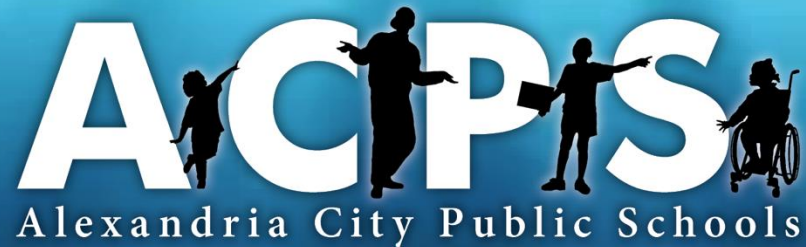


Assessment Update 2017-2018 & Next Steps



**School Board Meeting
September 13, 2018**



Every Student Succeeds

Assessment Update: 2017-2018 Preliminary Results



Presented by:
Clinton Page
Chief Accountability Officer

Essential Questions

- What is Virginia's **new state accountability system**?
- How did **ACPS perform in 2017-2018** according to Virginia's state accountability system?
- How did ACPS perform in 2017-2018 when investigating **student subgroup results**?
- Given the results, what are **next steps for 2018-2019**?

As a Reminder...

Fall 2018

- ***Transition Year***
- Schools may be Accredited under the new or old system, whichever is more beneficial to the school.

Fall 2019

- ***Full Implementation***
- All schools will be accredited on the new VDOE accountability system

Virginia's New Accreditation System: Overview of Indicators

ALL SCHOOLS

- Overall proficiency and growth in **English** reading/writing achievement
- Overall proficiency and growth in **mathematics**
- Overall proficiency in **science**
- English and mathematics **achievement gaps** among student groups
- **Chronic Absenteeism**

High Schools ONLY

- Graduation and Completion Index
- Dropout rate
- College, career and civic readiness (effective 2021-2022)

Application of Performance Levels to Overall School Rating

Accredited

- When each school quality indicator is in the Level I (**Green**) range or Level II (**Yellow**) range.

Accredited with Conditions

- When a school has any school quality indicator in the Level III (**Red**) range.

Accreditation Denied

- When a school or school division fails to implement school division or school corrective action plans according to planned timelines, or has taken no action on identified strategies and interventions, the school is reviewed for potential designation by the board as “Accreditation Denied.”
- The Board shall deny accreditation for any school that continues to demonstrate Level Three (**Red**) performance levels in any school quality indicator due to a failure to implement actions prescribed in a corrective action plan.

