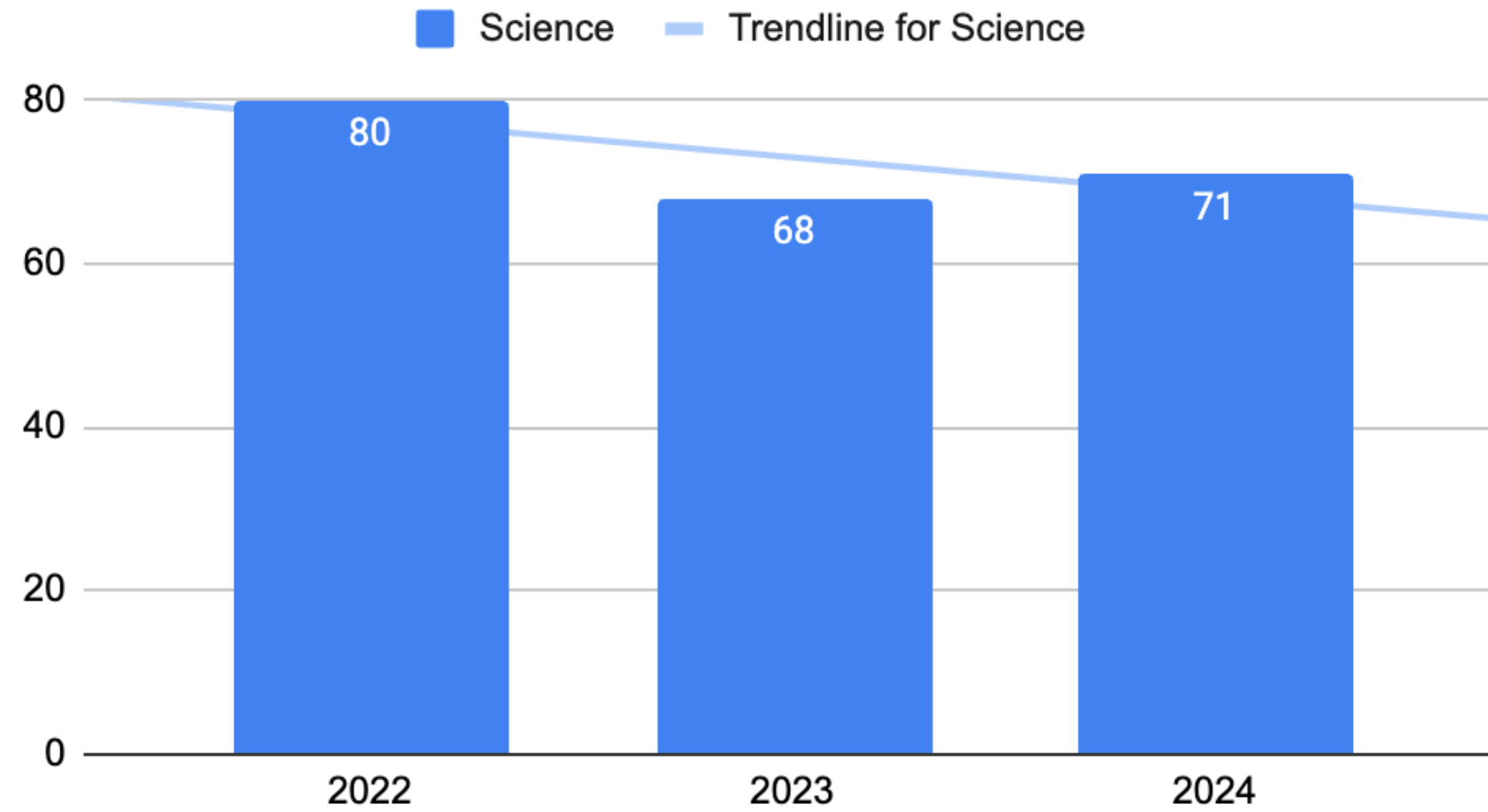
Math: All Students



Actual achievement, not a 3-year average

Accreditation Academic Achievement

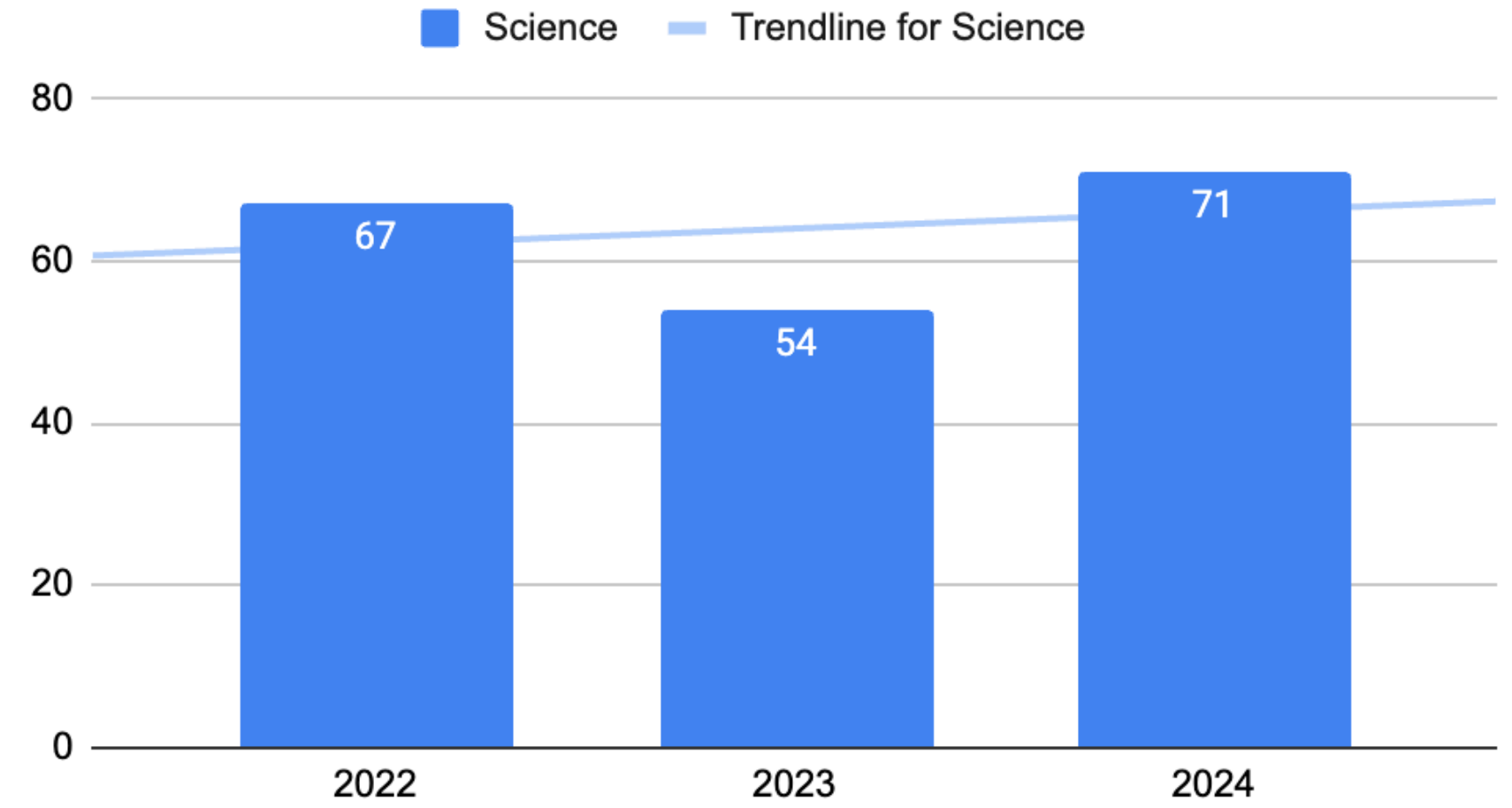
Science: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

Science: All Students



Actual achievement, not a 3-year average

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 Two
White	Level One	Level One

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.

