

Academic Year 2020-21 Quarter 2

Elementary Achievement Level Distribution Data

This report summarizes the elementary progress report achievement level distribution for kindergarten and grades 1-5 collected for the second 48 school days of school year 2020-21 (second quarter) compared with first quarter of 2020-21. The achievement levels reported in the tables and figures that follow are reported as average achievement across all ratings for a given content area (e.g. language arts, mathematics, encore, work habits, etc.).

Key Findings:

- Between quarter one and quarter two, there were incremental changes in achievement levels for students in grades 1-5 and relatively larger increases in the percentage of students making progress in kindergarten.
- The largest overall differences between quarter one and quarter two is the increase in the percentage of kindergartners “meeting expectations” and “progressing” across social skills and work habits which increased from 60% (combined) in quarter one to 84% in quarter two (see Figure 1, Table 1b).
- For grades 1-5, the percentage of students consistently demonstrating concepts and skills (average scores of 4) increased by four percentage points between quarter one and quarter two, however the overall percent of 3’s and 4’s remained consistent (Figure 1, Table 1a).
- The grades 1-5, the ratio of 1s and 2s (sometimes/seldom demonstrates) average achievement levels increased slightly and continued to be highest among Hispanic students, students with disabilities , and EL students (see Figures 2 & 3, Table 2).
- The percentage of students reading below grade level saw little change from quarter one and continued to be highest among students with disabilities, Hispanic students, and EL students with consistent patterns for these groups across quarter one and two (Figures 4 & 5; Table 5).
- In order to better understand any cumulative effects for students, an analysis was conducted on the percentage of students averaging less than a 2.0 across 2 or more content areas. Across all student groups analyzed, there was a increase in the percentage of students receiving scores less than 2.0 across 2 or more content areas between quarter one and quarter two. In addition, large group differences persist. Black, Hispanic, English Learners, students with disabilities, and economically disadvantaged students all saw increases in the percentage of students earning less than 2.0 across multiple content areas equal to five or more percentage points (Table 6).

Figure 1
Alexandria City Public Schools
2020-2021 Q1 & Q2 Elementary Progress Report Score Distribution Overall

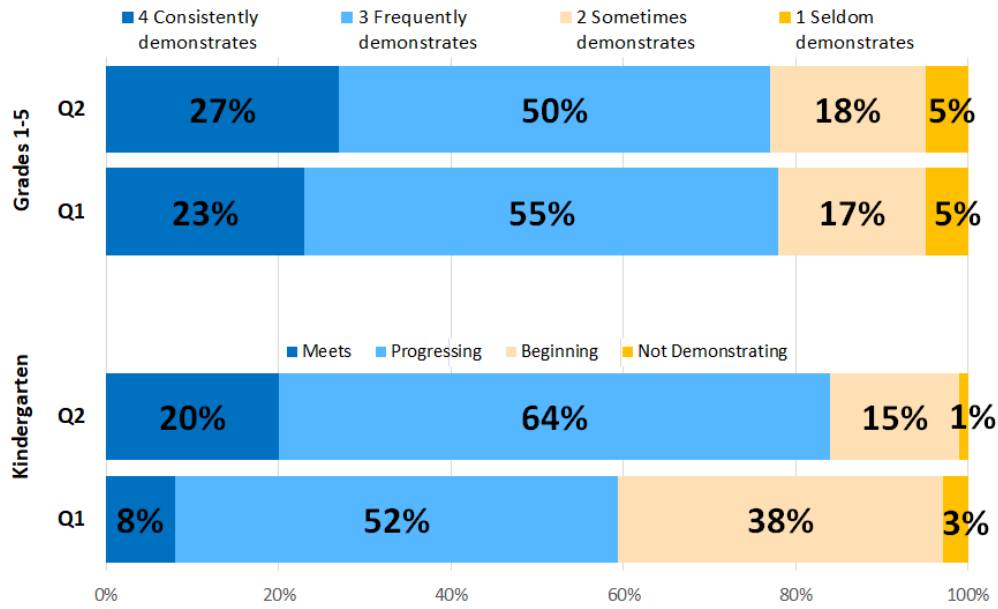


Figure 2
Alexandria City Public Schools
2020-21 Grades 1-5 Overall Achievement Level
Distribution (2s & 1s only)

