

Memorandum

TO: Arlington School Board
FROM: English Language Arts Advisory Committee
DATE: February 4, 2015
SUBJECT: Non-Recommendation Year Report, 2014-2015

Background

The English Language Arts Advisory Committee studies all parts of the English Language Arts (ELAAC) Program: reading, writing, speaking, listening, and viewing. The committee focuses on how these components are taught throughout all grade levels, kindergarten through high school. Generally, the ELAAC meets on the first or second Wednesday each month from September through June. Our schedule for the remainder of the 2014-15 academic year is as follows: March 4, April 8, May 6, and June 3.

Current Year Activities

So far this year, the committee's work has focused on following up on our report with recommendations during the 2013-14 academic year. Our meetings have focused on: English Language Arts programs and teacher training, the most recent data available to us, extended time for English Language Arts, and interventions for struggling students.

For the remainder of the 2014-15 academic year ELAAC would like to focus on:

1. Best practices and effective interventions for improving reading and writing proficiency for all APS students;
2. Professional development needed to improve ELA instruction (including the use of: literacy coaches, leveraging teacher participation in the Northern Virginia Writing Project., and collaborative teaching methods);
3. Opportunities to leverage time students spend in extended day/check-in, summer school as well as additional means for providing additional support in English language arts; and
4. Deeper analysis of reading and writing data including the SOLs, PALs, DRA, SRI and the creation and use of longitudinal data.

ELAAC work over at least the last four years has been severely hampered by two ongoing issues: (1) limited membership; and (2) the inability to obtain the necessary data.

With respect to the first issue, we note that each ACI committee is permitted to have twenty active members but that ELAAC is currently functioning with only four active members reduced from seven active members during the 2013-14 academic year.

Although the committee has invited everyone who has expressed any interest in the committee's work through the advisory committee application process, this process has only resulted in one new active member. Several candidates who have attended our meetings are either APS teachers or substitute teachers who cannot be members of the committee. Additional members must be recruited in order to have an effective ELAAC committee.

The second issue, lack of current data presented in a useful format, is an additional obstacle to the committee's work. The committee requests that we be provided with the following data annually in order to conduct our work.

1. Reading and writing Standards of Learning (SOL) assessment data for APS both district-wide, and by school, grade and subgroup.
2. Data that is purportedly used to determine whether students are reading on grade level either district-wide or by school, specifically data from the following assessments:
 - The Phonological Awareness Literacy Screening (PALS) which is used to identify children in need of additional support in phonological awareness and which APS gives to all APS students in kindergarten through 2nd grade;
 - The Developmental Reading Assessment (DRA) which is designed to identify students' reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension and to provides teachers with a method for assessing and documenting elementary students' development as readers over time.
 - The Developmental Spelling Assessment (DSA) a spelling assessment used within the APS elementary English/Language Arts Word Study program to determine the knowledge individual students have about words in order to provide instruction and learning experiences that will move them forward along a growth continuum.
 - The Scholastic Reading Inventory (SRI) a universal screening tool used to determine a student's reading comprehension and monitor reading growth. SRI provides immediate, actionable data on students' reading levels and growth over time. SRI is designed to help educators differentiate instruction (i.e., match readers with appropriately leveled text), to make meaningful interventions, and to forecast growth toward grade-level state tests. APS started giving SRI to all middle school students as of 2013-2014 after piloting it in some middle schools in prior years. APS planned to start giving the SRI to high school students in January 2015; and

Additional information regarding APS assessments can be found at Appendix #2 to this report.

3. Data regarding the effect of interventions used to support struggling students, including but not limited to the following:

Orton-Gillingham	Phono-Graphix	Earobics
Leveled Literacy Intervention	Read Naturally	Step-up to Writing
Spell Read	Reading Recovery	PCI Reading

To date, ELAAC has received no SRI data, no current data for PALS, DRA or DSA and only limited SOL data from APS. Consequently, rather than being able to focus on solutions to the problems presented in the data, the committee has had to spend an inordinate amount of its time pulling needed data from the information provided by the Virginia Department of Education.¹ The lack of data provided to ELAAC exacerbates problems presented by the first issue.

