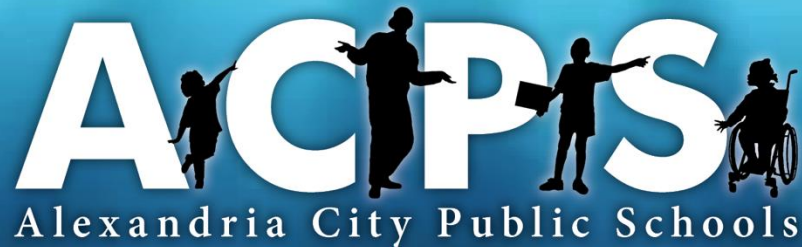


# Assessment Update 2016-2017 & Next Steps

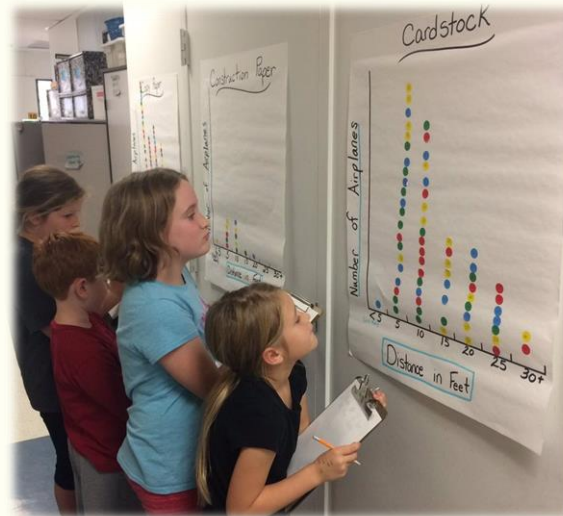


**School Board Work Session**  
**September 7, 2017**



***Every Student Succeeds***

# Assessment Update: 2016-2017 Preliminary Results



Presented by:

Clinton Page

Chief Accountability Officer

# Essential Questions

- What is Virginia's state accountability system and what is currently known regarding the impact of the Every Student Succeeds Act (ESSA) on accountability systems?
- How did ACPS perform in 2016-2017 according to Virginia's state accountability system?
- How did ACPS perform in 2016-2017 when investigating student subgroup results?
- Given the results, what are next steps for 2017-2018?

# State Accreditation System

- Measures achievement levels in English (reading and writing), mathematics, science and history/social science.

## Accreditation Benchmarks

Accreditation Benchmarks (Adjusted Pass Rates)					
School Type or Grade Level	English	Mathematics	Science	History	Graduation & Completion Index
Elementary	75%	70%	70%	70%	Not applicable
Middle	75%	70%	70%	70%	Not applicable
High <i>(includes schools with a graduation class)</i>	75%	70%	70%	70%	85 points

- Schools can meet the benchmark in the current year or three-year average.

# State Accreditation System

- Under legislation passed by the 2016 General Assembly, schools that have been fully accredited for three consecutive years will be fully accredited for three more years.
- At the end of the three year period, the Board shall review the status of the school for each individual year within the three-year period. If the school would have been accredited each year within the three-year period, the school will be fully accredited for three more years.

Accredited Years	Accredited Through	Status Review
2013-2014, 2014-2015, and 2015-2016	2018-2019	summer of 2019
2014-2015, 2015-2016, and 2016-2017	2019-2020	summer of 2020

# State Accreditation Results

- **Thirteen of sixteen schools within ACPS earned state accreditation.**
- **Twelve ACPS schools are Fully Accredited** for the 2017-2018 school year and met all benchmarks in the current year.

