

Academic Year 2020-21 Quarter 1

Elementary Achievement Level Distribution Data

This report summarizes the elementary progress report achievement level distribution for kindergarten and grades 1-5 collected for the first 39 school days of school year 2020-21 (first quarter) compared with first quarter of 2019-20. 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:

- The largest overall year-to-year difference is the decrease in the percentage of kindergartners meeting expectations across social skills and work habits for quarter one, which decreased from 18% in 2019 to 8% in 2020 (see Figure 1, Table 1a & 1b).
- The ratio of 1s and 2s (sometimes/seldom demonstrates) average achievement levels for grades 1-5 was highest among Hispanic (31%) and EL (35%) students (see Figures 2 & 3, Table 2).
- The percentage of students reading below grade level showed the largest change for Hispanic and EL students. Hispanic students saw an 8 percentage point increase in students reading below grade level between 2019 and 2020 and EL students saw a 6 percentage point increase in students reading below grade level. About 2 out of 3 Hispanic students and almost 3 out of 4 English learners were reading below grade level at the end of quarter 1 in 2020 (Figures 4 & 5; Table 5).
- Achievement level by content area showed that the largest changes in the percentage of students meeting expectations (score of 4) were in Social Studies (-12 percentage points), Science, (-7 percentage points), and Math (-6 percentage points). An area of interest was possible differences in achievement in the Life, Work, and Citizenship area and there was not a large or notable difference observed from the prior year. Similarly, there was little change in the distribution of achievement levels in the language arts content area (Table 4).
- 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. Large group differences were observed for both academic year 2019-20 and 2020-21 as well as variation in the change across years (Table 5). By race/ethnicity, the student group with the largest percentage of students with an average of 2.0 across 2 or more content areas was Hispanic students (12%) and the group with the lowest percentage was White students (3%). By program, more than 1 in 5 (22%) of special education students had average achievement less than 2.0 across 2 or more content areas. English learners was the second largest group of students scoring less than 2.0 across 2 or more content areas at 14% and also saw the largest increase across program groups (doubling the percentage from the prior year; Table 6).
- In kindergarten, only social skills and work habits areas receive progress report scores during quarter one. Patterns across both areas were consistent with a lower percentage of students meeting kindergarten expectations in quarter one from the prior year (Table 7).