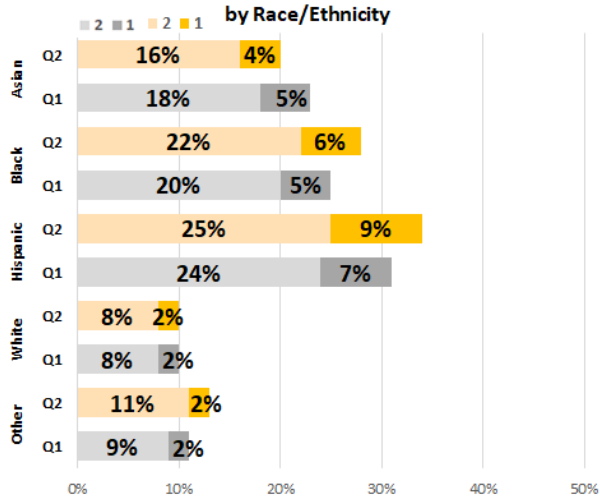


Figure 3
Alexandria City Public Schools
2020-21 Grades 1-5 Overall Achievement Level
Distribution (2s & 1s only)

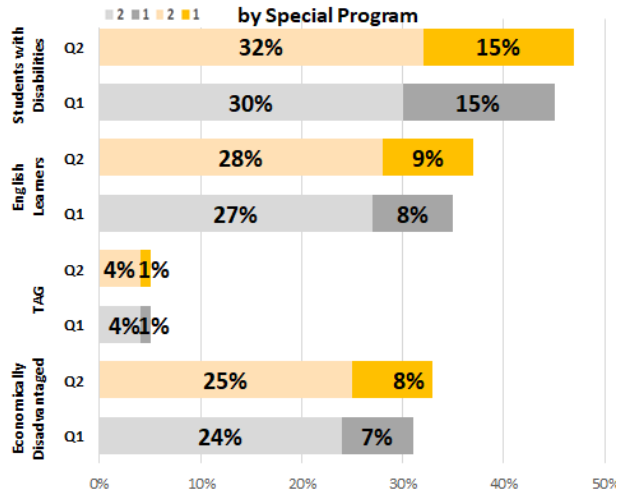


Figure 4
Alexandria City Public Schools
2020-21 Grades 1-5 Students Reading Below Level
by Race/Ethnicity

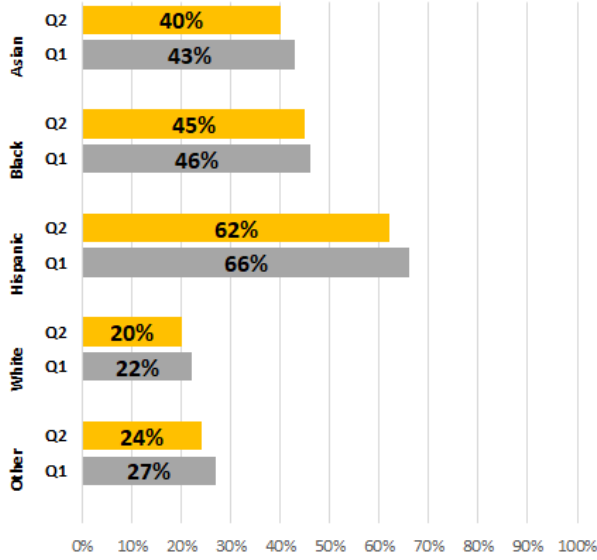


Figure 5
Alexandria City Public Schools
2020-21 Grades 1-5 Students Reading Below Level
by Special Program

