Dreams4RPS Goals and Targets

Summary Presentation

Presented by: Jason Kamras, Superintendent

Venue: Richmond City Council's Education and Human Services Standing Committee

Date: October 3, 2019

Dreams4RPS Goal Setting Context and Process

Context and Process

Over the last several months, the Administration has gathered and reviewed baseline data related to the 10 Dreams4RPS goals. We have also established a partnership with the University of Virginia to analyze RPS data, identify state and national trends, and create research-based targets.

For each of the goals, we have provided:

- An overview of how the goal will be measured, including any important "business rules" and/or caveats about the the data
- Relevant research and state comparison data
- RPS baseline data
- A five-year target (for the end of the 2022-23 school year) as well as annual targets (for school years 2019-20 through 2021-22)
- Potential checkpoints for reporting our progress on the goal throughout the year

Dreams4RPS Goal 1

Dreams4RPS, created in partnership with the RPS community and unanimously adopted by the Richmond City School Board, clearly outlines 10 key goals for the next five years.

1 ACCREDITATION
Achieve 100% full accreditation.

2 GRADUATION
Increase the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status).

3 ACADEMICS
Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

4 TEACHER RETENTION
Increase teacher retention – overall and for each subgroup.

5 EQUITY
Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

6 SATISFACTION
Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.

7 ENROLLMENT
Increase student enrollment – overall and for each subgroup.

8 ATTENDANCE
Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 1: Accreditation - Measurement Overview

What is Goal 1?

Goal 1 addresses ensuring 100% of our schools are fully accredited.

How will we measure accreditation?

Each fall the VDOE releases statewide accreditation results. The appendix outlines how accreditation is calculated.

Goal 1: Accreditation – Baseline and Targets

What is our baseline?

At the end of the 2017-18 school year, 19 schools were fully accredited. The VDOE will release 2018-19 accreditation rates at the end of September.

What is our proposed 2022-23 target?

By 2022-23, 100% of RPS schools will be fully accredited. We propose the following annual targets as we work toward this goal:

	SY17-18	Baseline SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
Number of Schools Fully Accredited	19	TBD	Target	24	30	36	44
Change	-		Change	+TBD*	+6	+6	+8

*Our proposed goal for SY19-20 is 24 accredited schools. As we do not yet know the official accreditation numbers for SY18-19, the change from SY18-19 to SY19-20 is still TBD.

When will we report our progress?

We will formally report our accreditation numbers once the VDOE releases them each fall (typically end of September).

Dreams4RPS Goal 2

Dreams4RPS, created in partnership with the RPS community and unanimously adopted by the Richmond City School Board, clearly outlines 10 key goals for the next five years.

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Goal 2: Graduation - Measurement Overview

What is Goal 2?

Goal 2 addresses increasing the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status).

How will we measure progress toward Goal 2?

We will use three measures to track progress toward this goal:

1. Virginia On-Time Graduation Rate (4-Year)
2. Postsecondary Enrollment Rate of RPS Graduates
3. Workforce/National Service Participation Rate

Note that neither RPS nor VDOE currently track workforce participation rates for recent graduates. We plan to implement a workforce/national service participation survey to graduating seniors beginning with the class of 2020.

Goal 2: Graduation – National Research

What does the national research tell us?
We examined three research studies which informed our goal setting around increasing the graduation and post-secondary enrollment rates.

Building a Grad Nation: Progress and Challenging in Raising High School Graduation Rates Annual Update 2019 (Atwell, Balfanz, Bridgeland, & Ingram, 2019). While the average graduation rate in the United States is 85%, there are disparities across race, socioeconomic status, disability, and English Learner (EL) status. However, some states have made significant gains in improving their graduation rates, showing that there is potential to do so.

Factors that Promote High School Graduation: a Review of the Literature (Zaff, Donlan, Gunning, Anderson, McDermott, & Sedaca, 2016). This literature review identifies a number of factors that predict high school graduation, many of which RPS is actively working to improve, including attendance, school engagement, parent engagement, and developing positive student-teacher relationships.

America's Divided Recovery (Carnevale, Jayasundera, & Gulish, 2016). Attaining a postsecondary education is becoming an essential component of the current labor market. During the Great Recession, the United States lost over 7 million jobs, nearly 6 million of which were held by individuals with a high school diploma or less. Since then, the economy added 11.6 million jobs, 99% of which have gone to individuals with at least some postsecondary education.

Goal 2: Graduation – 4-Year Graduation Rates

How will we measure the graduation rate?

We will use the Virginia On-Time Graduation Rate reported by VDOE to assess progress toward our graduation goal. To calculate this measure, VDOE first calculates the number of first-time 9th grade students in a given cohort year (the denominator). Four years later, VDOE calculates the number of these students who earned a diploma approved by the Board of Education to determine the number of students who graduated on-time in four years (the numerator). Then, they subtract from the denominator any students who transferred out of the division over the four years and add any students who transferred into the division over the four years.

The VDOE formula used to calculate the graduation rate is displayed below:

$$\frac{\text{On} - \text{Time Diploma Graduates in Year X}}{[(\text{\# of 1st time entering 9th graders in Year X} - 4) + (\text{Transfers In}) - (\text{Transfers Out})]}$$

Notes and Caveats

- The measure adjusts for student groups who under federal/state law may take longer than four years to earn a diploma.
- Students earning a GED or a certificate of completion are not counted as graduates when calculating the graduation rate.
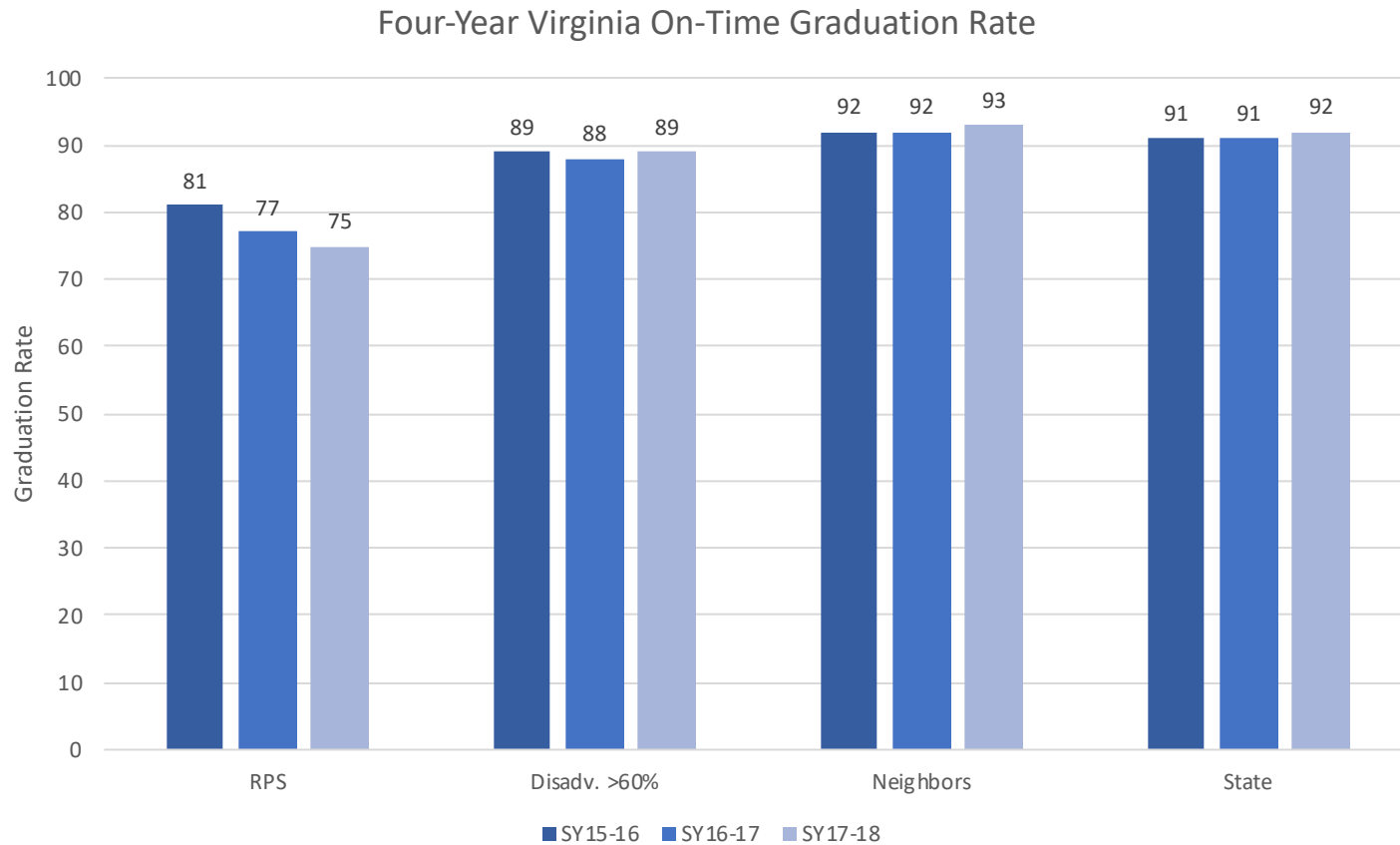
Goal 2: Graduation – 4-Year Graduation Rates

What does the state graduation data tell us?

We examined the VDOE 4-year graduation data of every division in Virginia over the last 3 school years. Then, to compare the data to RPS data, we grouped the data into 3 categories:

- Overall statewide 4-year graduation rate
- Divisions with 60% or more Economically Disadvantaged students' (as defined by VDOE) graduation rate
- RPS neighbors' (Chesterfield, Henrico, and Hanover – all with notably lower percentages of Economically Disadvantaged students than RPS) graduation rate

This data is displayed on the next slide.

Goal 2: Graduation – 4-Year Graduation Rates

Four-Year Virginia On-Time Graduation Rate

Source: Virginia Department of Education

Goal 2: Graduation – 4-Year Graduation Rates

What is our baseline?

75% of first-time 9th graders in 2014-15 earned a diploma by the end of the 2017-18 school year. We are waiting for final VDOE data for our 2018-19 graduation rate. Once received, that will serve as our baseline.

What is our proposed 2022-23 target?

We will increase the on-time four-year graduation rate by 10% from the 2018-19 baseline, by 2022-23. We propose the following annual targets:

	SY17-18	Baseline SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
Graduation Rate	75%	TBD	Target				
Change	-		Change	+2	+2	+3	+3

When will we report our progress?

We will provide annual updates on progress toward this goal in October of the following school year once VDOE graduation rate data become available. We will also provide an update after the fall semester indicating the percentage of seniors on track to graduate based on credit completion.

Goal 2: Graduation – Postsecondary Enrollment

How will we measure postsecondary enrollment?

We will use data reported by VDOE to measure our progress toward increasing the percentage of RPS students who enroll in college. In compliance with federal requirements, VDOE provides postsecondary enrollment reports indicating the percentage of Virginia high school graduates who enrolled in an Institution of Higher Education (IHE) within 16 months of graduating from high school.

According to VDOE, these data represent the best available estimates of student enrollment in postsecondary institutions. Note that here figures reflect the percentage of *graduates* who enroll in postsecondary institutions as distinct from the percentage of *students* who enroll.

Goal 2: Graduation – Postsecondary Enrollment

Notes and Caveats

- Consistent with the on-time graduation metric used to track graduation rates, we look at results based on students graduating within four-years of entering 9th grade for the first time in calculating postsecondary enrollment rates.
- The data are collected in partnership with the National Student Clearinghouse (NSC), a non-profit that collects student enrollment data from IHEs. Though not all IHEs are included in NSC's database, the organization collects data from more than 3,000 IHEs accounting for more than 90% of all U.S. higher education students.
- These data are updated by VDOE twice per year: once during the fall and once during the spring. Because the NSC calculate enrollments within 16 months of graduation, these figures may change somewhat as postsecondary enrollment is updated.
- The enrollment rates reported may be somewhat understated for a number of reasons: (1) not all postsecondary institutions report data to NSC, (2) NSC's matching algorithm may not link all students to college enrollment records, or (3) students may elect to withhold their enrollment information from NSC (though the number who withhold information is quite small). Overall, this measure is believed to capture at least 88% of postsecondary enrollments in Virginia[1].

[1] Holian, L., and Mokher, C. (2011). Estimating college enrollment rates for Virginia public high school graduates. (Issues & Answers Report, REL 2011–No. 104). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2011104.pdf.

Goal 2: Graduation – Postsecondary Enrollment

What does the state postsecondary enrollment data tell us?