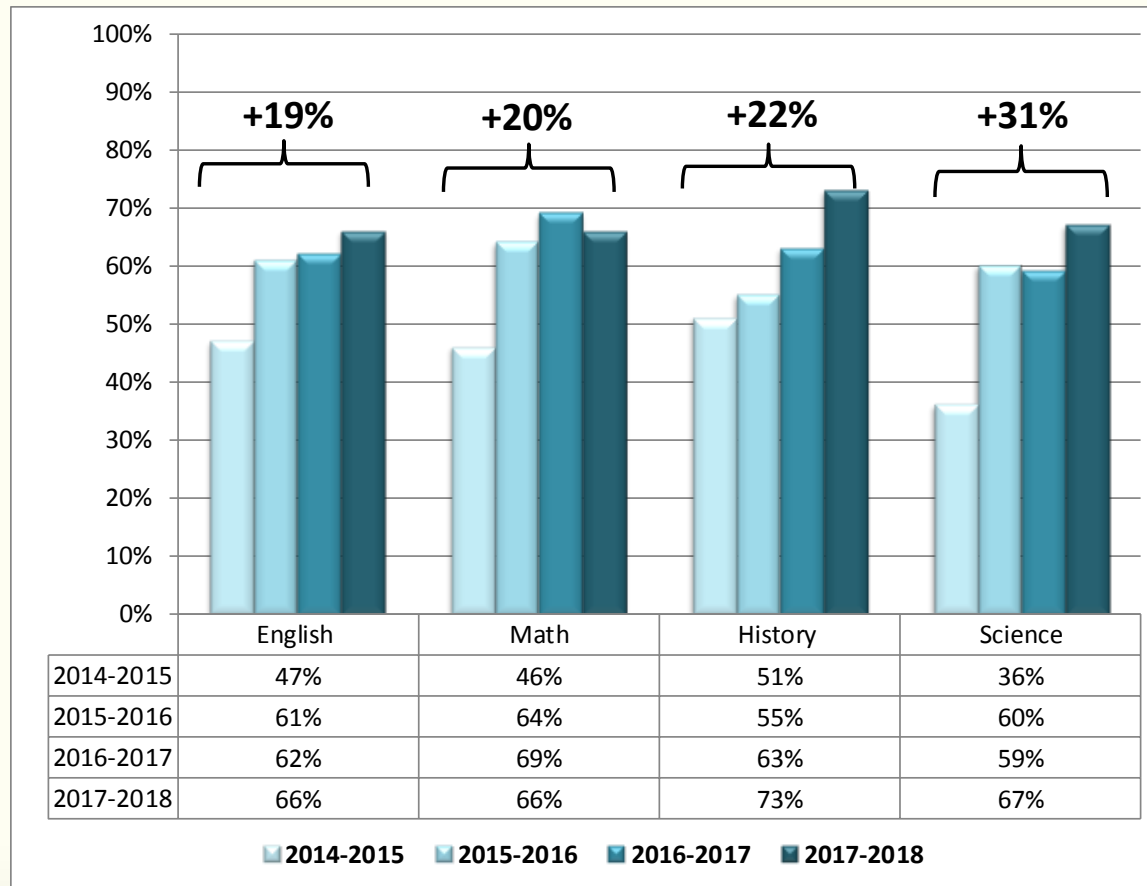
- John Adams
- Charles Barrett\*
- Patrick Henry
- Cora Kelly\*
- Lyles-Crouch\*
- Douglas MacArthur\*
- George Mason\*
- Matthew Maury\*
- Mount Vernon\*
- James K. Polk\*
- Samuel Tucker\*
- George Washington\*\*

- \*These schools will be considered accredited through 2018-2019.
- \*\*This school will be considered accredited through 2019-2020.

# State Accreditation Results

- T. C. Williams is anticipated to be **Partially Accredited** for being below state benchmarks in the areas of Math and the Graduation Completion Index.
- The division is appealing the preliminary statuses of William Ramsay and Francis C. Hammond.
  - William Ramsay remained below the benchmark in the area of Science but continued to meet the benchmarks for English, math, and history.
  - Francis C. Hammond met the benchmark in science and surpassed the benchmarks in math (+5%) and history (+15%) but fell shy of the English (-5%) benchmark.
- Jefferson-Houston will be in **Accreditation Denied** status.
  - The school surpassed the history benchmark and saw gains in English (+4%) and science (+8%) but did not reach the state benchmark in these content areas nor math.

# State Accreditation Highlights: Jefferson-Houston





# State Accreditation Highlights

- **Half of ACPS schools saw increases** in at least **two content areas** compared to last year.

