



Alexandria City Public Schools

# School Accreditation & Improvement Update





# Essential Questions



- How are Accreditation ratings determined for Virginia schools?
- What was the performance of ACPS schools in the Virginia Accreditation system in the most recent year?
- What are the continuous improvement efforts underway within ACPS schools?



# Accreditation Overview

## Indicators

- Academic Achievement in Mathematics, English and Science
- Achievement GAP in Mathematics and English
- Chronic Absenteeism
- Graduation Completion Index (GCI)
- Dropout Rate
- College, Career, and Civic Readiness Index (CCCRI) (not active yet)

## Performance Levels

Each indicator is given a performance level.

LEVEL ONE	Meets or exceeds state standard or sufficient improvement
LEVEL TWO	Near state standard or sufficient improvement
LEVEL THREE	Below state standard

## Accreditation Ratings

Performance levels determine accreditation ratings.

**Accredited**  
**Accredited with Conditions**  
**Accreditation Denied**




# Combined Rate Example: English

A student will be counted in the numerator of the English combined rate if:



- The student passes the assessment(s); or
- The student does not pass the reading assessment but demonstrates growth; or
- For the English rate only, the student does not pass the reading assessment or demonstrate growth, but is an EL and demonstrates progress as measured by the ACCESS for ELLs 2.0 assessment.

**SAMPLE School Quality Indicator:**  
**English Elementary and Middle Schools**

10 students take assessment:



With the following results:


**6 Students Pass**  
(blue)

**4 Students Fail**  
2 Show Growth (orange)  
1 English Learner Shows Progress (purple)  
1 Shows No Growth (pink)

**To determine the combined rate:**

**Add together** the number of students who passed  
**AND** the number of students who showed growth  
**AND** the number of English Learners who showed progress

[ 6 Pass (blue) + 2 Shows Growth (orange) + 1 English Learner Shows Progress (purple) = 9 ]



**THEN**  
**Divide** by total number of test takers (10)

**Which Yields: 90% Combined Rate**



# Indicators

Indicator	Level One	Level Two	Level Three
English Combined Rate	≥ 75%	66-74%	<65%
Math Combined Rate (ES & MS) Math Pass Rate (High School)	≥ 70%	66-69%	
Science Pass Rate			
English/Math Achievement Gaps	≤ 1 group @ Level 2	≥ 2 groups at Level 2; ≤ 1 group @ Level 3	≥ 2 groups at Level 3
Chronic Absenteeism	≤ 15%	16-24%	≥ 25%

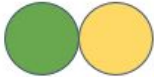



# Performance Level Determination

- **Current Year Rate** (SY 21-22)
- **3-Year Rate:** most recent three year results combined (based on SY 17-18, 18-19, and 21-22)
- **Reduction in Failure Rate:** at least a 10% reduction in the failure rate as compared to the previous year (will compare SY 21-22 to SY 18-19)



# School Accreditation Ratings

<b>ACCREDITED</b>	Schools with all school-quality indicators at either Level 1 or Level 2 OR schools under 3-year accredited performance waiver	
<b>ACCREDITED WITH CONDITIONS</b>	Schools with one or more school-quality indicators at Level 3	
<b>ACCREDITATION DENIED</b>	Schools that fail to adopt or fully implement required corrective actions to address Level 3 school-quality indicators	



# Accreditation Results

- **Thirteen of 17 ACPS schools are Accredited** for the 2022-23 school year.
  - John Adams
  - Charles Barrett
  - Naomi Brooks
  - Cora Kelly
  - Lyles-Crouch
  - Douglas MacArthur
  - George Mason
  - Mount Vernon
  - James K. Polk
  - Samuel Tucker
  - Patrick Henry
  - Francis C. Hammond
  - George Washington
- Ferdinand T. Day, William Ramsay, Jefferson-Houston and Alexandria City HS are **Accredited with Conditions**.