Also, it is our understanding that some of this data resides with individual schools and is not readily available to the APS Supervisor for English Language Arts (ELA). This is not acceptable. As noted in our 2013-2014 report with recommendations, ELAAC recommends that ELA work with the APS Information Services office to capture this information centrally so that ELA will have access to the data it needs to effectively perform its function.

Update of Previous Recommendations:

Recommendation #1: APS should adopt a multi-tiered process to identify, implement, and monitor effective reading and writing interventions for students at all levels.

In 2012-2013, the ELA Program Evaluation Report recommended the development of a multi-tiered process to identify, implement, and monitor effective reading and writing interventions for students at all levels (Recommendations 5 and 7). The ELA Evaluation was not alone in making this recommendation: the Student Services Evaluation (1/2013) and the ESOL/HILT Evaluation (9/2012) included the same recommendation. Last year, the ELAAC 2013-2014 Report endorsed this recommendation, and also recommended that the process provide and monitor appropriate writing interventions. This recommendation was selected by ACI as its third highest priority recommendation for 2013-2014 (the vote was 21-1-6). We note that the top ACI recommendation, proposed by ASEAC, also was the adoption of a multi-tiered system of support for reading, math, and behavior (vote 22-0-4).

This recommendation aligns with four Strategic Plan goals:

- Goal One: Ensure That Every Student Is Challenged And Engaged. The purpose of Arlington Tiered System of Support (ATSS) is to ensure that every child is given the support he or she needs to meet high expectations for student success.

¹ This data appears in attachment #1 to this report.

- Goal Two: Eliminate Achievement Gaps. ATSS provides individualized, early intervention and monitoring that is expected to contribute significantly to eliminating achievement gaps.
- Goal Four: Provide Optimal Learning Environments. This goal includes the use of technology to assess student achievement in authentic and meaningful ways that generates data to diagnose and modify instructional practices. The use of data to evaluate progress and select and modify interventions is a core component of ATSS.
- Goal Five: Meet the Needs of the Whole Child. An important component of ATSS is attention to the social/emotional needs of children and the use of Positive Behavioral Interventions.

The ATSS process is currently in the first year of a 5-year plan of implementation. The 2014-2015 APS Budget included \$500,000 in 2014-2015 funding to launch the Arlington Tiered System of Support (ATSS). This funding included hiring a supervisor dedicated to ATSS, professional development for teachers and administrators, enhancements to Synergy (APS's student information system) to allow monitoring of interventions, and materials. An ATSS Supervisor was hired in August of 2014. She has developed an ambitious 5-year implementation plan. This first year of the plan is being used as a planning year, to identify screening tools and effective interventions, particularly for elementary reading, to plan changes in data collecting systems (Synergy), and to meet with administrators and staff to begin the professional development process. The ATSS Supervisor attended our December 2014 meeting to present a progress report.

Given the 5-year implementation process, we are concerned that continued adequate annual funding be provided to ensure that ATSS is a robust system that is universally implemented in all schools. The task is significant and may be too great for one person to coordinate alone. Additional staffing and support from the respective departments should be considered. Much of the work involves identifying and implementing appropriate interventions in reading/writing and math, and also behavioral interventions, appropriate screening and assessment tools, data collection systems specific to those areas, and professional development of general education teachers, special education teachers, administrators, and support staff such as counselors. This cannot be done in isolation. We think it is important that the work of ATSS Supervisor be substantially supported by the Department of Instruction, particularly the ELA and Math departments, and the Department Student Services, with respect to behavioral interventions. The process of identifying interventions, screening tools, assessments and data monitoring takes time. Further resources may be necessary to identify appropriate interventions, screening tools, and data monitoring for secondary reading, elementary and secondary math, and behavioral supports in order to keep the overall process on track. We are also concerned about adequate accountability for the success of ATSS throughout the system – accountability at the school level for the success of ATSS in each classroom and grade, and overall system wide accountability that ensures that each school is implementing ATSS with the highest fidelity. The School Board should consider adopting a School Board Policy and Policy Implementation Procedure to provide clear guidance as to the expectations for ATSS across the system.

Recommendation #2: APS should research the practices of schools, both within and outside APS, that have made progress toward improving reading and writing proficiency among students for whom APS shows persistent achievement gaps, focusing on the needs of students who are economically disadvantaged and students of color. The result of this research should be a plan, to be implemented no later than the 2015-2016 school year, to eliminate these achievement gaps.

