ECEW Indicator Data:
Baseline and 2017-2018 Data

November 2018

Department of Accountability

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ALEXANDRIA CITY PUBLIC SCHOOLS

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DEPARTMENT OF ACCOUNTABILITY

ALEXANDRIA CITY PUBLIC SCHOOLS

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BACKGROUND:
The Early Care and Education Workgroup (ECEW) developed a set of indicators to establish key data for future monitoring of initiatives put in place by the group on driving better outcomes for children across the City of Alexandria. Baseline data were reported in November of 2017 and are repeated here. Several of the identified data indicators fell under the domain of Alexandria City Public Schools. These indicators included: percent of ACPS kindergarten students with prior pre-kindergarten experience, percent of kindergarten students identified as overweight/obese based on BMI data, performance on the kindergarten PALS assessment, performance on the kindergarten VKRP assessment, performance on the grade 3 Reading SOL, and performance on the grade 3 Math SOL. These data are reported for the 2017-2018 and 2016-2017 school years below. All data included have been previously publicly reported by ACPS with the exception of this year's pre-K experience, which will be publicly reported in the coming months as part of the ACPS 2020 scorecard, and the VKRP data.

Percentage ACPS Kindergarten Students with Pre-Kindergarten Experiences

Data for this indicator are based on the ACPS Kindergarten Registration Form where parents indicate whether or not their child engaged in a pre-kindergarten experience prior to enrolling within ACPS. Data are reported within the year prior to the child entering ACPS kindergarten. For example, the percentage of students with pre-kindergarten experiences listed under school year 2017-2018 is based upon the 2018-2019 ACPS kindergarten class.
SY 2017-2018 = 81%
SY 2016-2017 = 77%

Percentage ACPS Kindergarten Students Identified as Overweight/Obese

This year's data were previously reported via the *Kindergarten BMI Surveillance Report, 2017-2018*. For **school year 2017-2018**, **29.5% of ACPS kindergarteners** fell within the **overweight or obese** categories as defined by the Centers for Disease Control and Prevention (CDC).
The prior year's data were previously reported via the *Kindergarten BMI Surveillance Report, 2014-2016*. Data reported were for kindergarten students enrolled within ACPS during the **2016-2017 school year**. Ultimately, **32.5% of ACPS kindergartners** fell within the **overweight or obese** categories as defined by the CDC during the **2016-2017 school year**.

PALS Kindergarten Student Performance

The Phonological Awareness Literacy Screening (PALS) is a diagnostic assessment tool first developed in Virginia in the 1990s and now used widely in the United States to measure the attainment of fundamental literacy skills and to diagnose skills that need improvement. The PALS is administered to all students in ACPS at the kindergarten, first and second grade levels in the fall and again in the spring. Below are results for previously publicly reported data via the *Assessment Update: 2017-2018 Preliminary Results* report. Data include results for ACPS kindergarten students for the 2017-2018 school year for both the fall and spring administrations by subgroup.

Percentage of Kindergarten Students that Met PALS Benchmark by Subgroup: 2017-18

Administration	Subgroups								All Students
					Gender		Special		
	Asian	Black	Hispanic	White	Female	Male	Education	EL	
Fall 2017	64%	85%	58%	90%	81%	76%	77%	52%	78%
#	70	322	239	457	565	586	77	181	1151
Spring 2018	84%	85%	74%	93%	90%	81%	70%	70%	85%
#	85	315	300	474	620	614	69	257	1234

Below are results for ACPS kindergarten students for the 2016-2017 school year for both the fall and spring administrations by subgroup. These data were previously publicly reported via the *Assessment Update: 2016-2017 Preliminary Results* report.

Percentage of Kindergarten Students that Met PALS Benchmark by Subgroup: 2016-17

Administration	Subgroups								All Students
					Gender		Special		
	Asian	Black	Hispanic	White	Female	Male	Education	EL	
Fall 2016	82%	85%	58%	91%	81%	75%	72%	52%	78%
#	50	320	283	413	546	584	68	183	1130
Spring 2017	73%	88%	72%	92%	87%	79%	64%	65%	83%
#	46	330	356	422	593	620	60	254	1213

Virginia Kindergarten Readiness Program (VKRP) Performance

The VKRP is an initiative led by UVA's Curry School of Education and expands the assessment of children at kindergarten entry to include the school readiness domains of math, social skills, and self-regulation. The math assessment tool is a one-on-one administered assessment designed to measure a broad range of mathematical content including: number operations, recognizing shapes, spatial sense, and patterns. The *Child Behavior Rating Scale* (CBRS) is a short rating scale completed by the teacher measuring each student's approach to learning, self-regulation, and social-emotional development. These assessments are combined with the already administered PALS literacy results to produce a more comprehensive view of the whole child. In the fall of 2017, **71%** of **ACPS kindergarten students met the mathematics benchmarks**; **83%** met the **social skills** benchmark; and **86%** met the **self-regulation** benchmark. In the fall of 2016, **76%** of **ACPS kindergarten students reached the mathematics benchmark** while **79%** reached the **social skills** benchmark and **84%** reached the **self-regulation** benchmark.

Performance on Grade 3 Reading and Math SOL by Subgroup

Please reference the tables listed below from the Virginia Department of Education (VDOE) School Quality Profile for ACPS. The 2018 report was downloaded from the VDOE website on October 30, 2018. The 2017 report was downloaded from the VDOE website on November 6, 2017. Please note that this year's federal pass rate calculation differed in important ways under the *Every Student*

Succeeds Act (ESSA). As a result, there is not a direct comparison between pass rates across the two years. **ACPS recommends considering the 2018 results as a new baseline year as these data will continue to be calculated in the same manner for the foreseeable future.**

ACPS SOL Grade 3 Reading Pass Rates 2018

Student Subgroup	Pass Rate
All Students	61%
Asian	62%
Black	55%
Hispanic	43%
White	85%
Students with Disabilities	29%
Economically Disadvantaged	45%
English Learners	45%

ACPS SOL Grade 3 Reading Pass Rates 2017

Student Subgroup	Pass Rate
All Students	70%
Asian	71%
Black	60%
Hispanic	62%
White	88%
Students with Disabilities	43%
Economically Disadvantaged	61%
English Learners	65%

ACPS SOL Grade 3 Math Pass Rates 2018

Student Subgroup	Pass Rate
All Students	60%
Asian	63%
Black	54%
Hispanic	43%
White	82%
Students with Disabilities	26%
Economically Disadvantaged	45%
English Learners	47%

ACPS SOL Grade 3 Math Pass Rates 2017

Student Subgroup	Pass Rate
All Students	67%
Asian	69%
Black	62%
Hispanic	52%
White	87%
Students with Disabilities	30%
Economically Disadvantaged	55%
English Learners	57%