



Alexandria City Public Schools

# Accountability Update: Division and School Improvement

April 11, 2024  
School Board Meeting





# Essential Questions

- What schools are identified in federal and/or state accountability systems in 2023-2024?
- How does ACPS approach improvement work within schools and the broader organization?
- What is new within continuous improvement planning work and how does it all align?
- Where is the future of accountability systems within Virginia headed and when?





# Accreditation

- **Fifteen of 17 ACPS schools are Fully Accredited** for the 2023-24 school year.
  - John Adams
  - Charles Barrett
  - Naomi Brooks
  - Ferdinand T. Day
  - Cora Kelly
  - Lyles-Crouch
  - Douglas MacArthur
  - George Mason
  - Mount Vernon
  - James K. Polk
  - William Ramsay
  - Samuel Tucker
  - Patrick Henry
  - Francis C. Hammond
  - George Washington
- Jefferson-Houston and Alexandria City HS are **Accredited with Conditions**.



# Federally Identified Schools for Improvement & Support

## Comprehensive Support and Improvement (CSI)

*CSI schools are identified every three years.*

- Schools must be Title I schools.
- Schools identified as the lowest performing 5% of Title I schools.
- Schools with a federal graduation index (FGI) below 67%.

**Ferdinand T. Day ES**  
**William Ramsay ES**

## Additional Targeted Support and Improvement (ATSI)

*ATSI schools are identified every three years*

- Schools may be either Title I or non-Title I.
- Schools with low-performing student group(s) - Economically Disadvantaged; English Learners Students with Disabilities; Asian; Black; Hispanic; Multiracial; White.
- Schools with one or more student groups performing below the level of the highest performing CSI school (Lowest 5%).

**Jefferson Houston K-8**

## Targeted Support and Improvement (TSI)

*TSI schools are identified annually and are schools in need of support for a specific student group.*

- Schools may be either Title I or non-Title I.
- Schools must have low-performing student group(s) - Economically Disadvantaged; English Learners; Students with Disabilities; Asian; Black; Hispanic; Multiracial; White

**Naomi L. Brooks ES**  
**Patrick Henry K-8**  
**Samuel Tucker ES**

2020-2025 Strategic Plan: Equity for All

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# ACPS School Monitoring & Support





# Advancing Improvement Monitoring and Support in ACPS

Key factors guiding innovations to systemic improvement and monitoring include:

- Expanding the division's commitment to **continuous improvement and systemic alignment**, to achieve the goals of Equity for All 2025
- VDOE-led, on-site Academic Reviews conducted in SY 22-23 for schools identified with Level Two and Level Three school quality indicators illuminated the **need for more aligned and proactive locally developed school monitoring and support processes** to accelerate school and division learning and improvement efforts.
- New VDOE improvement monitoring model, the Virginia Support Framework (VSF), requiring ACPS to **conduct a division-level needs assessment to identify systems-level teaching and learning needs** and an explicit division-wide plan of support to address identified systemic needs to improve student outcome.



# School Improvement Monitoring and Support Foci

DoAR and OSI are leading an interdepartmental collaboration with TLL, Technology Services, and Student Services to expand monitoring and and technical support targeting:

- ❑ Tiered monitoring system, differentiated by schools' needs to target central office supports
- ❑ Prioritize Academic Review and CNA findings
- ❑ Professional learning for monitoring for implementation vs. monitoring for impact
- ❑ Implementing improvement tools (i.e. Plan Do Study Act cycles) and structures (i.e. PLCs) to accelerate adult learning and strategic improvement efforts.
- ❑ Monthly professional learning for ACPS leaders to build data literacy and improvement science knowledge and skills

# School Tiered Improvement Monitoring & Support

**Tier 1**  
Baseline Activities  
(quarterly chats, CNA support, etc.)

- Schools with all Level 1 Academic School Quality Indicators

- Quarterly Chat, 3x/year
- Office Hours, as needed
- Specialist support on CSIP EAs/Action Items
- Instructional Walkthroughs-2

**Tier 2**  
Targeted area/subgroup support, bi-monthly check-ins

- Schools with Level 2 and 3 School Quality Indicators for subgroup areas only
- Academic Review for schools newly identified by VDOE in SY 23-24

- Quarterly Chat, 3x/year
- Office Hours, bi-monthly
- Specialist support in SQI areas
- Instructional Walkthroughs-3

**Tier 3**  
Whole school support, monthly check-ins

- Academic review required for consecutive years
- Federally identified schools monitored for improvement

- In-person, monthly visits to support implementation
- Data-informed analysis of EBI/EA implementation and impact
- Specialist support on CSIP EAs/Action Items
- Instructional Walkthroughs-4



# Improvement Monitoring & Support in Action

## Examining Teaching and Learning Central office Instructional Walkthroughs



School: Alexandria City High School  
King Street Campus (210) #788894  
(ACPS Walkthrough v2.0)

Demographics

Curricular Alignment

Curricular Alignment

The learning target is visible or presented to students.