# Performance Level by Indicator

School	School Quality Indicator						
	Accreditation Status	Academic Achievement - English	Achievement Gap - English	Academic Achievement - Math	Achievement Gap - Math	Academic Achievement - Science	Chronic Absenteeism <sup>4</sup>
Jefferson-Houston	Accredited with Conditions	Level Two	Level Three	Level Three	Level Three	Level Three	Level Two <sup>1</sup>
Alexandria City HS <sup>3</sup>	Accredited with Conditions	Level One	Level One <sup>1</sup>	Level Two <sup>1</sup>	Level Three	Level One <sup>1</sup>	Level One
William Ramsay	Accredited with Conditions	Level One	Level One	Level One	Level Two	Level Three	Level Two <sup>1</sup>
Ferdinand T. Day	Accredited with Conditions	Level One	Level One	Level One	Level One	Level Three	Level Three
George Washington	Accredited <sup>6</sup>	Level One	Level Two <sup>1</sup>	Level One	Level Three	Level One <sup>1</sup>	Level One
Mount Vernon	Accredited <sup>6</sup>	Level One	Level One	Level One	Level Two	Level Three	Level Two <sup>1</sup>
Francis C. Hammond	Accredited <sup>1</sup>	Level One <sup>1</sup>	Level Two	Level One	Level Two <sup>1</sup>	Level Two <sup>1</sup>	Level One
Samuel Tucker	Accredited <sup>1</sup>	Level One	Level One <sup>1</sup>	Level One	Level Two	Level Two <sup>1</sup>	Level Two <sup>1</sup>
Patrick Henry	Accredited <sup>1</sup>	Level One	Level Two	Level One	Level Two	Level One <sup>1</sup>	Level Two <sup>1</sup>
John Adams	Accredited <sup>1</sup>	Level One	Level One	Level One	Level One <sup>1</sup>	Level Two <sup>1</sup>	Level Two <sup>1</sup>
Naomi L. Brooks	Accredited <sup>1</sup>	Level One	Level Two	Level One	Level One <sup>2</sup>	Level One <sup>1</sup>	Level One <sup>1</sup>
George Mason	Accredited	Level One	Level One	Level One	Level Two	Level One	Level One <sup>1</sup>
James Polk	Accredited	Level One	Level One <sup>1</sup>	Level One	Level Two	Level One	Level One <sup>1</sup>



# Performance Rates by Indicator

School	English	Math	Science	Chronic Absenteeism <sup>4</sup>
Jefferson-Houston	68%	59%	35%	30%
Ferdinand T. Day	89%	82%	37%	44%
William Ramsay	89%	80%	46%	42%
Mount Vernon	92%	90%	59%	34%
Alexandria City HS <sup>3</sup>	87%	58% <sup>1</sup>	57% <sup>1</sup>	13%
Samuel Tucker	88%	80%	53% <sup>1</sup>	33%
Francis C. Hammond	74% <sup>1</sup>	72%	50% <sup>1</sup>	10%
John Adams	93%	89%	48% <sup>1</sup>	45%
Cora Kelly	93%	93%	46% <sup>1</sup>	34%
George Washington	80%	76%	60% <sup>1</sup>	9%
Patrick Henry	87%	84%	61% <sup>1</sup>	28%
Naomi L. Brooks	89%	88%	62% <sup>1</sup>	24%
Charles Barrett	94%	93%	71%	25%
Douglas MacArthur	95%	94%	75%	20%
James Polk	90%	89%	78%	36%
Lyles-Crouch	97%	95%	80%	21%
George Mason	97%	93%	86%	26%



# Achievement Gap - English

School	Performance Level	Asian	Black	Hispanic	Multiple Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
Jefferson-Houston	Level Three	86%	57%	74% <sup>1</sup>	100%	89%	62% <sup>1</sup>	87%	55%
George Washington	Level Two <sup>1</sup>	83%	63% <sup>1</sup>	69%	92%	96%	66%	79%	44%
Patrick Henry	Level Two	94%	81%	87%	93%	100%	85%	95%	45%
Francis C. Hammond	Level Two	93%	74% <sup>1</sup>	68%	67% <sup>1</sup>	85%	71%	81%	53%
Naomi L. Brooks	Level Two	*	76%	71% <sup>1</sup>	*	98%	72%	93%	60%
Alexandria City HS	Level One <sup>1</sup>	97%	82%	83%	93%	97%	83%	81%	55% <sup>1</sup>
James Polk	Level One <sup>1</sup>	100%	85%	91%	*	94%	89%	97%	* <sup>1</sup>
William Ramsay	Level One	90%	86%	90%	*	89%	89%	95%	69%
Samuel Tucker	Level One <sup>1</sup>	91%	82%	89%	74% <sup>1</sup>	96%	83%	96%	70%
Douglas MacArthur	Level One	100%	86%	95%	100%	97%	91%	96%	71%
Cora Kelly	Level One	*	83%	96%	*	87%	92%	96%	74%
John Adams	Level One	95%	88%	94%	*	98%	92%	97%	77%
Charles Barrett	Level One	*	76%	93%	85%	98%	89%	98%	81%
Ferdinand T. Day	Level One	90%	87%	86%	*	97%	87%	94%	TS
Lyles-Crouch	Level One	*	92%	100%	*	98%	91%	95%	86%
George Mason	Level One	*	*	96%	*	99%	94%	96%	85%
Mount Vernon	Level One	*	75%	89%	100%	100%	86%	91%	94%



