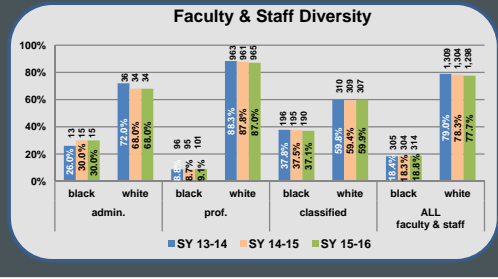
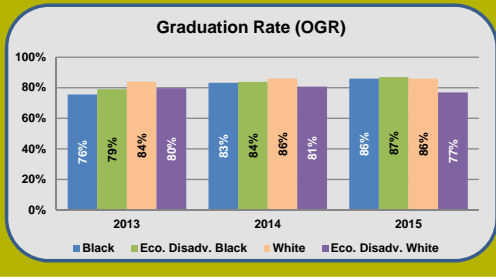
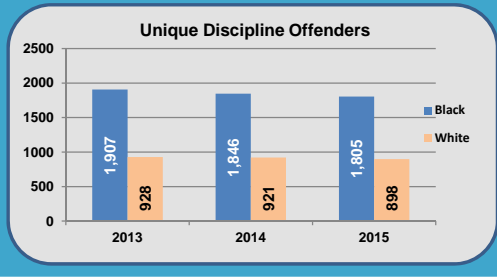
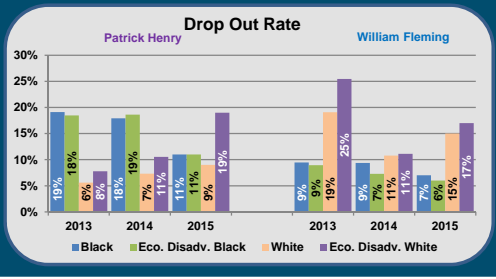
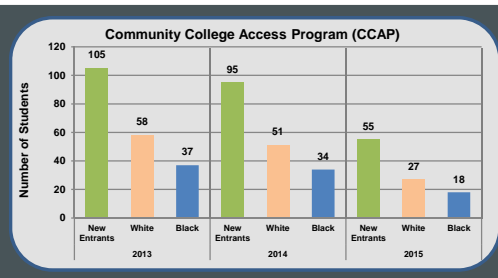
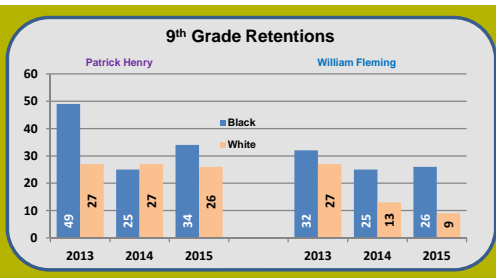
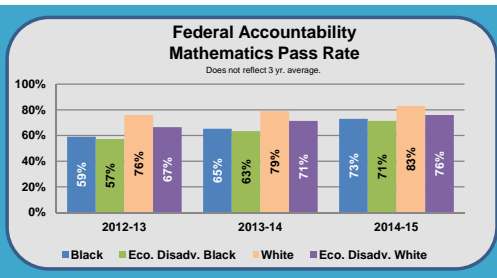
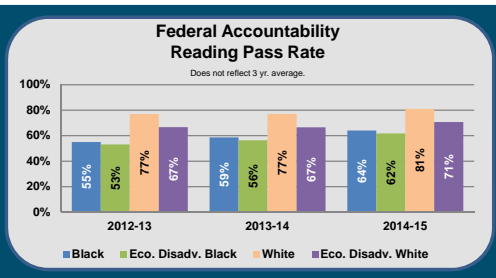
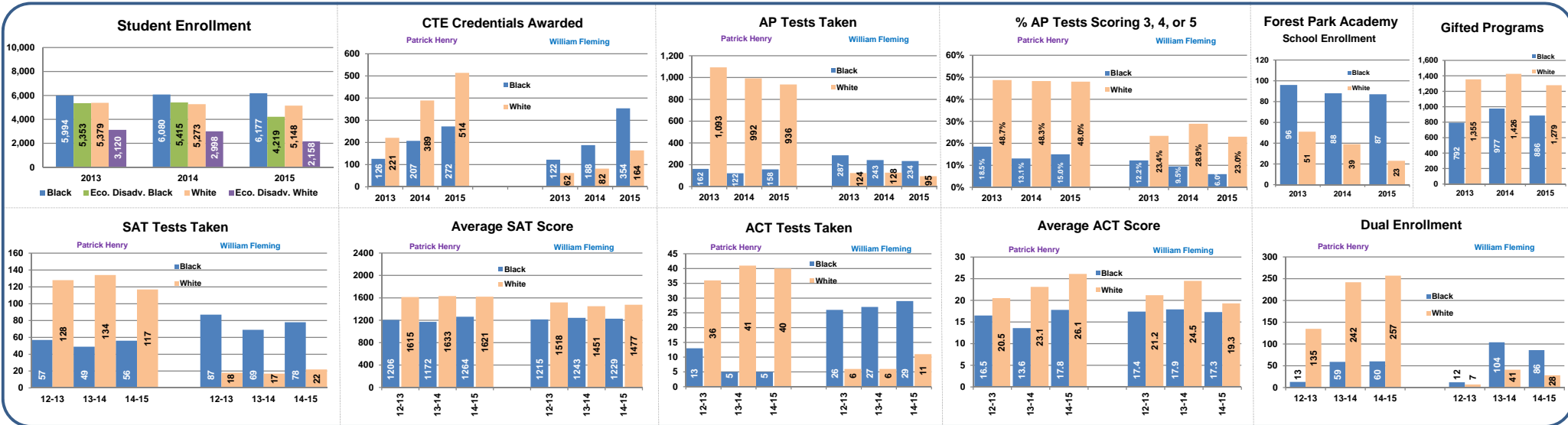