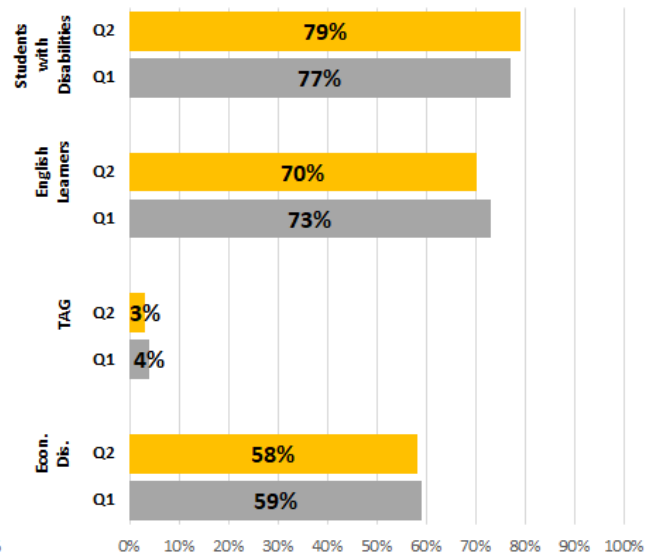


TABLE 1a
Alexandria City Public Schools
Q1 & Q2 Elementary Grades 1-5 Overall Average Achievement Level Distribution

Quarter	4 Consistently Demonstrates %	3 Frequently Demonstrates %	2 Sometimes Demonstrates %	1 Seldom Demonstrates %	Total n
Q1	23%	55%	17%	5%	6,474
Q2	27%	50%	18%	5%	6,386
% pt. Δ +/-	+4	-5	+1	--	(88)

Note: In Q1, about 1% of academic areas had no recorded achievement levels. In Q2, 1.6% of academic areas had no recorded achievement levels.

TABLE 1b
Alexandria City Public Schools
Q1 & Q2 Elementary Grades Kindergarten Overall Average Academic Area Score Distribution

Quarter	Meets %	Progressing %	Beginning %	Not Demonstrating %	Total n
Q1	8%	52%	38%	3%	1,262
Q2	20%	64%	15%	1%	1,224
% pt. Δ +/-	+12	+12	-23	-2	+7

Notes: Academic area scores were converted to 4-point Likert scale and averaged across all scores in a progress report area. For Q1 to Q2 comparison purposes, only Social & Emotional Development and Work Habits are reflected here as these were the only areas that had scores for both quarters. In Q1, 4% of academic areas had no recorded scores while in Q2, 1% of the same academic areas had no recorded scores.

TABLE 2
Alexandria City Public Schools
Q1 & Q2 Elementary Grades 1-5 Overall Average Achievement Level Distribution by Student Group

Student Group	Overall	Quarter	4 %	3 %	2 %	1 %	Total n
Gender	Male Students	Q1	21%	55%	19%	6%	3,395
		Q2	24%	50%	20%	6%	3,343
	Female Students	Q1	25%	55%	16%	4%	3,079
		Q2	30%	50%	16%	4%	3,043
Race/Ethnicity	Asian Students	Q1	23%	54%	18%	5%	408
		Q2	29%	51%	16%	4%	396
	Black Students	Q1	20%	55%	20%	5%	1,623
		Q2	23%	50%	22%	6%	1,616
	Hispanic Students	Q1	15%	53%	24%	7%	2,252
		Q2	17%	49%	25%	9%	2,222
	White Students	Q1	33%	57%	8%	2%	1,939
		Q2	40%	51%	8%	2%	1,901
	Other Race/Ethnic	Q1	33%	56%	9%	2%	252
		Q2	38%	49%	11%	2%	251
Special Populations	Students with Disabilities	Q1	12%	44%	30%	15%	611
		Q2	12%	41%	32%	15%	614
	English Learners	Q1	12%	53%	27%	8%	2,552
		Q2	14%	49%	28%	9%	2,522
	TAG students	Q1	46%	50%	4%	1%	742
		Q2	54%	41%	4%	1%	733
	Economically Disadvantaged	Q1	16%	54%	24%	7%	3,549
		Q2	18%	50%	25%	8%	3,852
Elementary	Total	Q1	23%	55%	17%	5%	6,474
		Q2	27%	50%	18%	5%	6,386