Below, we compare VDOE's reported postsecondary enrollment rates for both RPS and the state over the last three years:

Postsecondary Enrollment Rates
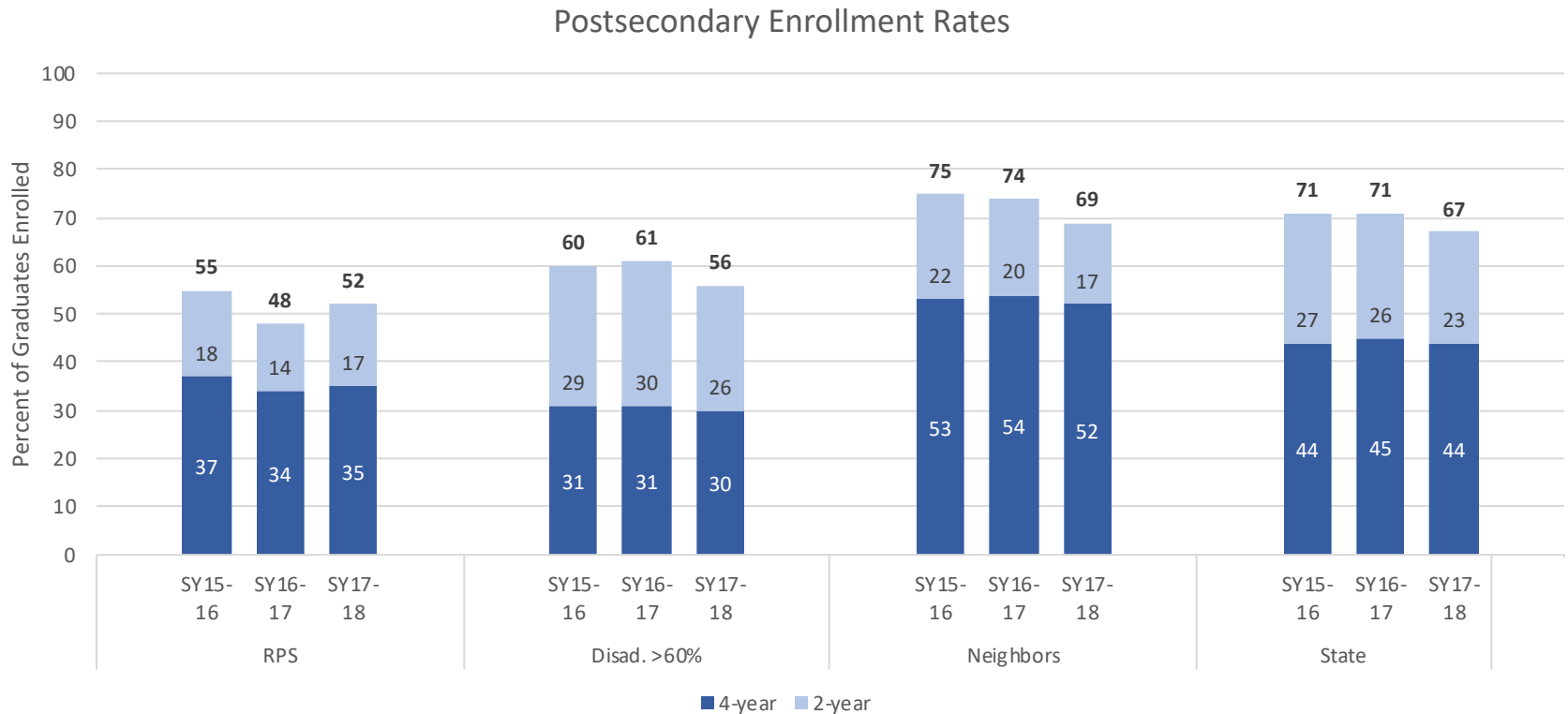
Source: Virginia Department of Education

Goal 2: Graduation – Postsecondary Enrollment Baseline and Targets

What is our baseline?

Among students graduating on-time in 2017-18, 52% enrolled in a postsecondary institution within 16 months of graduation.

What is our proposed 2022-23 target?

We propose to increase the percentage of on-time graduates enrolling in postsecondary institutions by 10 percentage points by 2022-23 to achieve an overall enrollment rate of 62%. We propose the following annual targets:

	Baseline SY17-18	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
CCR Rate	52%	53%	54%	56%	59%	62%
Change	-	+1	+1	+2	+3	+3

When will we report our progress?

VDOE updates postsecondary enrollment reports in the fall and spring. As such, we will provide updates on postsecondary enrollment of the previous year's graduates twice a year: once in December and once in June.

Dreams4RPS Goal 3

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Goal 3: Academics - Measurement Overview

What is Goal 3?

Goal 3 addresses increasing the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

How will we measure academic progress?

We will use three grade-band specific assessments to measure academic progress:

1. For grades K-2, we will measure student reading levels using the PALS assessment.
2. For grades 3-8, we will track the Standards of Learning (SOL) test pass rate across all five subject areas (reading, writing, history / social sciences, mathematics, and science).
3. For grades 9-12, we will monitor performance on SOL End of Course (EOC) exams and track the percentage of our students who CollegeBoard considers "college and career ready," according to PSAT performance.

Goal 3: Academics – National Research

What does the national research tell us?

We examined three research studies, which informed our goal setting with these assessments to measure academic progress.

EARLY WARNING! Why Reading by the End of Third Grade Matters (Fiester, 2010)

Third grade is critical to making the transition from "learning to read" to "reading to learn." Students who are reading below grade level in third grade are very likely to continue to struggle with reading through high school. As such, it is important that students build a strong foundation in literacy in the early grades to ensure they are set up for future success.

School Turnaround in Boston Public Schools (Education Resource Strategies, 2013)

Boston Public Schools targeted 11 of its lowest performing schools for turnaround as a component of its strategic plan and was able to see an average of 4.5 percentage points of growth in ELA pass rates and and average of 6.8 percentage points of growth in Math.

SAT Suite of Assessments Technical Manual (CollegeBoard, 2017)

Using data from millions of students who took the PSAT and SAT, CollegeBoard has developed a series of college and career readiness benchmarks. If a student meets these benchmarks, there is a 75% likelihood that they will earn at least a C in a first-semester, credit bearing college course in a related subject.

Goal 3: Academics – PALS

What is PALS?

The Phonological Awareness Literacy Screener (PALS) is designed to assess children's knowledge of important literacy fundamentals that are predictive of future reading success. Importantly, PALS is not a standardized test but rather a literacy screener used to identify students who are in need of intervention in order to help them read at grade level by third grade. All but one school division in Virginia administers the PALS assessment to students in the Fall and Spring of kindergarten and the spring of first grade.

How will we use PALS?

In partnership with PALS researchers at UVA, we have found that students in Virginia who achieve a score of 50 on the PALS exam in the spring of first grade have a 75% likelihood of reaching proficiency on their third grade SOL reading assessment.

In order to track progress toward ensuring all students are on track to be reading on grade level by third grade, we will calculate the percentage of students in the division who score above this 50-point threshold on the PALS assessment in the spring of first grade as we can consider these students "on track" to be successful on the third grade reading SOL.

Goal 3: Academics – PALS

Notes and Caveats

- The "threshold" that we use to measure progress is not the same as the "benchmark" established by PALS to identify students in need of intervention. The "threshold" we reference here sets a much higher bar than does the "benchmark."

- We opted to use results from the first grade spring exam for two reasons: (1) it represents a checkpoint roughly halfway between school entry and the third grade SOL assessment and (2) it facilitates statewide comparisons as all students are mandated to take the assessment in the spring of first grade.

- The PALS assessment only measures literacy, but we will add a target for math once we begin using the Virginia Kindergarten Readiness Program (VKRP). VKRP is a partnership between the University of Virginia, the VDOE, and school divisions across Virginia to create a comprehensive kindergarten readiness assessment. The assessment looks at three domains: literacy measured through the PALS assessment, self-regulation/social skills, and mathematics. RPS will offer the assessment division-wide for the first time in the 2019-20 school year. Looking forward, we hope to use data from VKRP for mathematics to give us a more holistic understanding of students' early development in both literacy and mathematics. We will discuss target setting around early math once baseline data become available.

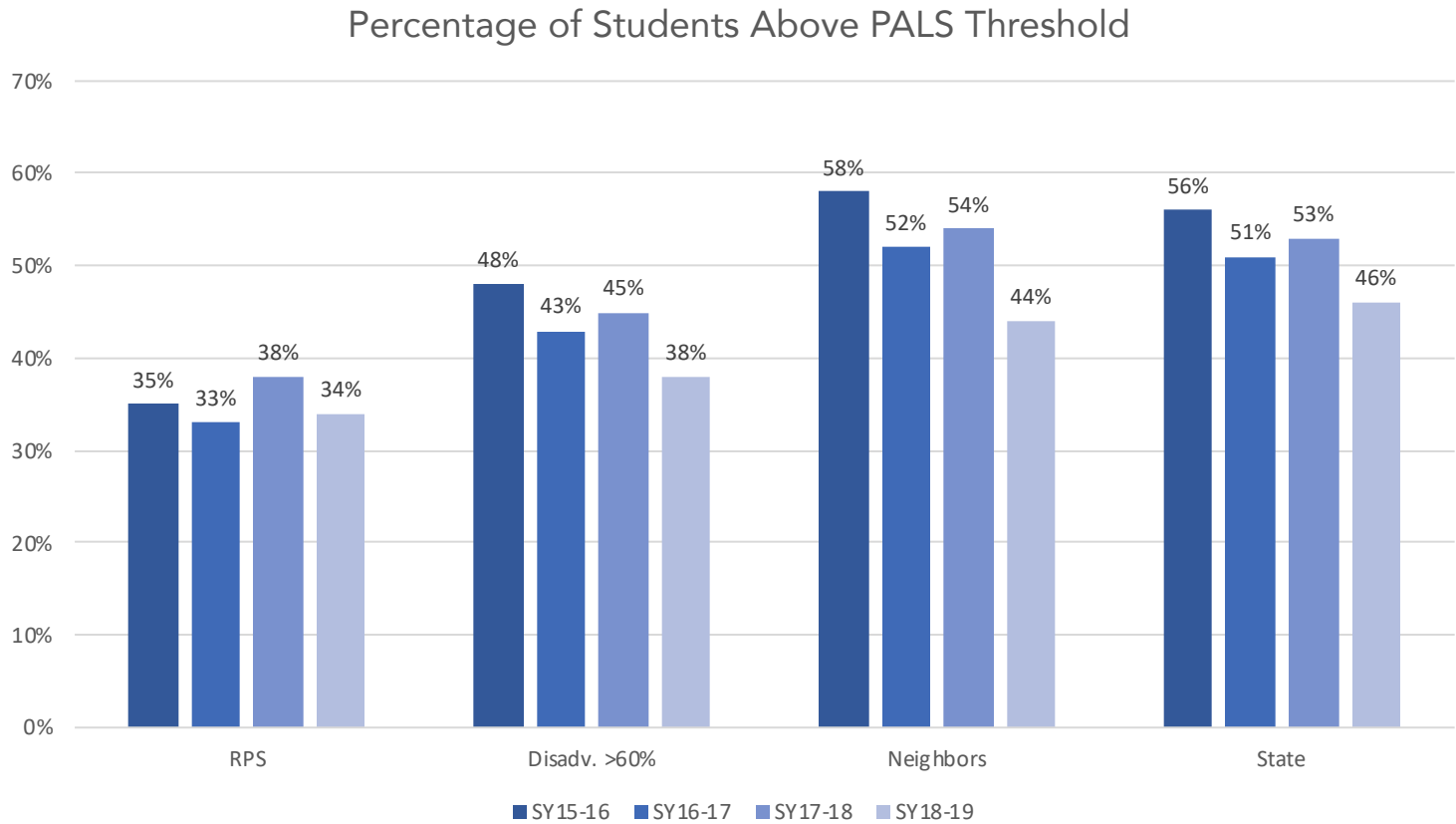# Goal 3: Academics – PALS Results

What does the state PALS data tell us?

In partnership with the PALS researchers at UVA, we compare the proportion of students scoring above the 50-point threshold on the PALS assessment in RPS to the results in three comparison groups:

- Overall statewide results
- Divisions with 60% or more Economically Disadvantaged students (as defined by VDOE)
- RPS neighbors (Chesterfield, Henrico, and Hanover – all with notably lower percentages of Economically Disadvantaged students than RPS)

The results are displayed on the following slide.

Goal 3: Academics – PALS Comparison Data

Percentage of Students Above PALS Threshold

Source: PALS

Goal 3: Academics – PALS Baseline and Targets

What is our baseline?

In SY17-18, 38% of first graders in RPS scored at or above the 50-point threshold on the PALS assessment.

What is our proposed 2022-23 target?

We will increase the proportion of students scoring at or above the 50-point threshold by 12 percentage points which would put us on par with the state and our neighbors. We propose the following annual targets as we work toward this goal:

	Baseline SY17-18	SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
% Scoring Above Threshold	38%	34%	**Target**	36%	39%	42%	46%
	-	-4	**Change**	+2	+3	+3	+4

When will we report our progress?

In January of each school year we will report out results on the PALS assessment taken by students in the fall of first grade as an indicator of how they may score on the exam in the spring. We will report the final results of the first grade spring assessment in August.

Goal 3: Academics – SOL Pass Rates

What are SOL tests?

SOL tests are annual assessments administered by the VDOE to students in grades 3-8. There are also a number of SOL End of Course (EOC) exams which are given after taking specific high school courses. SOL tests span five different subject areas: reading, writing, history / social sciences, mathematics, and science.

What is the SOL pass rate?

The SOL pass rate includes students who perform at either the "proficient" or "advanced" level, and represent the percentage of students who score above a 400 out of 600. Students who attain a 500 or higher are considered advanced.

Goal 3: Academics – SOL Pass Rates

What does the state SOL data tell us?

We examined the VDOE subject-level SOL data of every division in Virginia over the last 3 school years. Then, to compare the data to RPS data, we grouped the data into 3 categories:

- Overall statewide SOL pass rate
- Divisions with 60% or more Economically Disadvantaged students (as defined by VDOE)
- RPS neighbors (Chesterfield, Henrico, and Hanover – all with notably lower percentages of Economically Disadvantaged students than RPS)

This data is displayed by subject on the next ten slides.

Goal 3: Academics – SOL Reading

What tests are included in SOL Reading?

