Assessment Update 2017-2018 & Next Steps

School Board Meeting
September 13, 2018

ACPS
Alexandria City Public Schools
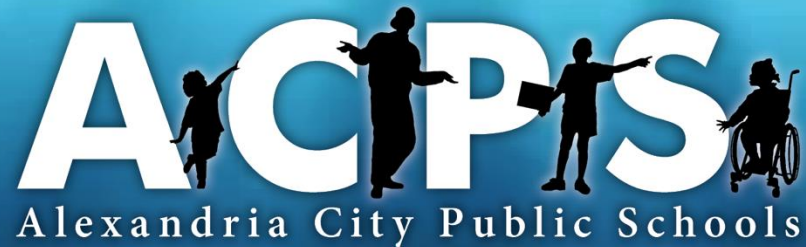
Every Student Succeeds

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**?

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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.

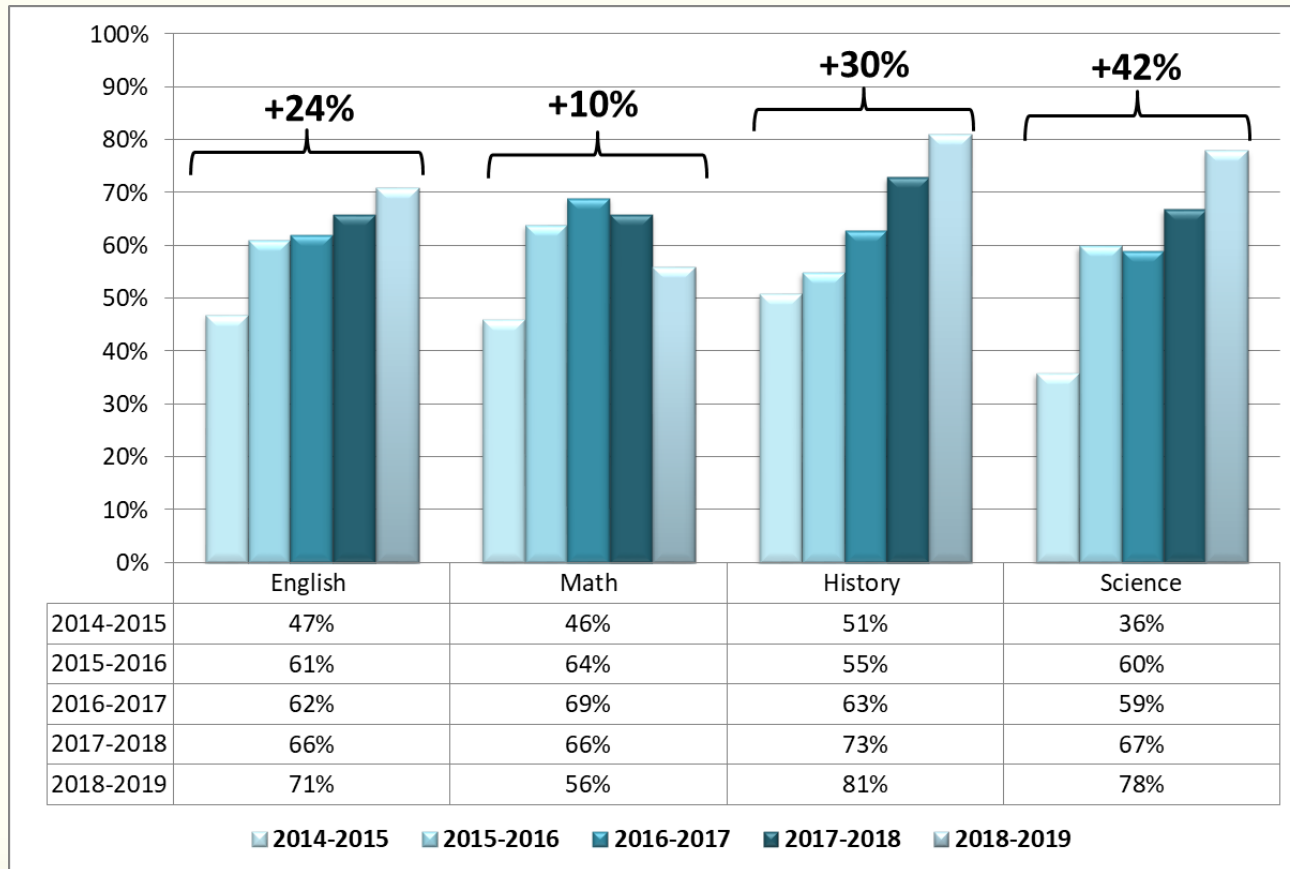Alexandria City Public Schools

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*	- Mount Vernon
- Charles Barrett*	- James K. Polk*
- Cora Kelly*	- William Ramsay*
- Lyles-Crouch*	- Samuel Tucker*
- Douglas MacArthur	- Patrick Henry*
- George Mason*	- Francis C. Hammond*
- Matthew Maury	- George Washington

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

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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

	English	Math	History	Science
2014-2015	47%	46%	51%	36%
2015-2016	61%	64%	55%	60%
2016-2017	62%	69%	63%	59%
2017-2018	66%	66%	73%	67%
2018-2019	71%	56%	81%	78%

Chart annotations: English +24%, Math +10%, History +30%, Science +42%

Legend: 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019

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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.