TABLE 3
Alexandria City Public Schools
Q1 & Q2 Elementary Grades 1-5 Overall Average Achievement Level Distribution by School

Overall	Quarter	4 %	3 %	2 %	1 %	Total n
John Adams	Q1	14%	69%	13%	4%	548
	Q2	19%	57%	18%	5%	554
Charles Barrett	Q1	28%	56%	11%	6%	404
	Q2	34%	47%	13%	6%	395
Ferdinand T. Day	Q1	8%	53%	28%	11%	455
	Q2	13%	50%	26%	11%	436
Patrick Henry	Q1	29%	47%	19%	5%	576
	Q2	31%	43%	21%	5%	571
Jefferson Houston	Q1	17%	53%	22%	8%	336
	Q2	20%	51%	23%	6%	338
Cora Kelly	Q1	24%	44%	22%	9%	247
	Q2	23%	42%	24%	11%	248
Lyles-Crouch	Q1	44%	51%	4%	1%	373
	Q2	45%	48%	6%	1%	359
Douglas MacArthur	Q1	30%	57%	10%	2%	475
	Q2	31%	58%	10%	1%	469
George Mason	Q1	27%	58%	14%	1%	320
	Q2	32%	53%	13%	2%	314
Matthew Maury	Q1	33%	48%	16%	3%	299
	Q2	42%	38%	15%	5%	297
Mt. Vernon	Q1	18%	65%	15%	3%	708
	Q2	22%	58%	17%	4%	694
James K. Polk	Q1	38%	38%	19%	5%	612
	Q2	38%	37%	20%	5%	600
William Ramsay	Q1	11%	56%	27%	7%	488
	Q2	18%	50%	26%	7%	484
Samuel W. Tucker	Q1	10%	66%	21%	4%	633
	Q2	17%	57%	20%	5%	627
Total	Q1	23%	55%	17%	5%	6,474
	Q2	27%	50%	18%	5%	6,386

TABLE 4
Alexandria City Public Schools
Q1 & Q2 Elementary Grades 1-5 Average Achievement Level Distribution by Academic Area

Academic Area	Quarter	4 %	3 %	2 %	1 %
Language Arts	Q1	14%	50%	29%	7%
	Q2	18%	48%	28%	7%
Mathematics	Q1	19%	51%	24%	6%
	Q2	24%	45%	24%	7%
Science	Q1	20%	57%	17%	6%
	Q2	24%	51%	18%	7%
Social Studies	Q1	19%	56%	18%	6%
	Q2	25%	49%	19%	7%
Life, Work, and Citizenship Skills	Q1	27%	60%	11%	2%
	Q2	32%	55%	12%	2%
Encore	Q1	38%	56%	4%	2%
	Q2	37%	53%	8%	3%
Total n=6,474	Q1	23%	55%	17%	5%
	Q2	27%	50%	18%	5%

Note: In Q1, between 1% and 3% of student records had no recorded achievement levels while Q2 had between 1% and 4% of records with no recorded achievement levels. Encore classes were the exception with zero blank achievement levels across both Q1 and Q2. Social Studies and Science had the highest percentage of records without recorded achievement levels (Social Studies at 3% in Q1 and 4% in Q2; Science at 3% in Q1 and 2% in Q2.)