ACI ranked this recommendation seventh in priority in 2013-2014 (the vote was 25-0-3). This recommendation aligns with four Strategic Plan goals:

- Goal One: Ensure That Every Student Is Challenged And Engaged. The purpose of this recommendation is to ensure that every child is given the support he or she needs to meet high expectations for student success.
- Goal Two: Eliminate Achievement Gaps. This recommendation encourages APS to find and implement strategies that have proven effective with these students who have unique needs that are not being addressed effectively by current APS programs.
- Goal Four: Provide Optimal Learning Environments. This goal includes the use of technology to assess student achievement in authentic and meaningful ways that generates data to diagnose and modify instructional practices. The use of data to evaluate progress and select and modify interventions is key to the success of these students.
- Goal Five: Meet the Needs of the Whole Child.

This year’s reading and writing SOL data for economically disadvantaged students and students of color continue to show significant achievement gaps. The following tables show the SOL failure rates for students district wide.

District Wide Reading Assessment Results By NCLB Category

Student Subgroup	APS Failure %
<i>All Students Division</i>	18
Economically Disadvantaged Students	40
Hispanic Students	36
Black Students	33

The reading failure rates for White students and Asian students district-wide are 6% and 16%, respectively.

District Wide Writing Assessment Results by NCLB Category District Wide

Student Subgroup	APS Failure %
<i>All Students</i>	16
Economically Disadvantaged	33
Black Students	31
Hispanic Students	30

The failure rates for White students and Asian students district-wide are 5% and 14%, respectively. SOL data for all schools is provided in Appendix #1 to this report.

ELAAC is requesting a comprehensive report detailing programs and practices directed at closing the achievement gap. To date, no comprehensive plan has been identified or shared with the committee. Rather than addressing the unique academic needs of economically disadvantaged students and students of color, ELA, generally takes the position that strengthening the “core English Language Arts program” should substantially eliminate achievement gaps based on the theory that “a rising tide lifts all boats.”

But, this has never been the case with respect economically disadvantaged students and students of color. In fact, based on the data that ELAAC has been able to acquire, it appears that the current core English Language Arts program actually appears to work quite well for White students who are not economically disadvantaged or have special needs or both. As noted above, county-wide these students have a 94% pass rate on the reading SOLs and a 95% pass rate on the writing SOL. This simply is not the case with respect to economically disadvantaged student, students of color and students with special needs who collectively constitute more than 50% of APS students.

ELAAC is aware that the ELA office, among others, has been engaged in a number of initiatives to support achievement for disadvantaged groups. Examples include:

- Book Buddies
- Summer Literacy Academy for rising sixth grade boys of color.
- Camping Out: Reading In--designed to improve reading motivation and comprehension by providing students with access to a robust collection of books to read and take home.
- Travelling Trolley promotes summer reading for the Carlin Springs, Drew Model and Hoffman-Boston communities.
- Abingdon Read & Roll Book Bus made weekly stops throughout the school’s neighborhood zone so that students could check out books.
- Battle of the Books--students received books to read over the summer.

Additional information regarding these efforts is in Appendix #2 of this report.

While these efforts are to be applauded, they simply do not provide students with the type of sustained support needed to significantly reduce failure rates. What is needed is a systemic plan for ELA and other offices to use research-based outcome-focused

approaches to this issue. Rather than simply relying on each school or a single office to “do something”, a coordinate effort is required.

Budget Implications

The research proposed in this recommendation would not have any impact on the budget other than reprioritizing and reallocating current APS administrative staff time. Also, APS already has an agreement with the Hanover Research Council (“Hanover”) to conduct research without incurring additional cost.

Recommendation #3: APS should develop short- and long-term strategies to make better use of the time outside the traditional school day and year to target and support students who are not reading or writing on grade level. These strategies should include providing effective and differentiated (not generalized) summer school classes at every grade level for all students who are reading and writing below grade level.

The ACI vote on this recommendation was 24-1-3.

This recommendation aligns with four Strategic Plan goals as follows:

- Goal One: Ensure That Every Student Is Challenged And Engaged. The purpose of this recommendation is to ensure that every child is given the support he or she needs to meet high expectations for student success.
- Goal Two: Eliminate Achievement Gaps. This recommendation encourages APS to find and implement strategies that have proven effective with these students who have unique needs that are not being addressed effectively by current APS programs.

