

Instructional Analysis Committee Update

Elementary: Encore

Secondary: World Languages/Health & PE

**School Board Meeting Presentation
January 18, 2024**





Essential Questions

- How is the Department of Teaching, Learning, and Leadership garnering staff feedback from school staff and leaders?
- What is the desired result of the instructional analysis committee?
- How will the Department of Teaching, Learning, and Leadership plan and prepare for next school year to address weaknesses and challenges of Encore schedule implementation?
- What are the next steps for the continued implementation with the division office and school staff and leadership?

2020-2025 Strategic Plan: Equity for All

“Where We Were”

2022-2023 School Year Recap





Building Background - Fall 2022

- Class size issues and concerns initiated a review of the following:
 - ***Monitor Class Size Trends*** within elementary core classes.
 - Understand existing needs across the division (*i.e. enrollment, staffing, instructional equity, resources*).
 - Develop structures to ***consistently monitor enrollment*** throughout the school year (*i.e. Superintendent's Enrollment Committee*).





Rationale for Encore Reassignments - Spring 2023

- Six schools had Encore teachers that did not have ***full instructional schedules*** in their area of certification during the 2022-23 school year based upon current enrollment.
- Five schools needed additional encore staff in order to ***meet the instructional needs*** of their students due to enrollment.
- ***Instrumental Music instruction (band and orchestra)*** was not offered during the school day at one ACPS elementary school.





Rationale for Reassignments (cont.)

- K-8 schools were not meeting ***required Physical Education (PE) instructional minutes*** according to School Board Policy JHCF.
- There were ***Encore staff teaching in areas that they were not certified*** (i.e. math/reading intervention) and/or ***serving non-instructional purposes for full days within schools***, in order to give them a full instructional schedule. This occurred in place of teaching courses in which they were certified.



2020-2025 Strategic Plan: Equity for All

“Where We Are”

Teacher Reassignment
Implementation and
Instructional Analysis Committee





Forming the Committee - January 2023

The purposes of the *Elementary Encore* Instructional Analysis Committee are designed to:

- Garner feedback from elementary encore staff to assess the current implementation of their teaching assignments.
- Gather further insight from staff regarding the need for future adjustments based on enrollment and school needs.





Forming the Committee - January 2023 (cont.)

The purposes of the *Secondary Health & PE and World Languages* Instructional Analysis Committee are designed to:

- **Two year review process** to garner feedback from staff regarding the the current instructional program.
- **Yearly Analysis** of secondary enrollment to ensure:
 - Compliance with School Board Policy
 - Review of Teaching Assignments
 - Review of Teacher Certification
 - Review of over enrolled and under enrolled courses.
- Feedback will culminate with recommendations during the 2024-2025 school year regarding the physical education and world languages instructional program (Instructional needs, staffing, etc.)





Encore Teacher Assignments - Fall 2023

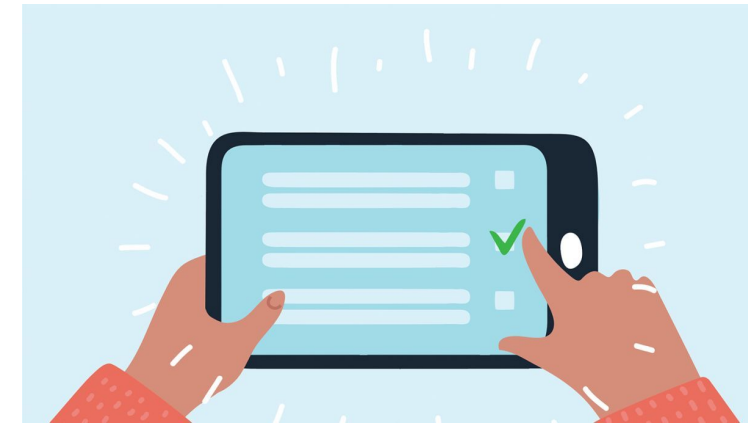
The data chart below details the number of encore teacher assignments by subject area across 15 elementary instructional locations.

