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## STATEMENT

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For Immediate Release  
October 17, 2016

### **District releases statement on school accreditation ratings**

*Formal report presented during Richmond City School Board meeting Oct. 17*

**RICHMOND, Va.** — Under the current accreditation system, schools can only have a status other than fully accredited for only 3 consecutive years.

While we are disappointed that we did not continue our significant progress made during the previous school year with an approximately 55% improvement in the number of schools fully accredited, over the past two school years, we have been able to move and maintain more schools meeting the fully accredited status.

- In the 2016 - 2017 school year there are 14 fully accredited schools
- In the 2015 -2016 school year there were 17 fully accredited schools
- In the 2014-2015 school year there were 11 fully accredited schools

Out of the 22 schools that were denied accreditation or are To Be Determined (TBD):

- 18% improved, approached, or met the benchmark in English
- 45% improved, approached, or met the benchmark in Math
- 64% improved, approached, or met the benchmark in History
- 55% improved, approached, or met the benchmark in Science

It is important to also note that we have schools that showed significant progress and missed the mark by only one or two points for full accreditation. For example, Bellevue Elementary School jumped from 68 to 74 percent passing in English over the last school year, but unfortunately still missed the 75 point requirement. Some of our schools like Ginter Park Elementary School and J.L. Francis showed significant gains of 5 or more percentage points and missed making full accreditation in one content area.

As previously shared, the ups and downs in the data trends are indicative of the transition phase of the change process that our school division is currently in. Addressing the years of challenges, limited resources, and inadequate systems will take more than two school years.

- **The Transition State** - The Transition State is messy and disorganized. It is unpredictable and constantly in flux. The Transition State is often emotionally charged - with emotions ranging from despair to anxiety to anger to fear to relief. During the Transition State, productivity predictably declines. The Transition State requires us to accept new perspectives and learn new ways of behaving, while still keeping up our day-to-day efforts. The Transition State is challenging.

District administration will continue to focus efforts on:

- reorganization of schools into a vertical alignment in order to promote collaboration and decision making (regarding programs, support to schools, and use of resources) across the full continuum of grade levels;
- a district-wide structure for analyzing school data (academic, culture/climate, discipline, attendance) and determining root causes for low achievement in order to take the most appropriate actions resulting in continuous, progressive improvement;
- wrap-around services to provide resources dedicated to chronic absenteeism and trauma-informed care;
- systemic professional development centered on instructional leadership for principals and teachers; and
- the newly implemented School Progress Plan, which will address test scores and closing the gap in assessments.

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