Best practices require that interventions be intensive and offered three to five days a week, yet not intrude on core instruction; this can create challenges for the master schedule, particularly in elementary schools. The perception and likely reality is that many struggling students receive limited or no support outside the school day or during the summer.

Individual schools have developed creative practices to address the need for academic support generally, such as elective courses (reading strategies), elective interventions for certain students (students with disabilities or ELL students), zero period, after-school classes such as high school instructional studies, middle school Core Plus, teacher-sponsored homework clubs, and after school enrichment programs. Some community organizations offer after-school and summer enrichment and tutoring programs. These models should be a starting point for developing after-school intervention opportunities for all students at all schools.

To date, in part due to limited budget resources, the only steps adopted in pursuit of this recommendation are the following:

- Implementation of a locally-developed summer school curriculum that introduces concepts in science and social studies for the upcoming year through a thematically-based reading and writing approach. Small group instruction was provided, as well as whole group interactive read alouds and lessons.

- Additionally, the ELA Office was allocated reading specialists at three schools, and a reading intervention model became part of summer school at Hoffman Boston, Drew, and Randolph Elementary Schools.

We are not aware of any efforts to develop new after-school or before school interventions at the central level. It should be noted, Ben Harris, Assistant Director of Extended Day, met with our committee to share information about the existing programs.

While the progress with summer school in 2014 noted above is a small step in the right direction, the big challenge is to effectively differentiate students who need extra help from those who are at or above grade. When they are all in the same classrooms, it is hard if not impossible for teachers to effectively support all the students' needs. Further, if the students were separated by skill level, it would be much easier to pair the best teachers with the most challenged students.

Budget Implications

The number of summer school teachers depends on summer school enrollment. If demand increases, the number of teachers needed will increase. For example, the cost of hiring 50 additional summer school teachers would be estimated at less than \$200,000, with additional transportation costs for students.

Recommendation #4: Hire additional staff for the ELA Program Office to be able to implement the recommendations from the Evaluation and from this committee's report.

The ACI vote for this recommendation was 18-1-9.

This recommendation aligns with three Strategic Plan goals as follows

- Goal One: Ensure That Every Student Is Challenged And Engaged. The purpose of this recommendation is to ensure that every child is given the support he or she needs to meet high expectations for student success.
- Goal Two: Eliminate Achievement Gaps. This recommendation encourages APS to find and implement strategies that have proven effective with these students who have unique needs that are not being addressed effectively by current APS programs.
- Goal Three: High Quality Staff. A significant component of this goal is to strengthen professional development.

Budgetary Implications:

The estimated budget implication was \$80,000. The APS budget for 2014-2015 did not include funding for an additional position in the ELA Program Office. The persistent failure to achieve reading and writing proficiency is the root cause of underachievement in other areas, from math to participation in advanced courses, to graduation rates. In order to raise the achievement level of all APS students in reading and writing, particularly for students who experience a persistent achievement gap, the ELA Program Office needs personnel who are dedicated to ensuring consistent implementation and monitoring of interventions across the system.

APPENDIX #1

2013-2014 Reading SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

District Wide Reading SOL Results by Grade*

Grade	APS Failure %
3 rd Grade	17
4 th Grade	21
5 th Grade	19
6 th Grade	18
7 th Grade	18
8 th Grade	23
11 th Grade EOC	11

*The English Reading SOL is administered to students in grades 3-8 and as part of the 11th Grade End of Course (EOC) assessment.

Elementary School Reading SOL Assessment Result by School**

School	APS Failure %
Randolph	39
Carlin Springs	35
Abingdon	34
Drew	31
Campbell	30
Barcroft	29
Key	29
Claremont	28
Hoffman-Boston	27
Barrett	26
Oakridge	19
Glebe	16
Ashlawn	15
Taylor	12
Henry	11
Long Branch	11
Tuckahoe	10
Jamestown	9
McKinley	9
Nottingham	9
Arlington Science Focus	8
Arlington Traditional	4

**Combined results for 3rd, 4th, and 5th grade Reading SOLs.

2013-2014 Reading SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

Middle School Reading Assessment Results by School*

School	APS Failure %
Kenmore	32
Gunston	25
Jefferson	21
Swanson	12
Williamsburg	10

*Combined results for 6th, 7th, and 8th grade Reading SOLs .