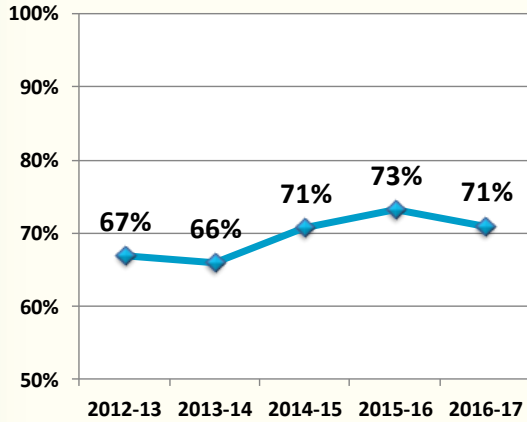


- **Matthew Maury's pass rate increased** for all content areas.
- Performance at **Jefferson-Houston and George Mason increased** across **three of four content areas**.
- **Lyles-Crouch** received pass rates **at or above 90%** for all content areas.

# Transition to the Every Student Succeeds Act

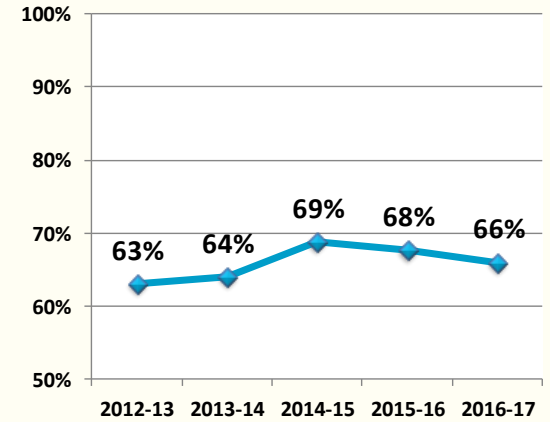
- Virginia will **not report performance against federal Annual Measurable Objective (AMO) benchmarks** for the 2016-2017 assessments under the federal government's plan to transition from NCLB to ESSA.
- **No accountability statuses** (outside of small number of Title I schools) will be applied for federal results for the coming year (based on SY 16-17 results) because of the upcoming transition to ESSA.
- ESSA is scheduled for **full implementation** beginning with the **2018-2019** school year.
- More detailed information regarding Virginia's transition to ESSA will be received from the VDOE during the fall of 2017.