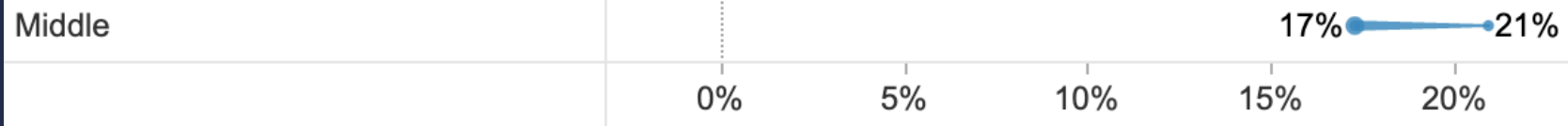
Performance Level Codes

- L1
- L1R10
- L2R10

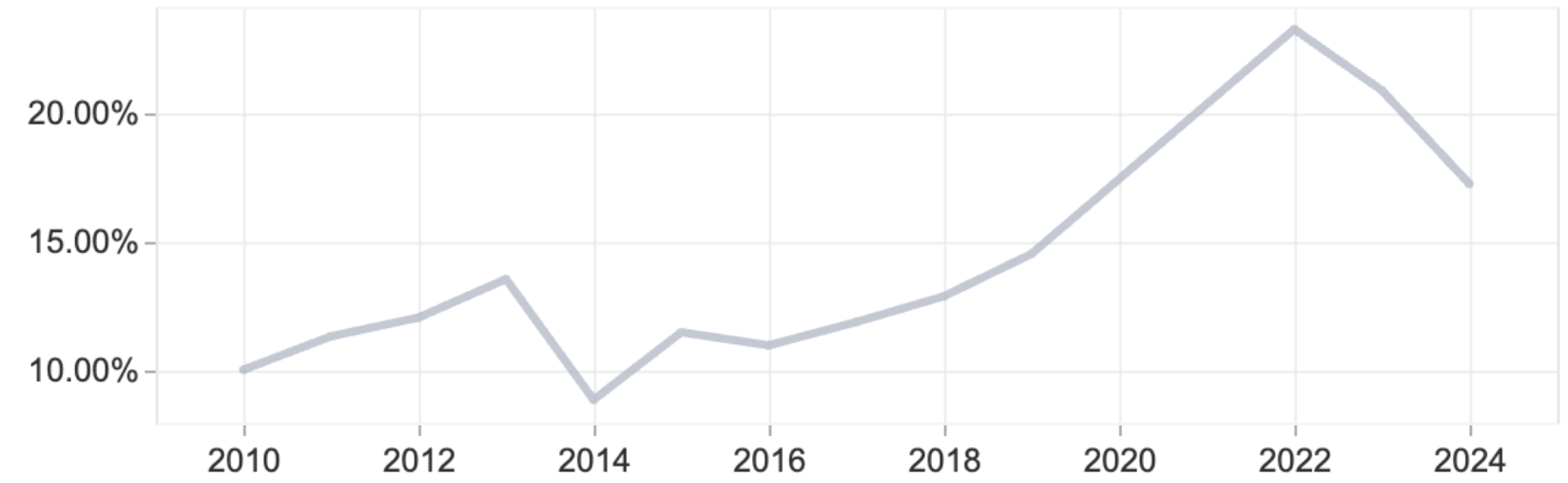
School Name	Indicator Id	Overall Performance Level Code	Asian	Black	Hispanic	White	Multiple Races	Economically Disadvantaged	English Learners	Students with Disabilities
Prospect Heights Middle	English	L1	100%	73%	87%	80%	83%	76%	93%	61%
	Math	L1	100%	72%	78%	79%	87%	72%	88%	65%

Chronic Absenteeism

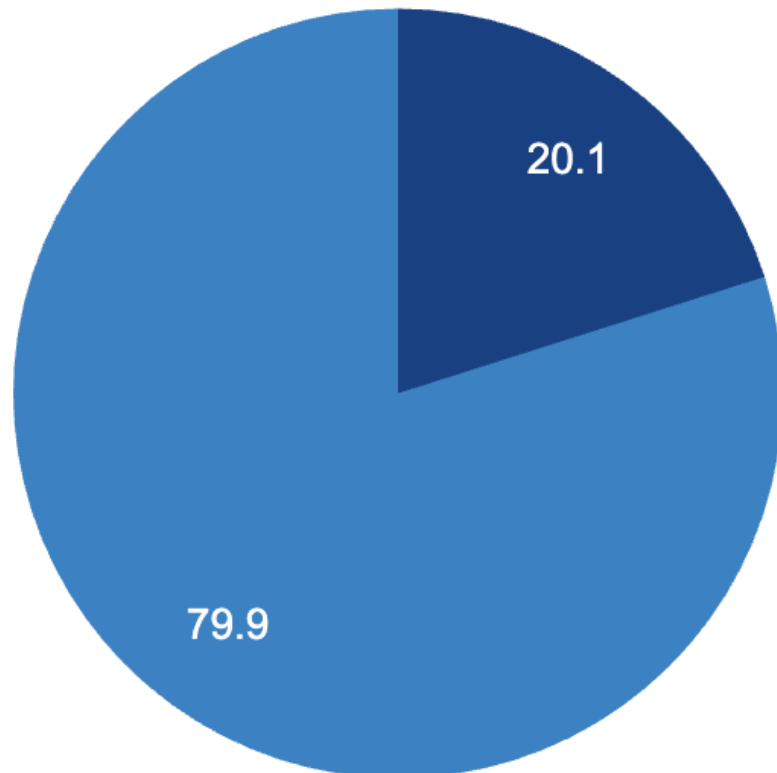
Current vs Prior Reported Year (2024 vs 2023)
Chronic Absenteeism



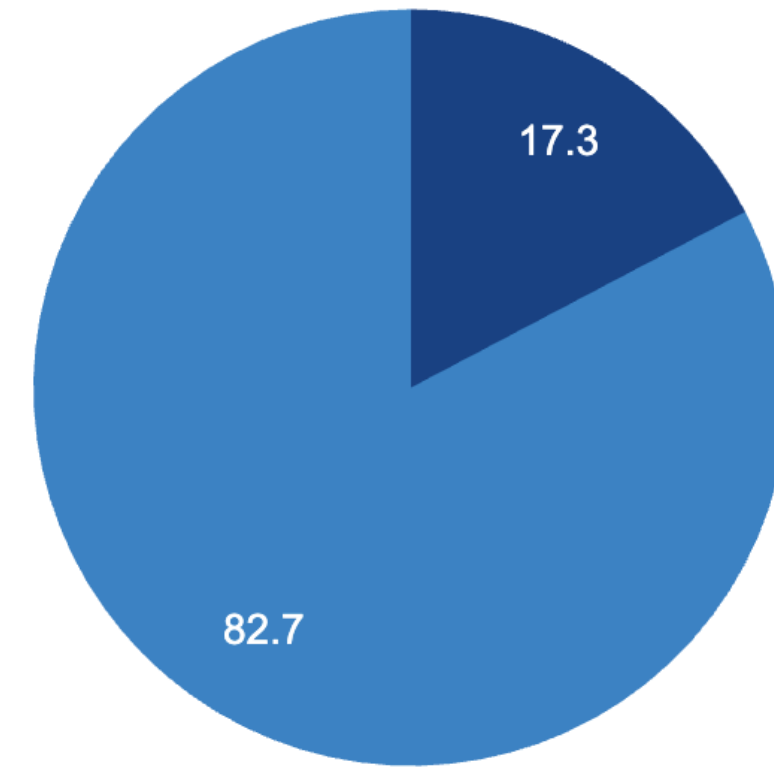
Indicator Rate Trends
Chronic Absenteeism



Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



Continuous School Improvement Plan Strategies



INSTRUCTION

- Lesson Planning - Content-Specific Lesson Plan Templates
- PLC Planning - Collaboration, Content Alignment, & Teacher Clarity
- Classroom Observations & Feedback
- Teacher Peer Review of Lessons
- Staff Development
- Mentoring of Novice Staff

Continuous School Improvement Plan Strategies

RESPONSE TO INTERVENTION:

- VTSS (Academics, Behavior, & Attendance)
 - Academic -
 - Math & English Intervention/Remediation
 - All in Tutoring
 - Behavior -
 - School-Wide Expectations/PBIS (“Bee Bucks”)
 - Partnership with Community Service Providers
 - Chronic Absenteeism -
 - School Wide Attendance Team - Communication
 - Individual Student Connections - Attendance Plans
 - Incentives & Recognitions
 - Make-up Learning time
 - Home Visits



Continuous School Improvement Plan Strategies

FAMILY & STUDENT ENGAGEMENT:

- Communication - Academics & School Events
- Home Visits
- Providing Resources for Learning
- Student Involvement
 - National Junior Honor Society & Student Council Association
 - Clubs & Social Events



Orange County High School

Wayne Price
Principal



Orange County High School

School Quality Indicators

Academic Achievement	
English	Level One
Mathematics	Level One
Science	Level One

Achievement Gaps	
English	Level One
Mathematics	Level One

Student Engagement & Outcomes	
Chronic Absenteeism	Level Two

Orange County High School

School Quality Indicators

School Name	Academic Achievement - English	Academic Achievement - Math	Academic Achievement - Science
Orange County High	86%	86%	75%

School Name	Chronic Absenteeism
Orange County High	32%

Performance Level Codes

L1

L2R10

NA

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

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

Performance Level Codes

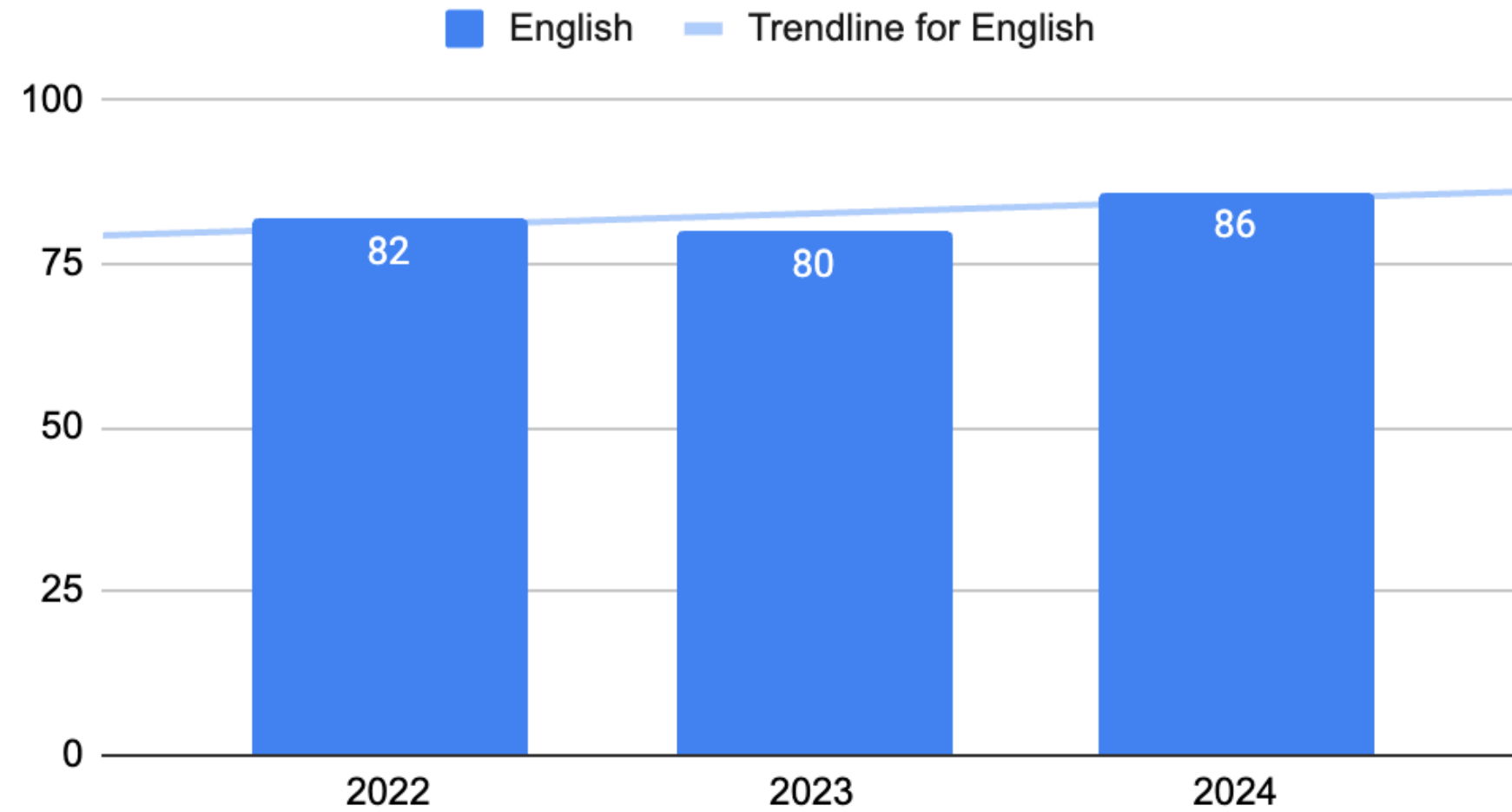
■ L1

■ L2R10

School Name	Indicator Id	Overall Performance Level Code	Asian	Black	Hispanic	White	Multiple Races	Economically Disadvantaged	English Learners	Students with Disabilities
Orange County High	English	L1	93%	80%	84%	88%	85%	80%	75%	63%
	Math	L1	100%	80%	90%	86%	84%	82%	95%	80%

Accreditation Academic Achievement

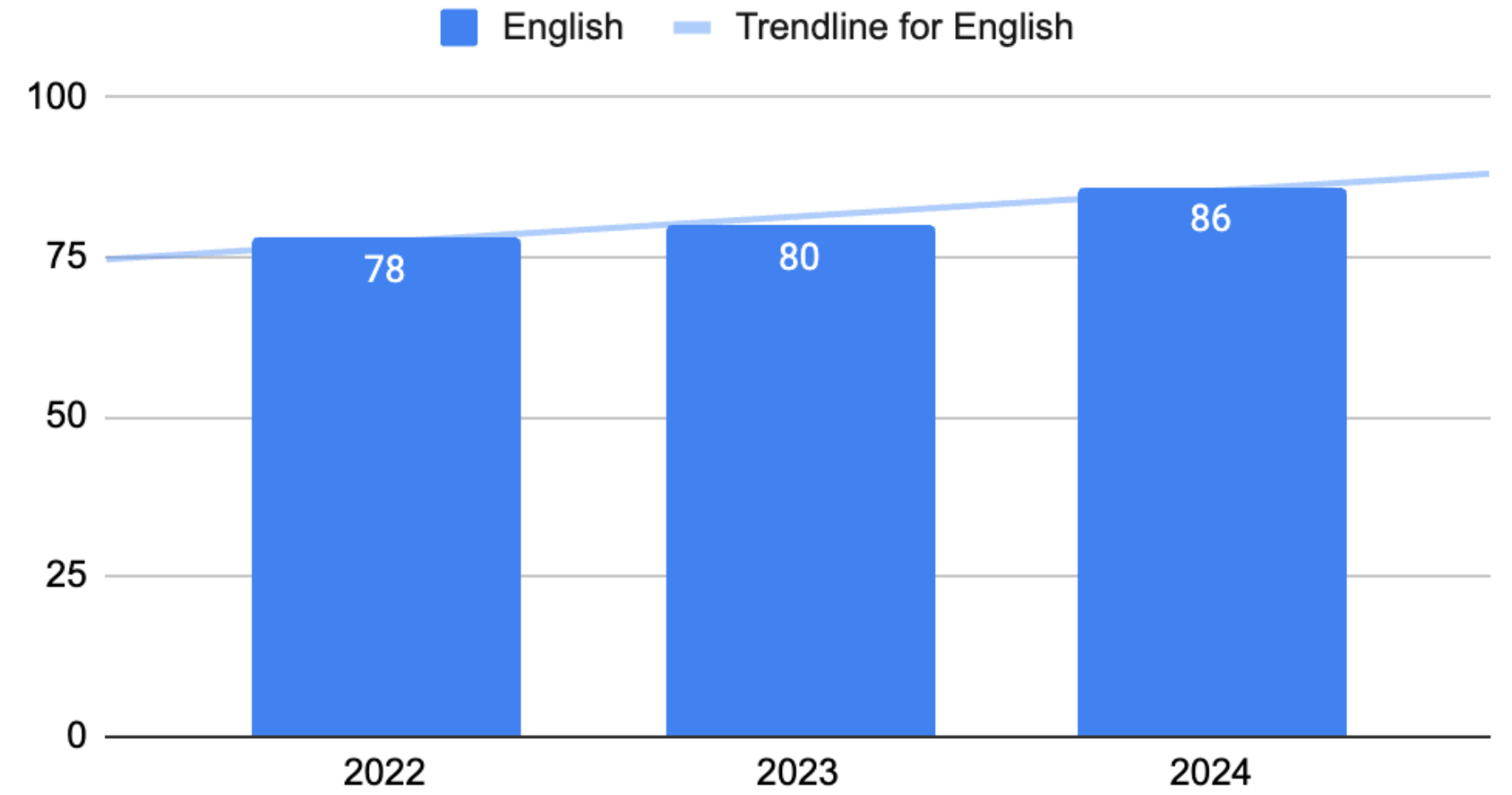
English: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