11th Grade Reading EOC** Assessment Results by School

School	APS Failure %
Wakefield	15
Washington-Lee	12
Yorktown	4

**High School students are only assessed in reading as part of the 11th Grade End of Course (EOC) SOL

District Wide Reading Assessment Results By NCLB Category

Student Subgroup	APS Failure %
<i>All Students Division</i>	18
Students with Disabilities	47
Students with Limited English Proficiency	44
Economically Disadvantaged Students	40
Hispanic Students	36
Black Students	33
Asian Students	16
White Students	6

2013-2014 Reading SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

Middle School Reading SOL Assessment Result by NCLB Category

Gunston Middle School

Student Subgroup	APS Failure %
<i>All Students</i>	25
Students with Disabilities	64
Hispanic Students	60
Students with Limited English Proficiency	54
Economically Disadvantaged Students	48
Black Students	44
Asian Students	31
White Students	6

Jefferson Middle School

Student Subgroup	APS Failure %
<i>All Students</i>	21
Students with Disabilities	52
Students with Limited English Proficiency	50
Hispanic Students	38
Economically Disadvantaged Students	36
Black Students	23
Asian Students	15
White Students	5

2013-2014 Reading SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

Kenmore Middle School

Student Subgroup	APS Failure %
<i>All Students</i>	32
Students with Limited English Proficiency	64
Students with Disabilities	59
Hispanic Students	50
Economically Disadvantaged Students	47
Black Students	35
Asian Students	17
White Students	8

Swanson Middle School

Student Subgroup	APS Failure %
<i>All Students</i>	12
Students with Limited English Proficiency	59
Economically Disadvantaged Students	51
Students with Disabilities	44
Black Students	38
Hispanic Students	35
Asian Students	17
White Students	4

Williamsburg Middle School

Student Subgroup	APS Failure %
<i>All Students</i>	10
Students with Limited English Proficiency	44
Students with Disabilities	41
Economically Disadvantaged Students	39
Black Students	37
Hispanic Students	26
Asian Students	13
White Students	5

2013-2014 Reading SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

11th Grade EOC Reading Assessment Results By NCLB Category

Wakefield

Student Subgroup	APS Failure %
<i>All Students</i>	15
Students with Disabilities	38
Students with Limited English Proficiency	31
Black Students	24
Economically Disadvantaged Students	19
Hispanic Students	14
Asian Students	14
White Students	9

Washington-Lee

Student Subgroup	APS Failure %
<i>All Students</i>	12
Students with Limited English Proficiency	40
Students with Disabilities	33
Economically Disadvantaged Students	25
Hispanic Students	23
Black Students	20
Asian Students	16
White Students	3

Yorktown

Student Subgroup	APS Failure %
<i>All Students</i>	4
Black Students	30
Economically Disadvantaged Students	21
Students with Limited English Proficiency	19
Students with Disabilities	11
Hispanic Students	8
Asian Students	8
White Students	1

2013-2014 Writing SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:
<https://p1pe.doe.virginia.gov/reportcard/>

District Wide Writing SOL Assessment Results by Grade*

Grade	APS Failure %
5th Grade	15
8 th Grade	22
11 th Grade EOC	12

*During the 2013-2014 school-year, the English Writing SOL was administered to students in 5th and 8th grades and as part of the 11th grade English End of Course (EOC) assessment.

5th Grade Writing SOL Assessment Results by School**

School	APS Failure %
Carlin Springs	35
Abingdon	32
Barcroft	26
Drew	26
Claremont	23
Oakridge	21
Long Branch	20
Glebe	17
Key	18
Henry	16
Campbell	15
Hoffman-Boston	14
Randolph	13
Barrett	12
Ashlawn	11
McKinley	11
Taylor	8
Tuckahoe	7
Nottingham	5
Jamestown	4
Arlington Science Focus	3
Arlington Traditional	3

**Beginning with the 2014-2015 school-year, Virginia will no longer administer a state-wide Writing SOL to 5th grade students. However, each school district is still expected to administer an assessment to 5th graders.