# Achievement Gap - Math

School	Performance Level	Asian	Black	Hispanic	Multiple Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
Alexandria City HS	Level Three	84%	42%	51%	65% <sup>1</sup>	80%	46%	65% <sup>1</sup>	30%
George Washington	Level Three	83%	56%	65% <sup>1</sup>	93%	94%	61% <sup>1</sup>	75%	48%
Jefferson-Houston	Level Three	83%	45%	68% <sup>1</sup>	*	84%	51%	80%	35%
Mount Vernon	Level Two	*	67%	88%	94%	95%	85%	89%	62%
Francis C. Hammond	Level Two <sup>1</sup>	90%	68% <sup>1</sup>	68% <sup>1</sup>	61% <sup>1</sup>	85%	70%	81%	45%
William Ramsay	Level Two	80%	73%	84%	*	76%	81%	89%	44%
Samuel Tucker	Level Two	84%	69% <sup>1</sup>	81%	75%	93%	76%	89%	44%
Patrick Henry	Level Two	91%	81%	82%	92%	89%	83%	93%	50%
James Polk	Level Two	97%	87%	84%	*	94%	89%	94%	53%
George Mason	Level Two	*	*	85%	*	96%	84%	83%	*
Naomi L. Brooks	Level One <sup>2</sup>	*	73%	73%	*	97%	79%	88%	63% <sup>2</sup>
Charles Barrett	Level One	*	82%	92%	100%	94%	91%	95%	67%
Ferdinand T. Day	Level One	100%	84%	76%	*	89%	80%	88%	TS
John Adams	Level One <sup>1</sup>	100%	85%	88%	*	96%	88%	94%	56% <sup>1</sup>
Cora Kelly	Level One	*	71%	98%	*	87%	93%	98%	75%
Lyles-Crouch	Level One	*	88%	97%	*	97%	84%	96%	81%
Douglas MacArthur	Level One	100%	86%	90%	94%	98%	88%	91%	80%

**2020-2025 Strategic Plan: Equity for All**

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# Continuous Improvement Accreditation Support





# School and Division Accreditation Responsibilities

<i>Only Level Two (Gap or Student Engagement) Indicators</i>	<i>Level Two All Students (English, Math, or Science) Indicators</i>	<i>Any Level Three Indicators</i>
<p><b>Schools:</b></p> <ul style="list-style-type: none"><li>● Conduct Comprehensive Needs Assessment</li><li>● Adjust the School improvement Plan (SIP)</li></ul> <p><b>Division leadership:</b></p> <ul style="list-style-type: none"><li>● Monitor SIP (Quarterly)</li><li>● Superintendent submits the Monitoring and Academic Review Certification to VDOE</li></ul>	<p><b>Schools:</b></p> <ul style="list-style-type: none"><li>● Conduct Comprehensive Needs Assessment</li><li>● Adjust the SIP</li></ul> <p><b>Division leadership:</b></p> <ul style="list-style-type: none"><li>● Monitor SIP (Quarterly)</li><li>● <b>Conduct Academic Review</b></li><li>● Superintendent submits the Monitoring and Academic Review Certification to VDOE</li></ul>	<p><b>Schools:</b></p> <ul style="list-style-type: none"><li>● Conduct Comprehensive Needs Assessment</li><li>● Adjust the SIP</li></ul> <p><b>Division leadership:</b></p> <ul style="list-style-type: none"><li>● <b>Monitor SIP progress with VDOE personnel</b></li><li>● <b>Conduct Academic Review</b></li><li>● Superintendent submits the Monitoring and Academic Review Certification to VDOE</li></ul>