TABLE 5
Alexandria City Public Schools
Q1 & Q2 Elementary Students Grades 1-5 Reading Level by Student Groups

Category	Student Group	Quarter	Reading Level			
			Above Level %	On Level %	Below Level %	Total n
Gender	Male Students	Q1	21%	33%	46%	3,350
		Q2	23%	32%	44%	3,317
	Female Students	Q1	23%	34%	43%	3,040
		Q2	26%	34%	41%	3,020
Race/Ethnicity	Asian Students	Q1	21%	36%	43%	401
		Q2	22%	39%	40%	389
	Black Students	Q1	18%	36%	46%	1,610
		Q2	20%	35%	45%	1,598
	Hispanic Students	Q1	10%	25%	66%	2,212
		Q2	10%	27%	62%	2,210
	White Students	Q1	38%	40%	22%	1,919
		Q2	43%	36%	20%	1,890
	Other Race/Ethnic	Q1	32%	41%	27%	248
		Q2	37%	39%	24%	250
Special Populations	Students with Disabilities	Q1	4%	18%	77%	605
		Q2	5%	15%	79%	605
	English Learners	Q1	5%	23%	73%	2,510
		Q2	6%	25%	70%	2,314
	TAG students	Q1	72%	24%	4%	741
		Q2	73%	24%	3%	730
	Economically Disadvantaged	Q1	11%	30%	59%	3,513
		Q2	12%	30%	58%	3,819
Elementary	Total	Q1	22%	33%	45%	6,390
		Q2	24%	33%	43%	6,337

Note: About 1% of records had no recorded reading level for Q1 (n=84 in Q1; n=48 in Q2).

TABLE 6
Alexandria City Public Schools
Q1 & Q2 Elementary Students Grades 1-5 Earning Average Score <2.0 in Two or More Academic Areas
by Student Group

Category	Student Group	Avg. < 2.0 Two or more areas		% pt. Δ +/-
		Q1 % (n)	Q2 % (n)	
Gender	Male	9% (321)	14% (466)	+5
	Female	6% (191)	10% (299)	+4
Race/Ethnicity	Asian	8% (33)	10% (38)	+2
	Black	9% (148)	14% (219)	+5
	Hispanic	12% (270)	19% (417)	+7
	White	3% (54)	4% (82)	+1
	Other Race/Ethnic	4% (10)	5% (12)	+1
Special Populations	Students with Disabilities	22% (137)	29% (180)	+7
	English Learners	14% (351)	21% (529)	+7
	TAG	TS (<10)	2% (12)	+2
	Economically Disadvantaged	11% (390)	17% (674)	+6
Grades 1-5	Division Total	8% (510)	12% (763)	+4

TS=too small (n<10)

TABLE 7a
Alexandria City Public Schools
Q1 & Q2 Elementary Kindergarten Academic Area Score Distribution by Progress Report Area

	Quarter	Meets %	Progressing %	Beginning %	Not Demonstrating %
Social & Emotional Development	Q1	9%	52%	37%	2%
	Q2	22%	63%	14%	1%
	% pt. Δ +/-	+13	+11	-23	-1
Work Habits	Q1	7%	51%	39%	4%
	Q2	18%	64%	16%	1%
	% pt. Δ +/-	+11	+13	-23	-3
Total n=1,262	Q1	8%	52%	38%	3%
	Q2	20%	64%	15%	1%
	% pt. Δ +/-	+12	+12	-23	-2

Note: Achievement levels converted to 4-point Likert scale and averaged across all scores in a progress report area.

TABLE 7b
Alexandria City Public Schools
Q2 Elementary Kindergarten Academic Area Score Distribution by Q2 Progress Report Areas not Evaluated in Q1

	Quarter	Meets %	Progressing %	Beginning %	Not Demonstrating %
Language & Literacy	Q2	29%	50%	18%	2%
Science	Q2	28%	54%	17%	1%
Social Studies	Q2	20%	59%	19%	1%
Mathematics	Q2	38%	46%	15%	1%
Total	Q2	26%	56%	17%	1%

Note: Achievement levels converted to 4-point Likert scale and averaged across all scores in a progress report area.