2013-2014 Writing SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

8th Grade Writing SOL Assessment Results by School

School	APS Failure %
Kenmore	37
Gunston	28
Jefferson	26
Swanson	13
Williamsburg	7

11th Grade Writing EOC Assessment Results by School

School	APS Failure %
Wakefield	16
Washington-Lee	13
Yorktown	6

2013-2014 Writing SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:
<https://p1pe.doe.virginia.gov/reportcard/>

SOL Writing Assessment Results by NCLB Category

District Wide

Student Subgroup	APS Failure %
All Students	16
Students with Disabilities	47
Students with Limited English Proficiency	40
Economically Disadvantaged	33
Black Students	31
Hispanic Students	30
Asian Students	14
White Students	5

Elementary School

Student Subgroup	APS Failure %
All Students	15
Students with Disabilities	49
Students with Limited English Proficiency	34
Economically Disadvantaged Students	33
Hispanic Students	30
Black Students	29
Asian Students	13
White Students	6

Middle School

Student Subgroup	APS Failure %
All Students	22
Students with Limited English Proficiency	58
Students with Disabilities	55
Economically Disadvantaged Students	45
Black Students	42
Hispanic Students	40
Asian Students	17
White Students	7

2013-2014 Writing SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

Gunston Middle School

Student Subgroup	APS Failure %
All Students	28
Students with Disabilities	73
Black Students	51
Economically Disadvantaged Students	44
Students with Limited English Proficiency	44
Hispanic Students	33
White Students	19
Asian Students	11

Jefferson Middle School

Student Subgroup	APS Failure %
All Students	26
Students with Limited English Proficiency	72
Students with Disabilities	56
Hispanic Students	43
Economically Disadvantaged Students	41
Black Students	32
Asian Students	22
White Students	4

Kenmore Middle School

Student Subgroup	APS Failure %
All Students	37
Students with Limited English Proficiency	67
Students with Disabilities	55
Economically Disadvantaged Students	52
Hispanic Students	51
Black Students	45
Asian Students	28
White Students	11

2013-2014 Writing SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

Swanson Middle School

Student Subgroup	APS Failure %
All Students	13
Students with Limited English Proficiency	54
Students with Disabilities	52
Economically Disadvantaged Students	44
Black Students	36
Hispanic Students	35
Asian Students	15
White Students	5

Williamsburg Middle School

Student Subgroup	APS Failure %
All Students	7
Black Students	37
Students with Disabilities	36
Economically Disadvantaged Students	24
Students with Limited English Proficiency	20
Hispanic Students	18
Asian Students	7
White Students	3

11th Grade EOC Assessment Results by NCLB Category

District Wide

Student Subgroup	APS Failed %
<i>All Students</i>	12
Students with Disabilities	33
Students with Limited English Proficiency	32
Black Students	24
Economically Disadvantaged Students	23
Hispanic Students	20
Asian Students	12
White Students	3

2013-2014 Writing SOL Data

All Data was derived from the Virginia Department of Education's (VDOE's) website:

<https://p1pe.doe.virginia.gov/reportcard/>

Wakefield High School

Student Subgroup	APS Failure %
<i>All Students</i>	16
Students with Disabilities	36
Students with Limited English Proficiency	27
Black Students	24
Economically Disadvantaged Students	21
Hispanic Students	18
Asian Students	11
White Students	4

Washington-Lee High School

Student Subgroup	APS Failure %
<i>All Students</i>	13
Students with Disabilities	38
Students with Limited English Proficiency	39
Economically Disadvantaged Students	25
Hispanic Students	24
Black Students	18
Asian Students	13
White Students	4

Yorktown

Student Subgroup	APS Failure %
<i>All 11th Grade Students</i>	6
Black Students	35
Students with Disabilities	21
Economically Disadvantaged Students	21
Students with Limited English Proficiency	17
Hispanic Students	14
Asian Students	8
White Students	2

APPENDIX #2

Programs

Elementary Summer School program: A small committee prepared a locally developed curriculum that introduces concepts in science and social studies for the upcoming year through a thematically based reading and writing approach. Students immerse themselves in an area of study by reading and writing on a wide variety of topics. Small group instruction as well as whole group, out loud, interactive reading and lessons were provided.