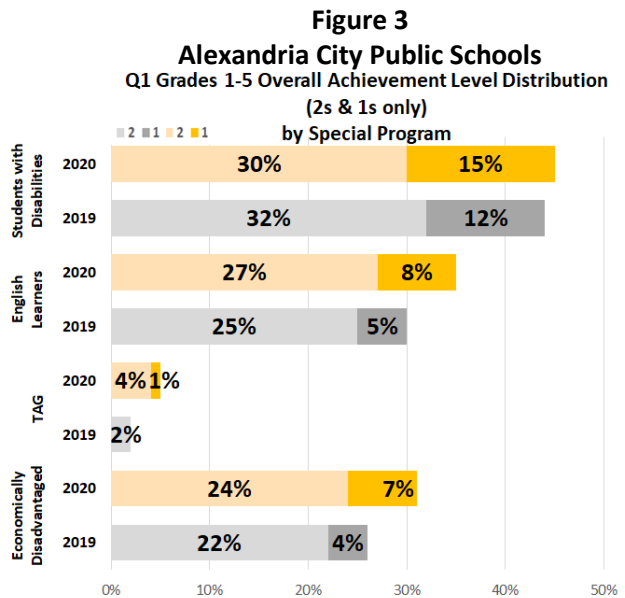
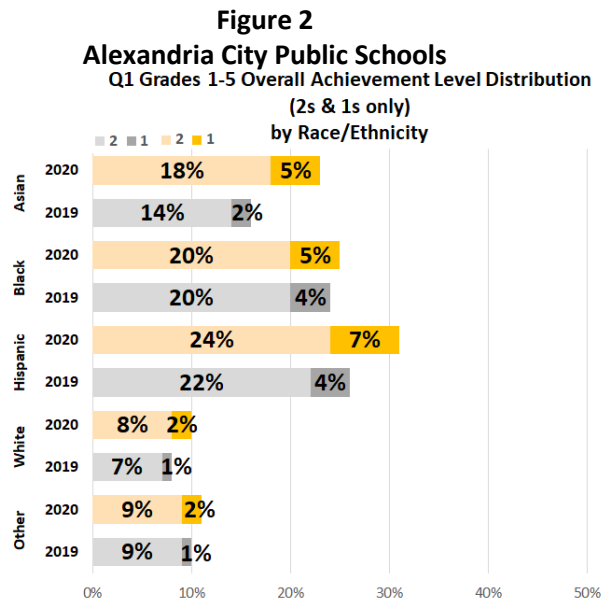
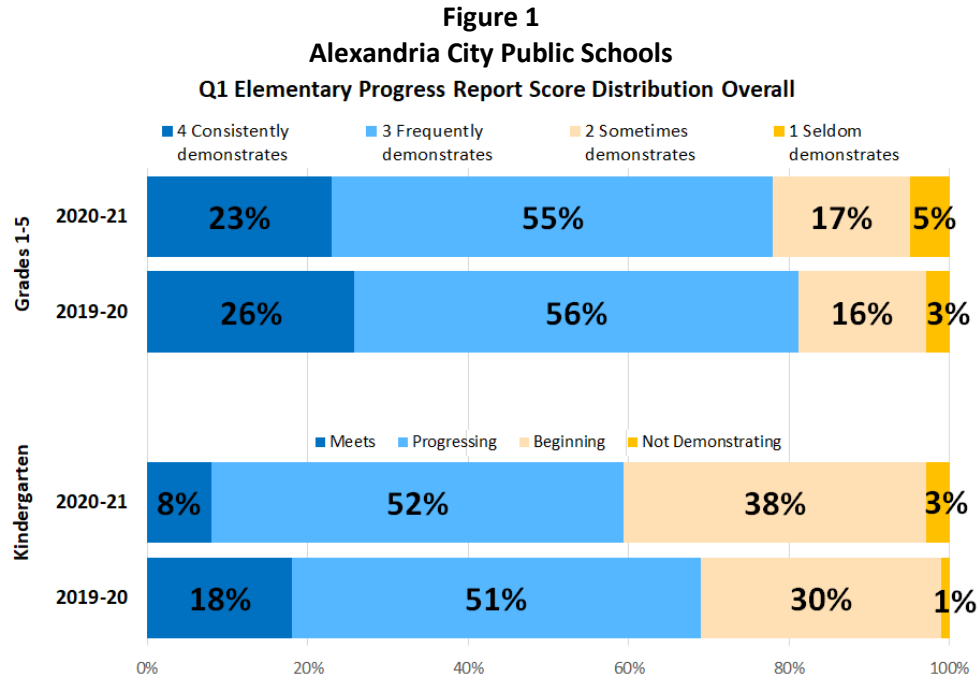


Figure 4
Alexandria City Public Schools
Q1 Grades 1-5 Students Reading Below Level
by Race/Ethnicity

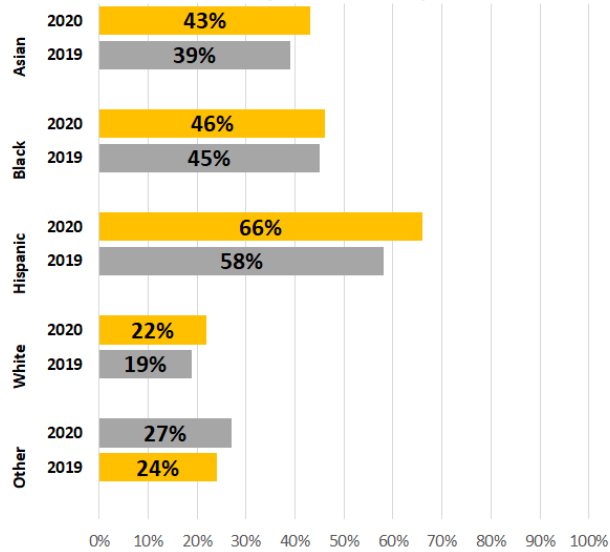


Figure 5
Alexandria City Public Schools
Q1 Grades 1-5 Students Reading Below Level
by Special Program