## Reading

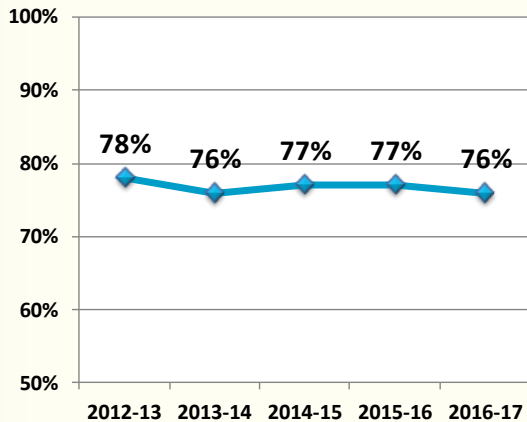


# 5-Year Perspective

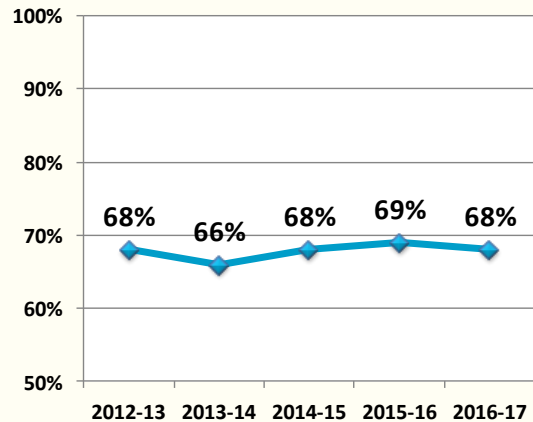
## Mathematics



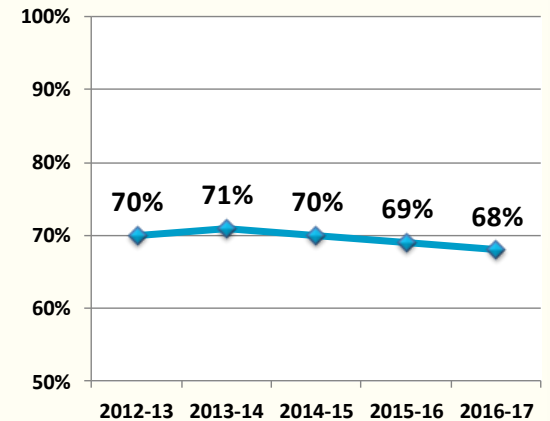
## History & Social Sciences



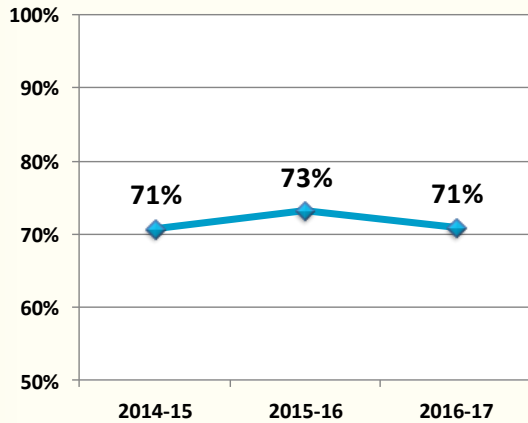
## Science



## Writing

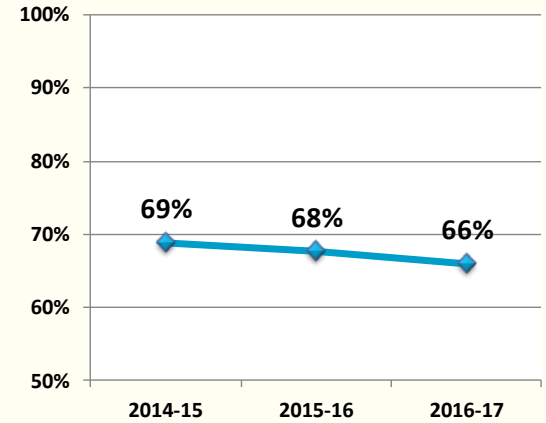


## Reading

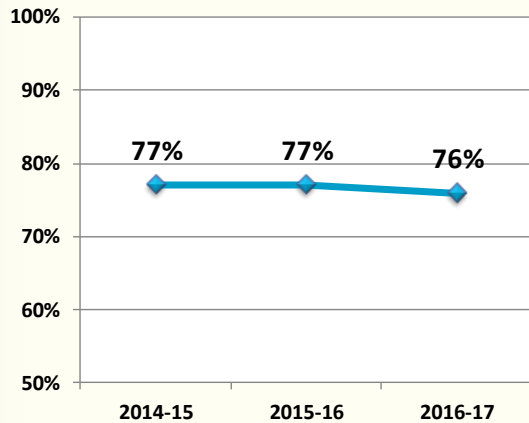


# 3-Year Perspective

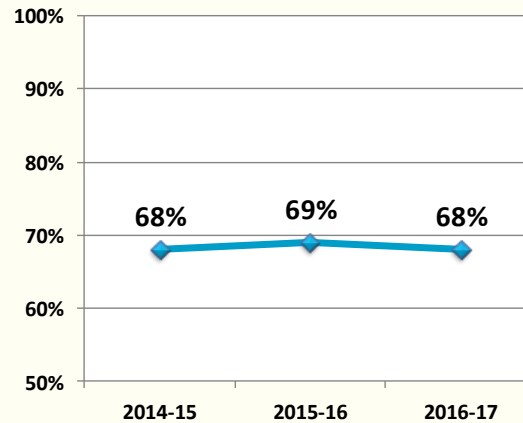
## Mathematics



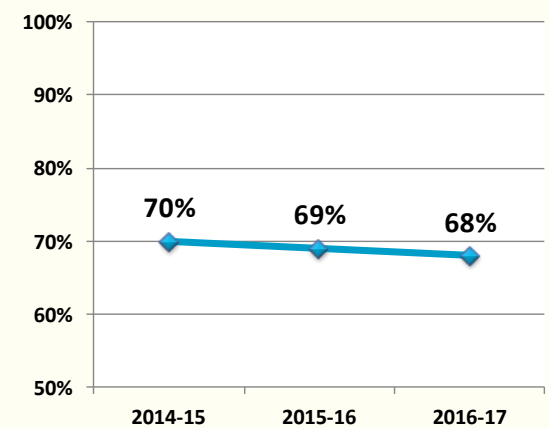
## History & Social Sciences



## Science



## Writing



# SOL Performance by Level

Subject	Elementary		Middle School		High School	
	15-16	16-17	15-16	16-17	15-16	16-17
Reading	74%	73%	72%	70%	79%	69%
Math	70%	69%	71%	70%	59%	54%
History	82%	80%	83%	79%	74%	74%
Science	68%	69%	67%	65%	72%	69%
Writing	NA		65%	65%	75%	71%

- Elementary and Middle school federal accountability results remained largely consistent with the previous year.
- High school results saw declines across Reading (-10%), Math (-5%), Science (-3), and Writing (-4%).

# Subgroup Performance Summary

- Subgroup performance increased in History for Black, EL, and SWD and Science for EL compared to 2016 results.
- All other areas of subgroup performance (36 out of 40) either remained consistent with the previous year or declined.
  - Total percentage point change across content areas for EL (+2% points), Black (-1% point), and White (-4% points) subgroups were most consistent with the previous year.
  - Most areas of decline were within 3% of the previous year's pass rate.
  - Across all content areas , subgroups with the largest decline in performance were Asian (-26% points), SWD (-14% points), and Hispanic (-14% points).

