

BOARD BRIEF

Date: September 23, 2022

BOARD INFORMATION: X

MEETING PREPARATION:

FROM: Anthony Sims, Ph.D., Executive Director of School Improvement
Wendy Gonzalez, Ed.D., Chief of Teaching, Learning, and Leadership

THROUGH: Melanie Kay-Wyatt, Ed.D., Interim Superintendent of Schools

TO: The Honorable Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: VDOE Accreditation School Improvement Process Overview

ACPS 2025 STRATEGIC PLAN GOAL:

Goal 2: Instructional Excellence

SY 2022-2023 FOCUS AREA:

Social Emotional and Academic Learning Recovery
Continuous Improvement in KPI Disparities

FY 2023 BUDGET PRIORITY:

N/A

SUMMARY:

The Virginia Department of Education (VDOE) designates a continuous improvement process supported by the Office of School Quality (OSQ) for all schools with a level two or three performance level in one or more accreditation indicators. Schools at level two school quality indicators in academic achievement indicators for “all” students in English, mathematics, and/or science and schools with at level three school quality indicators in the areas of achievement gaps, student engagement and outcomes, and/or chronic absenteeism are required to conduct an academic review and revise the Comprehensive School Improvement Plan (CSIP) within prescribed deadlines. For the 2022-2023 school year, ACPS currently has 13 schools in academic review. The VDOE released final school accreditation statuses along with school-level indicator performance results on September 22, 2022. For previous reference, a Board Brief from September 9, 2022, discussed additional details regarding the Virginia Accreditation accountability system and 2022-23 preliminary School Accreditation results for ACPS.

BACKGROUND:

The VDOE Standards of Accreditation prescribes monitoring and evaluation activities for the OSQ and divisions with schools identified with school quality indicator performance levels of two and/or three. Schools must complete a Comprehensive Needs Assessment (CNA) and use the results to revise their CSIP. The CNA is a framework for reflection and analysis of teaching

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and learning in schools relative to VDOE Standards of Accreditation. The process allows stakeholders to look for data trends to better understand challenges and determine the root causes of gaps between current realities and accreditation goals.

The academic review is designed to help schools diagnose the structural, organizational, and instructional components that affect student outcomes. The focus of academic reviews is for school stakeholders to learn more about, and make adjustments to, instructional practices, processes, and systems relative to school quality indicators. As required by the OSQ, monitoring meetings will continue for all schools throughout the fall, winter, and spring. OSQ and/or ACPS personnel will review evidence of improvement efforts and provide written feedback about the next steps to accelerate student achievement.

The Department of Teaching, Learning, and Leadership, in collaboration with Technology Services and the Department of Accountability and Research, will support school teams throughout the monitoring and academic review processes. The Office of School Improvement offers consultation and direct support to school leadership teams to develop a shared understanding of and plan of action for accreditation requirements. The purpose of the Superintendent Monitoring Certification form is to document the progress monitoring and evaluation activities associated with School Quality Indicators.

RECOMMENDATION:

The Interim Superintendent recommends that the School Board review the information in this brief.

IMPACT:

Per the VDOE Standards of Accreditation, ACPS schools identified with school quality indicator performance levels of two and/or three, will engage in monitoring, evaluation, and comprehensive improvement planning to improve student achievement.

REFERENCE:

[September 9, 2022 Board Brief--Preliminary School Accreditation Results](#)

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