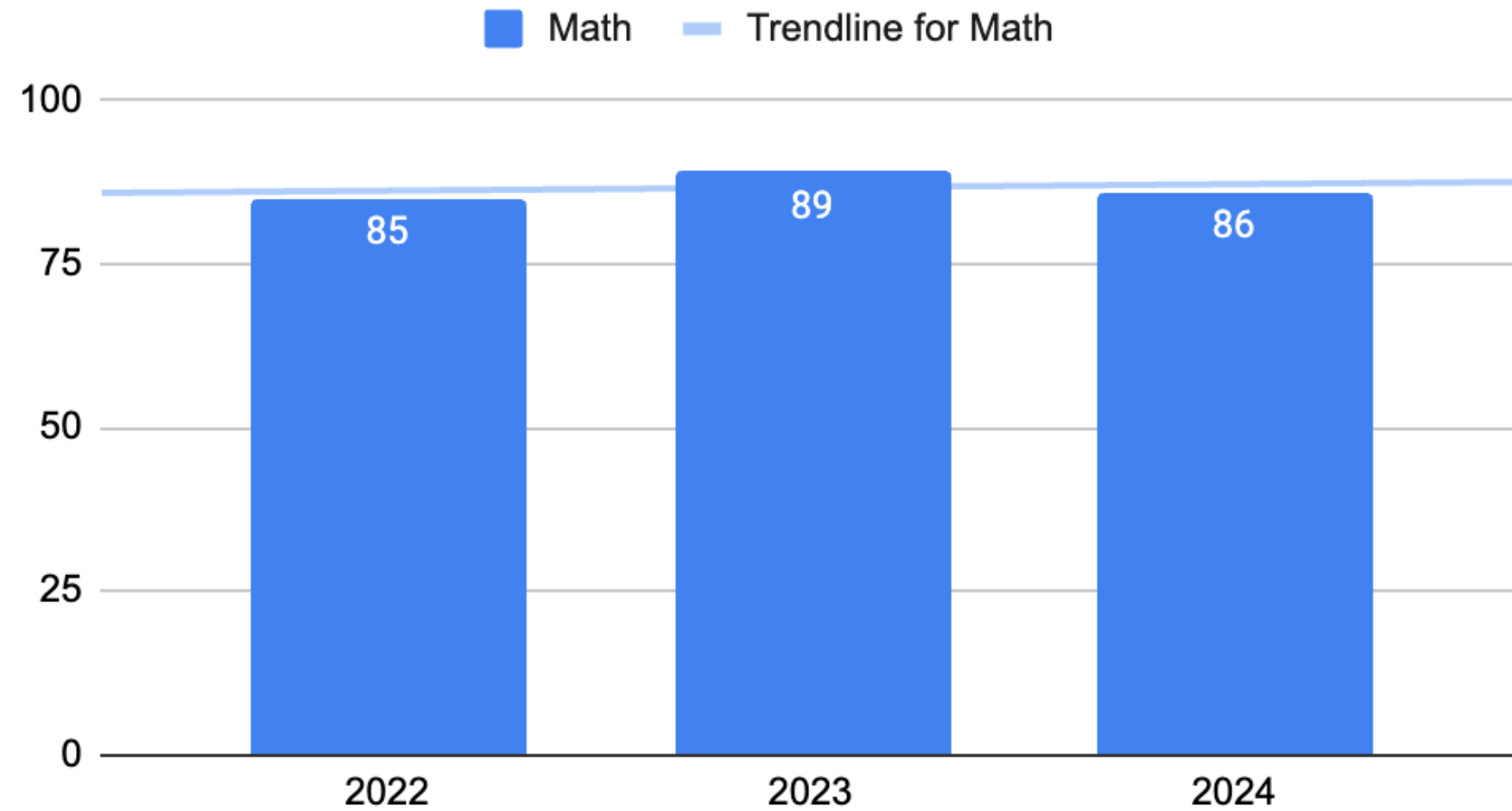
English: All Students



Actual achievement, not a 3-year average

Accreditation Academic Achievement

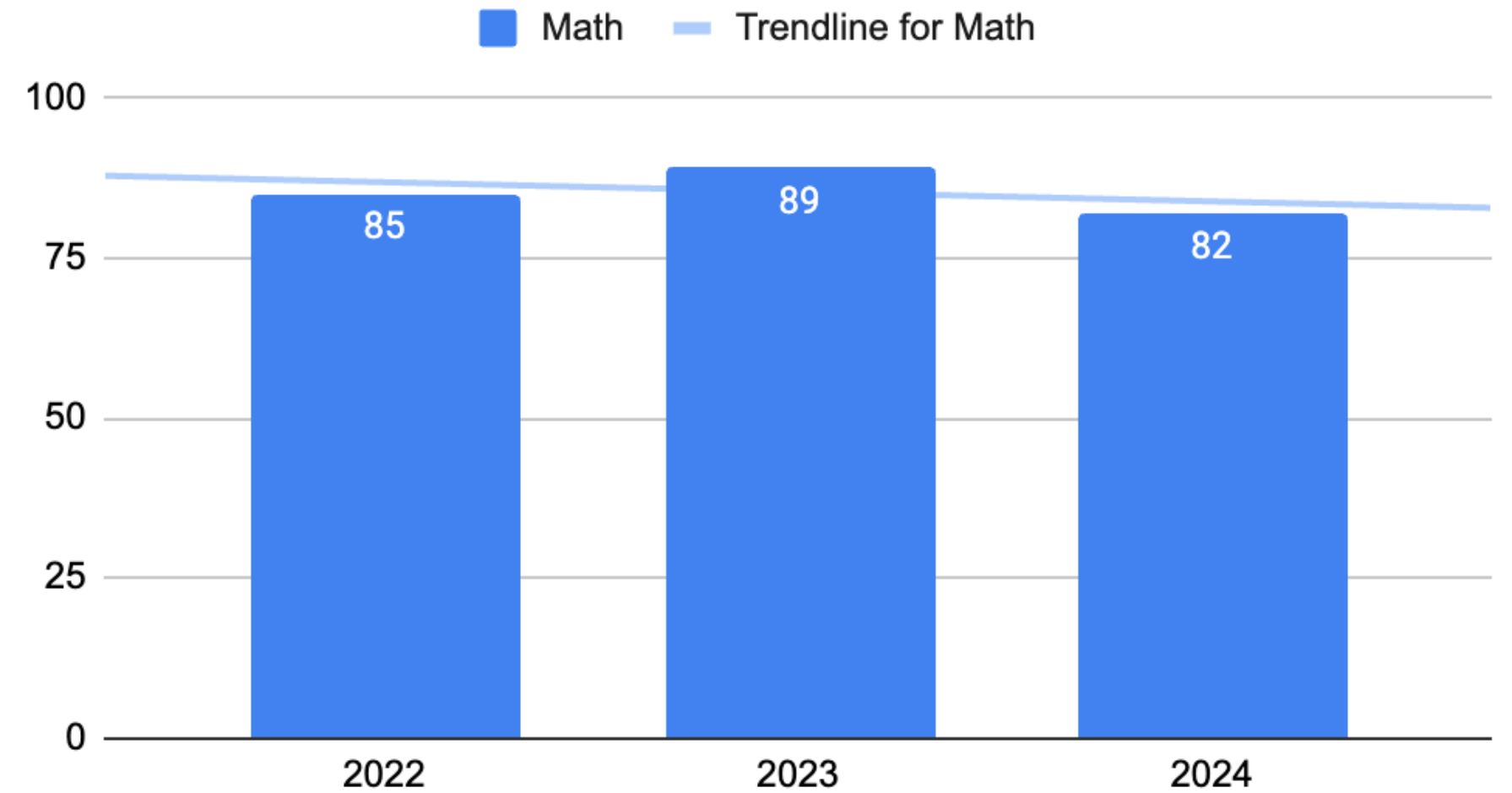
Math: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