State Accreditation Results

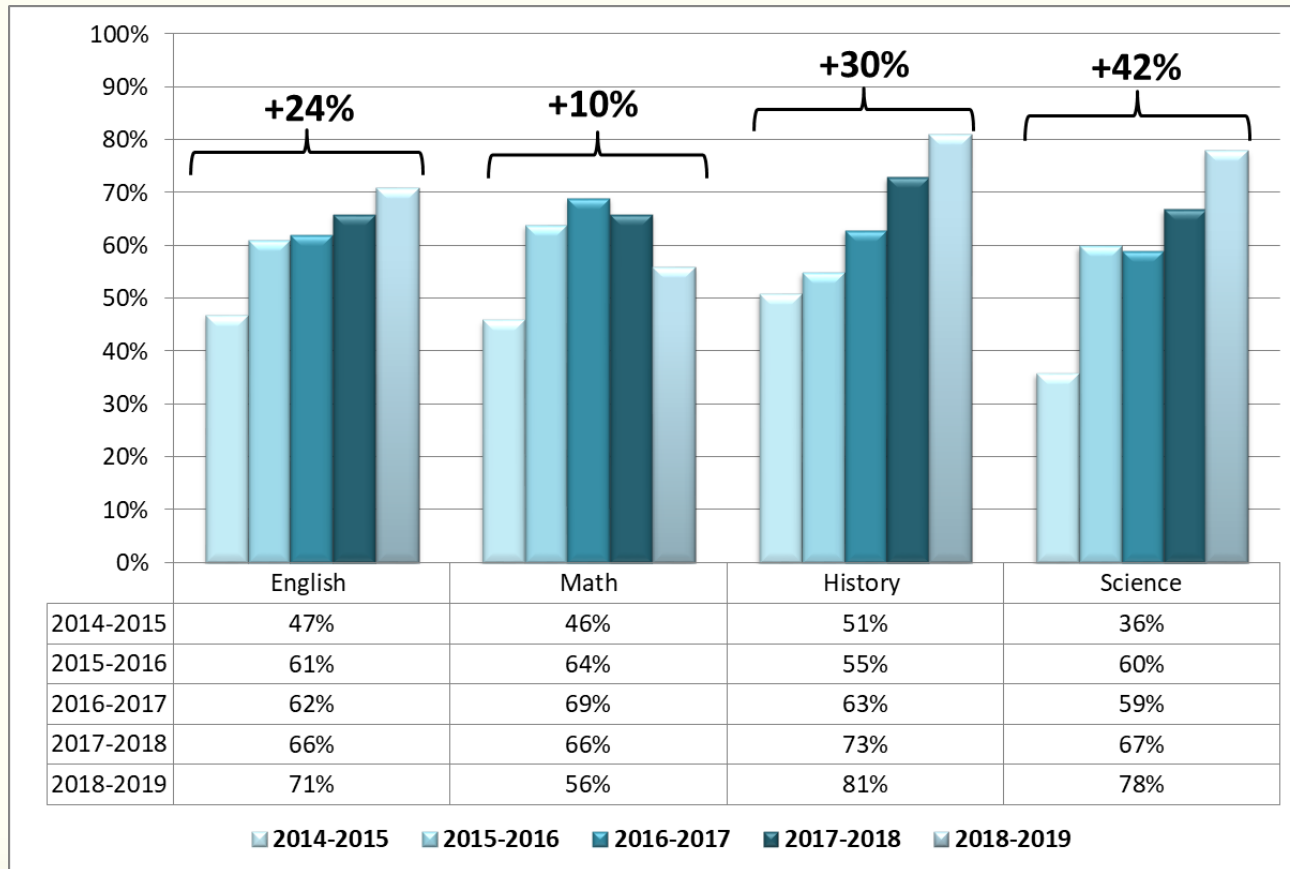
- **Fourteen of 16 ACPS schools are Fully Accredited** for the 2018-2019 school year.
- This is an **increase of two schools** (William Ramsay & Francis C. Hammond) compared to last year.
 - John Adams*
 - Charles Barrett*
 - Cora Kelly*
 - Lyles-Crouch*
 - Douglas MacArthur
 - George Mason*
 - Matthew Maury
 - Mount Vernon
 - James K. Polk*
 - William Ramsay*
 - Samuel Tucker*
 - Patrick Henry*
 - Francis C. Hammond*
 - George Washington

- *These schools met Accreditation within the new VDOE system.

State Accreditation Results

- T. C. Williams is anticipated to be **Accredited with Conditions** for being below state benchmarks in Math overall and subgroup performance, Graduation Completion Index, and Dropout Rate.
- Jefferson-Houston is anticipated to be **Accredited with Conditions** moving out of Accreditation Denied status.
 - Achievement levels for Black and Students with Disabilities subgroups in the area of Math fell below state benchmarks.
 - The school met or surpassed all other state benchmarks including English overall and subgroup performance, Science, and Chronic Absenteeism all student benchmarks.

State Accreditation Historical Results: Jefferson-Houston



State Accreditation Moving Forward

- While Fully Accredited under the old system:
 - Douglas MacArthur, Matthew Maury, Mount Vernon, and George Washington Middle School all fell under *Accredited with Conditions* within the new Accreditation system.
 - All of these schools fell below state benchmarks in multiple Math subgroup performance areas (see Table below).