# In Summary...

- **Key Takeaways**
  - Overall results largely consistent with results seen in previous year.
  - Subgroup data consistent or declined across content areas.
- **Division Areas of Focus**
  - Content areas of science, math, and writing.
  - Reverse subgroup Performance.
  - Reignite progress and continued growth seen in recent years.

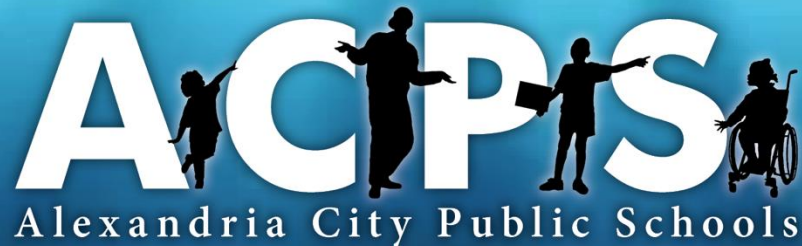
# Achieving Educational Excellence and Equity: *A Steady March Forward to Improvement!*



## School Board Work Session

Terri H. Mozingo, Ed.D., Chief Academic Officer  
Department of Curriculum and Instruction

September 7, 2017



*Every Student Succeeds*



# Essential Questions

1. What **worked well** in 2016-2017?
2. What **lessons** have we learned?
3. What are the **priorities** for accelerating student achievement?
4. How will we **support schools** and **monitor student outcomes**?



# What Worked Well in 2016-2017?

## Data Analysis and Interpretation

- Continued focus on **data analysis and interpretation**
- Provided **data-driven strategies in** response to **School Education Plans**
- Helped teachers create **lesson plans** aligned to achievement gaps
- Leveraged input from **cross-functional teams to support** schools



## Professional Learning Opportunities

- Expanded **Content Academies** focusing on gap areas
- Provided monthly professional learning to **principals and assistant principals**
- Enhanced support for **mentor coordinators** and **paraprofessionals**
- Provided professional development to help teachers support **Students with Disabilities (SWD)** and **English Learners (ELs)**