Grade 3 – English Reading

Grade 4 – English Reading
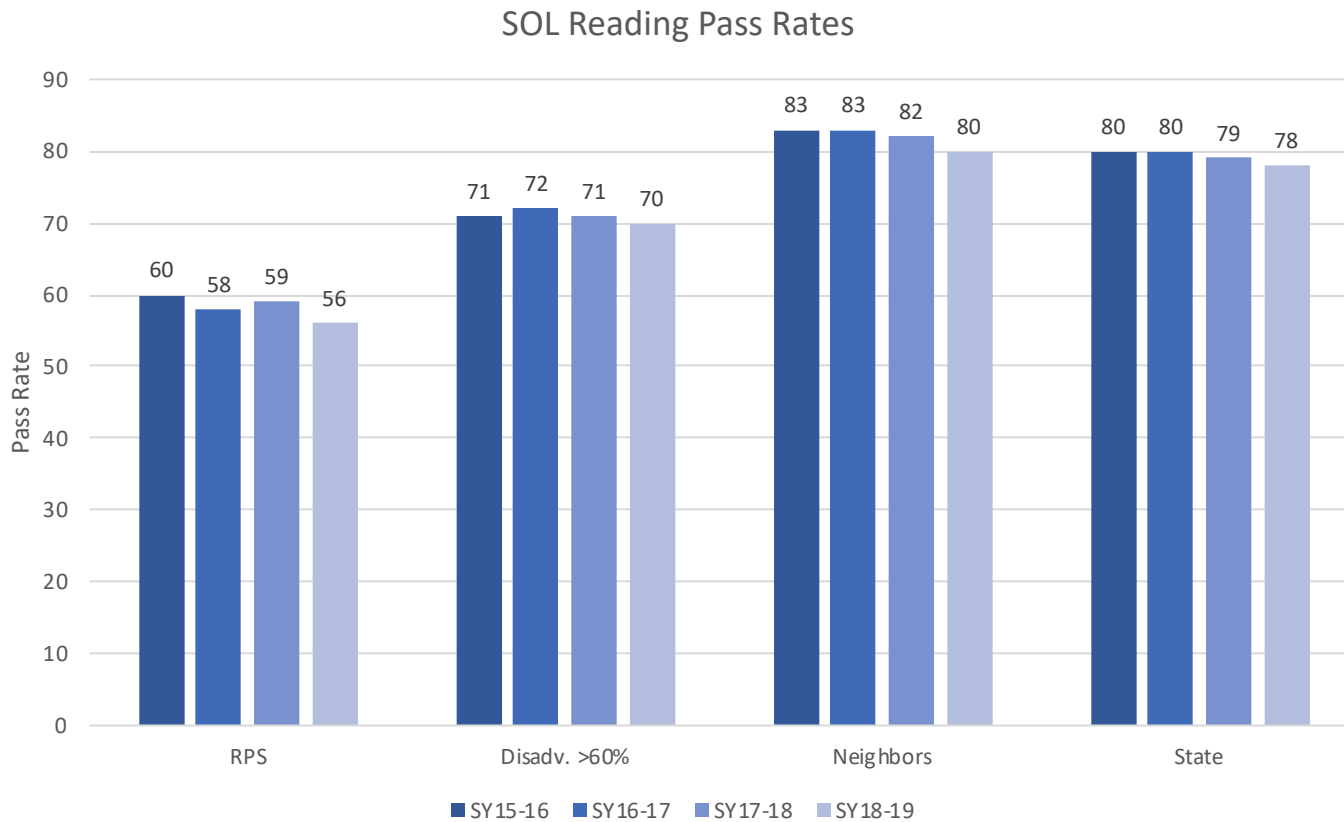
Grade 5 – English Reading

Grade 6 – English Reading

Grade 7 – English Reading

Grade 8 – English Reading

End of Course – English Reading

Goal 3: Academics – SOL Reading Baseline Data

SOL Reading Pass Rates

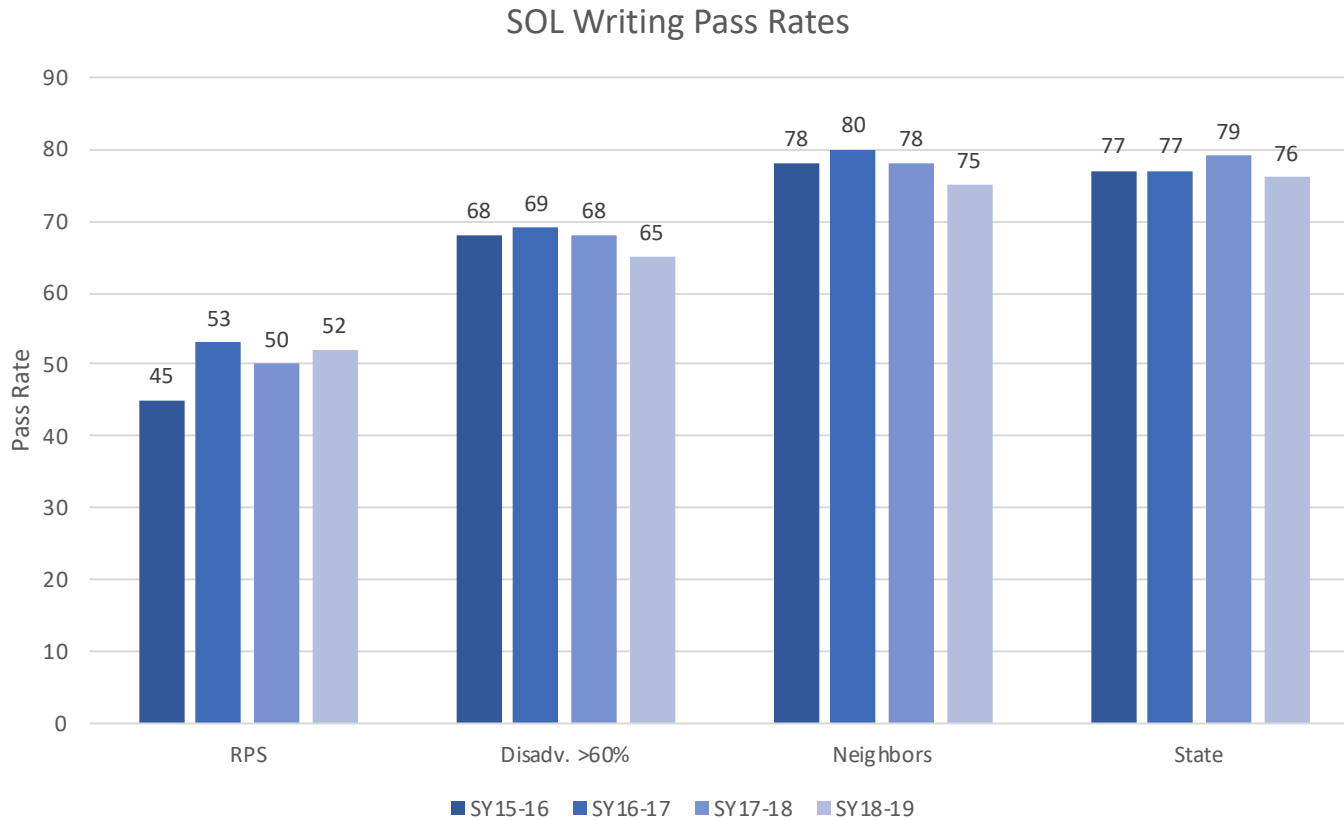*Source: Virginia Department of Education*

Goal 3: Academics – SOL Writing

What tests are included in SOL Writing?

Grade 8 – Writing

End of Course – Writing

Goal 3: Academics – SOL Writing Baseline Data

SOL Writing Pass Rates

Source: Virginia Department of Education

Goal 3: Academics – SOL History / Social Sciences

What tests are included in SOL History / Social Sciences?

Grade 4– VA Studies

Grade 8 – Civics & Economics

Grade 5 and 8 – History (Virginia Alternative Assessment Program)
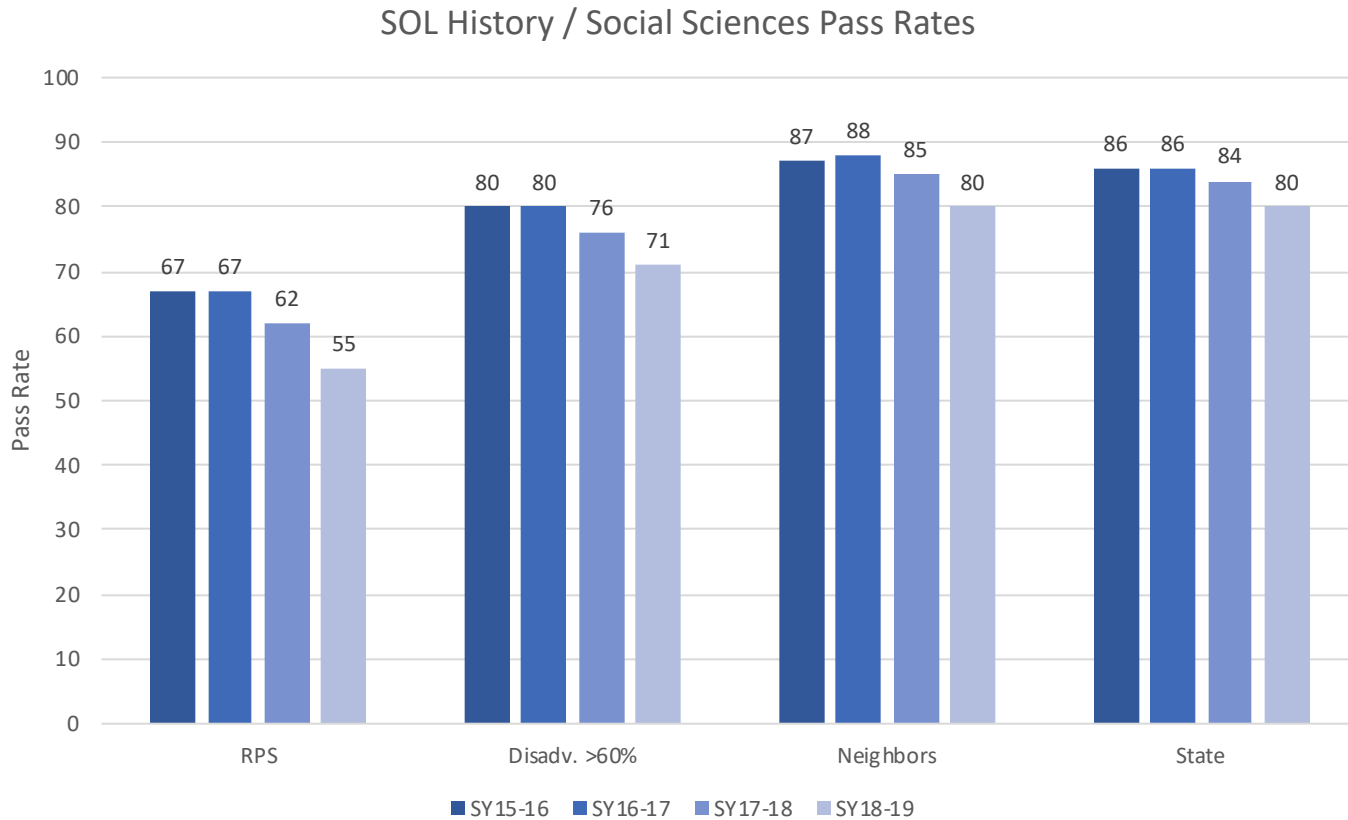
End of Course – Geography

End of Course – VA & US History

End of Course – World History I

End of Course – World History II

Goal 3: Academics – SOL History / Social Sciences Baseline Data

SOL History / Social Sciences Pass Rates

Source: Virginia Department of Education

Goal 3: Academics – SOL Mathematics

What tests are included in SOL Mathematics?

Grade 3 – Mathematics

Grade 4 – Mathematics

Grade 5 – Mathematics
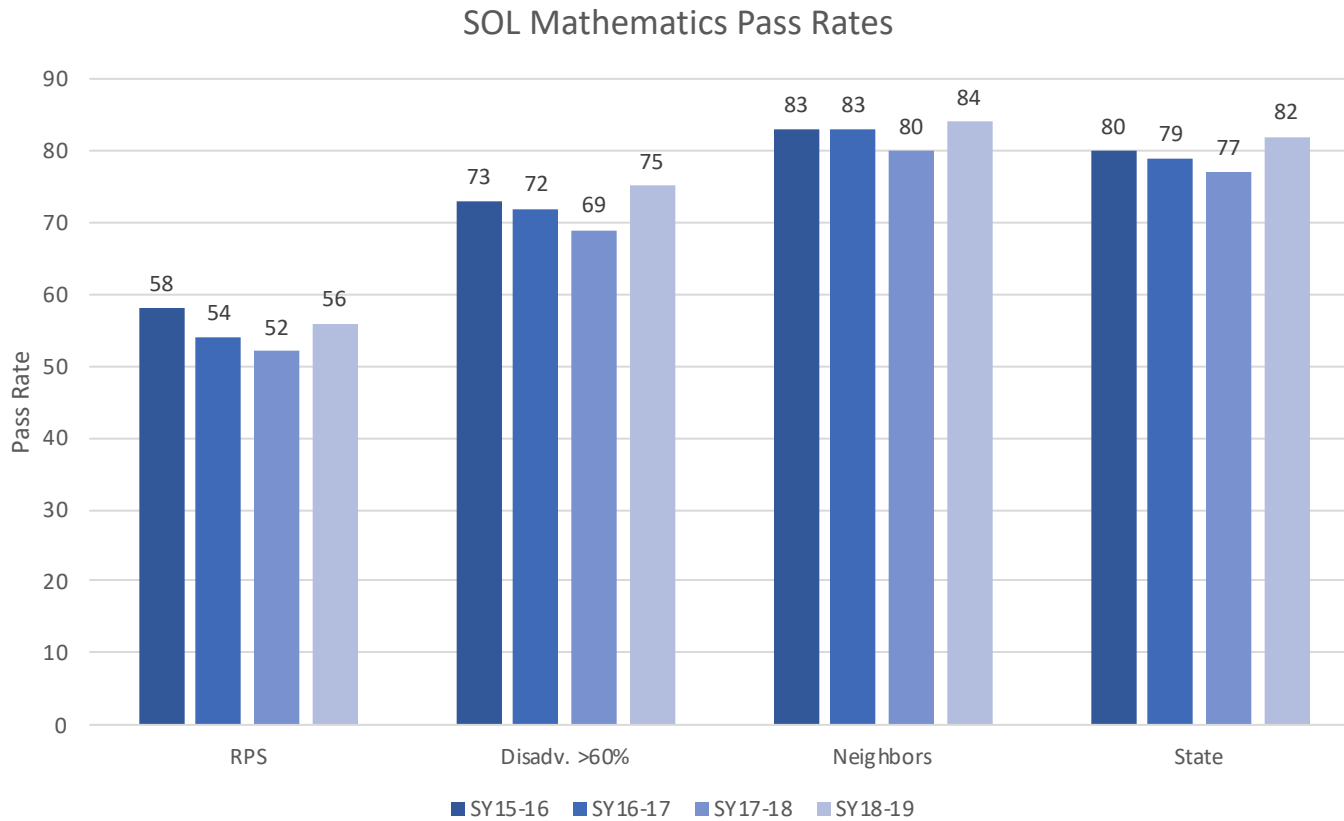
Grade 6 – Mathematics