Accreditation Math Subgroup Performance SY 17-18

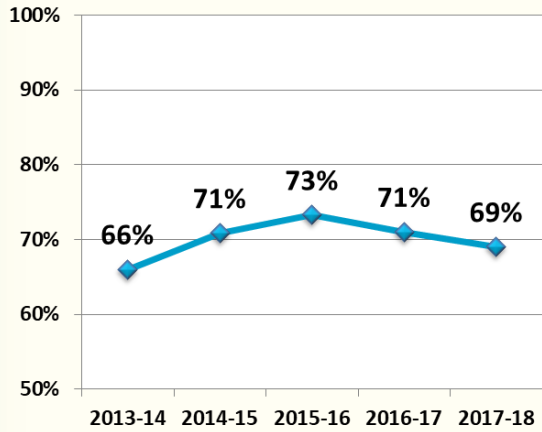
School	Performance Level	Asian	Black	Hispanic	White	Economically Disadvantaged	English Learners	Students with Disabilities
Douglas MacArthur	Level Three	100%	44%	83%	94%	62%	85%	53%
Matthew Maury	Level Three	100%	65%	73%	95%	63%	82%	39%
Mount Vernon	Level Three	100%	26%	74%	88%	71%	76%	47%
George Washington	Level Three	96%	57%	63%	93%	58%	62%	47%

Division Level SOL Results*



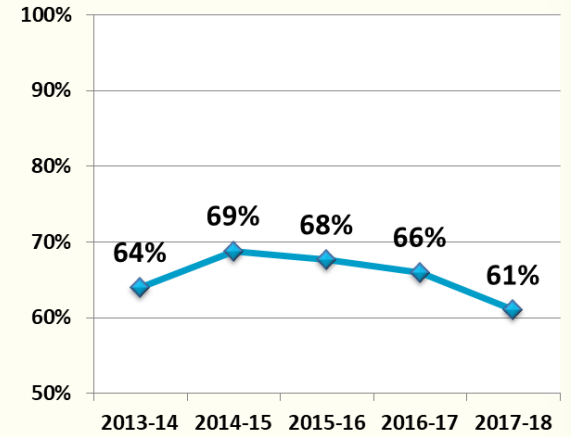
**All data that follow are overall division-level results using the state reported federal adjustment criteria.*