## Enrichment Opportunities

- Supported teachers in developing **Differentiated Education Plans (DEPs)** for TAG-identified students
- Supported **AVID** students in **college preparation** and **access**
- Expanded **Summer Learning** for students in grades 3-12
- Launched a **Service Learning Program** to address real-world problems in students' community
- Supported an **Advanced Placement** Boot Camp

## Instructional Enhancements

- Supported more **than 100 teachers** in attending our **first Curriculum Institute**
- Continued to implement **forums for teachers** to provide feedback
- Expanded "**gap lessons**" aligned to the Standards of Learning (SOLs)
- Supported administrators and teachers in using the **Multi-Tiered System of Support (MTSS)**
- Worked with Technology staff to integrate **Blended Learning** into the curriculum

# What Lessons Were Learned in 2016-2017 ?

## Instructional Focus

- Focus on **teaching the curriculum with fidelity** and Implement **effective instructional strategies** to reinforce that every student can learn
- Monitor the quality of instruction **using walk-throughs, coaching, and mentoring**
- **Continue to align** the work of **Instructional Specialists** so that they are assigned to schools to support staff in addressing “**problems of practice**” collaboratively

## Professional Learning

- Assist Professional Learning Communities, Grade-Level Teams, Department Chairs, and other groups to use data effectively to **assess, support, and monitor student progress**
- Offer professional learning that is **customized** to specific school needs, **personalized** to individuals and groups, and **engaging** via hands-on, learning by doing



## Multi-Tiered System of Support

- Enhance Implementation of the **Multi-Tiered System of Support (MTSS)** to ensure that **reading and math** interventions are **matched** to learner needs, **provided early**, and **monitored faithfully** to make sure that students are making gains
- **Replicate strategies that are showing promise** and target specifically those areas showing academic decline



## Feedback from Key Stakeholders

- Listen to and learn from teachers, administrators, parents, and students to **identify what worked well** and **what needs improvement**
- Implement suggestions and recommendations from **comprehensive evaluation studies** (e.g., the new Canvas Instructional Management Platform)



# Academic Priorities for 2017-2018

## Curriculum

- **Implement McREL** curriculum audit recommendations
- Utilize the new *Teaching and Learning Framework*
- Share exemplary lessons from teachers on the ACPS *Lesson Exchange*
- Enhance **teacher involvement** in curriculum development

## Instruction

- Emphasize use of **manipulatives, multiple representations, and real-world problems** in mathematics
- Assign three **science instructional specialists** to model and co-teach science best practices in K-12 science classrooms
- Emphasize **reading and writing** in science, social studies, and encore
- Use of Teachers College writing processes

## Assessment

- Implement a **quarterly benchmark assessment system**
- Publish **quarterly** data reports and presentations
- Analyze **various data sources** and determine instructional Implications
- Support leaders and teachers in **data analysis, interpretation, and planning**

## Professional Development

- Work with *Learning Forward* to enhance Professional Learning Communities
- Improve the **roles and responsibilities of coaches** to impact student achievement
- Enhance the ACPS **Mentor Program** to improve teacher retention
- Provide quality **tuition assistance** in areas such as Education Leadership, English Learners, Dual Language, Math, and Science

# English Learner Priorities: 2017-2018



## Data Analysis

- Use data sources to address students' off-track language development
- Assist schools in using data to provide appropriate supports and interventions for English Learners

## MTSS

- Ensure that all English Learners are successful in the Tier I core curriculum
- Refine the current MTSS framework to ensure appropriate Tier II and III interventions for all EL students

## Curriculum and Assessment

- Pilot the Accelerating Academic Language course at the elementary level
- Expand the availability of EL resources for teachers using the new Canvas instructional management system

# Specialized Instruction Priorities: 2017-2018



## Research-Based Interventions

- Ensure all literacy and math interventions are matched to student needs and fully implemented with fidelity