Grade 7 – Mathematics

Grade 8 – Mathematics

End of Course – Algebra I

End of Course – Algebra II

End of Course – Geometry

Goal 3: Academics – SOL Mathematics Baseline Data

SOL Mathematics Pass Rates

Source: Virginia Department of Education

Goal 3: Academics – SOL Science

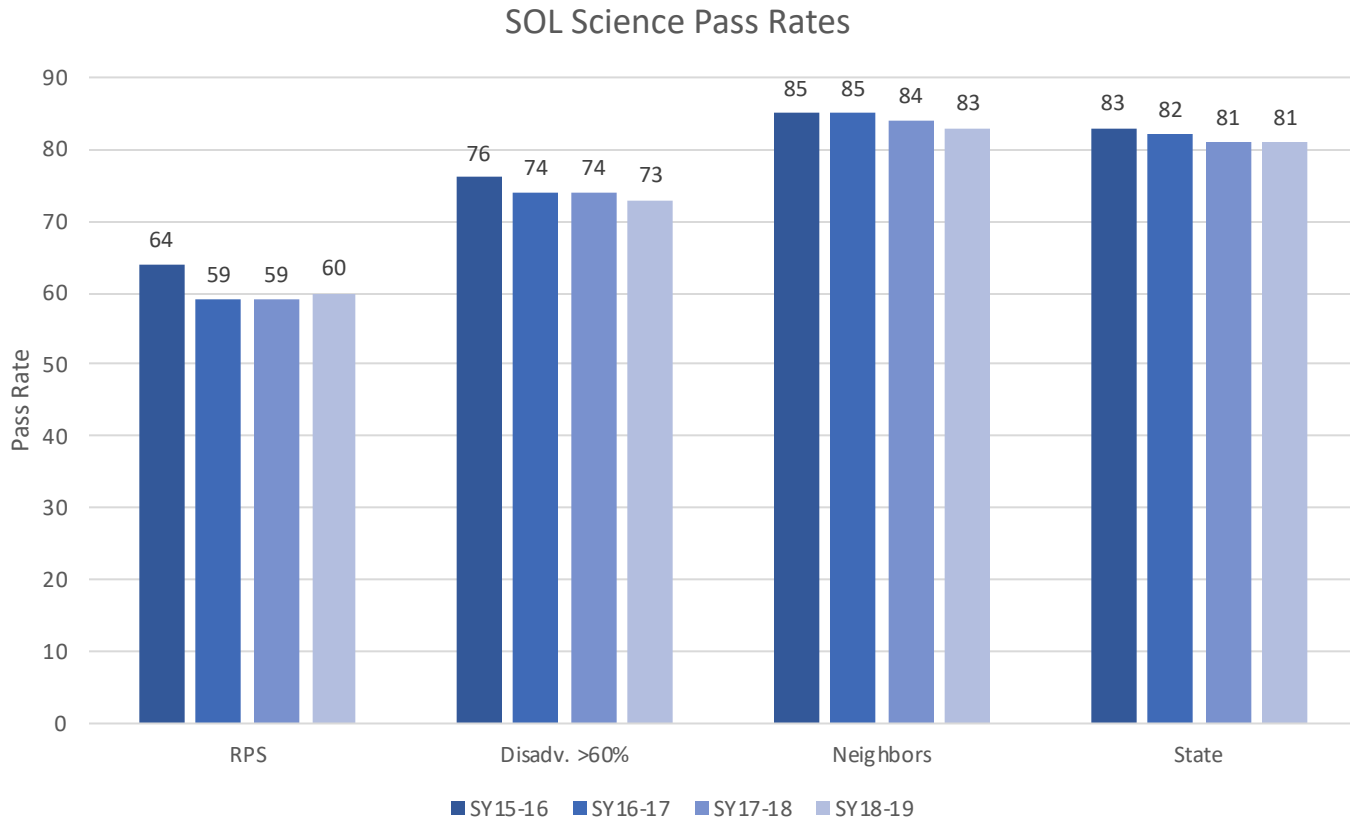**What tests are included in SOL Science?**

Grade 5 – Science

Grade 8 – Science

End of Course – Biology

End of Course – Chemistry

End of Course – Earth Science

Goal 3: Academics – SOL Science Baseline Data

SOL Science Pass Rates

Source: Virginia Department of Education

Goal 3: Academics – SOL Baseline and Targets

What is our baseline?

We are using VDOE SOL pass rate data at the subject level. The SY18-19 baseline pass rates for each subject area are as follows: Reading – 56%, Writing – 52%, History / Social Sciences – 55%, Mathematics – 56%, and Science – 60%.

When will we report our progress?

We will formally report our progress annually in August once the VDOE releases the SOL pass rates. We will also report MAP (interim assessment) data in reading and math as a key performance indicator in January and May.

Goal 3: Academics – SOL Baseline and Targets

What is our proposed 2022-23 target?

We will increase SOL subject area pass rates by 12 percentage points, and propose the following annual targets as we work toward this goal:

	SY17-18	Baseline SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
Reading Rate	59%	56%	**Target**	58%	61%	64%	68%
Change	-	-3	**Change**	+2	+3	+3	+4
Writing Rate	50%	52%	**Target**	54%	57%	60%	64%
Change	-	+2	**Change**	+2	+3	+3	+4
History/SS Rate	62%	55%	**Target**	57%	60%	63%	67%
Change	-	-7	**Change**	+2	+3	+3	+4
Mathematics Rate	52%	56%	**Target**	58%	61%	64%	68%
Change	-	+4	**Change**	+2	+3	+3	+4
Science Rate	59%	60%	**Target**	62%	65%	68%	72%
Change	-	+1	**Change**	+2	+3	+3	+4

Goal 3: Academics – College and Career Readiness Benchmark

What is the SAT Suite of Assessments?

The SAT Suite of Assessments is a series of tests that includes the PSAT 8/9, the PSAT 10, the PSAT/National Merit Scholarship Qualifying Test (NMSQT), and the SAT. Each test contains two overarching sections: Evidence-Based Reading and Writing (ERW) and Math. While the scale scores of each test are different, together they indicate if students are on track to meet the CollegeBoard-defined "College and Career Readiness Benchmark."

What is the College and Career Readiness Benchmark?

CollegeBoard has determined that there are specific scores for each test that are predictive of student performance in college. If a student achieves these scores, CollegeBoard believes that the student has a 75% likelihood that they will earn a C or better in a first semester, credit-bearing college course in a related subject.

How will we use the SAT Suite of Assessments?

We will use the percentage of students who meet the College and Career Readiness Benchmark in both sections from the fall administration of the PSAT/NMSQT to all RPS tenth and eleventh grade students.

What are the PSAT/NMSQT College and Career Readiness Benchmarks?

Although the test is the same, there are different benchmark scores for each grade level and subject.
- 10th Grade – ERW: 430; Math: 480
- 11th Grade – ERW: 460; Math: 510

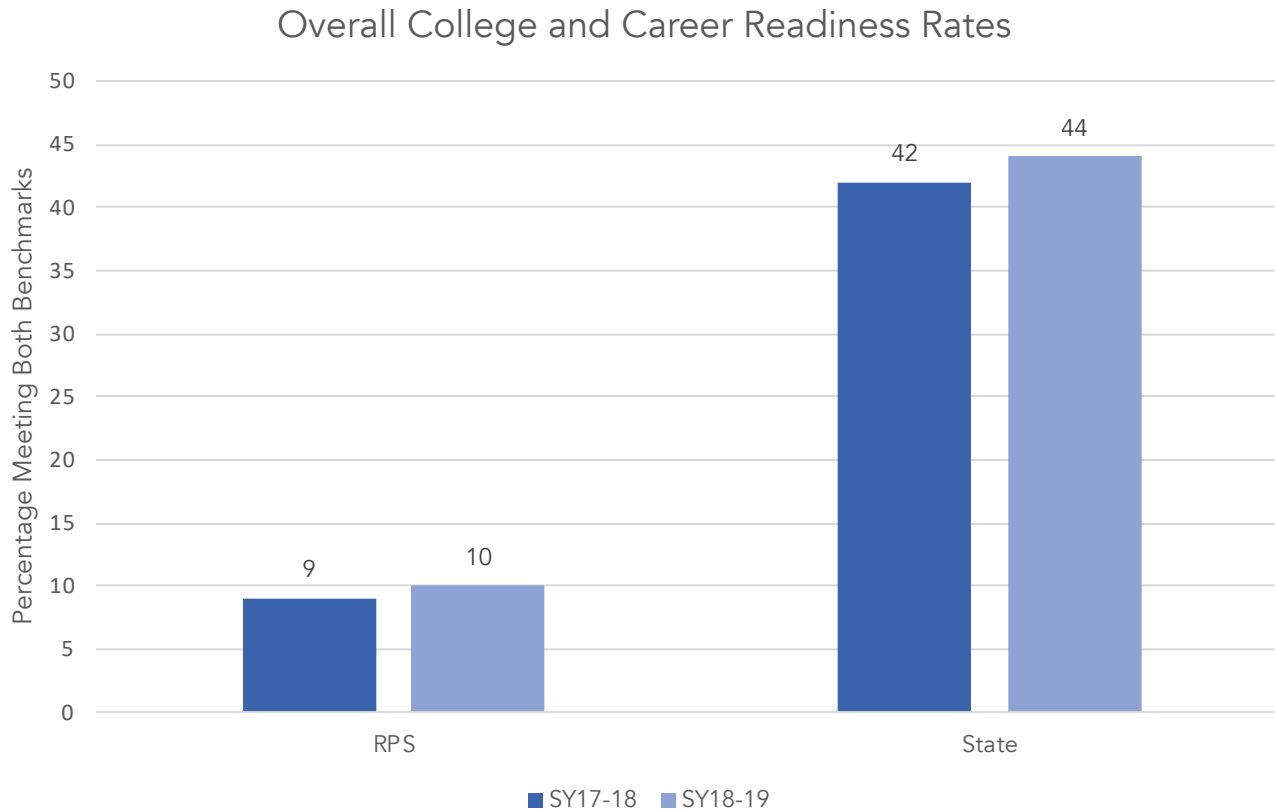# Goal 3: Academics – College and Career Readiness Benchmark

What does CollegeBoard data tell us?

We examined the CollegeBoard's College and Career Readiness data over the last two school years:

- Overall statewide PSAT College and Career Readiness rate
- RPS PSAT College and Career Readiness Rate

This data is displayed on the next slide.

Goal 3: Academics – College and Career Readiness Baseline Data

Overall College and Career Readiness Rates

Source: CollegeBoard

Goal 3: Academics – College / Career Readiness Baseline and Targets

What is our baseline?

We are using CollegeBoard PSAT data from SY18-19 as our baseline, which shows that 10% of RPS students are college and career ready in both ERW and Math.

What is our proposed 2022-23 target?

We propose the following annual targets as we work toward the goal of more than doubling the percentage of

	SY17-18	Baseline SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
CCR Rate	9%	10%	**Target**	12%	15%	18%	22%
Change	-	+1	**Change**	+2	+3	+3	+4

When will we report our progress?

We will report out our college and career readiness results annually once we have received data from the October PSAT. We will also provide a mid-year update after administration of the March SAT to students in eleventh grade.

Dreams4RPS Goal 4

Dreams4RPS, created in partnership with the RPS community and unanimously adopted by the Richmond City School Board, clearly outlines 10 key goals for the next five years.

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Increase the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status).

3 ACADEMICS
Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

4 TEACHER RETENTION
Increase teacher retention – overall and for each subgroup.

5 EQUITY
Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

6 SATISFACTION
Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.

7 ENROLLMENT
Increase student enrollment – overall and for each subgroup.

8 ATTENDANCE
Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 4: Teacher Retention - Measurement Overview

What is Goal 4?

RPS aims to increase teacher retention – overall and for each subgroup.

How will we measure teacher retention?

VDOE has no established business rules regarding teacher retention. Therefore, we are using the rules employed by faculty at the University of Virginia. These rules are the only known statewide calculation of teacher retention rates and were shared at the 2018 Virginia Teacher Retention Summit.

We first count the number of "full-time" teachers (at least 0.75 FTE) in RPS in a given school year. We then find the percentage of those teachers who return to RPS to teach in any capacity the following school year.

- For example, if there were 1,000 full time teachers in RPS during the 2018-19 school year, and 800 of those teachers return to a teaching position in RPS during the 2019-20 school year, we would calculate the 2018-19 retention rate to be 80% (800/1,000)

Notes and Caveats

- Teachers who *return* to RPS in a part-time capacity are counted as retained.
- If a teacher returns the following school year but moves out of the classroom into an administrative or other non-teaching role, they are NOT counted as retained.
- Under the approach used by the University of Virginia, terminations and retirements are counted as teachers who are not retained.

Goal 4: Teacher Retention – National Research

What does the national research tell us?

There is a wealth of research pointing to the relationship between school climate, school leadership, and teachers' decisions to stay in (or leave) their teaching position. The studies highlighted below suggest that improving teachers' satisfaction and working conditions can aid in increasing their likelihood of staying in the classroom.

Teachers' Perceptions of Their Working Conditions: How Predictive of Planned and Actual Teacher Movement? (Ladd, 2011)

Survey data from teachers in North Carolina shows that teachers' perceptions of their working conditions are predictive of their retention decisions. School leadership, which in this study included factors related to teacher empowerment and feelings of support, was revealed to be the most important predictor of teacher turnover.

How Teacher Turnover Harms Student Achievement (Ronfeldt, Loeb & Wyckoff, 2013)

These authors find that students in grades with higher teacher turnover score lower in both ELA and math. Perhaps more importantly, the negative effects of teacher turnover are particularly strong in schools with high concentrations of low-performing students and schools with high concentrations of Black students.