Reading

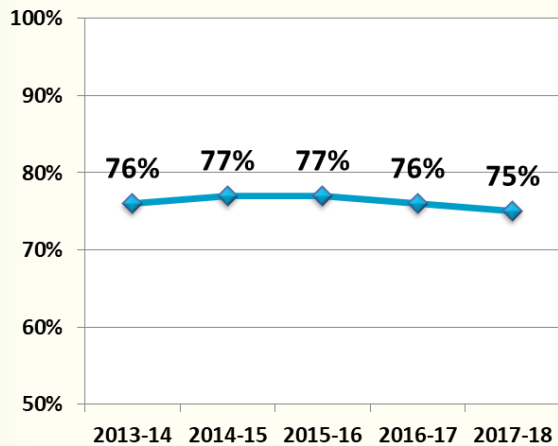


5-Year Perspective

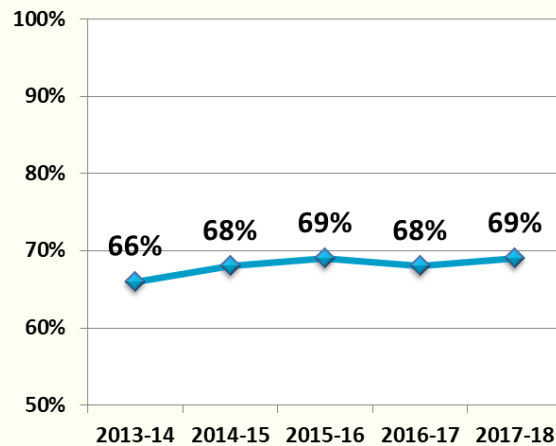
Mathematics



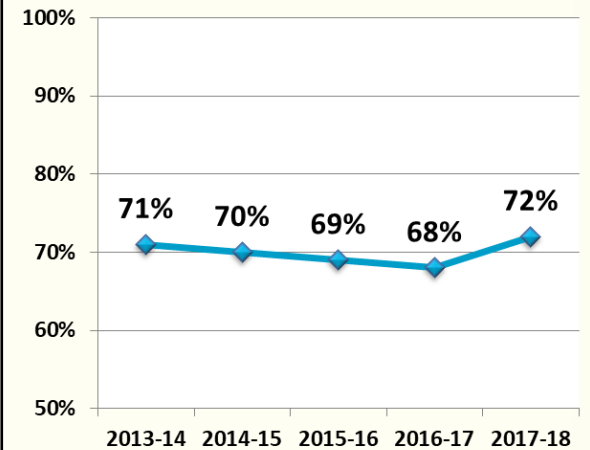
History & Social Sciences



Science



Writing



SOL Performance by Level

- *Last year* focused on High school results which showed decline across Reading , Math, Science, and Writing.

Subject	Elementary		Middle School		High School	
	16-17	17-18	16-17	17-18	16-17	17-18
Reading	73%	67%	70%	68%	69%	76%
Math	69%	63%	70%	65%	54%	52%
History	80%	77%	79%	82%	74%	73%
Science	69%	72%	65%	68%	69%	68%
Writing	NA		65%	68%	71%	76%

- *This year* federal accountability results showed the greatest increases in Reading and Writing at the High School level.
- Areas of largest decline were seen in Elementary School Reading (-6), and Elementary (-6) and Middle School (-5) Math.

Subgroup Performance Summary

Compared to ACPS Previous Year Performance

- ***One third*** (13/40) of ***subgroups*** across content areas had performance ***increases compared to last year***. Most of the improvements for subgroups fell in Science (7) and Writing (5).
- ***Math and Reading*** saw the ***greatest rates of decline by subgroup*** with declining performance in 94% (15/16) of comparisons to previous year's achievement.

Compared to Virginia Subgroup Performance

- Compared to Virginia subgroup results only ***ACPS White (all content areas) and Black (Reading, Writing, History)*** student subgroups ***equal or outperform their state counterparts***.
- The ***greatest gaps*** to Virginia subgroup performance emerge for ***Hispanic, Students with Disabilities, and English Learners***.

In Summary...

- **Key Takeaways**

- More schools Fully Accredited this year than in the past seven years.
- Writing results showed improvements across subgroups.
- Math results showed decline across subgroups.

- **Division Areas of Focus**

- Math across all levels and subgroups.
- Elementary Reading as a foundational skill.
- Reverse subgroup performance in areas with largest gaps (Hispanic, SWD & EL) to state counterparts.

Accountability for Consistent and Effective Implementation = Enhanced Student Achievement

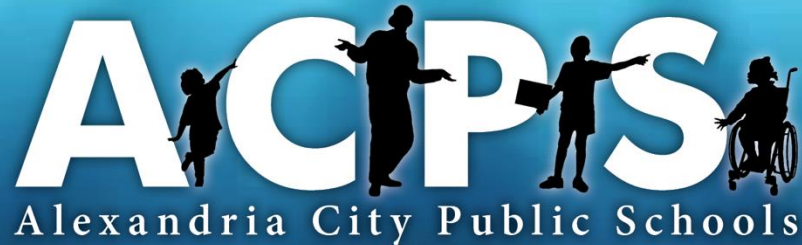


School Board Meeting

Terri H. Mozingo, Ed.D., Chief Academic Officer

Department of Curriculum and Instruction

September 13, 2018



Every Student Succeeds

Essential Questions

1. What **lessons** have we learned about improving fidelity of implementation to ensure accountability for student achievement?
2. How are we enhancing **continuing priorities** for accelerating student achievement?
3. What are the **essential actions** to promote improvements in achievement in reading and mathematics?
4. How will we ensure **consistency and effectiveness** when monitoring programs and practices?