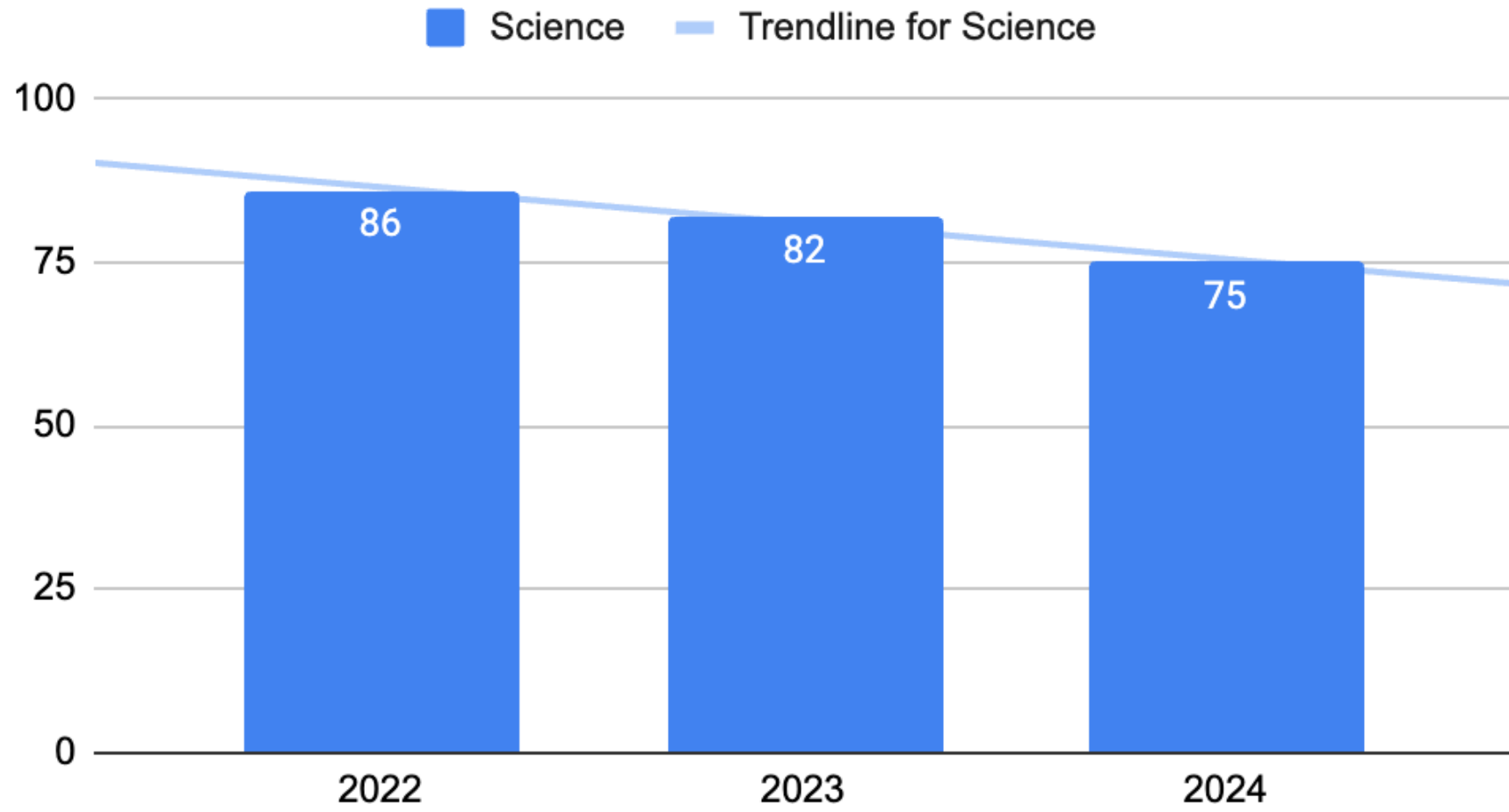
Math: All Students



Actual achievement, not a 3-year average

Accreditation Academic Achievement

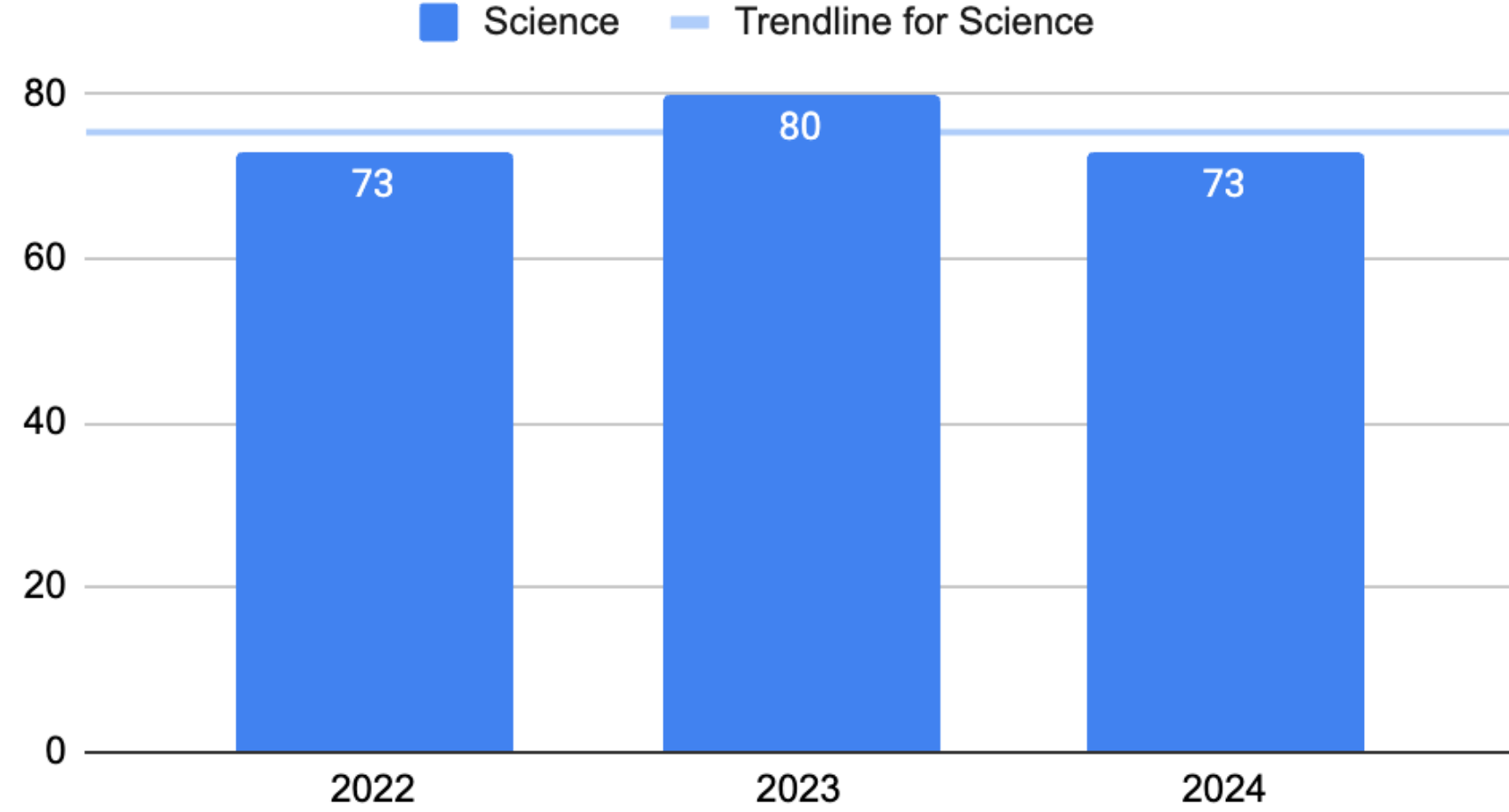
Science: All Students



Accreditation is based on the current year or a 3-year average, whichever is highest