Subject Area	Number of Shared Teaching Assignments
Visual Arts	6 FTEs (out of 18 FTEs)
General Music	4 FTEs (out of 15.8 FTEs)
Physical Education	5 FTEs (out of 35 FTEs including 0.2 FTE Virtual Virginia)
Instrumental Music	8 FTEs (out of 14.2 FTEs)
Summary of FTEs in shared teaching assignments	26 FTEs (out of 83 FTEs)



Staff and School Leadership Feedback - SWOC Analysis

- **SWOC Analysis** - A SWOC analysis is a simple yet powerful way to look at the encore change and help us garner feedback on advantages and possible ways to improve performance.
 - **Strengths** - What were/are the strengths of the encore change?
 - **Weaknesses** - What were/are the weaknesses, unintended consequences, and/or unpleasant realities of the encore change?
 - **Opportunities** - What were/are the opportunities that have occurred because on the encore change?
 - **Challenges** - What were/are the challenges/obstacles that have occurred this year or that you foresee in the future?



2020-2025 Strategic Plan: Equity for All

Elementary Encore Feedback

Staff and School Leaders





Overview of Staff Feedback - Elementary Encore - Teacher Feedback

Strengths - What were/are the strengths of the encore change?	Weaknesses - What were/are the weaknesses, unintended consequences, and/or unpleasant realities of the encore change?
<ul style="list-style-type: none"> ● All positions were maintained and no encore staff lost their position. ● Schools with large enrollment have extra support. ● All encore staff are teaching their certified subject. ● Students are receiving instruction by a certified teacher in that subject area ● Challenges from earlier in the year are being resolved. ● Mentoring opportunities. ● Being able to actually teach music and not just teach 2 classes and then substitute teaching- better use of highly qualified teachers. ● Teachers and school leaders have been welcoming. ● West End Teachers not teaching as heavy a course load. ● Encore teachers across the district have grown stronger connections because they were driven into different positions and gained an understanding of other individual school systems. ● Parents showed a great support for Encore which positively impacted encore teachers. 	<ul style="list-style-type: none"> ● Teacher morale ● Some teachers assigned to two schools have scheduling issues and limits some rotations (for example: swimming, biking, Encore group activities like Turkey Trot, Field Day, music concerts). ● Some teachers are challenged by feeling a sense of community across two schools. ● Scheduling challenges for teachers split across the traditional and modified calendar. ● Review of encore schedules for teachers assigned to two schools to ensure equity (travel time, planning periods, number of sections). ● Logistical concerns (Frontline/Talented/Powerschool). ● Scheduling concerns for encore classes. ● Lack of voice in decision making. ● Impact on co-planning time. ● Grading concerns. ● Consultation between administrators sharing staff.



Overview of Staff Feedback - Elementary Encore - Teacher Feedback

Opportunities - What were/are the opportunities that have occurred because of the encore change?	Challenges - What were/are the challenges/obstacles that have occurred this year or that you foresee in the future?
<ul style="list-style-type: none"> ● Teachers are able to get more information regarding division-wide happenings by working across two schools. ● Sharing of best practices. ● Connecting with like-subject teachers. ● Mentoring opportunities. ● Support from colleagues and opportunities to collaborate. ● Teacher involvement to make these changes more intentional would have solidified elementary encore comradery. 	<ul style="list-style-type: none"> ● Teachers working across both schools are challenged by time to collaborate, preparation and planning with Encore teams at both schools due to lack of common planning or team meetings. ● School Leaders need to have protocols in place for teachers ordering and receiving classroom supplies, as well as building access at both schools. ● FOB access to second school. ● Challenges with developing a master schedule across two schools. ● Mistrust due to not being initially involved in the process. ● Staffing changes. ● Scheduling concerns.



Overview of Staff Feedback - Elementary Encore - School Leader Feedback

Strengths - What were/are the strengths of the encore change?	Weaknesses - What were/are the weaknesses, unintended consequences, and/or unpleasant realities of the encore change?
<ul style="list-style-type: none"> ● Able to share our wonderful Encore teachers with other students and staff. ● More efficient use of human resources. ● Encore teachers may be getting new ideas from working with different teachers and in different buildings. ● For buildings over capacity, “Art on a Cart” alleviated logistical challenges. ● Encore teachers in some schools are not overloaded with students. ● Utilizing staff expertise. ● Maximizing time with students and services in designated areas. ● Morale - school wide improvement. ● Time used more effectively. ● Willingness from Central Office staff to help/support school leaders with master schedule. 	<ul style="list-style-type: none"> ● Staff adjustment to traveling between schools. ● Relationship building. ● Initial communication with encore teachers. ● Use of Encore Teachers in a flexible manner within schools (substitutes, planning for school events). ● Encore staff may miss events/meetings based upon their school location on a given day . ● Further adjustments need to be made to some encore schedules. ● Formalized system for feedback from both schools for evaluation and leave requests (Powerschool, TalentEd, and Frontline). ● School events such as swimming week require some extra planning, staff, etc.