Not evident

Somewhat evident

Fully evident

Not Applicable ⓘ

The lesson activities relate closely to the mastery of the objective/learning target.

Not evident

Somewhat evident

Fully evident

Not Applicable ⓘ

The learning target identifies specific learning behaviors that are aligned with the Standards of Learning.

### Curricular Alignment

Add group by +

Questions	All
The learning target is visible or presented to students.	66% (191)
The lesson activities relate closely to the mastery of the objective/learning target.	51% (146)
The learning target identifies specific learning behaviors that are aligned with the Standards of Learning.	52% (147)
The lesson includes a language objective that addresses academic language features of the content and/or genre being taught.	30% (81)
Students seem to understand what they are learning/doing for that day and can describe the purpose of their learning.	45% (124)
Instruction is aligned with ACPS Tier 1 Instructional Frameworks.	54% (159)

# Quarterly Improvement Progress Monitoring

Time	Q3 Quarterly Chat Agenda <a href="#">Quarterly Chat Data Profile</a>
5 min	Opening
10 min	School Overview of Area 1: <b>Math</b> <p>Prompts:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What data are you using to measure (evidence) progress from Q2 to Q3</li> <li><input type="checkbox"/> What does the data reveal?</li> <li><input type="checkbox"/> How does what you have learned inform SY24-25 improvement planning?</li> </ul> <p>Notes:</p>
10 min	School Overview of Area 2: <b>Science</b> <p>Prompts:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What data are you using to measure (evidence) progress from Q2 to Q3?</li> <li><input type="checkbox"/> What does the data reveal?</li> <li><input type="checkbox"/> How does what you have learned inform SY24-25 improvement planning?</li> </ul> <p>Notes:</p>
5 min	Discussion of Action Steps for Schools and Central Office Prompt: What are the immediate next steps for progress on the areas discussed?

Time	Q1 Quarterly Chat Agenda: Naomi L. Brooks <a href="#">Quarterly Chat Data Profile</a> Nov. 8 8:15 am - 9:15 am
5 min	Opening
10 min	School Overview of Area 1: <b>English</b> <p>Prompts:</p> <p><b>What are the key strategies (1-2) being taken to address this area?</b></p> <ul style="list-style-type: none"> <li>• Conducting explicit and systematic reading interventions such as Walpole Differentiated Instruction, Orton-Gillingham, and Wilson's Foundations, that target specific learning gaps in foundational literacy skills for students who are below grade level benchmarks.</li> <li>• Using a researched based tier 1 reading program (Bookworms) that allows for all students to be exposed to grade level texts and vocabulary.</li> </ul> <p><b>What are the successes and challenges you are seeing?</b></p> <p><u>Successes:</u></p> <ul style="list-style-type: none"> <li>• Structured literacy program with resources and lesson plans readily available for teachers.</li> <li>• Walpole Differentiated Instruction lessons used during our IET block are impactful and have proved to provide the instruction necessary to build the foundational skills needed for our target populations to increase fluency which increases comprehension.</li> </ul> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> <li>• Literacy teachers' implementation of the Bookworms program structure with integrity while understanding the</li> </ul>

# Dynamic Data Analysis Dashboard

All School Level District Level

File Share Export Chat in Teams Explore this data Get insights Set alert



Accountability and Research

Welcome Page

Attendance

Assessments

Quarterly Chat Summary

## Quarterly Chat School Data Profile

School

Naomi L. Brooks ...