School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence from Panel Data (Kraft, Marinell, & Yee, 2016)

Based on survey data from New York City middle school teachers, this study predicts that moving a school from the 50th percentile in school climate to the 84th percentile would decrease teacher turnover by 25% in the school.
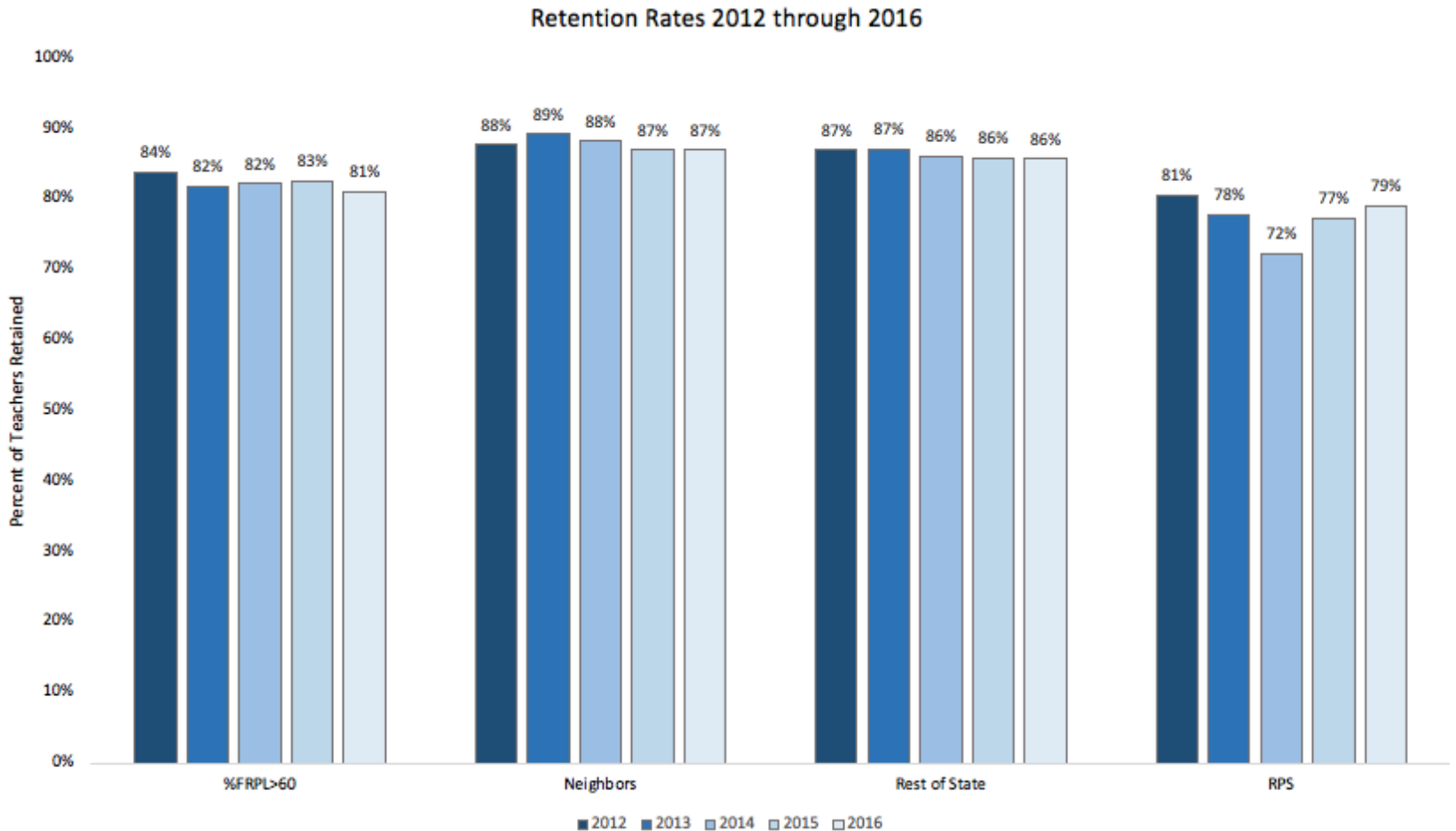
Goal 4: Teacher Retention – State Data

What does the state teacher retention data tell us?

We examined teacher retention in every division in Virginia from 2012-13 to 2016-17. We then grouped the data into 3 categories for comparison purposes:

1. Data for the entire state
2. Data for divisions with 60% or more Free/Reduced Price Lunch (FRPL) eligible students
3. Data for our neighboring school divisions (Chesterfield, Henrico, and Hanover – all with notably lower percentages of FRPL eligible students than RPS)

Goal 4: Teacher Retention - Comparisons

Retention Rates 2012 through 2016

Goal 4: Teacher Retention – Baseline and Targets

What is our baseline?

Data on teacher retention is currently being analyzed by the University of Virginia as they collect information on teachers from the 2018-19 school year. In the interim, we will use the teacher retention rate from the 2016-17 school year as our baseline. 79% of teachers from the 2016-17 school year returned to teach in RPS during the following year.

What is our proposed 2022-23 target?

By 2022-23, we aim to increase teacher retention to 85%. This is an ambitious but attainable goal that aligns RPS with the current state average for retention and surpasses that of other divisions with high numbers of Economically Disadvantaged students. We propose the following annual targets while we work towards this goal:

	Baseline (temporary)	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Target Rate	79%	80%	81%	82%	83%	85%
Change	-	+1	+1	+1	+1	+2

When will we report our progress?

By December 2019, we will report the teacher retention rate for the 2018-19 school year. In January 2020, we will report results from the teacher satisfaction index that research suggests will be a strong lead indicator for this goal. In addition, we will add a question for teachers explicitly asking if they intend to return to RPS.

Dreams4RPS Goal 5

Dreams4RPS, created in partnership with the RPS community and unanimously adopted by the Richmond City School Board, clearly outlines 10 key goals for the next five years.

1 ACCREDITATION
Achieve 100% full accreditation.

2 GRADUATION
Increase the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status).

3 ACADEMICS
Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

4 TEACHER RETENTION
Increase teacher retention – overall and for each subgroup.

5 EQUITY
Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

6 SATISFACTION
Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.

7 ENROLLMENT
Increase student enrollment – overall and for each subgroup.

8 ATTENDANCE
Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 5: Equity - Measurement Overview

What is Goal 5?

Goal 5 addresses decreasing the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

How will we measure equity?

Equity is defined as providing all students the support they need to succeed, and acknowledging that these supports will vary, based on need. Equity means ensuring all students have access to rigorous instruction which supports them in meeting key academic benchmarks which can serve as predictors of overall college and career readiness.

We will use three grade-band specific assessments to measure progress:

1. For elementary school students, we will track performance on the 3rd grade Reading SOL.
2. For middle school students, we will track middle school Algebra I enrollment and performance on the Algebra I SOL.
3. For high school students, we will track Advanced Placement (AP) enrollment and performance on AP exams.

For all three of these measures, our goal will be to reduce gaps by 1/3 over the next five years. For example, right now the gap in reading performance between Hispanic and White students is 40 percentage points. Our goal will be to reduce that by a third, or roughly 13 percentage points. We will report out more specifics once we have been able to gather all the necessary subgroup data for our three benchmark metrics (3rd grade reading, Algebra I, and AP).

Goal 5: Equity – National Research

What does the national research tell us?

We examined three research studies and the RPS Educational Equity Audit which informed our goal setting around equity.

EARLY WARNING! Why Reading by the End of Third Grade Matters (Fiester, 2010)

3rd grade is critical to making the transition from "learning to read" to "reading to learn." Students who are reading below grade level in 3rd grade are very likely to continue to struggle with reading through high school. As such, it is important that students build a strong foundation in literacy in the early grades to ensure they are set up for future success.

Closing the Achievement Gap in Math: The Long-Term Effects of Eighth-Grade Algebra

Students who take Algebra I in 8th grade are shown to take more advanced math courses and enroll in college at higher rates than students who do not.

Is the Relationship Between AP Participation and Academic Performance Really Meaningful? (Ewing & Howell, 2015)

Students who participate in the AP Program are likely to earn higher first-year GPAs than students who do not take an AP Exam, especially if participants score a 3 or higher.

Educational Opportunity and Outcome Equity Audit: Richmond Public Schools – Phase 1 (The Education Trust, 2018)

The Educational Equity Audit identified a number of areas where RPS can address equity issues across the division, including academic performance and course access.

Goal 5: Equity – 3rd Grade Reading Performance

Why are we using 3rd grade reading performance?

Students begin making the critical transition from "learning to read" to "reading to learn" in 3rd grade. Students who can read with proficiency by the end of 3rd grade are more likely to be successful throughout their academic career.

What does the Education Trust Equity Audit say about 3rd grade reading performance?

The Equity Audit noted several disparities around SOL Reading performance:

1. At every grade level, RPS has fewer proficient students in reading than the state average.
2. Elementary and middle schools with greater percentages of white and affluent students tended to have more students reach proficiency in reading.
3. Average proficiency rates masked large gaps in achievement for students of color and students from economically disadvantaged households.

How will we track improvement in 3rd grade reading performance?

We will use SOL Reading proficiency rates provide by VDOE to track performance overall and for each subgroup.

Goal 5: Equity – 3rd Grade Reading Performance by Subgroup

RPS 3rd Grade SOL: Reading Pass Rate by Subgroup
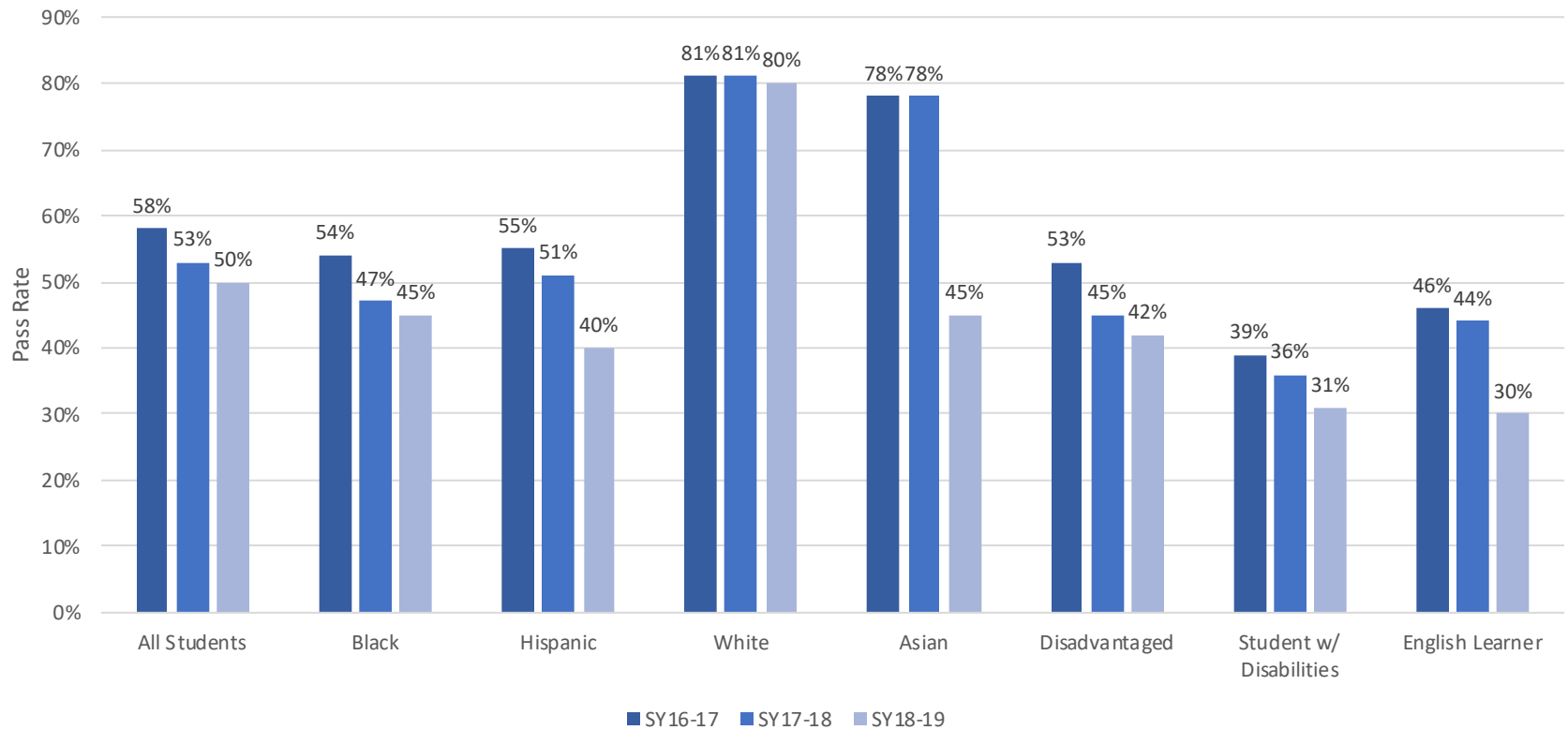
Source: Virginia Department of Education

Goal 5: Equity – Middle School Algebra 1 Enrollment and Performance

Why are we using middle school Algebra I enrollment and performance?

Students who enroll and are successful in Algebra I in 8th grade (or earlier) are able to access higher-level math courses in high school. This increases the likelihood that they will be college-ready in mathematics upon graduation.

**What does the Education Trust Equity Audit say about 8th grade Algebra I enrollment?**

The Equity Audit noted several of the disparities around 8th grade Algebra I:

1. At every grade level, RPS had fewer proficient students in math than the state average.
2. Districtwide, white 8th graders were four times more likely to be enrolled in Algebra I than their Black peers, with 52% of white students enrolled compared to only 12% of Black eighth graders
3. Schools with more students of color tend to enroll fewer students in Algebra I than schools serving more white and affluent students.

How will track improvement in enrollment and performance?

We will use division-level middle school Algebra I enrollment data and Algebra I SOL data to track improvement in enrollment and performance.