Overview of Staff Feedback - Elementary Encore - School Leader Feedback

Opportunities - What were/are the opportunities that have occurred because of the encore change?	Challenges - What were/are the challenges/obstacles that have occurred this year or that you foresee in the future?
<ul style="list-style-type: none"> ● Could this model be used for other departments- have formulas for SpEd, EL, etc. been checked in the same way? ● More thoughtful logistical scheduling may create opportunities for schools in utilizing Encore teachers in their area of expertise. ● Provide Encore teachers with more choice so that they are teaching in areas they feel most capable and strong. ● Leaders did not have to find 0.2 teachers. 	<ul style="list-style-type: none"> ● Impact on daily duty assignments. ● Challenges with how teachers are assigned within our division systems. ● Being mindful of retention of encore staff. ● Subs supporting encore staff need to be clear on their daily reporting location. ● Complicated scheduling across schools. ● Challenges in scheduling PLCs, collaborative planning, and professional development. ● Challenges for shared teachers in Frontline, Powerschool, and TalentEd. ● Some Encore teachers on carts due to having to share buildings & with other schools.

2020-2025 Strategic Plan: Equity for All

Secondary World Languages and Health/Physical Education Feedback

Staff and School Leaders





Overview of Staff Feedback Secondary - Health/Physical Education and World Languages - Teacher Feedback

Strengths - What were/are the strengths based on your current structure for PE/World Languages?	Weaknesses - What were/are the weaknesses, unintended consequences, and/or unpleasant realities based on your current structure for PE/World Languages?
<ul style="list-style-type: none"> ● ACPS shows strength as a competitive school district with 5 languages offered at the middle school level. This is a SPECTACULAR advantage that ACPS has in comparison to other school districts. ● Alexandria is such a diverse and multicultural area. When students are adequately provided with information on WOLA offerings, there is a lot of student interest in learning about different cultures through ACPS language offerings. ● Timely receipt of instructional materials. ● Wealth of experience amongst PE teachers. ● Diverse opportunities of physical education activities. ● Canvas resources for curriculum . 	<ul style="list-style-type: none"> ● K-8 schools only offers Spanish. ● When students transfer from other school districts, some ACPS schools do not offer every language that other schools in ACPS have. ● No World Language Exploratory Wheel in 6th grade. ● High school and middle school language schedules do not align. Teachers are not able to teach between schools for a more even course load of students. ● Student lack of knowledge of the Credit by Exam Process. ● Adjustment of student schedules within the master schedule. ● PE Teacher allocations don't align to core subject areas. ● The impact of implementing Sped/EL service for students in PE. ● Lack of budget increase to support equipment needs. ● Lack of staffing to support weight training, 25th hour and other elective courses at the high school level. ● The number of electives and courses offered at the high school level can be a strength but also a weakness when staffing is impacted.



Overview of Staff Feedback Secondary - Health/Physical Education and World Languages Teacher Feedback (cont.)

<p>Opportunities - What were/are the opportunities that have occurred based on your current structure for PE/World Languages?</p>	<p>Challenges - What were/are the challenges/obstacles that have occurred this year or that you foresee in the future based on your current structure for PE/World Languages?</p>
<ul style="list-style-type: none"> ● Visiting elementary schools to showcase world languages, particularly less common languages as a means of promotion. ● Feeder school opportunities need to increase regarding world languages. ● ASL I/II - in-person at high school level. ● Communication regarding course selection - ongoing outreach to parents. ● Students have opportunities to choose units to give them an opportunity to engage in different sports and fitness units. ● Good opportunities to develop professionally and attend conferences. ● Access to guest speakers for certain units to make real life connections. 	<ul style="list-style-type: none"> ● Low enrollment in some languages. ● Growing the Latin program - currently Level 1 & 2 - online - declining enrollment. ● A coordinated effort to reach all ACPS parents and also students about the languages that are offered and the value of each of them, particularly Latin, German, and Chinese. ● Allowing teachers to visit some feeder schools and meet parents during a school event during the day, evening, or weekend. ● Not PE enough staff: PE teachers have to cover multiple classes if another staff member is out ● Number of students in class is not conducive for appropriate teaching and instruction, especially in Health but PE also. Safety, positive learning environment, ability to connect with all students is a challenge. ● Alignment of schedules amongst both middle schools, how often, how long we see classes, advisory, etc.