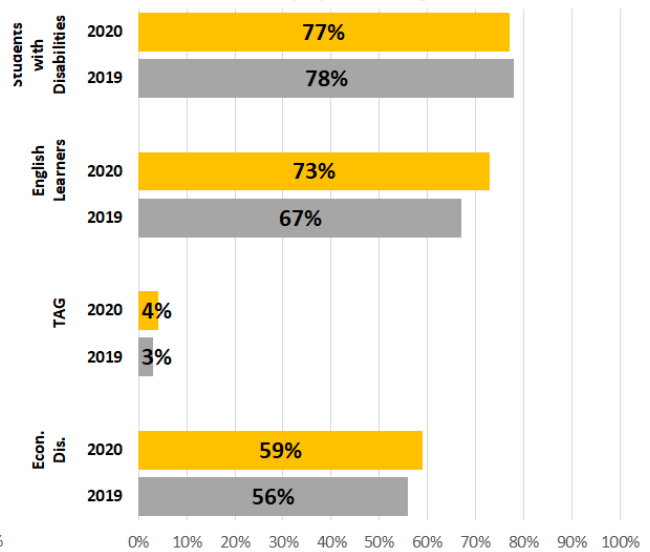


TABLE 1a
Alexandria City Public Schools
Q1 Elementary Grades 1-5 Overall Average Achievement Level Distribution

Academic Year	4 Consistently Demonstrates %	3 Frequently Demonstrates %	2 Sometimes Demonstrates %	1 Seldom Demonstrates %	Total n
2019-20	26%	56%	16%	3%	6,698
2020-21	23%	55%	17%	5%	6,474
% pt. Δ +/-	-3	-1	+1	+2	

Note: In 2019-2020, about 3% of academic areas had no recorded achievement levels. In 2020-21, about 1% of academic areas had no recorded achievement levels.

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

Academic Year	Meets %	Progressing %	Beginning %	Not Demonstrating %	Total n
2019-20	18%	51%	30%	1%	1,463
2020-21	8%	52%	38%	3%	1,210
% pt. Δ +/-	-10	+1	+8	+2	

Notes: Academic area scores were converted to 4-point Likert scale and averaged across all scores in a progress report area. Less than 1% of academic areas had no recorded scores in 2019-20. In 2020-21, 4% of academic areas had no recorded scores.

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

Student Group	Overall	Academic Year	4 %	3 %	2 %	1 %	Total n
Gender	Male Students	2019	23%	56%	18%	3%	3,509
		2020	21%	55%	19%	6%	3,395
	Female Students	2019	29%	56%	13%	2%	3,189
		2020	25%	55%	16%	4%	3,079
Race/Ethnicity	Asian Students	2019	27%	57%	14%	2%	383
		2020	23%	54%	18%	5%	408
	Black Students	2019	20%	57%	20%	4%	1,658
		2020	20%	55%	20%	5%	1,623
	Hispanic Students	2019	19%	55%	22%	4%	2,339
		2020	15%	53%	24%	7%	2,252
	White Students	2019	37%	55%	7%	1%	2,057
		2020	33%	57%	8%	2%	1,939
	Other Race/Ethnic	2019	36%	55%	9%	1%	261
		2020	33%	56%	9%	2%	252
Special Populations	Students with Disabilities	2019	10%	45%	32%	12%	684
		2020	12%	44%	30%	15%	611
	English Learners	2019	15%	55%	25%	5%	2,647
		2020	12%	53%	27%	8%	2,552
	TAG students	2019	50%	49%	2%	0%	960
		2020	46%	50%	4%	1%	742
	Economically Disadvantaged	2019	19%	56%	22%	4%	3,787
		2020	16%	54%	24%	7%	3,549
Elementary	Total	2019	26%	56%	16%	3%	6,698
		2020	23%	55%	17%	5%	6,474

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

Overall	Academic Year	4 %	3 %	2 %	1 %	Total n
John Adams	2019	17%	63%	17%	3%	560
	2020	14%	69%	13%	4%	548
Charles Barrett	2019	44%	42%	11%	3%	458
	2020	28%	56%	11%	6%	404
Ferdinand T. Day	2019	8%	63%	26%	4%	381
	2020	8%	53%	28%	11%	455
Patrick Henry	2019	23%	58%	16%	3%	573
	2020	29%	47%	19%	5%	576
Jefferson Houston	2019	10%	67%	20%	3%	316
	2020	17%	53%	22%	8%	336
Cora Kelly	2019	28%	50%	17%	5%	277
	2020	24%	44%	22%	9%	247
Lyles-Crouch	2019	28%	64%	7%	1%	400
	2020	44%	51%	4%	1%	373
Douglas MacArthur	2019	26%	63%	10%	1%	548
	2020	30%	57%	10%	2%	475
George Mason	2019	29%	59%	11%	1%	360
	2020	27%	58%	14%	1%	320
Matthew Maury	2019	48%	39%	12%	1%	320
	2020	33%	48%	16%	3%	299
Mt. Vernon	2019	19%	59%	18%	3%	739
	2020	18%	65%	15%	3%	708
James K. Polk	2019	49%	32%	15%	4%	600
	2020	38%	38%	19%	5%	612
William Ramsay	2019	12%	59%	23%	6%	530
	2020	11%	56%	27%	7%	488
Samuel W. Tucker	2019	24%	57%	17%	2%	636
	2020	10%	66%	21%	4%	633
Total	2019	26%	56%	16%	3%	6,698
	2020	23%	55%	17%	5%	6,474

