ALEXANDRIA CITY PUBLIC SCHOOLS
DEPARTMENT OF ACCOUNTABILITY

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DATE:	11/06/2019
For ACTION:	_____
For INFORMATION:	__X__

FROM: Dr. Jennifer Whitson, Evaluation & Assessment Analyst

TO: Cynthia Skinner, Early Care and Education Project Manager

THROUGH: Clinton Page, Chief Accountability Officer
Dr. Gregory C. Hutchings, Jr., Superintendent of Schools

CC: Dr. Terri Mozingo, Chief Academic Officer

SUBJECT: EMBARGOED UNTIL NOVEMBER 22: Smart Beginnings Alexandria Early Childhood Indicator Data Reported by ACPS for December 1 Report

SUMMARY:

The Early Care and Education Workgroup (ECEW) developed a set of indicators to establish key data for future monitoring of the impact of the initiatives put in place by the group on driving better outcomes for children across the City of Alexandria. Baseline data were first reported in November of 2017 and have subsequently been reported annually. 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 2018-2019, 2017-2018 and 2016-2017 school years below.

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 2018-2019 is based upon the 2019-2020 ACPS kindergarten class.

Percentage of ACPS Kindergarten Students with Pre-Kindergarten Experiences

School Year	Percentage
2018-2019	76%
2017-2018	81%
2016-2017	77%

Percentage ACPS Kindergarten Students Identified as Overweight/Obese

Data for the 2018-2019 school year have not yet been released at the time of this update. Last year's data were previously reported via the *Kindergarten BMI Surveillance Report, 2017-2018*. The *Kindergarten BMI Surveillance Report, 2014-2016* was the source document for the prior year's data. Overweight or obese categories are defined by the Centers for Disease Control and Prevention (CDC).

Percentage of ACPS Kindergarten Students Identified as Overweight/Obese

School Year	Percentage
2016-17	N/A
2017-18	29.5%
2018-19	32.5%

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 2018-2019. Data include results for ACPS kindergarten students for the 2018-2019 school year for both the fall and spring administrations by subgroup.

Percentage of ACPS Kindergarten Students that Met PALS Benchmark by Subgroup: 2018-19

Administration		Subgroups				Gender		Special		All Students
		Asian	Black	Hispanic	White	Female	Male	Education	EL	
Fall 2018		82%	84%	63%	92%	82%	79%	71%	62%	80%
	#	81	277	301	488	580	627	74	235	1207
Spring 2019		89%	87%	76%	94%	88%	85%	63%	75%	86%
	#	79	262	344	481	584	638	62	270	1222

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 ACPS 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 ACPS 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. The percentage of students meeting benchmarks by domain for each of the last three years are provided below:

Percentage of Kindergarten Students that Met VKRP Benchmarks by Domain: 2016-2018

VKRP Domains	Fall 2016	Fall 2017	Fall 2018
Mathematics	76%	71%	73%
Social Skills	79%	83%	78%
Self-Regulation	84%	86%	83%

Performance on Grade 3 Reading and Math SOL by Subgroup

Please reference the tables on the following page from the Virginia Department of Education (VDOE) School Quality Profile for ACPS. The 2019 report was downloaded from the VDOE website on September 25, 2019. Please note that the 2018 federal pass rate calculation differed in important ways under the _Every Student Succeeds Act_ (ESSA) from the previous years. As a result, there is not a direct comparison between pass rates before and after 2018. **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.** Please also note that in 2019, VDOE changed the calculation of the English learner (EL) pass rate to exclude formerly EL students in order to meet federal requirements and retroactively changed the 2018 pass rate as noted below each table.

ACPS SOL Grade 3 Reading Pass Rates 2018-2019

Student Subgroup	2018	2019
All Students	61%	62%
Asian	62%	71%
Black	55%	55%
Hispanic	43%	45%
White	85%	83%
Students with Disabilities	29%	27%
Economically Disadvantaged	45%	47%
English Learners	35%*	37%

Note: VDOE originally publicly reported this pass rate as 45% because it included pass rates of former English learners in the calculation which was later determined to not meet ESSA federal requirements.

ACPS SOL Grade 3 Math Pass Rates 2018-2019

Student Subgroup	2018	2019
All Students	60%	71%
Asian	63%	85%
Black	54%	61%
Hispanic	43%	60%
White	82%	88%
Students with Disabilities	26%	31%
Economically Disadvantaged	45%	60%
English Learners	37%*	58%

Note: VDOE originally publicly reported this pass rate at 47% because it included pass rates of former English learners in the calculation which was later determined to not meet ESSA federal requirements.