Lessons Learned About Improving Student Achievement

Continue

To Communicate Consistent and Aligned Goals

Ensure

Consistent Implementation of the Curriculum

Analyze

Data to Identify Opportunities for Improvement

Replicate

Best Educational Practices

Organize

Cross-Functional Teams to Collaborate and Solve Problems

Utilize

Fidelity Checks to Monitor Implementation

Our Continuing Priorities for 2018-2019

ACPS 2020 Strategic Plan: Every Student Succeeds

Mission

Vision

Goals

Objectives

Targets

Goal 1: Academic Excellence and Educational Equity

Top Three Priorities for Curriculum and Instruction

Academic Achievement and the Opportunity Gap



Equitable Resources and Materials to Schools



Professional Learning Opportunities



ACPS School and Department Improvement Plans

Academic Achievement and the Opportunity Gap

- School and Department Improvement Planning Process **Enhanced**
- Quarterly Collaborative Meetings with School Leaders **New**
- Cross-Functional Teaming **New**
- Implementation of Specialized Instruction Evaluation Recommendations **New**
- Multi-Tiered System of Support (MTSS) **Enhanced**
 - School-Based Contacts
- Canvas Instructional Management System **Enhanced**
- Analysis of Individual Student Progress



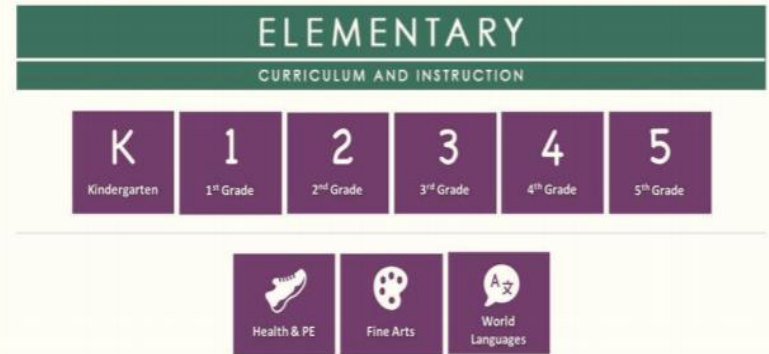
Canvas Curriculum Platform



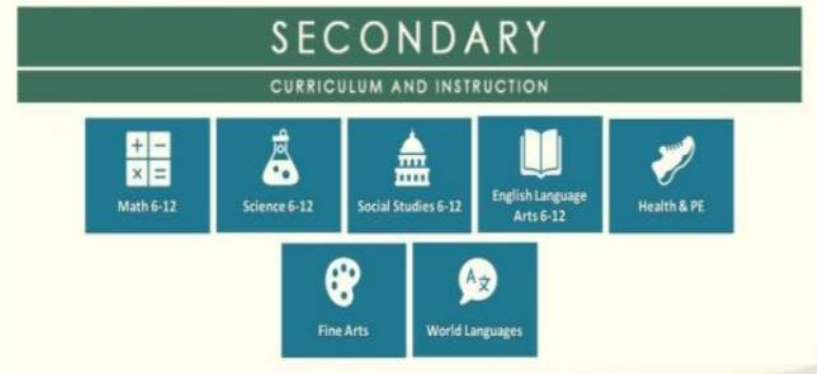
Welcome to ACPS Curriculum and Instruction! Use the buttons below to find curriculum guides and resources to support teaching and learning. Please note that Canvas curriculum content is in ongoing development. If you click on a button and an "Unauthorized" message appears, it means that particular area of Canvas is not yet available. We appreciate your patience as we continue to develop Canvas.



Elementary Curriculum



Secondary Curriculum



Canvas Course Structure

2018-2019 Sequence and Pacing

Please note: SOL VS.1 includes social studies skills that will be revisited throughout the year. Per the [VDOE Implementation Schedule](#), all SOL assessments for 2017-2018 will be based on the 2008 History and Social Science Standards of Learning and Curriculum Framework.