ROANOKE CITY
PUBLIC SCHOOLS

ROANOKE CITY PUBLIC SCHOOLS - - EQUITY SCORECARD

SCHOOL YEAR 2014-2015



EQUITY SCORECARD **DEFINITIONS OF MEASURES**

PURPOSE

In order to ensure the equitable and fair educational opportunities for all of its students by allocating its resources fairly and equitably throughout the school division and by providing diverse learning opportunities for its students and to demonstrate this commitment of equity and fairness throughout the school division. The School Board recognizes that to achieve its goal of becoming a model urban district, it must improve achievement for all of its students, particularly socio-economically disadvantaged, African American, Hispanic, English Language Learners and special education students. The School Board is committed to creating, building and sustaining a racially, ethnically, culturally and economically sensitive environment that provides equitable access to a high standard of educational success for all students. The School Board recognizes that equity does not mean equal, but rather the establishment of high standards for all students while providing the opportunities, support, settings and resources so that all students will receive a high quality education and will achieve the high standards established by the School Board.

FACTORS TO BE CONSIDERED

The School Board recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. Some of these factors include, but are not limited to: (1) the quality and stability of the teachers in a school; (2) the quality and stability of leadership in a school; (3) the allocation of resources (fiscal, operational, and structural) necessary to support high levels of student achievement; (4) the goal of high expectations for all students; and (5) the provision of school and classroom settings with students from diverse backgrounds. In recognizing these critical factors, the School Board reaffirms its commitment to the goal of educational excellence and equitable opportunities for all its students.

GOALS

The School Board has established the following goals for elementary schools as guidance to promote the equitable distribution of division resources and opportunities:

- A. Each elementary school will serve K-5 students, and selected sites, where space is available, will host preschool.
- B. Student enrollment should not exceed school capacity. Targeted student enrollment, excluding preschool, for grades K-5 is between 300 and 750, between 400 and 700 for middle schools, and 1,200 to 2,250 students for high schools. All schools that do not have the current or future physical capacity (or geography) to meet minimum enrollment targets will be potentially re-purposed.
- C. All teachers at each school will be Highly Qualified.
- D. A comparable and healthy distribution of teacher experience will be maintained in each school. This distribution will be reported annually to the Board in October.
- E. The school division meets the Standards of Quality and strives to provide additional personnel as resources allow. Each elementary school with enrollment of 425 or greater will have an Assistant Principal, Guidance Counselor, Nurse, School Secretary, Art Teacher, Music Teacher, Library Media Specialist, and PE Teacher. Each middle school with an enrollment of 500 or greater will have an Assistant Principal, Guidance Counselor, and one Library Media Specialist. Each high school will have an Assistant Principal and Guidance Counselor (with one Guidance Counselor designated as a Coordinator) per 450 students, two Library Media Specialists, and department chairmen in English, mathematics, science, social studies, fine arts, world languages, and special education. Secondary Career and Technical Education will have one Director. The Board shall give consideration to devoting additional resources to schools where enrollment exceeds target numbers.
- F. The target teacher to principal ratio is no more than 25 to 1 (potentially slightly higher at schools with lowered pupil to teacher ratio in grades K-3). The assistant principal(s) will be considered in computing this ratio.
- G. Each school will have a successful, functioning Parent Teacher Association.
- H. Trailers for classroom use will be temporary and limited.
- I. Each elementary school will have 2 of the 3 following facilities: cafeteria, gymnasium or multipurpose room. Each middle and high school will have a cafeteria, gymnasium, and auditorium.
- J. Each elementary school will have a fine arts (art, music) room. In addition to classroom space for core subjects, each middle and high school will have dedicated space for fine arts and career and technical education offerings. Each high school will have its own athletic stadium, track, and athletic fields.

MEASUREMENT

On at least an annual basis, RCPS shall measure critical factors in student achievement. The measurements are designed to assess the impact of current strategies and to assist with the development of budget and capital improvement plans. The measurements shall include, but not necessarily be limited to, the following:

- A. The availability of educational opportunities
- B. Student achievement
- C. The availability of instructional materials and supplies
- D. The availability of media equipment and resources
- E. The availability of technology
- F. The status of facilities
- G. The use of trailers
- H. The number of highly qualified faculty
- I. The diversity of administrative, academic, and other staff at all levels and all facilities
- J. The teacher/student ratios
- K. The teacher turnover at each school
- L. The distribution of experienced teachers
- M. The amount of Title 1 funds allocated to each school
- N. The annual monetary allocation to each school
- O. The enrollment and achievement data – disaggregated by race, ethnicity, socio-economic status, English language learners and special education
- P. The extent of family and community involvement



Equity Scorecard

School Year 2014-2015

Highlights:

- Approximately 360 more students attended Patrick Henry High School than William Fleming High School.
- In 2015, the number of CTE credentials earned by White students at Patrick Henry increased by 32%. At William Fleming, there was an 88% increase in the number of CTE credentials earned by African American students.
- The percentage of students earning a 3, 4, or 5 on the AP tests at both Patrick Henry and William Fleming declined for all subsets of students except for a 1.9 percentage point increase for African American students at Patrick Henry.
- At both Patrick Henry and William Fleming High Schools, 9th grade retentions decreased for White students and increased for African American students.
- CCAP participation decreased for both White and African American students.
- RCPS graduation rates increased in 2015 among all subgroups depicted on the Equity Scorecard. RCPS appears to have been especially successful addressing the needs of Economically Disadvantaged students.
- The drop out rate at both high schools increased for White students and decreased for African American students.
- RCPS Mathematics pass rates increased significantly in 2015 among the studied subgroups of students.
- RCPS Reading scores noticeably increased for both studied subgroups.
- RCPS faculty and staff diversity remained relatively consistent in 2015; however, there was a slight increase of African Americans employed in professional positions and Whites employed in classified positions.
- SAT, AP, and ACT scores for both White and African American students must improve.
- During the 2015 school year, the number of unique discipline offenders decreased for both subgroups; the number declined more than 2% for both studied groups.

Mission:

- **Graduate students prepared for life in a rapidly changing world.**

Vision:

- **To be a model for urban public education.**

Core Beliefs:

- **Our diversity is a source of strength.**
- **Our schools must be safe.**
- **All students are capable of meeting high expectations.**
- **We are accountable for our students' success.**
- **Every individual in our Division contributes to student success.**
- **We have a responsibility to work collaboratively with our families.**
- **Respect, trust, and honest communication are the foundation of successful and productive relationships.**
- **The vitality of our community depends on a strong school system.**