Annual Academic Achievement

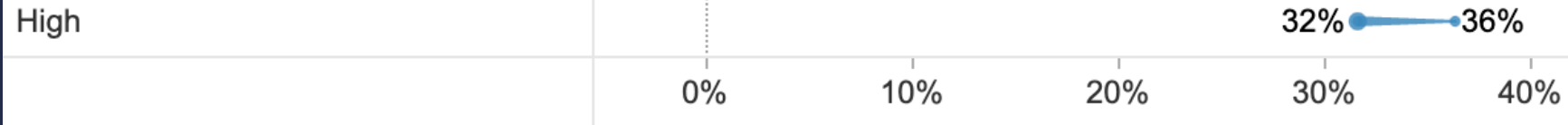
Science: All Students



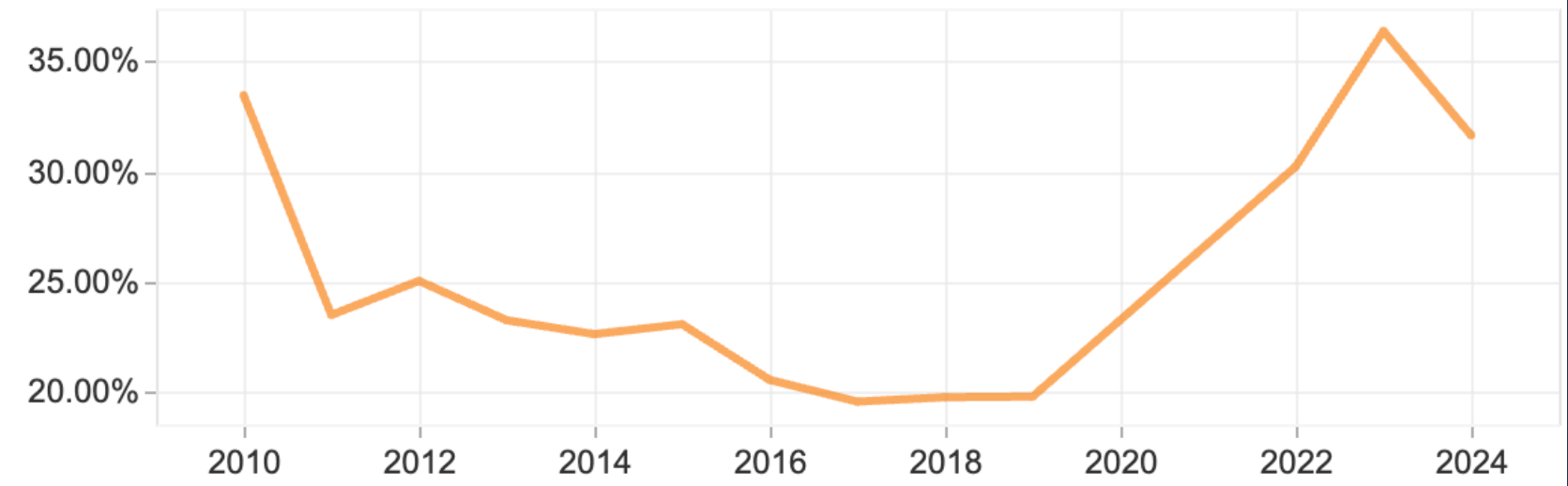
Actual achievement, not a 3-year average

Chronic Absenteeism

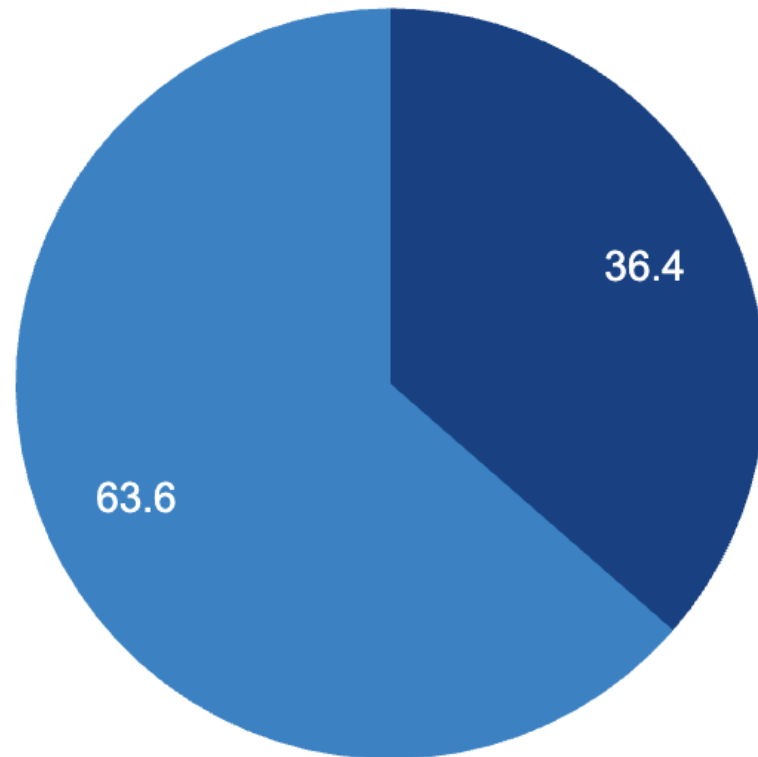
Current vs Prior Reported Year (2024 vs 2023)
Chronic Absenteeism



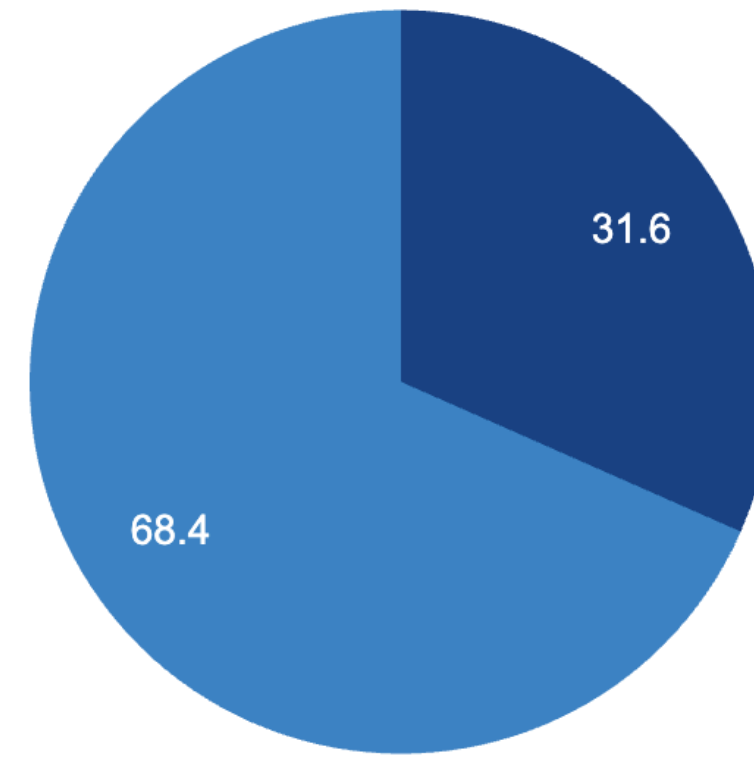
Indicator Rate Trends
Chronic Absenteeism