Quarter and Units	Standards	Time Frame	Target End Date
Quarter 1			
Unit 1: Virginia Geography	VS.1: VS.2a-c; VS.10b	3 Weeks	09/21/18 Tucker: 08/24/18
Unit 2: Virginia Indians and Their Environment	VS.1: VS.2d; e, f, g	2 Weeks	10/05/18 Tucker: 09/07/18
Unit 3: Settling the Virginia Colony	VS.1: VS.3a-g	4-5 Weeks (finish in Q2)	11/09/18 Tucker: 10/12/18
Quarter 2			
Unit 4: Life in Colonial Virginia	VS.1: VS.4a-e	3-4 Weeks	12/14/18 Tucker: 11/30/18
Unit 5: Revolutionary Virginia	VS.1: VS.5a-d	4-5 Weeks	01/31/19 Tucker: 01/10/19
Quarter 3			
Unit 6: Establishing the American Nation	VS.1: VS.6a-c; VS.10a	2-3 Weeks	03/01/19 Tucker: 02/01/19
Unit 7: The Civil War	VS.1: VS.7a-c	3-4 Weeks	03/29/19 Tucker: 03/01/19
Unit 8: Reconstruction, Jim Crow, and Civil Rights	VS.1: VS.8a-b; VS.9c-d	2-3 Weeks (finish in Q4)	04/26/19 Tucker: 03/29/19
Quarter 4			
Unit 9: 20th Century Virginia and Beyond	VS.1: VS.9a-b; VS.10c	3-4 Weeks	05/17/19
Review and Optional Culminating Projects	All Standards	2-4 Weeks	6/14/19

Reading: Q1, U1 Outcomes and Assessment Ideas

Unit 1: The Heart of the Story

Unit Outcomes & Assessment Ideas
Instructional Planning & Resources



Unit Overview

In this unit, students will express opinions, predictions and connections using supportive evidence. Students will read texts and interpret how authors develop characters in their stories. The interactive read-aloud text is *Tiger Rising*.

Big Idea: Authors intentionally use characters as the core way to develop their stories.

Unit Outcomes

Essential Questions

1. How can I communicate my ideas effectively to others in writing and speaking?
2. How can I determine an author's intent?
3. How can I express my ideas, emotions, and points of view?

Key Unit Vocabulary

sensory words, fictional text, narrative text, personal narrative, problem and solution, author's purpose, interpret, inferences, compare/contrast

[Tier II](#) e vocabulary from selected readings.

2017 Standards of Learning


4.1 The student will use effective oral communication skills in a variety of settings.

- c) Orally summarize information expressing ideas clearly.
- d) Ask specific questions to gather ideas and opinions from others.
- e) Use evidence to support opinions and conclusions.
- f) Connect comments to the remarks of others.

Reading: Q1, U1 Instructional Planning and Resources

Unit 1: Heart of the Story

Unit Outcomes & Assessment Ideas
Instructional Planning & Resources



Beginning of the Year Literacy Provisioning

Resources

Resources	Description
Preparing Classroom Library Environment e	Recommendations for the physical arrangement of the room
Building a Robust and Culturally-Relevant Classroom Library e	Recommendations for the Grade-4 Classroom Library
Expectations for out-of-class reading expectations e	Recommendations for Out-of-Class Reading Expectations and Assignments
Sample Class Norms e	Sample norms for classroom discussions

Unit Sequence

Find information [here](#) e on the purpose and components of Reading Focus Lessons/Mini-lessons. There should be separate Focus Lesson each day in a given unit. Reference Reading Mini-lesson [Professional Development Resources](#) e for more information.