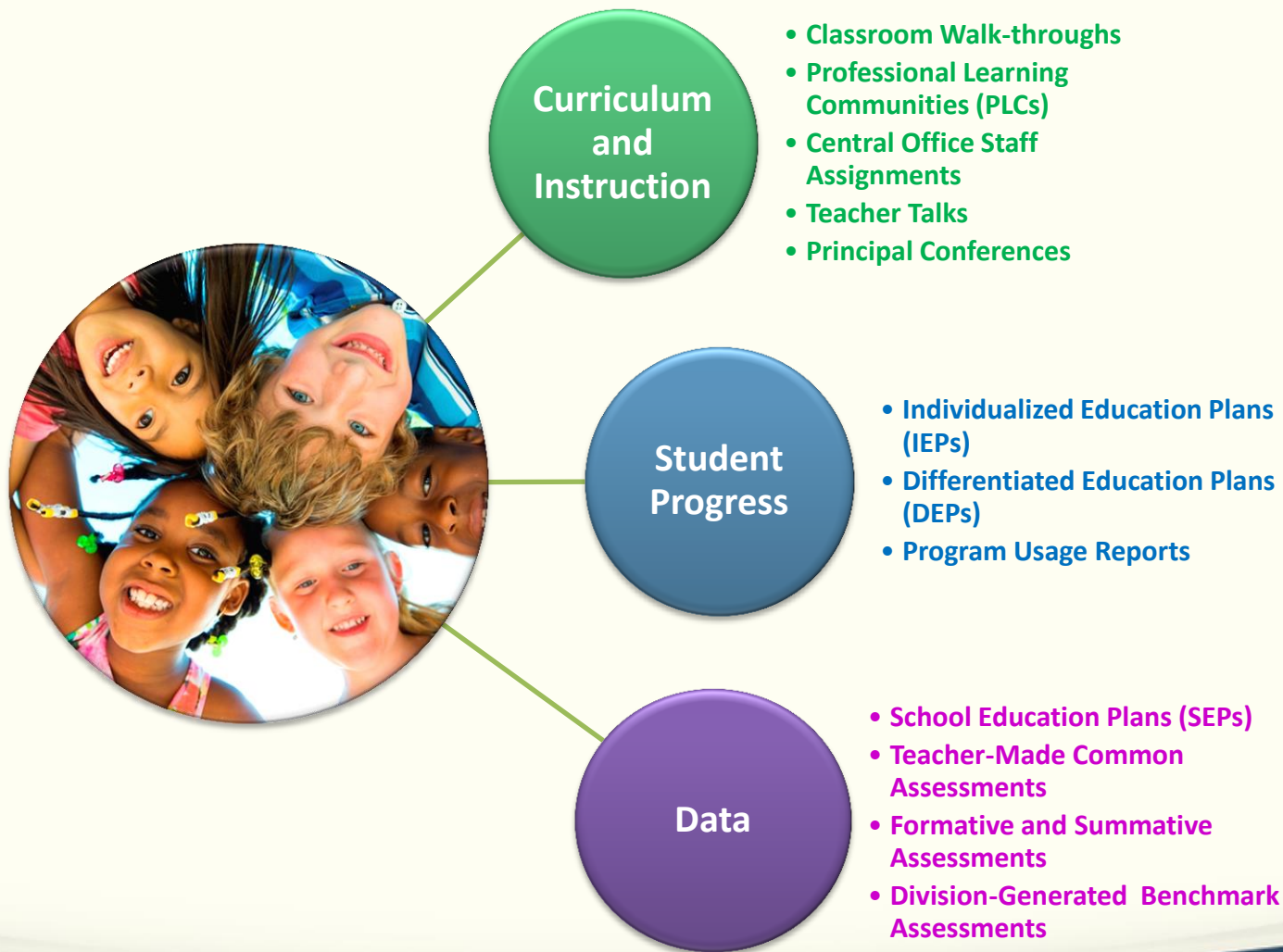
## Co-Teaching Utilizing Specially Designed Instruction

- Expand division-level implementation of effective, research based Co-Teaching Models and Specially Designed Instruction

## Increased Stakeholder Support

- Ensure that teacher and parent groups are actively involved in understanding and supporting SPED students' progress in the core curriculum

# Monitoring for Excellent Outcomes



# Questions and Discussion



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