

Date: October 26, 2017

For ACTION _____
For INFORMATION X

Board Agenda: Yes X
No _____

FROM: Clinton Page, Chief Accountability Officer
Terri Mazingo, Ed.D., Chief Academic Officer

THROUGH: Lois Berlin, Ed.D., Interim Superintendent of Schools

TO: The Honorable Ramee Gentry, Chair, and Members of the Alexandria City School Board

TOPIC: Performance Update to ACPS 2020 - Goal 1: Academic Excellence and Educational Equity

BACKGROUND:

The Code of Virginia § 22.1-253.13:6 provides that each local school board shall adopt a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan is to be developed with staff and community involvement and is to include, or be consistent with, all other division-wide plans required by state and federal laws and regulations. Each local school board is to review the plan biennially and adopt any necessary revisions. ACPS Board policy, AF - Comprehensive Plan, implements the Code of Virginia's requirement.

The Board adopted the 'ACPS 2020' strategic goals and objectives on June 11, 2015. A Scorecard was developed establishing Key Performance Indicators (KPIs) for each strategic plan objective. These KPIs are aimed to inform division performance in the specific objective area on an annual basis and ultimately, if ACPS reaches the goal established for school year 2020. On May 20, 2016, the Board was provided with an update to the ACPS 2020 Scorecard, along with documented methodologies regarding how targets were selected.

Reported KPI outcomes for the 2015-16 school year were presented to the Board by goal area from October 2016 through February 2017. After the first year of reporting, an in-depth review was conducted to ensure that KPIs and targets are appropriate in informing stakeholders on division progress. KPI revisions were presented to the Board on April 27, 2017.

The attached document includes Goal 1 results for the 2016-2017 school year and the ultimate targets for 2020 ("ACPS 2020 Goal 1 Scorecard").

RESULTS:

Forty-three percent of all ACPS 2020 Goal 1 targets were met (32/75) for the 2016-2017 school year. Performance on another five indicators improved by more than two percentage points when compared to the previous year but fell shy of the target. Out of the 38 targets that were not met or performance improved upon, 23 remained relatively constant (+/- two percentage points) when compared to the previous year. Performance declined by more than two percentage points in 20% of indicators (15/75).

For one KPI (1.2.2 – SAT Performance), 2016-2017 served as the first year of data collection based upon T.C. Williams' transition from school-wide administration of the ACT to the SAT.

Targets Met and Areas of Improvement:

Forty-three percent (32/75) of all 2016-2017 Goal 1 targets were met. Targets were met across all objective areas and, in some cases, performance exceeded the set targets, such as participation in Algebra I by 8th grade, on-time graduation rate for students with disabilities, suspensions among Black male students, drop-out rates for students with disabilities, and school implementation of positive behavior intervention and support systems.

In five areas in which targets weren't met, progress was still evident as results improved by at least three percentage points when compared to the prior year. Examples include the elementary Reading SOL pass rate for Hispanic students and the on-time graduation rates among EL students.

Remaining Consistent:

Thirty-one percent (23/75) of the data points remained constant when compared to the 2015-2016 school year. Objectives with the largest number of metrics which remained constant included 1.1 Educational Excellence (8/15) and 1.2 Achievement Gaps (10/23) where many KPIs are linked to SOL performance.

Areas of Decline:

There were 15 out of 75 metrics (20%) in which performance declined, spanning across various Goal 1 objectives. Examples of areas of decline within major objective areas include:

- Objective 1.1 - primary literacy
- Objective 1.2 - reading and Math SOL performance at T.C.
- Objective 1.3 - TAG disproportionality at the elementary level for economically disadvantaged students; dropout rate for Hispanic students
- Objective 1.4 - the percentage of families and community members agreeing that each student is challenged and supported

NEXT STEPS:

1. Sustaining Growth Areas:

- Continue to design professional learning opportunities wherein teachers deepen their knowledge and understanding of the *Standards of Learning* (SOLs) (1.1.3, 1.1.6, 1.1.7, 1.2, 1.2.1)
- Align improvement efforts with *School Education Plans* (SEPs) (1.1.3, 1.1.5, 1.1.6, 1.1.7, 1.2)
- Provide professional development for principals and assistant principals focused on data-driven results and student interventions (1.1, 1.2, 1.3, 1.5.2)
- Develop lesson planning resources aligned with identified gap areas (1.5.1)
- Assign instructional specialists to provide school-based support (1.1, 1.2, 1.3, 1.5)
- Continue a cross-functional team approach (EL, SPED, TAG/Honors, curriculum) to address achievement gaps (1.1, 1.2, 1.5)
- Enhance the ACPS Mentor Program to improve teacher practice (1.1, 1.2)
- Expand professional development offerings for paraprofessionals (1.1, 1.2)

- Continue to focus on equitable discipline practices (1.3, 1.8, 1.11)

2. Pushing Growth in Areas Where the Division Was Constant:

- Assist schools in effectively implementing Multi-Tiered System of Support (MTSS) (1.1, 1.2, 1.3, 1.5)
- Monitor curriculum fidelity through instructional walk-throughs (1.1, 1.2, 1.3)
- Track the progress of students with disabilities on various reading and math interventions (1.1, 1.2, 1.3)
- Continue to support implementation of Co-teaching and Specially Designed Instruction (SDI) practices (1.1, 1.2, 1.3, 1.5)
- Tier schools to ensure that Instructional Specialists assist schools most in need of support and interventions (1.1, 1.2, 1.3)
- Continue to empower *teachers* to share lessons and instructional ideas for teachers to use (1.1, 1.2, 1.3)
- Support leaders and teachers in data analysis, interpretation, and planning (1.1, 1.2, 1.3)
- Have school leaders share best practices and success stories (1.1, 1.2, 1.3)
- Address TAG Evaluation Report recommendations (1.1, 1.2, 1.3)
- Increase the opportunities for parents/guardians to build positive learning environments through the use of Positive Behavioral Intervention and Support System (PBIS) and Restorative Practices (1.5, 1.9)

3. Reversing the Course of Areas of Decline:

- Train K-2 educators in phonemic awareness, phonological awareness, and comprehension (1.1.1, 1.1.2, 1.2)
- Reinforce reading and writing across all content areas (1.1.7A,E, 1.2)
- Provide training on the Teaching and Learning Framework (1.1, 1.2, 1.3, 1.5)
- Implement the Canvas Instructional Management System (1.1, 1.2, 1.3, 1.5)
- Support implementation of Professional Learning Communities (PLCs) (1.1, 1.2, 1.3, 1.5)
- Implement a Coaching Academy to impact student achievement (1.1, 1.2, 1.3, 1.5)
- Utilize data from new benchmark assessments to monitor student progress (1.1.3, 1.1.6, 1.1.7, 1.5)
- Assign Instructional Science Specialists to support identified schools (1.1, 1.2, 1.3)
- Train secondary math educators on effective lessons, instructional interventions, use of manipulatives, and word problems (1.1, 1.2, 1.3, 1.5)
- Provide professional development for English Learner educators (1.1, 1.2, 1.3, 1.5)

TARGETS SET & ADJUSTMENTS

1.2.2 – The 2016-2017 school year served as the baseline year for data collection on SAT performance. Prior to the redesign of the SAT, the College Board had set one SAT college readiness benchmark for the combined critical reading, mathematics, and writing score; however, with the redesign there are two new college and career readiness benchmarks specific to Math and Evidence-Based Reading and Writing. Given that the KPI was initially written to report average combined score and there is no combined benchmark from the College

Board due to the redesign, this KPI will be reviewed through the annual KPI revision process to ensure appropriateness. Upon revision, targets will be set for 2017-2018 through 2020.

RECOMMENDATION:

The Superintendent recommends that the School Board review the attached materials for possible planning, procedural, programmatic, and/or budgetary changes.

IMPACT:

KPIs and targets may warrant revisiting to validate their appropriateness in informing stakeholders on division progress.

- ATTACHMENTS:**
1. "ACPS 2020 Goal 1 Scorecard"
 2. "ACPS 2020 Goal 1 Performance Update"

CONTACT PERSON:

Clinton Page, Chief Accountability Officer
Terri Mozingo, Chief Academic Officer