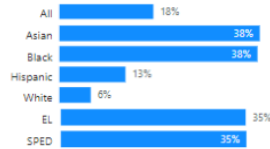
School Name	2023-24 Accreditation Status	Science	Math	English	Chronic Absenteeism	Annual Pass Rates		
		Science	Math	English		Science	Math	Reading
Naomi L. Brooks Elementary	Accredited	65%	73%	81%	19%	60%	68%	69%

### Achievement Gaps Performance Level

	Asian	Black	Hispanic	Multiple Races	White	Economically Disadvantaged	English Learners	SPED
English	100%	51%	92%	92%	82%	67%	92%	54%
Math	100%	42%	73%	92%	97%	49%	95%	30%

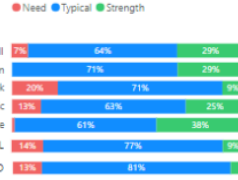
### Chronic Absenteeism (current)

% of Students Chronically Absent



### DESSA

% of Students in Need/Typical/Strength



### Winter 2023 MAP

▲ Language Arts ● Mathematics





# Division Priority Improvement Plans - *Aligning Improvement Across Central Office Departments*

The **Priority Improvement Plan (PIP)** is a new continuous improvement planning strategy for central office departments. This innovation strengthens the previous improvement planning process and advances systemic outcomes in three critical areas:

- ❑ Increases awareness of and coherence across departmental workstreams on key ACPS priority areas
- ❑ Enhances interdepartmental collaboration
- ❑ Expands knowledge, skills, and utilization of continuous improvement tools to consolidate evidence of progress and impact for strategic efforts



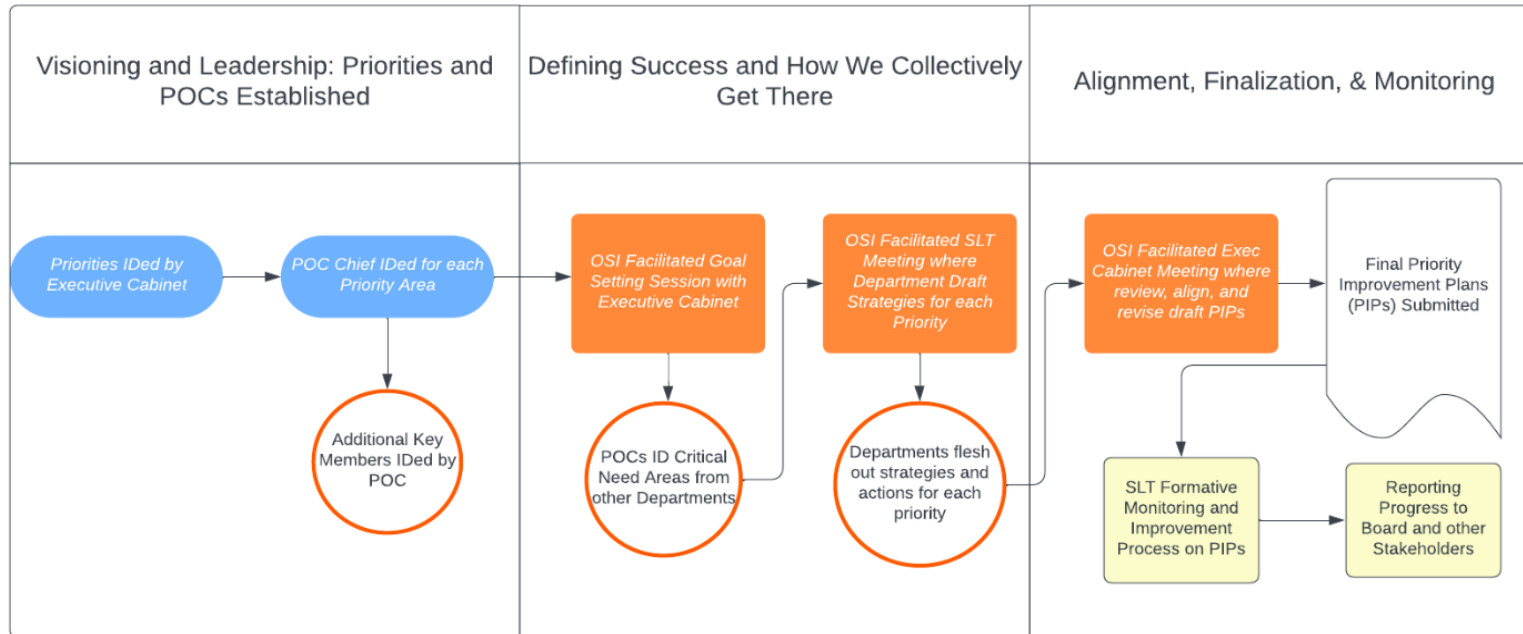
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# Division Priority Improvement Planning Process