Overview of Staff Feedback - Secondary - Health/ Physical Education and World Languages - School Leader Feedback

Strengths - What were/are the strengths based on your current structure for PE/World Languages?	Weaknesses - What were/are the weaknesses, unintended consequences, and/or unpleasant realities based on your current structure for PE/World Languages?
<ul style="list-style-type: none"> ● We have a variety of language offerings at MS level which reflects the diversity of our student body. ● Students can receive get HS credit for world language classes. ● MS students can have grade expunged from transcript if they do not like the outcome in MS. ● Credit by exam for students to obtain WL credit. ● Students can participate in statewide language conference. ● Heritage class for native spanish speakers. ● Possibility of expanding exchange programs. ● Dual language program at MS level. ● PE teacher team connection at the middle school level. ● PE has opportunities to get to know most of the students. 	<ul style="list-style-type: none"> ● Latin and Chinese course enrollments (and German at one school) are significantly lower than Spanish and French and possibly not the most efficient use of a FTE. ● Equity concern in terms of caseload of teachers (ex. Spanish teacher with 120 students and Latin teacher with 20). ● Providing world language teachers with alternate courses to ensure that they have a full time schedule. ● PE class sizes are increasing. ● Supervision in PE has become more challenging due to high class sizes. ● Some teachers only have 1 grade/curriculum, while others have multiple.



Overview of Staff Feedback - Secondary - Health/Physical Education and World Languages - School Leader Feedback

<p>Opportunities - What were/are the opportunities that have occurred based on your current structure for PE/World Languages?</p>	<p>Challenges - What were/are the challenges/obstacles that have occurred this year or that you foresee in the future based on your current structure for PE/World Languages?</p>
<ul style="list-style-type: none"> ● Hybrid or online courses for world languages classes with low enrollment. ● The new Minnie Howard facilities allow our PE department to expand the electives that students can take. Aquatic Fitness and Aquatic Safety Instruction Course will be offered in the pool. The instructional space will expand, thereby increasing instructional space and opportunities. Students will be able to show mastery in various different ways. 	<ul style="list-style-type: none"> ● If students do not start a world language in 6th grade, course offerings in 7th/8th grade are limited. ● The impact of world language completion for standard and advanced diplomas if low enrolled courses are adjusted. ● A teacher may not have a full schedule because of low enrollment. This requires administrators to fill their schedule with a course that they are certified to teach AND that students want to take. ● If you only have one section of a WL class (20 Latin students), it creates scheduling challenges when those students need to take another elective in a competing program that may only be offered during the same period as Latin. ● Locker room coverage ● Supporting PE teachers and support staff with Adaptive PE. ● Certification challenges for Driver’s Education.

Note: Feedback provided is a synopsis of most frequently provided responses. Responses relating to one school or of a personal nature of an employee were not included.

2020-2025 Strategic Plan: Equity for All

“Where We Are Going”

Next Steps and Continuing Work
with School Staff and Leadership





Next Steps - Elementary Encore

- **Monthly Meetings** - Continue monthly meetings with encore staff to address questions, clarify understandings, problem solve, and collaborate
- **School Based Enrollment and FTEs** - Use approved school based enrollment numbers and FTEs to guide teacher assignments
- **Collaboration** - Collaborate with encore teachers and school leaders to problem solve areas of weakness and challenge
- **Individual/Small Group Meetings** - Small group meetings with school leaders and impacted teachers to review teacher assignments
- **Human Resources Notification** - Work collaboratively with HR to ensure timely notification of any changes to teacher reassignments





Next Steps - Secondary World Languages and Health & PE

- **Bi-Monthly Meetings** - Conduct bi-monthly meetings with secondary teachers and school leaders to review current school staffing and enrollment
- **Collaboration** - Collaborate with secondary teachers and school leaders to problem solve areas of weakness and challenge





Alexandria City Public Schools

Questions?

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