Goal 5: Equity – Middle School SOL Algebra I Baseline Data by Race

RPS Middle School SOL Algebra I Pass Rate by Race SY18-19
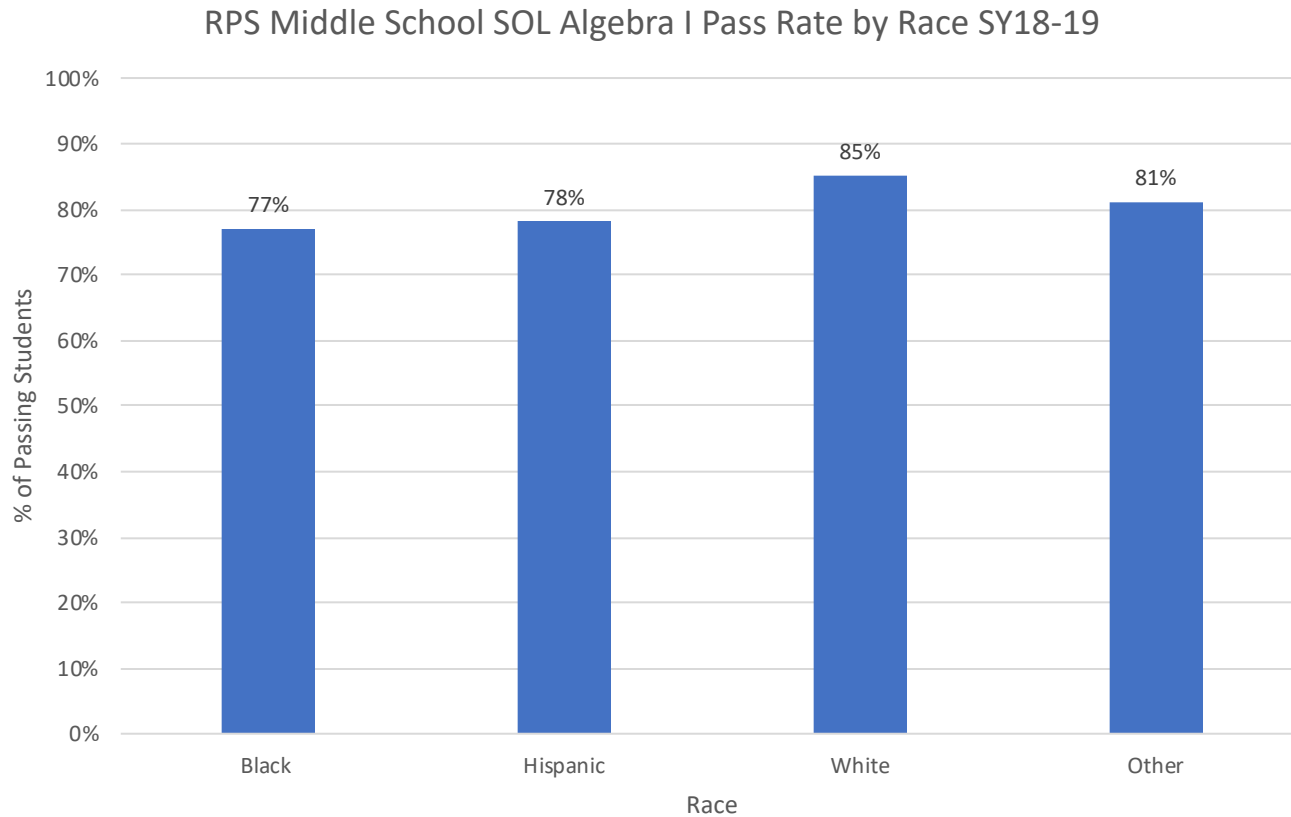
Goal 5: Equity – Advanced Placement (AP)

What is Advanced Placement (AP)?

The AP Program is a series of 38 courses that offer college-level coursework and potential to earn college credit through earning a passing score on AP exams taken at the end of the course. Research shows that students taking AP courses are better prepared, more likely to enroll and stay in college, do well in their classes, and graduate from college in four years. RPS offers 17 AP courses across the division.

What does the Educational Equity Audit say about AP at RPS?

The Educational Equity Audit noted several of the disparities around AP access and performance at RPS:

1. While Open and Community both offer more than 10 AP courses, other high schools in the division offer less than five.
2. AP access is extremely limited for students who are Latinx, English learners, or who have disabilities.
3. At high schools other than Open and Community, less than 10% of students took an AP exam.
4. Less than 10% of AP tests at high schools other than Open and Community receive a passing score. While Open and Community are higher (44% and 25%), they are still well below the state average (62%).

How will we use AP?

Starting in SY21-22, VDOE will factor AP participation into accreditation via the College, Career, and Civic Readiness Index (CCCRI). In order to work towards accreditation, we will track the percentage of students enrolled in AP courses. Additionally, we will track the percentage of students who take an AP exam and pass by scoring a 3 or above.

Goal 5: Equity – AP Exam Pass Rate by Race

Percent of RPS Advanced Placement Exams with a Passing Score (3 or Higher) by Race in SY18-19
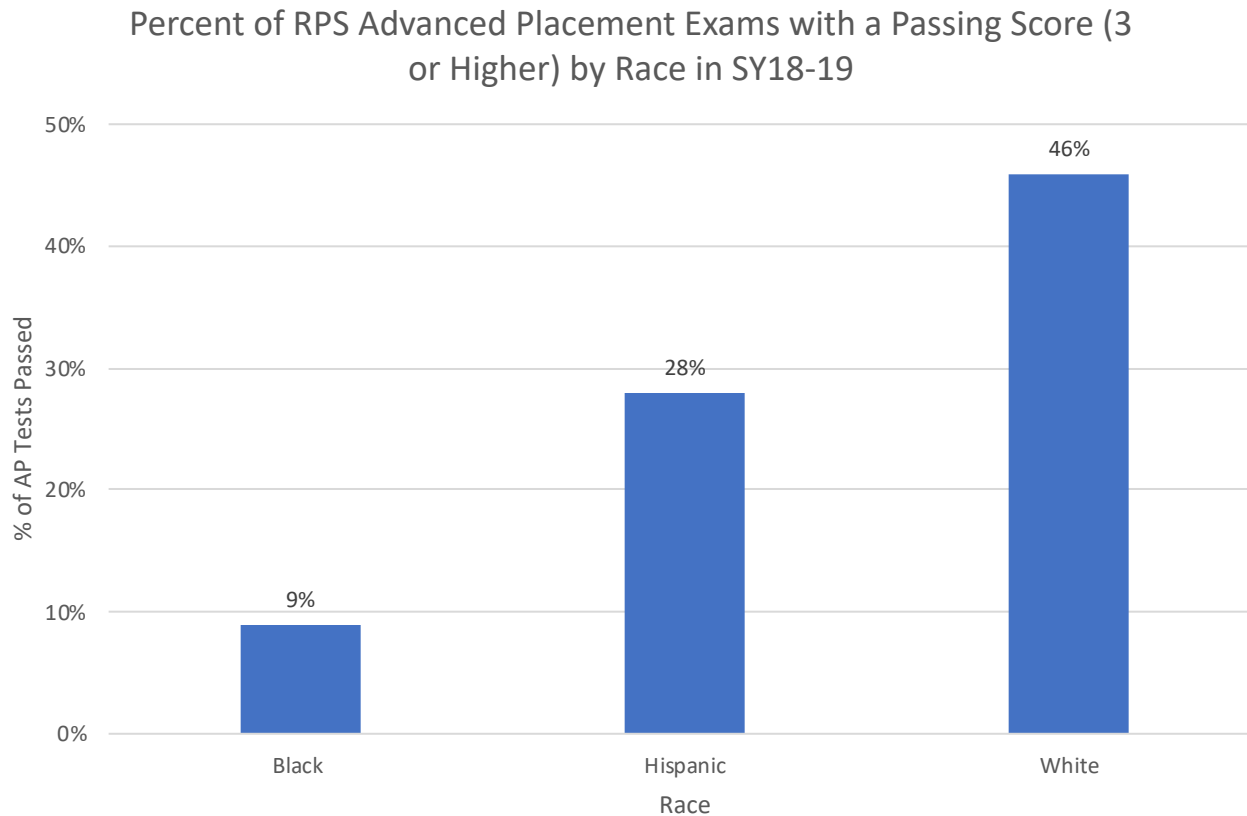
Source: CollegeBoard

Dreams4RPS Goal 6

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3 ACADEMICS
Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

4 TEACHER RETENTION
Increase teacher retention – overall and for each subgroup.

5 EQUITY
Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

6 SATISFACTION
Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.

7 ENROLLMENT
Increase student enrollment – overall and for each subgroup.

8 ATTENDANCE
Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 6: Satisfaction - Measurement Overview

What is Goal 6?

Goal 6 addresses increasing student satisfaction, family satisfaction, and staff satisfaction – overall and for each subgroup.

How will we measure student and teacher/staff satisfaction?

Satisfaction is defined as student, parent, teacher, and staff agreement with questions aligned with a variety of critical domains such as safety, respect, and school culture.

We will use survey data from two State issued surveys - the VDOE Virginia Working Conditions and School Climate Surveys to measure student, teacher, and staff satisfaction and the Virginia Department of Criminal Justice Services (VDCJS) Virginia School Climate Survey for students (alternating middle and high school students).

From the surveys, we have developed index measures for each group based on responses to specific questions covering critical components of satisfaction. We chose to use an index because the surveys are long and cover some topics outside of satisfaction, and because an index will allow us to more transparently report satisfaction rates. The student index uses identical questions from the VDOE and VDCJS surveys, while the teacher/staff index uses identical questions from the VDOE teacher and staff surveys, with an additional question added for teachers.

An individual is considered to be satisfied if they "agree" or "strongly agree" to a set percentage of questions in the index. For each group, we will report the percentage of individuals who are satisfied based on these parameters.

Goal 6: Satisfaction - Measurement Overview

How will we measure family satisfaction?

We will use survey data from the RPS Family Engagement Survey administered by a third-party vendor, K12 Insight. K12 Insight has designed and administered surveys with hundreds of school divisions across the country that are aligned to a "Dual Capacity-Building Framework" which works to identify potential barriers to parent/caregiver engagement and provide useful information to guide the process of removing these barriers.

From the survey, we have developed an index measure for parents/caregivers based on responses to specific questions covering critical components of satisfaction. We chose to use an index because the survey is long and covers some topics outside of satisfaction, and because an index will allow us to more transparently report satisfaction rates. A parent/caregiver will be considered to be satisfied if they "agree" or "strongly agree" to a set percentage of questions in the index. We will report the percentage of parents/caregivers who are satisfied based on these parameters.

Goal 6: Satisfaction - Measurement Overview

Notes and caveats for student and teacher/staff surveys

- The VDOE and VDCJS surveys are given to middle and high school students in alternate years, and we selected questions present on both surveys to allow for consistency from year to year.
- This is the first year the VDOE administered this survey, meaning our baseline will be 2018-19 data.
- The VDOE estimated that the RPS response rates for the elementary, secondary, and teacher surveys to be 63%, 43%, and 63%, respectively. The estimated state response rates for elementary, secondary, and teacher surveys were 82%, 61%, and 62%. VDOE did not calculate an estimated staff response rate.
- As a division, we prioritized administration of the survey to teachers and students and will be sure to prioritize administration to other staff in future years.
- We do not have access to the raw data from the state and other divisions and are thus unable to make direct comparisons to statewide rates, divisions with 60% or more Economically Disadvantaged students' (as defined by VDOE) rates, or RPS neighbors' rates.

Goal 6: Satisfaction - Measurement Overview

Notes and Caveats for family survey

- This is the first year we administered this survey, meaning our baseline will be 2018-19 data.
- Parents/caregivers could take the survey via a public web link, email invitation, or by completing a paper copy. The survey was open from May 3 until June 16. Reminders were sent seven times throughout May and June.
- We received 3,082 responses to the survey; all schools are represented in the survey.
- Responses from the Governor's Schools and those which did not include answers to all index questions were dropped from the sample, leaving 2,864 responses.
- We estimate that the division-wide response rate was approximately 10%, which falls within the common range for surveys of the general public, customers, and members (Center for Innovation in Teaching and Research).
- If a parent/caregiver responded "Don't Know" to an index question, that response was considered "Not Satisfied."

Goal 6: Satisfaction - Measurement Overview

What questions are included in the student index?

1. I like this school.
2. I am proud to be a student at this school.
3. I feel like I belong at this school.
4. I feel safe at this school.

How do we consider a student satisfied?

A student is satisfied if they "agree" or "strongly agree" to all (100%) of the above questions. Here are two examples:

- Student A "strongly agrees" with three questions and "agrees" with one. This student is considered satisfied.
- Student B "agrees" with three questions but "disagrees" with one. This student is not considered satisfied.

Goal 6: Satisfaction - Measurement Overview

What questions are included in the teacher and staff index?

1. I feel respected by teachers and other adults at this school.
2. Sufficient resources are available for professional development in my school.
3. I feel respected by the school's administrators.
4. I feel comfortable raising issues and concerns that are important to me with school administrators.
5. I am treated with respect by students at this school.
6. I feel safe at this school.
7. Overall, my school is a good place to work and learn.
8. (**Teachers Only**) Teachers are trusted to make sound professional decisions about instruction.

How do we consider a teacher or staff member satisfied?

A teacher or staff member is satisfied if they "agree" or "strongly agree" to 75% or more of the above questions. Here are two examples:

- A teacher "agrees" with seven of the above questions, but "disagrees" with one. This teacher is considered satisfied because they are above the 75% threshold.
- A staff member "agrees" with only half of the questions above. This staff member is not considered satisfied because they are below the 75% threshold.

Goal 6: Satisfaction - Measurement Overview

What questions are included in the parent/caregiver index?

1. This school is inviting and feels like a place where I belong.
2. This school welcomes families of different backgrounds and cultures.
3. This school is safe.
4. I feel respected at this school.*
5. The school maintains open two-way communication with parents.
6. My child's school has high expectations for my child.
7. The school staff value my input when establishing an academic/career plan for my child.
8. Our school has ways for me to share concerns.

How do we consider a parent/caregiver satisfied?

A parent/caregiver is satisfied if they "agree" or "strongly agree" to 75% or more of the above questions. Here are two examples:

- Parent/Caregiver A "strongly agrees" with seven questions and "disagrees" with one. This parent/caregiver is considered satisfied.
- Parent/Caregiver B "agrees" with four questions but "disagrees" with the other four. This parent/caregiver is not considered satisfied.

* This question was written in the survey as "How respected do you feel at this school?" It was modified to have a parallel structure to the other questions.

Goal 6: Satisfaction – National Research

What does the national research tell us?

We examined research studies which informed the construction of our indices and show that improving satisfaction in schools can improve a number of different outcomes for students and adults working in schools.

School Climate Research (Thapa, 2013)

A positive school climate is associated with a number of positive outcomes for students and teachers, including higher academic achievement, graduation rates, and teacher retention. One effective way of improving school climate is through engagement of students, parents, teachers, and staff working in schools.