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Reading

Year	Value
2013-14	66%
2014-15	71%
2015-16	73%
2016-17	71%
2017-18	69%
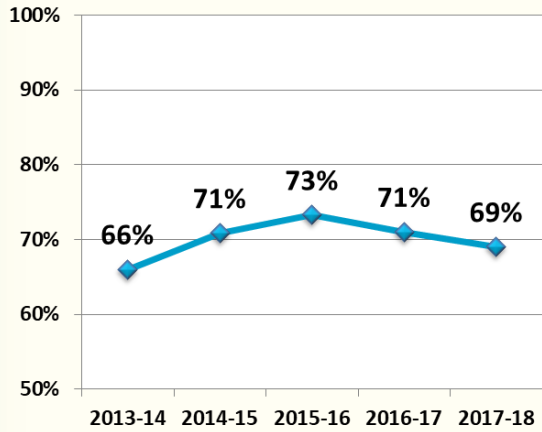
5-Year Perspective

Mathematics

Year	Value
2013-14	64%
2014-15	69%
2015-16	68%
2016-17	66%
2017-18	61%
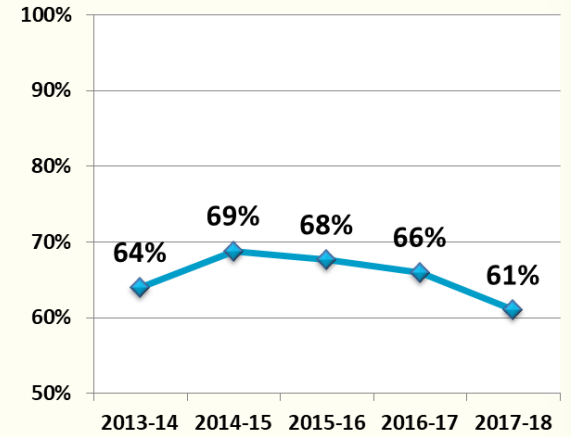
History & Social Sciences

Year	Value
2013-14	76%
2014-15	77%
2015-16	77%
2016-17	76%
2017-18	75%

Science

Year	Value
2013-14	66%
2014-15	68%
2015-16	69%
2016-17	68%
2017-18	69%

Writing

Year	Value
2013-14	71%
2014-15	70%
2015-16	69%
2016-17	68%
2017-18	72%

12
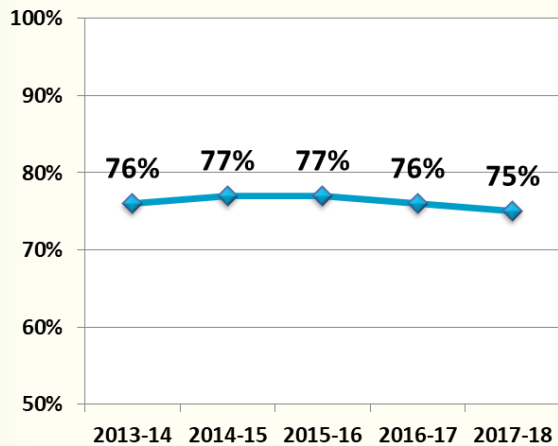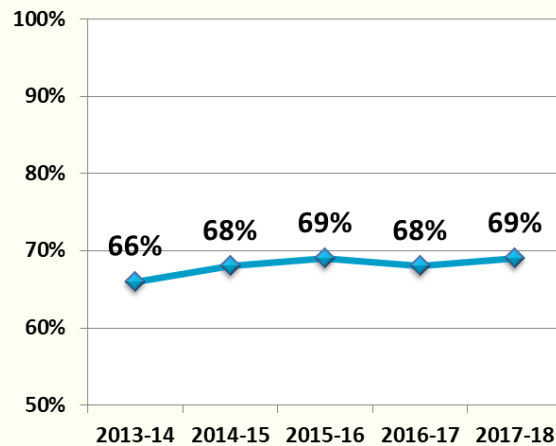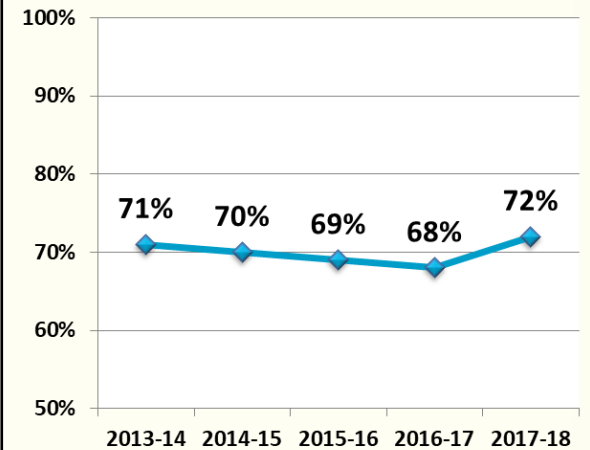
SOL Performance by Level