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

Academic Area	Academic Year	4 %	3 %	2 %	1 %
Language Arts	2019	13%	53%	29%	6%
	2020	14%	50%	29%	7%
Mathematics	2019	25%	47%	23%	5%
	2020	19%	51%	24%	6%
Science	2019	27%	57%	14%	2%
	2020	20%	57%	17%	6%
Social Studies	2019	31%	50%	15%	4%
	2020	19%	56%	18%	6%
Life, Work, and Citizenship Skills	2019	29%	57%	12%	1%
	2020	27%	60%	11%	2%
Encore	2019	30%	69%	2%	0%
	2020	38%	56%	4%	2%
Total n=6,698 n=6,474	2019	26%	56%	16%	3%
	2020	23%	55%	17%	5%

Note: Between 1% and 9% of student records had no recorded achievement levels with the exception of Encore classes that had zero blank achievement levels. The highest percentage of blank achievement levels was in Social Studies with 9% of records without recorded achievement levels in Fall 2020. In Fall 2019, Science and Social Studies had the highest percentage of records without recorded achievement levels at 3% each.

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

Category	Student Group	Academic Year	Reading Level			
			Above Level %	On Level %	Below Level %	Total n
Gender	Male Students	2019	20%	37%	43%	3,480
		2020	21%	33%	46%	3,350
	Female Students	2019	24%	39%	37%	3,166
		2020	23%	34%	43%	3,040
Race/Ethnicity	Asian Students	2019	24%	36%	39%	376
		2020	21%	36%	43%	401
	Black Students	2019	16%	39%	45%	1,641
		2020	18%	36%	46%	1,610
	Hispanic Students	2019	11%	31%	58%	2,322
		2020	10%	25%	66%	2,212
	White Students	2019	37%	44%	19%	2,048
		2020	38%	40%	22%	1,919
	Other Race/Ethnic	2019	32%	45%	24%	259
		2020	32%	41%	27%	248
Special Populations	Students with Disabilities	2019	5%	17%	78%	672
		2020	4%	18%	77%	605
	English Learners	2019	5%	28%	67%	2,647
		2020	5%	23%	73%	2,510
	TAG students	2019	63%	34%	3%	955
		2020	72%	24%	4%	741
	Economically Disadvantaged	2019	11%	33%	56%	3,752
		2020	11%	30%	59%	3,513
Elementary	Total	2019	22%	38%	40%	6,646
		2020	22%	33%	45%	6,390

Note: About 1% of records had no recorded reading level for Q1 (n=53 in 2019-20; n=84 in 2020).

TABLE 6
Alexandria City Public Schools
Q1 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 +/-
		2019-20 % (n)	2020-21 % (n)	
Gender	Male	5% (171)	9% (321)	+4
	Female	3% (106)	6% (191)	+3
Race/Ethnicity	Asian	TS (<10)	8% (33)	+8
	Black	6% (98)	9% (148)	+3
	Hispanic	6% (147)	12% (270)	+6
	White	1% (24)	3% (54)	+2
	Other Race/Ethnic	TS (<10)	4% (10)	+4
Special Populations	Students with Disabilities	17% (118)	22% (137)	+5
	English Learners	7% (193)	14% (351)	+7
	TAG	TS (<10)	TS (<10)	--
	Economically Disadvantaged	6% (224)	11% (390)	+5
Grades 1-5	Division Total	4% (275)	8% (510)	+4

TS=too small (n<10)

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

		Meets %	Progressing %	Beginning %	Not Demonstrating %
Social & Emotional Development	2019-20	20%	51%	29%	1%
	2020-21	9%	52%	37%	2%
	% pt. Δ +/-	-11	+1	+8	+1
Work Habits	2019-20	17%	51%	31%	1%
	2020-21	7%	51%	39%	4%
	% pt. Δ +/-	-10	0	+8	+3
Total n=1,469 n=1,262	2019-20	18%	51%	30%	1%
	2020-21	8%	52%	38%	3%
	% pt. Δ +/-	-10	+1	+8	+2

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