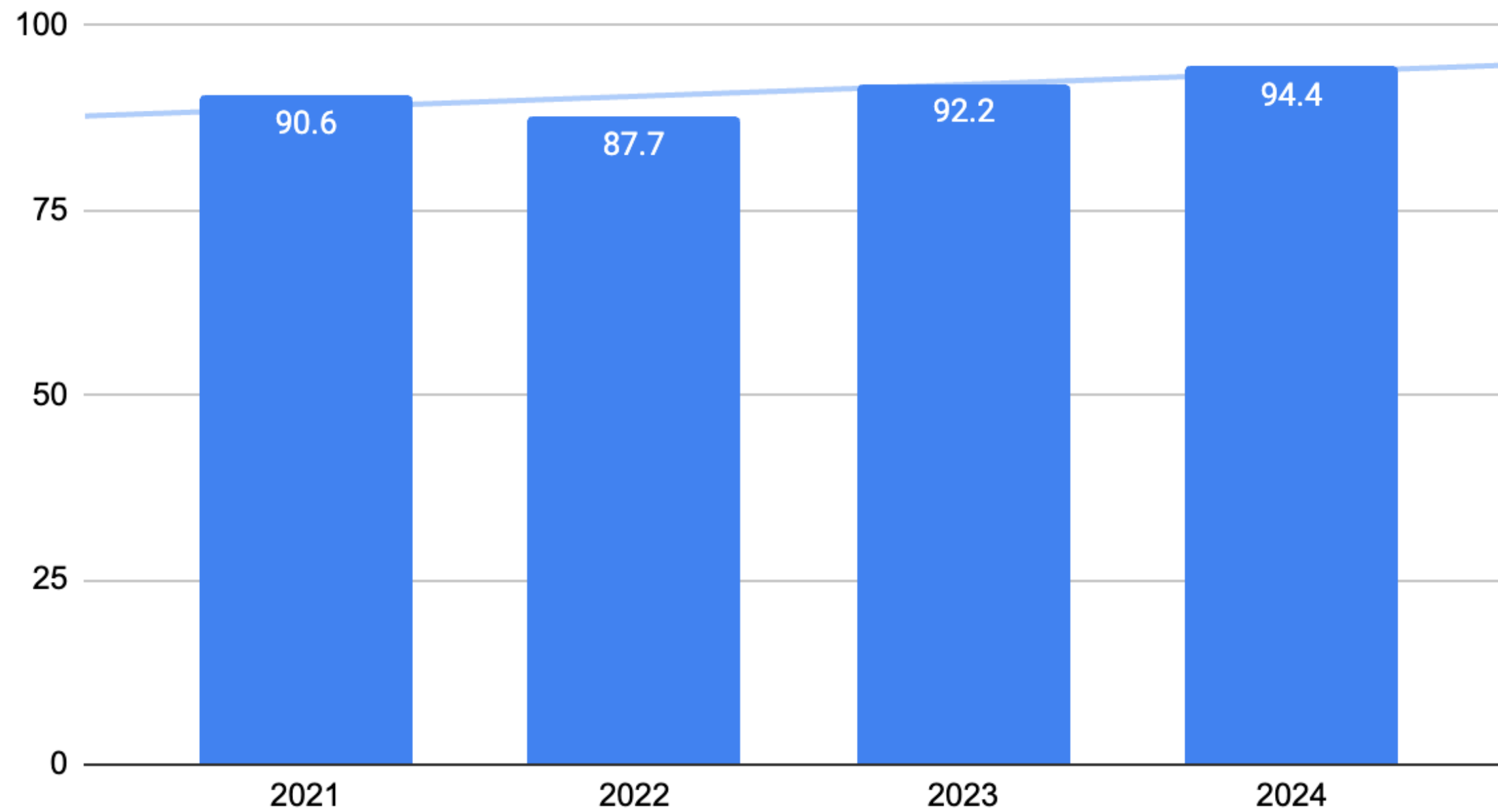
Chronic Absenteeism 2022-2023 School Year: All Students



Chronic Absenteeism 2023-2024 School Year: All Students



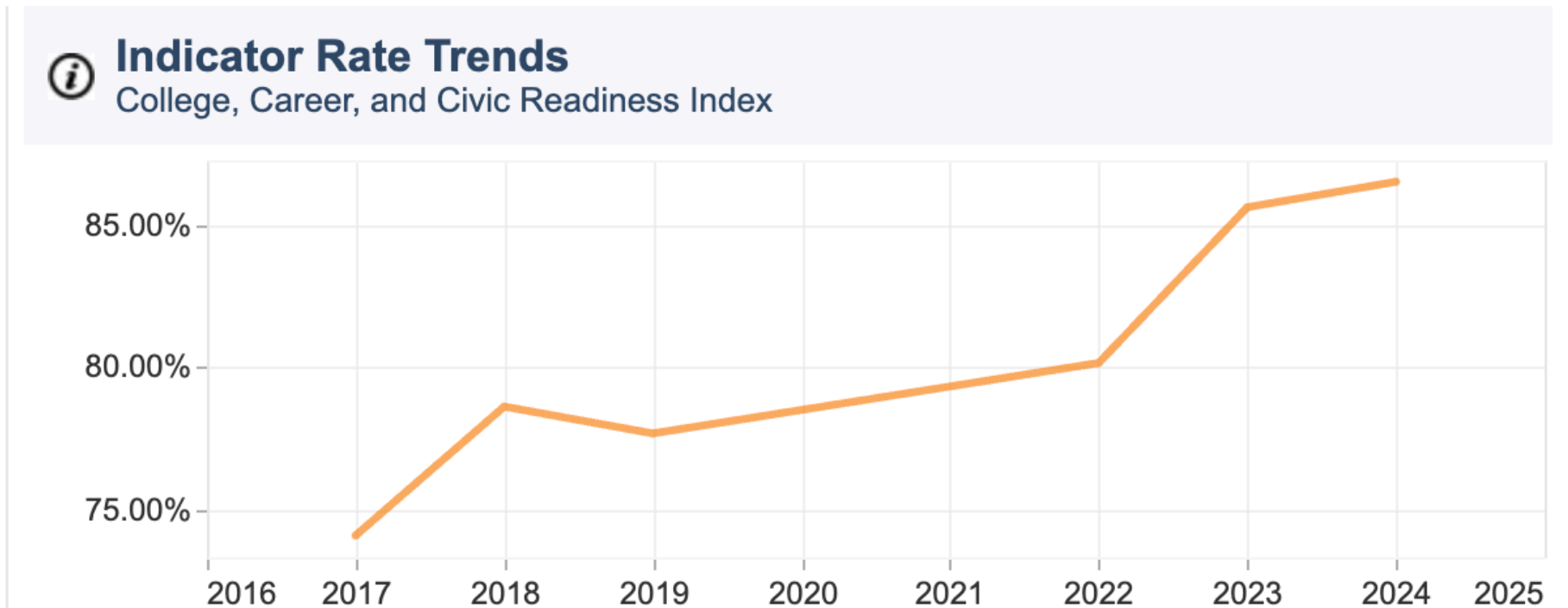
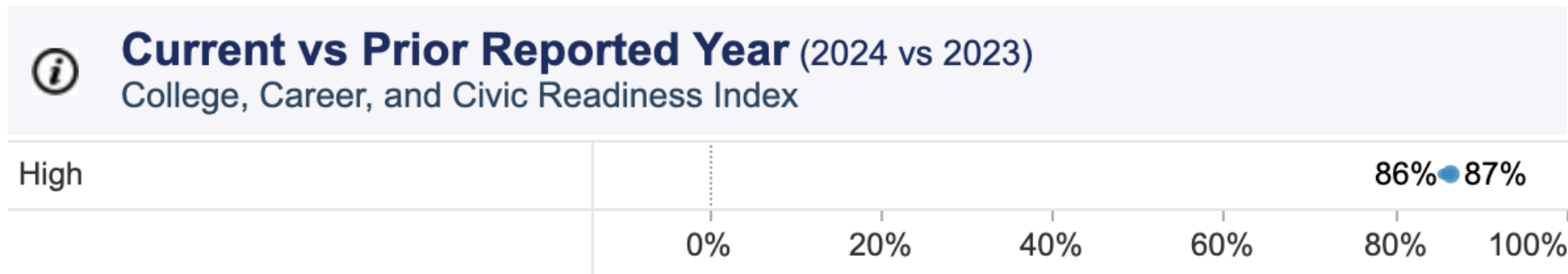
4 Year Virginia On-Time Graduation Rate