# New Virginia Support Framework for Division Plans

- High-quality instructional materials
- High-quality instructional routines
- Prioritized placement of teachers, leaders, and resources

- Recruitment practices to hire, place, and retain high-quality teachers and principals
- Placement of critical expertise in schools and classrooms with the greatest need of support



- Logistical and instructional practices that are necessary for creating an optimal learning environment
- Instructional Support Cycles
- Career Development

- Building bridges between school and home
- Family instructional supports
- Assuring greater school attendance
- Establishing school disciplinary supports



# Develop a Divisionwide Support Plan

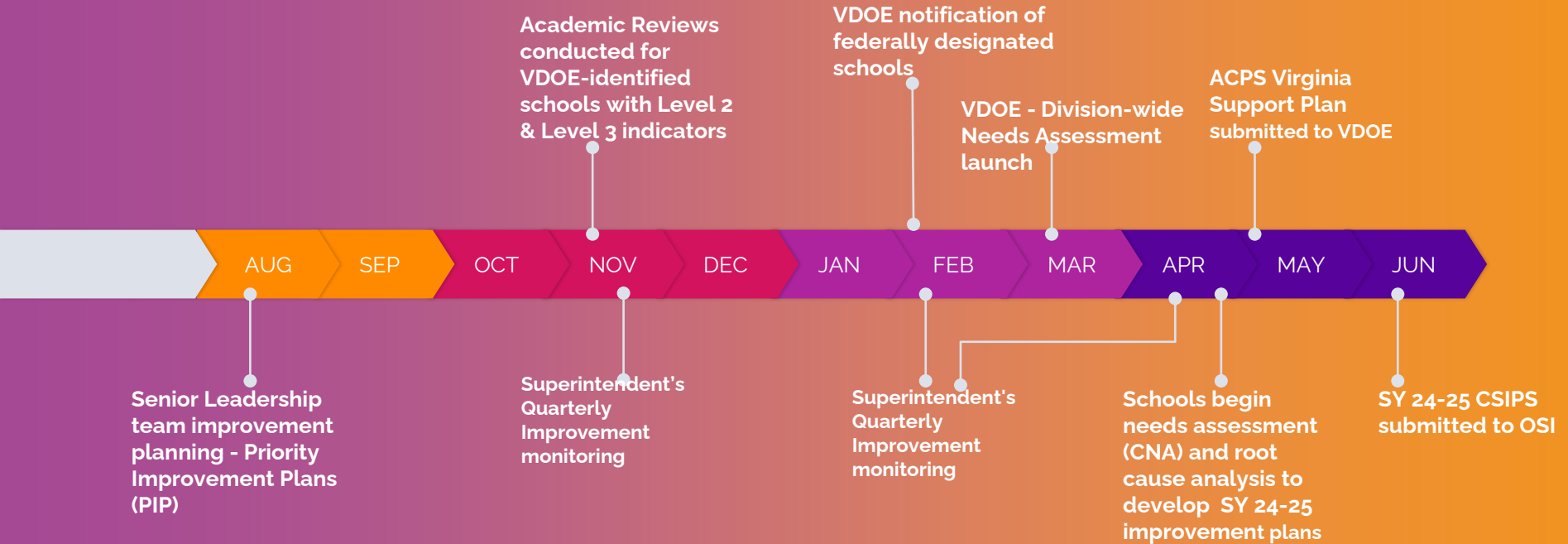
<b>Domain II: Staffing Supports</b>			<b>Focus Area:</b> Choose an item.			
Division-level Goal:						
Barrier(s):						
Strategy:						
Strategy:						
Measurable Objective 1:			Measurable Objective 2:			
<b>Quarterly Progress Measures</b>			<b>Quarterly Progress Measures</b>			
Quarter 1			Quarter 1			
Quarter 2			Quarter 2			
Quarter 3			Quarter 3			
Quarter 4			Quarter 4			
<b>Action Plan</b>						
OBJ: QTR	Action Steps (Describe the step and include who will implement and how often it will be implemented)	Other Collaborators	Position/Office/ Department Responsible for Monitoring	Start of Action Step	End of Action Step	Budget (local, state, federal funds)
Select		<b>Other Collaborators:</b> <ul style="list-style-type: none"> <li>• People or departments whose existing work intersects with this action step</li> <li>• People whose voices and/or participation is critical to move the step forward.</li> </ul>				
Select						
Select						