Resources

Lesson Planning Resources	Description
Teaching Point Calendar For Heart of the Story e	Rely Grade-4 Teaching Point Calendar (RLxS) for Interpreting Characters: The Heart of the Story (RLAS Book 1)

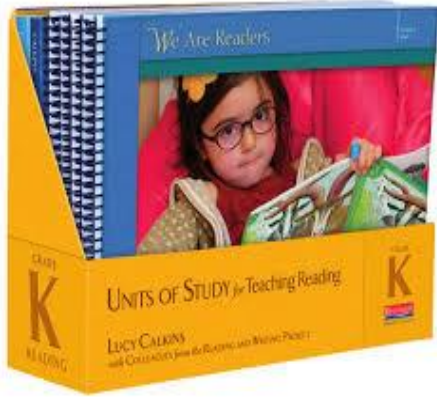
Equitable Resources and Materials to Schools

- Textbook Inventory Management System
- *Classrooms Ready* Instructional Materials Inventory **New**
- K-12 Reading, Writing, and Grammar Resources **New**
- Canvas Instructional Management System **Enhanced**





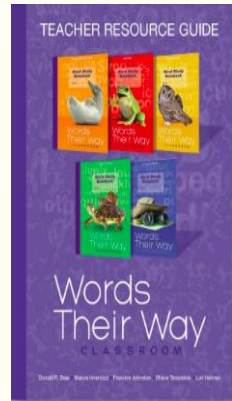
K-5 Literacy Resources and Materials



TCRWP Units of Study for Teaching Reading kits for focus lessons and Interactive Read Alouds



Fountas and Pinnell Classroom Shared Reading Collection, Guided Reading Collection and Book Club Collection



Words Their Way Classroom Word Study/Phonics Program



Additional robust and diverse classroom library books: Mackin and TCRWP Bookshelves



6-8 Literacy Resources and Materials

College Board SpringBoard Close Reading and Writing with Grammar Workshops

Read 180 Universal- Small Group Instruction, Station Rotations, Blended Learning Instruction

Guided Practice

ACTIVITY 1 Study Exemplar Text
Create meaning

ACTIVITY 2 Class-Constructed Writing
Practice Create text

ACTIVITY 3 Collaborate Construction
Plan and write in groups


ACTIVITY 4 Independent Work
Use all that is learned and practiced in Activities 1-3

Independent Writing





K-12 Mathematics Resources and Materials


Curriculum

- Curriculum Materials in Canvas 
 - Real-World Experiences
 - Cooperative Learning Activities
 - Inquiry-Based Lessons Using Manipulatives

Instruction

- Implementation and Assessment of 2016 Math Standards 
- Vertical and Horizontal Math Talks 
- Developing Resources for:
 - Problem Solving
 - Visual Representations
 - Data Analysis
 - Manipulatives

Monitoring



- Training for Administrators on Providing Effective Lesson Plan and Assessment Feedback (6-12)
- Walk-Throughs with Administrators and Instructional Coaches 
- PLC Support Focused on Analyzing Student Work (K-5)
- Benchmark Analysis

Professional Development



- Teacher Leader Cohort
- Monthly Coaches Meetings 
- Professional Learning Community (PLC) – School Based Support

Professional Learning Opportunities


Teacher Development Opportunities

- New Teacher Orientation and Onboarding  Enhanced
- Division-Wide Professional Learning Days
- Mentoring and Induction Support for New Teachers
- Customized Opportunities for Collaboration (Unconference)  New

Professional Growth Opportunities

- Tuition Assistance for Professional Growth
- Leadership Development Plan
- Professional Learning Communities (PLCs)
- Responsive Teaching: Differentiated Instruction  Enhanced
- Instructional Coaching
- Implement the Statewide Online IEP System (VaIEP)  New

Data Outcomes

- Professional Learning Management System (PLMS)
- Standard Assessment Inventory (SAI)
- School-Based Instructional Rounds  New

Continuous Progress Monitoring

Review

School Improvement Plans (SIPs) and Department Plans

Enhanced

Hold

Quarterly Collaborative Meetings with the Superintendent, Principals, and Other Key Stakeholders

New

Meet

With Principals Regarding Plan for Students with Disabilities (SWDs) and English Learner (EL) Students

Enhanced

Refine

Process for Monitoring Individual Student Progress Through Cross-Functional Teams

New

Conduct

Walk-Throughs with the Executive Directors, Select Staff, and Debrief with Principals

Enhanced

Sustain

Disaggregated Data Analysis of All Division-Level Progress-Monitoring Tools

Questions and Discussion