College, Career, & Civic Readiness Index (CCCRI)

The CCCRI is an unduplicated count of students in the on-time graduation cohort who meet at least one of five qualifying criteria:

- Credit for an Advanced Placement, International Baccalaureate, Cambridge, or a Dual Enrollment Course
- Career and Technical Education finisher (earned two or more standard credits for a state-approved sequence in a CTE program) & Earning a CTE Credential
- Completion of a Work-Based Learning Experience
- Completion of a Service-Learning Experience
- Completion of three JROTC Courses and Earning a CTE Credential



Instruction

- Reading
 - Evidence-Based Literacy
- Additional New Teacher Support
- Lesson Plan Monitoring
- Walk-Through Data
 - Instructional Coordinators
- Focused PLC Work
 - Lesson Planning
 - New Math/English Standards
 - Interventions
 - Focused Tutoring
- UMW Professional Development Partnerships
 - New Teacher Development
 - Lesson Planning

Higher Ed Partnerships

- Laboratory Schools
 - STEM Academy - UMW
 - Future Educators Academy - Germanna
- DE Enrollment - Germanna

Student Behavior

- Educator's Handbook

Communication

- Weekly Updates
 - Voice & Email
 - Principal's Web Page



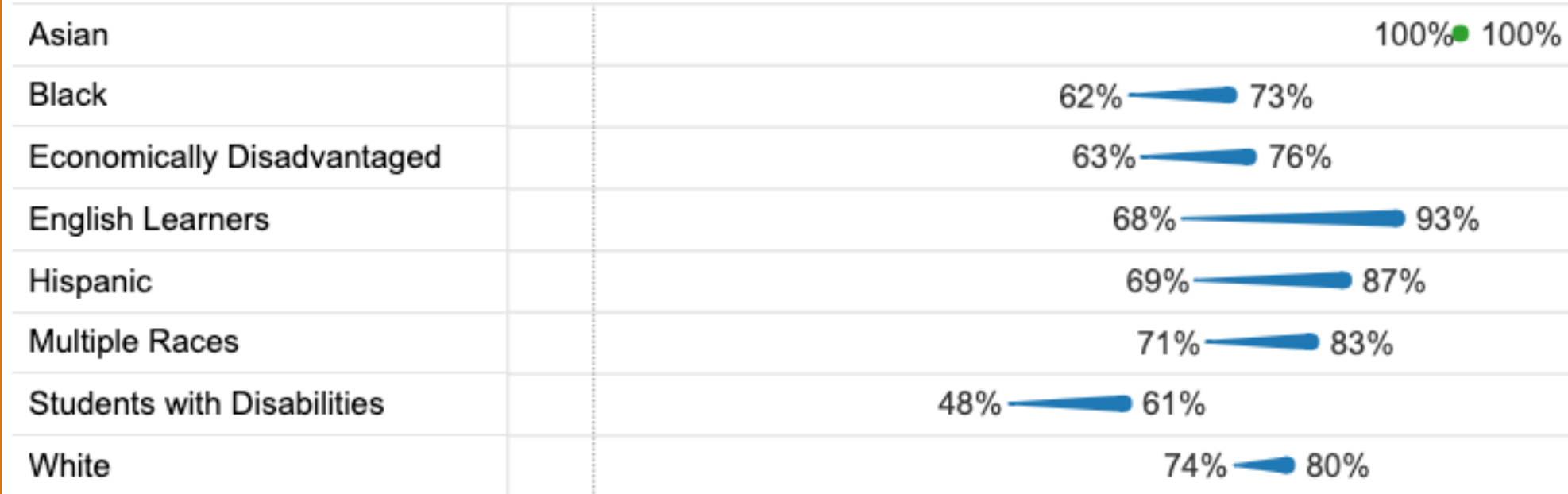


Highlights
Achievement Gains

PHMS Accreditation Gap Gains

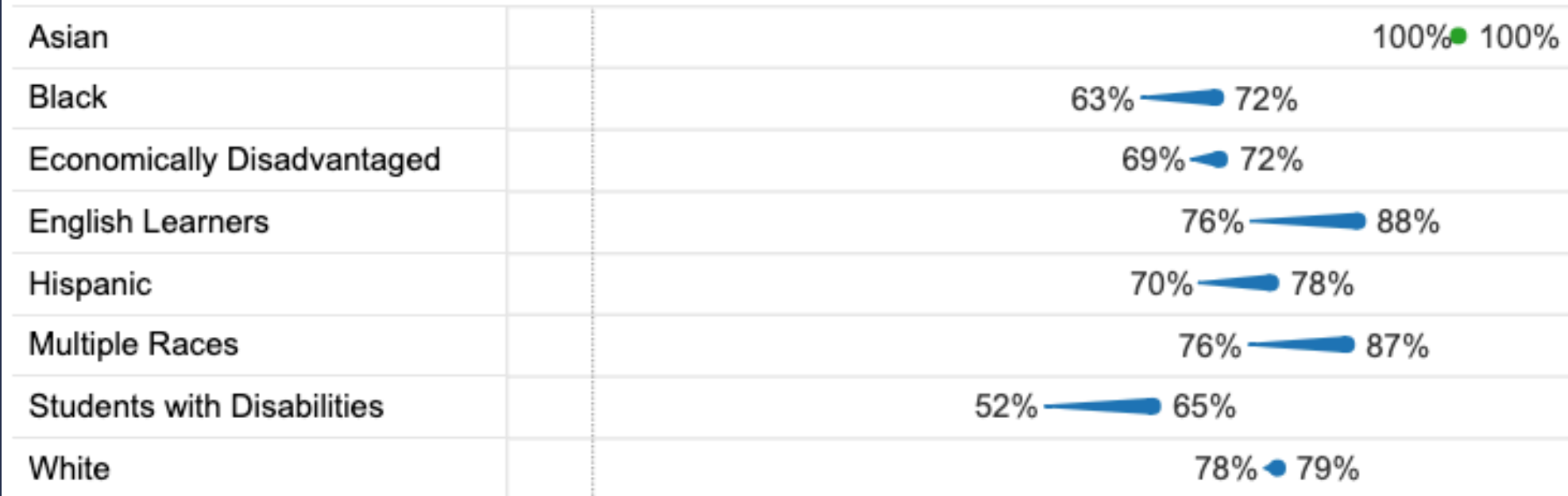
Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - English



Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - Math



LGMS Accreditation Achievement Gap Gains

Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - English

Black	68%	83%
English Learners	81%	83%
Hispanic	76%	79%
Students with Disabilities	50%	56%
White	78%	79%

Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - Math

White	78%	78%
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OCHS Accreditation Achievement Gap Gains

Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - English

Black	68%	80%
Economically Disadvantaged	70%	80%
English Learners	63%	75%
Hispanic	80%	84%
Multiple Races	80%	85%
Students with Disabilities	50%	63%
White	83%	88%

Current vs Prior Reported Year (2024 vs 2023)

Achievement Gap - Math

Asian	100%	100%
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Glows

- Attendance
 - Reduction in Chronic Absenteeism
- Achievement
 - Gains in Subgroup Achievement
 - English Achievement Trending Upwards
- High School
 - Dropout Rate Decrease - 7.6 in 2022 to 3.6
 - CCRI Index Increase - 77.7 in 2019 to 86.5
 - Graduation Rate Increase - 88.6 in 2022 to 94.4



Grows

- Chronic Absenteeism
- Students with Disabilities

