Powhatan County Public Schools
Final Accreditation Report
2019–2020

October 8, 2019
ALL POWHATAN COUNTY SCHOOLS ARE ACCREDITED

Final Accreditation was released on 9/30/19 with additional details available through School Quality Profiles.
### School Quality Indicators

#### Student Achievement

<table>
<thead>
<tr>
<th>School Quality Indicators: Achievement of All Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Indicator</strong></td>
</tr>
<tr>
<td><strong>English Combined Rate</strong></td>
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<tr>
<td><strong>Math Combined Rate (Elementary and Middle)</strong></td>
</tr>
<tr>
<td><strong>Math Pass Rate (High Schools)</strong></td>
</tr>
</tbody>
</table>

**Science Pass Rate**

| Indicator | **Level One** | **Level Two** | **Level Three** |
| --- |
| **English Achievement Gaps** | No more than one student group at Level Two in English | Two or more student groups at Level Two in English; no more than one at Level Three | Two or more student groups at Level Three in English |
| **Math Achievement Gaps** | No more than one student group at Level Two in Math | Two or more student groups at Level Two in Math; no more than one at Level Three | Two or more student groups at Level Three in Math |

#### Accreditation

- **Accredited** – Schools with all school quality indicators at either Level One or Level Two.
- **Accredited with Conditions** – Schools with one or more school quality indicators at Level Three.
- **Accreditation Denied** – Schools that fail to adopt or fully implement required corrective actions to address Level Three school quality indicators.

### Student Engagement

<table>
<thead>
<tr>
<th>School Quality Indicators: Student Engagement</th>
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<tr>
<td><strong>Indicator</strong></td>
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<td><strong>Graduation and Completion Index (High Schools)</strong></td>
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<td><strong>Dropout Rate (High Schools)</strong></td>
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<td><strong>Chronic Absenteeism</strong></td>
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<td><strong>College, Career, and Civic Readiness (High Schools)</strong></td>
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</tbody>
</table>
FLAT ROCK ELEMENTARY SCHOOL

Success(es)
Math
- Economically Disadvantaged Students (+10)

Chronic Absenteeism
- 3.7% (down from 8% in 15-16)

Areas of Focus

English
- Students with Disabilities (level 2)

Math
- Students with Disabilities (level 2)
POCAHONTAS ELEMENTARY SCHOOL

Success(es)
Reading
• Black (+3), Hispanic (+2)
Math
• Students with Disabilities (+10)

Area(s) of Focus
English
• Students with Disabilities (level 2)
POWHATAN ELEMENTARY SCHOOL

Success(es)
• Overall Growth in Math and Science (+2)
• Students with Disabilities showed gains from 3rd to 4th grade in Reading (+23), Math (+48)
• Chronic Absenteeism -3.9% (down from 11.9% in 15-16)

Area(s) of Focus
English
• Students with Disabilities (level 2)

Math
• Black Students (level 2)
• Students with Disabilities (level 3)
POWHATAN MIDDLE SCHOOL

Success(es)
Overall
• English (+3), Math (+12)

English
• Hispanic Students (+14), Students with Disabilities (+14)

Math
• Black Students (+25), Hispanic Students (+20), Students with Disabilities (+10), Economically Disadvantaged (+15)

Area(s) of Focus
English
• Black Students (level 3)
• Economically Disadvantaged (level 2)
• Students with Disabilities (level 2)
POWHATAN HIGH SCHOOL

Success(es)
Overall
• English (+3), Math (+8)
English
• Black (+23), Students with Disabilities (+14), Economically Disadvantaged (+5)
Math
• Black (+3), Hispanic (+14), Students with Disabilities (+13), Economically Disadvantaged (+16)

Area(s) of Focus
Dropout Rate
• Increased 1.2%
College, Career, Civic Readiness Index
• Not used for accreditation until 21-22

ACCREDITATION

2019 Accreditation Status: Accredited
Accreditation Status Last Year: Accredited
Annual Waiver: 2019 through 2021

School Quality Indicators

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Achievement Gaps</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
<td>Level One</td>
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<td>Science</td>
<td>Level One</td>
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<table>
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<tr>
<th>Student engagement &amp; Outcomes</th>
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<tr>
<td>Chronic Absenteeism</td>
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<td>Dropout Rate</td>
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<tr>
<td>Graduation and Completion</td>
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</table>
STRATEGIES AND SUPPORTS
examples based on State of the School analyses

• Develop teacher leadership and spreading our strengths through book study (PMS)
• Institute progress monitoring for English Language Arts (PMS)
• Increase access to Tier 2 interventions in Writing (PMS)
• Match intervention more closely to student needs decoding/comprehension (PowES)
• Present culturally responsive teaching PD to meet needs of reporting groups (PHS)
• Provide before and after school tutoring for reading at elementary and middle school
• Provide phonics training (PocES and FRES)
• Review and map courses for CCCRI (PHS)
• Strengthen collaborative pairs (PMS, PowES)
• Utilize book studies focused on achievement gaps (PocES)