- ***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
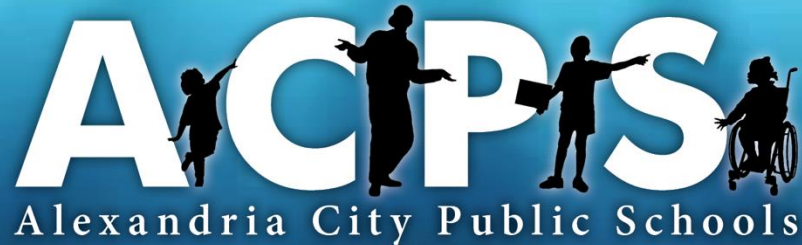
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Essential Questions

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

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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
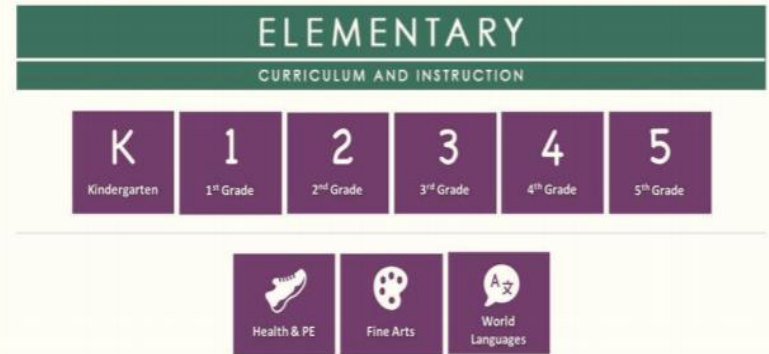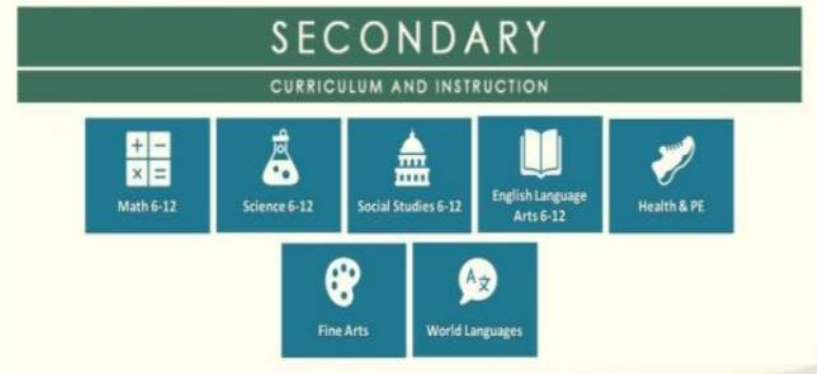
Canvas Course Structure

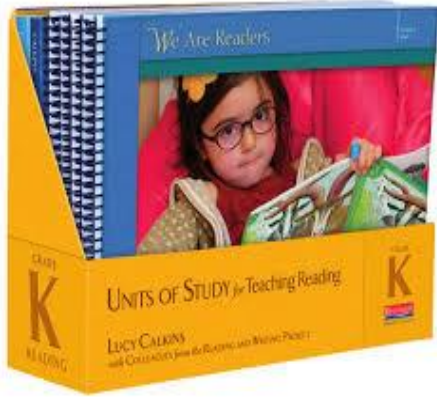# Equitable Resources and Materials to Schools

- **Textbook Inventory Management System**

- ***Classrooms Ready* Instructional** **New** **Materials Inventory**

- **K-12 Reading, Writing, and Grammar Resources** **New**

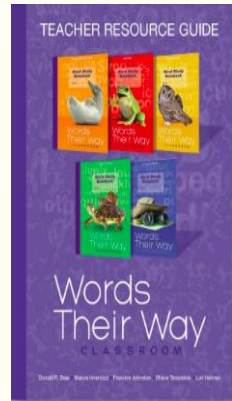- **Canvas Instructional Management System** **Enhanced**

K-5 Literacy Resources and Materials

New

Fountas and Pinnell Classroom Shared Reading Collection, Guided Reading Collection and B*ook Club Collection*

T*CRWP Units of Study for Teaching Reading* **kits for focus lessons and Interactive Read Alouds**

***Words Their Way Classroom* Word Study/Phonics Program**

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

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6-8 Literacy Resources and Materials

New

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

SpringBoard Close Reading Workshop — Grade 8

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K-12 Mathematics Resources and Materials

Curriculum

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

Instruction

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

Monitoring

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

Professional Development

- Teacher Leader Cohort
- Monthly Coaches Meetings **Enhanced**
- 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

Superintendent
Dr. Gregory C. Hutchings, Jr.

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