# Comprehensive Needs Assessment

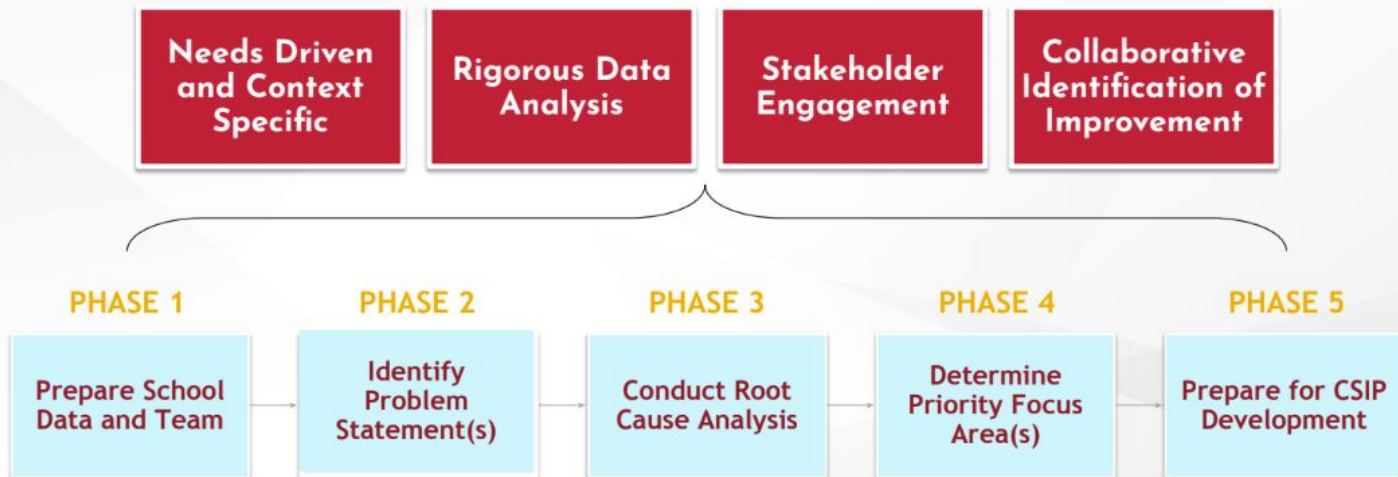
A comprehensive needs assessment (CNA) is a **systematic method for determining needs** and examining their nature and causes.

- Determines the strengths and challenges
- Assesses systems, processes, and protocols of practice
- Informs root cause analysis
- Facilitates prioritization of Essential Actions
- Supports student achievement



## CNA Process

The continuous improvement process includes aspects of the four key elements throughout each of the five phases.







## The Purpose of Conducting an Academic Review

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- **Identify and implement systems, processes, and practices** at the school level that directly impact **student outcomes**
- **Examine artifacts** to determine if they show **evidence** of criteria listed in the academic review tools
- **Reveal targeted** areas for improvement to include in the school's **Comprehensive School Improvement Plan (CSIP)**





EMPOWERING

# ACPS and VDOE Accreditation Support

ACPS	VDOE
<p><b>Teaching, Learning, and Leadership:</b></p> <ul style="list-style-type: none"><li>● Provides technical assistance with data analysis and consult with school leaders about capacity-building for improvement</li><li>● Monitors implementation and impact during Quarterly Chats via the Monitoring Template</li><li>● Conducts Academic Reviews</li></ul> <p><b>Departments of Accountability and Research and Technology Services</b></p> <ul style="list-style-type: none"><li>● Provides relevant student performance data and visualizations</li></ul>	<p><b>The VDOE Office of School Quality:</b></p> <ul style="list-style-type: none"><li>● Provides technical assistance and training resources for completing accreditation responsibilities</li><li>● Monitors SIP implementation and progress</li><li>● Conducts Academic Reviews for selected schools</li></ul>



## Next Steps

- Meet with each school to develop a shared understanding of the expectations of the accreditation requirements by level
- Support schools to develop a timeline for completion of the Comprehensive Needs Assessment (CNA) and establish a date for the Academic Review
- Review VDOE Resources for completing CNA, Monitoring, and/or Academic Review
- Identify additional areas for clarification and supports needed for accreditation requirements



Alexandria City Public Schools

# Questions?



## Interim Superintendent

Dr. Melanie Kay-Wyatt

## School Board

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