Short-term targets to meet the intended goals

Benchmarks, milestones, products or outcomes that will provide evidence of progress toward the objectives



# Continuous Improvement Planning Timeline SY 23-24



2020-2025 Strategic Plan: Equity for All

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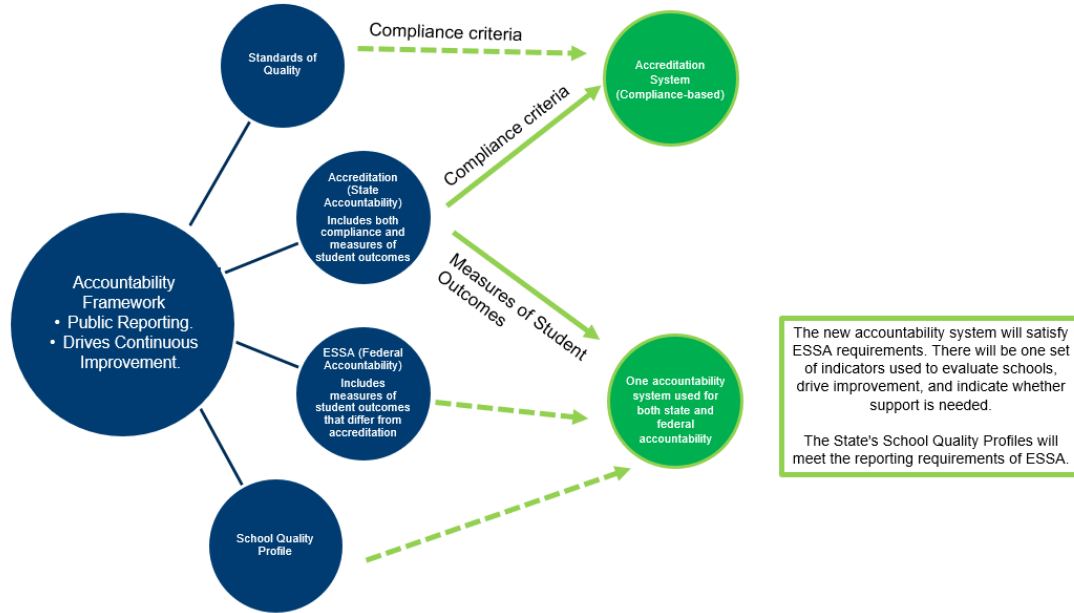
# The Future of Accountability within Virginia





# VDOE New Accountability System

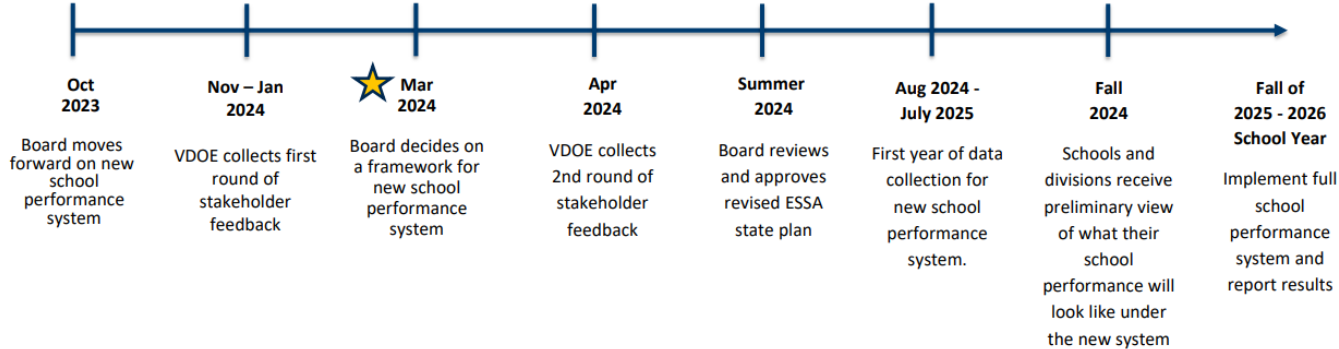
## BIFURCATION OF VIRGINIA'S ACCOUNTABILITY SYSTEM





# VDOE New Accountability System Timeline

## WHERE WE HAVE BEEN AND WHERE WE ARE GOING





Alexandria City Public Schools

# Questions?

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