School Connectedness: Strategies for Increasing Protective Factors Among Youth (CDC, 2009)

Feelings of belonging, investment in school, and learning in a healthy and safe school environment can promote school connectedness for students, which may in turn promote positive educational and health outcomes.

The Influence of School Administrators on Teacher Retention Decisions (Boyd, Grossman, & Ing, 2011)

Teacher surveys and administrative data from New York City show that teachers' dissatisfaction with their job was the main reason they reported leaving or considering leaving their teaching position. In particular, the study showed that teachers' feelings of support from school leaders and administrators was the most important factor in their decisions to leave the classroom.

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (Henderson & Mapp, 2002)

This literature review emphasizes the ample evidence indicating that successful family engagement stems from building trusting, collaborative relationships; recognizing, respecting, and addressing families' needs; and embracing a partnership where power and responsibility are shared.

School-Family Relationships, School Satisfaction and the Academic Achievement of Young People (Hampden-Thompson & Galindo, 2016)

Positive school-family relationships and parent/caregiver satisfaction are associated with higher student academic achievement, and schools that implement policies to build strong family relationships tend to see academic gains.

Goal 6: Satisfaction - Baseline Data

Satisfaction Rates - Richmond Public Schools
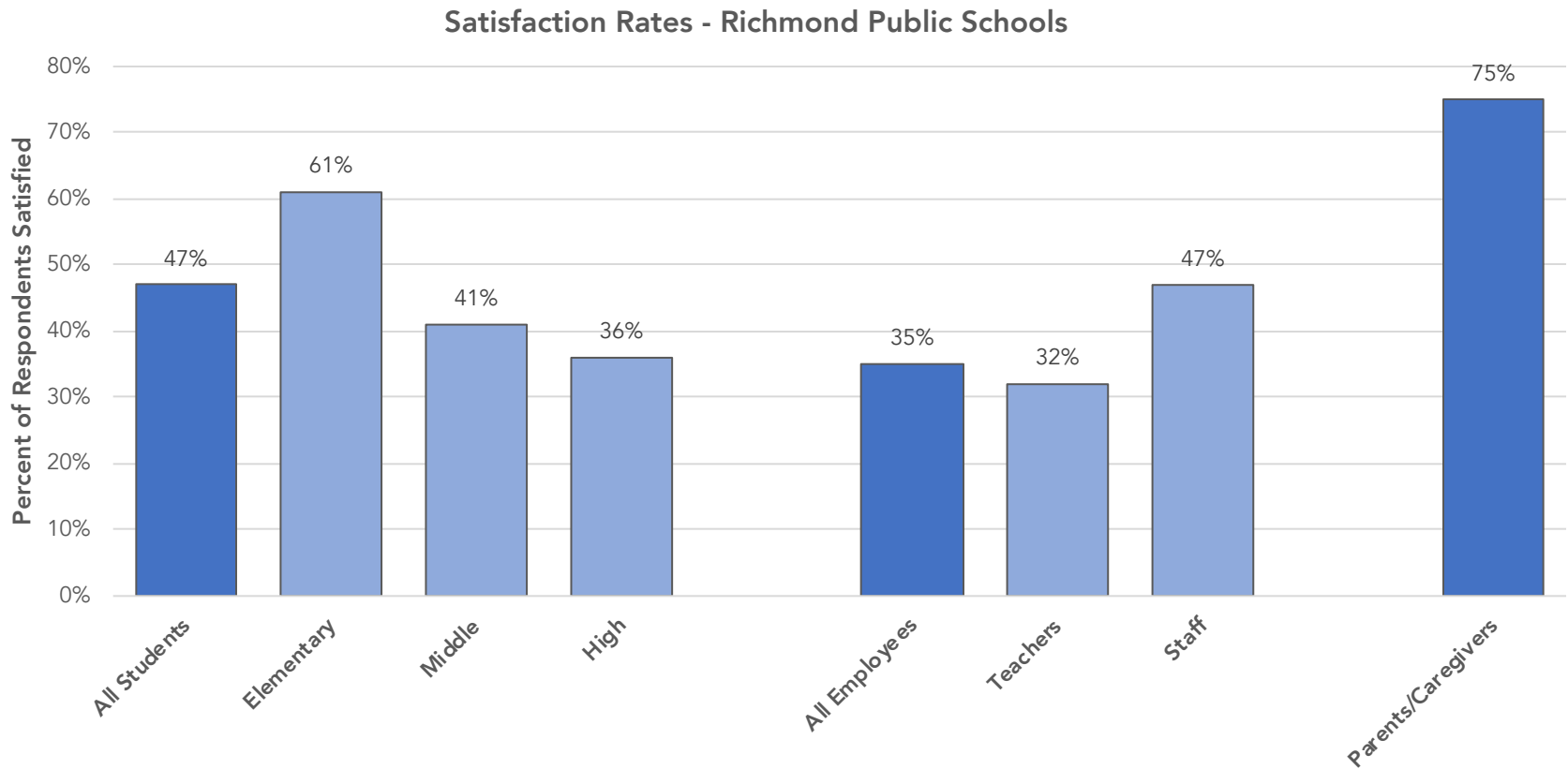
Source: Virginia Department of Education, Virginia Department of Criminal Justice Services, and K12 Insight

Goal 6: Satisfaction - Baseline and Targets

What is our baseline?

We are using survey data from the RPS Family Engagement Survey. Since this is the first year the we gave this survey, we will set our baseline satisfaction rates based on SY18-19. The parent/caregiver baseline for satisfaction is 75%.

What is our proposed 2022-23 target?

We propose the following annual targets as we work toward this goal:

	Baseline SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
Parent/Caregiver Rate	75%	**Target**	78%	81%	84%	87%
	-	**Change**	+3	+3	+3	+3

When will we report our progress?

In July of 2020, we will formally report on the 2019-20 satisfaction rate. We will also hold focus groups with parents/caregivers throughout the year to gauge our progress.

Goal 6: Satisfaction – Baseline and Targets

What is our baseline?

We are using survey data from the VDOE 2019 Virginia Working Conditions and School Climate Surveys for elementary and high school students, teachers, and staff, as well as the VDCJS 2019 Virginia School Climate Survey for middle school students. Since this is the first year the VDOE gave this survey, we will set our baseline satisfaction rates based on SY18-19. The student baseline for satisfaction is 47%. The teacher and staff baseline is 35%.

What is our proposed 2022-23 target?

We propose the following annual targets as we work toward this goal:

	Baseline SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Target Student Rate	47%	52%	57%	62%	67%
Target Teacher/Staff Rate	35%	40%	45%	50%	55%
Change	-	+5	+5	+5	+5

When will we report our progress?

In July 2020, we will formally report on the 2019-20 satisfaction rate. We will administer a mid-year satisfaction index survey in November and report on those results once the survey is complete and analyzed (likely January).

Dreams4RPS Goal 7

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3 ACADEMICS
Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

4 TEACHER RETENTION
Increase teacher retention – overall and for each subgroup.

5 EQUITY
Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

6 SATISFACTION
Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.

7 ENROLLMENT
Increase student enrollment – overall and for each subgroup.

8 ATTENDANCE
Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 7: Enrollment - Measurement Overview

What is Goal 7?

Goal 7 addresses increasing student enrollment – overall and for each subgroup.

How will we measure enrollment?

The Virginia Department of Education (VDOE) annually collects statistics on the number of students enrolled in public school on September 30. This report is known as "Fall Membership".

Notes and Caveats

- Included are all K-12 students enrolled as of September 30, minus students enrolled in an alternative education program (e.g., students in a virtual program, a private program, or who are disabled and aged 20 or 21)
- "Fall Membership" is different than Average Daily Membership (ADM). ADM, which is calculated on March 31, is the total aggregate daily membership divided by the number of days school was in session (first day of the school year through the last day in March).

Goal 7: Enrollment – Baseline Data

Fall Membership
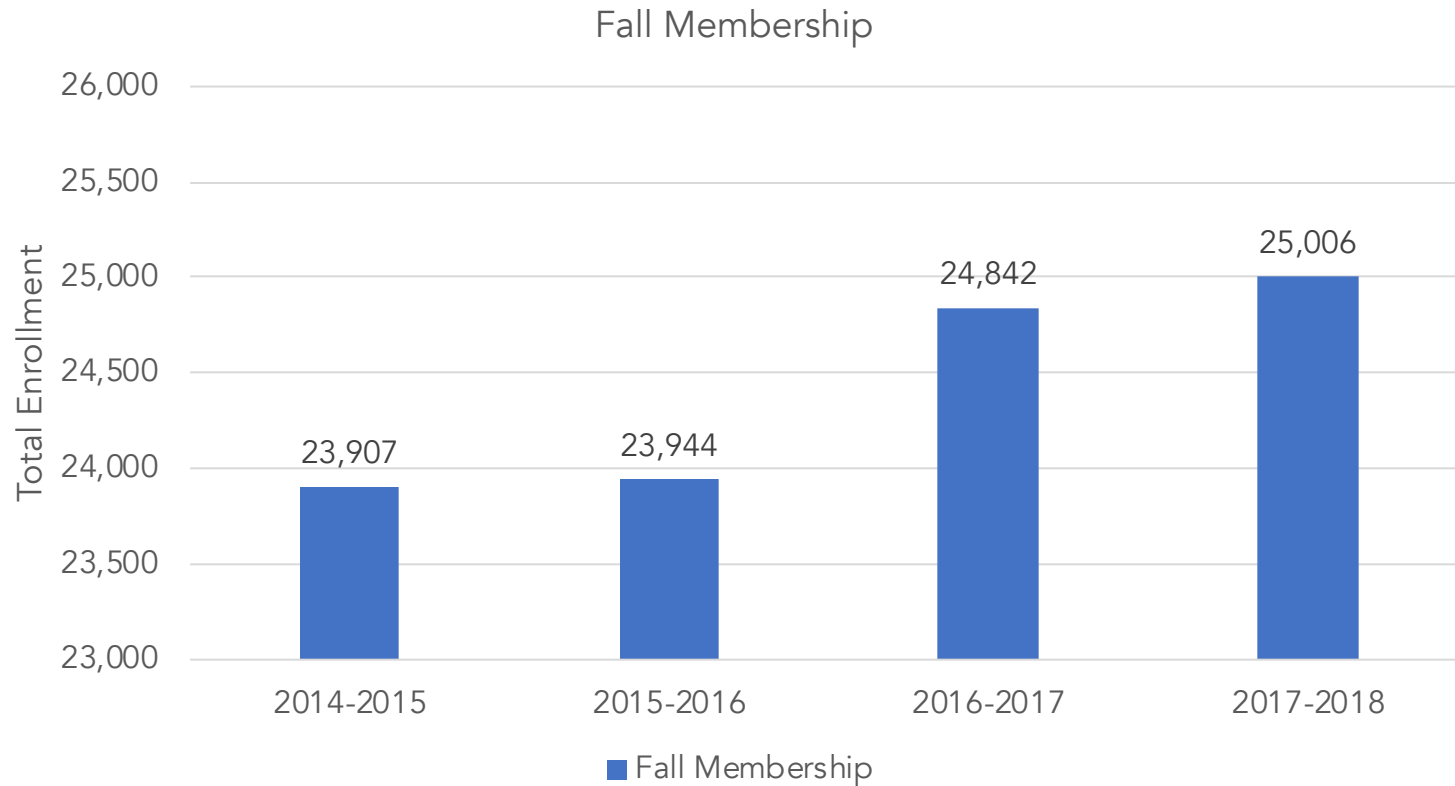
Source: Virginia Department of Education

Goal 7: Enrollment – Baseline and Targets

What is our baseline?

While data from 2014-15 through 2017-18 showed increases in enrollment, in 2018-19, RPS experienced a slight decrease in enrollment (256 students). Our 2018-19 Fall Membership was 24,750 and this is our baseline.

What is our proposed 2022-23 target?

Over the next 4 years, we will increase out student enrollment by 1,500. We propose the following annual targets as we work toward this goal:

	Baseline SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
Fall Membership	24,750	Target	25,075	25,450	25,850	26,250
	-	Change	325	375	400	400

When will we report our progress?

We will submit our Fall Membership report to the VDOE every September.

Dreams4RPS Goal 8

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Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

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Increase teacher retention – overall and for each subgroup.

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Increase student enrollment – overall and for each subgroup.

8 ATTENDANCE
Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 8: Attendance - Measurement Overview

What is Goal 8?

Goal 8 calls for a decrease in chronic absenteeism – overall and for each subgroup. Subgroups for this goal include race, economic status, ELL status, and IEP status. Chronic absenteeism is defined as a student missing 10% or more of the school year for any reason.

How will we measure chronic absenteeism?

We will use the same measure as the VDOE. The VDOE measures chronic absenteeism by dividing the total number of students who miss 10% or more of the school year by the total number of students in the end-of-year membership. Students are included in the end-of-year membership if they are enrolled for at least half the school year.

Notes and Caveats

There are a number of other business rules that VDOE uses in calculating chronic absenteeism:

- Students receiving homebound instruction for medical illness or discipline at any point in the year are not counted as absent for the days they receive homebound instruction.
- Preschool students are not included in the calculation.
- If a student has fewer than 15 suspensions, those days are counted as absences. If a student has more than 15 suspensions and she is withdrawn as a result, those days are not included in the chronic absence count. (It is important to note this is different than how RPS considers suspensions for our attendance policy as related to promotion/course credit).

Goal 8: Attendance – National Research

What does the national research tell us?

We examined four research studies, each showing that with intervention, chronic absenteeism can be reduced, although to varying degrees.

- Chronic Absenteeism in Virginia and the Challenged School Divisions: A Descriptive Analysis of Patterns and Correlates (2016)
  Between 2004-05 and 2014-15, the state average rate of chronic absenteeism declined by 2 percentage points to 10.3%. During the same decade, Richmond saw a decline in chronic absenteeism of five percentage points to 19.7%. Over the same time period, Petersburg saw a chronic absentee reduction of seven percentage points to 21.5%.

- Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence (2017)
  In Grand Rapids, Michigan (about the size of Richmond), the district implemented a "Challenge 5" initiative, with the goal of each student having less than five days absent. Chronic absenteeism dropped from 36% to 27% during the effort's first two years, and as of 2017, the district had reduced chronic absenteeism to 21%.

- Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence (2016)
  In San Francisco, 53% of students living in public housing communities were chronically absent. The district worked with four housing communities to reduce chronic absenteeism via school-based, community-based, and resident-led supports. From 2010-11 to 2015, the chronic absence rate dropped 14 percentage points from 53% to 39% for students living in these communities.

- Attending School Every Day: Making Progress, Taking Action in Oakland Schools (2014)
  Oakland, California began a city-wide approach to fight chronic absenteeism, partnering with city agencies and community partners. Chronic absenteeism dropped from 16% in 2005-06 to 11.9% in 2013-14. The city's targeted efforts began in 2010, when the rate was around 14%.
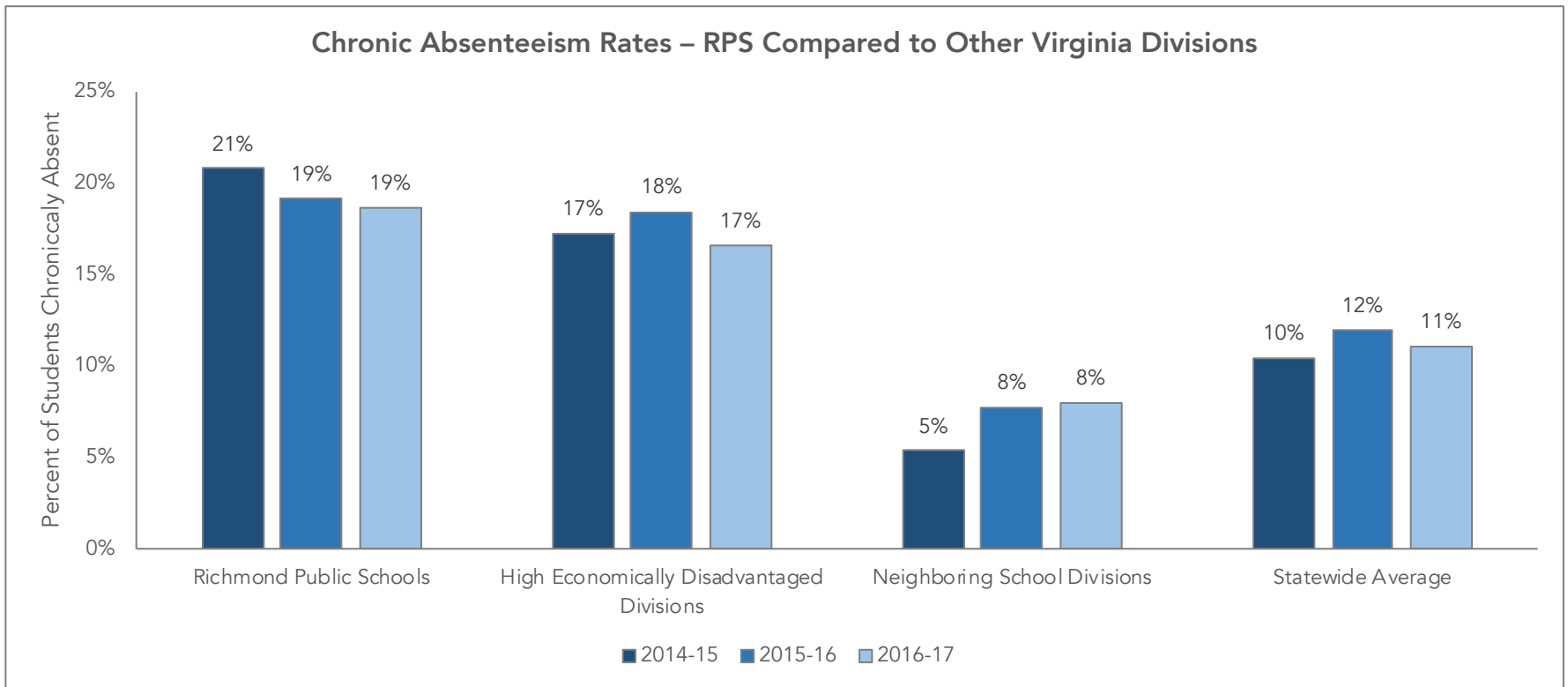
Goal 8: Attendance – State Data

What does the state chronic absenteeism data tell us?

We examined the absenteeism of every division in Virginia over the last 3 school years. We then grouped the data into 3 categories for comparison purposes:

1. Data for the entire state
2. Data for divisions with 60% or more Economically Disadvantaged students
   - According to the VDOE, a student is defined as Economically Disadvantaged if s/he is eligible for free/reduced meals, receives TANF, is eligible for Medicaid, experiences homelessness, or becomes identified as migrant.
     http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/data_definitions.shtml
3. Data for our neighboring school divisions (Chesterfield, Henrico, and Hanover – all of which have notably lower percentages of Economically Disadvantaged students than RPS)

Goal 8: Attendance - Comparisons

Chronic Absenteeism Rates – RPS Compared to Other Virginia Divisions

Data Source: Virginia Department of Education

Goal 8: Attendance – Baseline and Targets

What is our baseline?

We are using the VDOE's chronic absenteeism rate that is reported annually on the School Quality Profiles. RPS's chronic absenteeism rate for 2017-18 (our baseline year) is 18.6% (rounded to 19% for simplicity).

What is our proposed 2022-23 target?

We propose to cut our chronic absenteeism rate in half over the length of Dreams4RPS - from roughly 19% to 9%. Though any chronic absenteeism is undesirable, 9% would be an ambitious target in that it is lower than the current state rate as well as that of other divisions with high numbers of Economically Disadvantaged students. We propose the following annual targets as we work toward this goal:

	Baseline	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Target Rate	19%	16%	13%	11%	10%	9%
Change	-	-3	-3	-2	-1	-1

When will we report our progress?

In November 2019, we will be able to formally report on the 2018-19 chronic absenteeism rate. We will follow the November reporting with a schedule of updates during the year.

Dreams4RPS Goal 9

Dreams4RPS, created in partnership with the RPS community and unanimously adopted by the Richmond City School Board, clearly outlines 10 key goals for the next five years.

1 ACCREDITATION
Achieve 100% full accreditation.

2 GRADUATION
Increase the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status).

3 ACADEMICS
Increase the proficiency and advanced rates in reading, writing, math, science, and social studies – overall and for each subgroup.

4 TEACHER RETENTION
Increase teacher retention – overall and for each subgroup.

5 EQUITY
Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

6 SATISFACTION
Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.

7 ENROLLMENT
Increase student enrollment – overall and for each subgroup.

8 ATTENDANCE
Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 9: Restorative Justice - Measurement Overview

What is Goal 9?

RPS aims to decrease suspensions – overall and for each subgroup.

How will we measure progress toward reducing suspensions?

We will track progress toward reducing suspensions by calculating the number of total days that RPS students were suspended during a school year. In order to make this figure comparable across school years, we will then divide this figure by the total number of students enrolled in the division and multiply by 100. This will give us **the number of days suspended per 100 students** in the division.

For example, a rate of 90 days of suspension per 100 students would suggest that if we gathered a random sample of 100 RPS students, they would collectively have served 90 days of suspension (on average). This could mean that 4 students served 10-day suspensions (totaling 40 days), 6 students served 5-day suspensions (totaling 30 days), and 10 students served 2-day suspensions (totaling 20 days) while the majority of students were not issued a suspension.

Goal 9: Restorative Justice - Measurement Overview

Notes and Caveats:

- The VDOE does not track the number of days suspended in divisions across the state. Rather, it tracks the percent of individual students suspended during a given year.
- We chose to use days of suspension because it offers a more holistic measure of suspensions, though doing so prevents us from making comparisons to other divisions in the state.
- We included short-term and long-term out-of-school suspensions in our calculation.
- We excluded certain classifications of students, such as students enrolled in regional schools, home school, and virtual schools (among others).
- We included students who transferred out of or into RPS during the school year in our count.

Goal 9: Restorative Justice - National Research

What does the national research tell us?

The negative impact of suspensions on students, and particularly on students of color, is well-documented in the academic literature. Restorative Justice practices have emerged as a promising method of curtailing suspensions by creating more positive school cultures.

Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement (Council of State Governments Justice Center, 2011)
Using data from Texas, this report found that students who were suspended or expelled from school were six times as likely to repeat a grade relative to students who were not suspended. The report also shows that students who are subject to multiple disciplinary events are far more likely to have contact with the juvenile justice system.

11 Million Days Lost: Race, Discipline, and Safety at U.S. Public Schools (ACLU, 2018)
This 2018 report frames discipline issues in terms of the number of days of instruction students lose by virtue of out-of-school suspensions. Nationally, the authors find that students on average lose 23 days of instruction per 100 students enrolled. They also document substantial disparities in the number of days of instruction lost along lines of race and disability status.

Can Restorative Practices Improve School Climate and Curb Suspensions? (Augustine et al., 2018)
In the most rigorous evaluation of restorative justice practices to date, RAND corporation randomly assigned schools in Pittsburg to implement a restorative justice program. The evaluation found that schools that implemented the program saw a reduction in both the number of days students were suspended and the total number of suspensions. In year two of implementation, participating schools reduced suspensions by roughly 10 days per 100 students.

Educational Opportunity and Outcome Equity Audit: Richmond Public Schools – Phase 1 (Education Trust, 2018)
EdTrust's equity audit of RPS revealed that Black students and students with disabilities in the division were over-represented in the population of students who were ever suspended or expelled.

Goal 9: Restorative Justice - Baseline Data

What does the suspension data tell us?

Because we are using internal data in tracking the total days that students were suspended in the division, we are unable to make comparisons to other divisions in the state. Below, we report the total days suspended per 100 students in the division.

Days of Suspension per 100 Students

	SY2018	SY2019
Days of Suspension per 100 Students	141	107
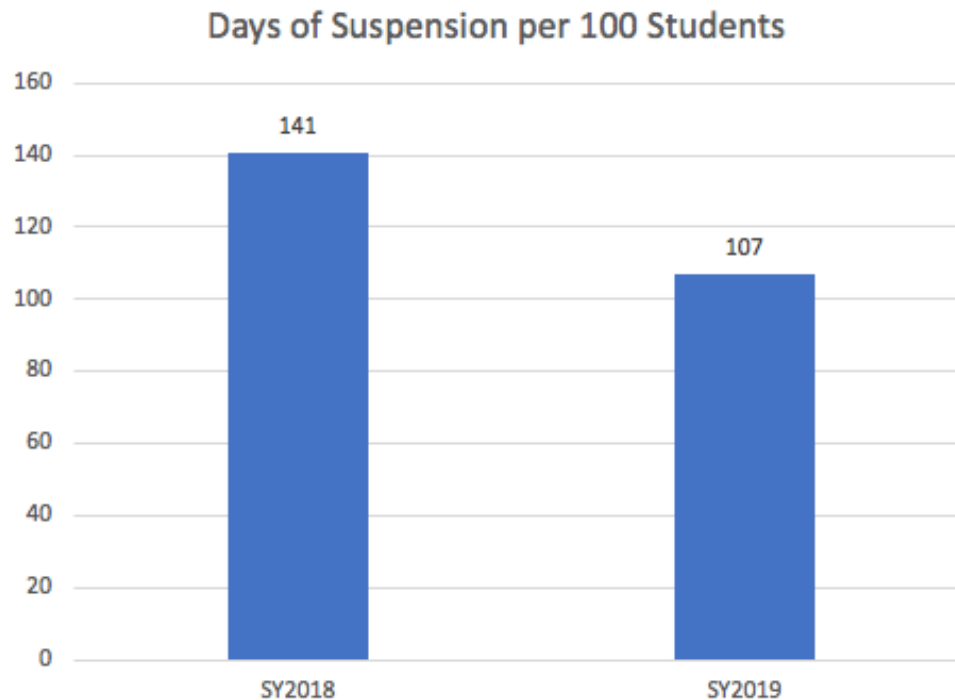
Goal 9: Restorative Justice - Baseline and Targets

What is our baseline?

In the 2017-18 school year, RPS administered 136 days of suspensions per 100 students in the division.

What is our 2022-23 target?

By 2022-23, we aim to cut the number of days of suspensions per 100 students in the division in half - to 70.

	Baseline	SY18-19		SY19-20	SY20-21	SY21-22	SY22-23
Days Per 100 Students	141	107	Target	97	87	77	67
Change	-	-34	Change	-10	-10	-10	-10

When will we report our progress?

We will provide updates to the Board in November and April and will deliver a final annual figure for suspensions in July following the end of the school year.

Dreams4RPS Goal 10

Dreams4RPS, created in partnership with the RPS community and unanimously adopted by the Richmond City School Board, clearly outlines 10 key goals for the next five years.

1 ACCREDITATION
Achieve 100% full accreditation.

2 GRADUATION
Increase the graduation rate as well as the percentage of graduates attending a 4-year or 2-year college, entering the workforce in a living wage job, or participating in national service – overall and for each subgroup (race, economic status, IEP status, and ELL status).

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Decrease the gaps in proficiency and advanced rates – by race, economic status, ELL status, and IEP status.

6 SATISFACTION
Increase student satisfaction (for example, with school culture, building cleanliness, and engagement level of classes); family satisfaction (for example, with school safety, academic rigor, and timeliness of transportation); and staff satisfaction (for example, with level of support, freedom to offer feedback, and availability of resources) – overall and for each subgroup.

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Increase student enrollment – overall and for each subgroup.

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Decrease chronic absenteeism – overall and for each subgroup.

9 RESTORATIVE JUSTICE
Decrease suspensions – overall and for each subgroup.

10 FUNDING
Increase funding from local, state, federal, and philanthropic sources.

Goal 10: Funding - Measurement Overview

What is Goal 10?

Goal 10 addresses increasing funding from local, state, federal, and philanthropic sources.

What is our baseline?

In FY20 we received full funding for Dreams4RPS, over $19M for capital needs, and have a balanced operating budget.

What are our proposed annual targets?

Each year, we will fully fund Dreams4RPS as well as any other critical operating and capital needs.

When will we report our progress?

The School Board adopts the budget each June. We will also share philanthropic contributions on an ongoing basis.