*Literacy Academy-- Summer Literacy Academy for rising sixth grade boys of color which took place at Swanson Middle School. The new literacy program helped to minimize summer learning loss by engaging the group in dynamic educational activities and providing unique opportunities for students to apply their reading and writing skills. <http://www.apsva.us/site/Default.aspx?PageID=27130>

Abingdon Read & Roll Book Bus --Over the summer, the Abingdon Read & Roll Book Bus made weekly stops throughout the school's neighborhood zone so that students could check out books. The bus was extremely popular with over 100 children checking out books. See Snapshot video at <http://www.apsva.us/site/Default.aspx?PageID=19239>

*Travelling Trolley-- APS, in collaboration with Arlington Public Libraries, promotes summer reading for the Carlin Springs, Drew Model and Hoffman Boston communities. Families boarded the Traveling Trolley for an interactive ride to the Glen Carlyn and Columbia Pike Libraries, where they participated in activities including reading out loud, getting library cards and checking out books, registering for the summer reading program, and participating in the Library's summer reading challenge. <http://www.apsva.us/site/Default.aspx?PageID=22512>

*Book Buddies program which provides support to first and second grade students with a simple structure that can help place children on the road to literacy. Eleven schools participate in the Book Buddies program.² <http://www.apsva.us/site/Default.aspx?PageID=24294>

First Annual Battle of the Books—at Randolph Elementary School. Students received seven books to read over the summer, then joined teams in September and practiced with a coach for three weeks before a competition to see who knew more about the books. <http://www.apsva.us/site/Default.aspx?PageID=27887>

Drew Model School's Sports Reading Club-- Fourth grade boys had been reading regularly since February and as a reward, the APS offices of Title I and Minority Achievement reached out to former Washington Redskin Raleigh McKenzie to come read and eat lunch with them. <http://www.apsva.us/site/Default.aspx?PageID=25852>

Drew Model School--art and music teachers sharing how they teach literacy through the arts. <http://www.apsva.us/site/Default.aspx?PageID=25610>

²Abingdon, Ashlawn, Barcroft, Barrett, Campbell, Drew, Glebe, Hoffman Boston, Nottingham, Oakridge and Randolph.

Camping Out: Reading In--designed to improve reading motivation and comprehension by providing students with access to a robust collection of books to read and take home. <http://www.apsva.us//site/Default.aspx?PageID=23771>

*Reading Camp for students in grades K-5 who received special education services during the school year.

*Fifth annual Words Out Loud: Celebrating the African American Read-In. APS middle and high school students submitted original writing that resonated with a minority experience, and 14 were selected to share their work in a live recording event at Barnes and Noble in Clarendon. <http://www.apsva.us//site/Default.aspx?PageID=25455>

"Lit Trips,"--used at Swanson Middle School over the summer, linked historical fiction, good literacy practices, and Google Earth (to add more interest in geography) in engaging students. <http://www.apsva.us//site/Default.aspx?PageID=27633>

APPENDIX #3

Glossary of Terms

Assessments

- **DRA (Developmental Reading Assessment)**
The Developmental Reading Assessment provides teachers with a method for assessing and documenting elementary students' development as readers over time. Its purpose is to identify students' reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' independent reading strengths and weaknesses, planning for instruction, monitoring reading growth, preparing students to meet classroom testing expectations and providing information to teachers, schools, and the region regarding reading achievement. The assessments are conducted in third through fifth grades during one-on-one reading conferences as children read specially selected assessment texts. A set of leveled texts, which increase in difficulty, are used for the assessment. The DRA evaluates the major aspects of reading that are critical to independence as a reader.
- **DSA (Developmental Spelling Assessment)**
A spelling assessment used within the APS elementary English/Language Arts Word Study program to determine the knowledge individual students have about words in order to provide instruction and learning experiences that will move them forward along a growth continuum.
- **11th Grade Reading and Writing End of Course (EOC) Assessments**
These tests address the knowledge and skills specified in the Communication, Reading Writing, and Research strands of the Virginia Standards of Learning in English for ninth through eleventh grades.
- **IA (Interactive Achievement)**
The Virginia Department of Education has selected software created by Interactive Achievement (IA) to help school districts better assess and measure student growth. IA assessments are designed to complement state testing conducted in support of Standards of Learning (SOL) for Virginia Public Schools. IA's core software product, Online Teacher Resource and Assessment Community (onTRAC) provides division-level administrators, subject area coordinators, principals, and classroom teachers with a databank of questions from which to develop a variety of student assessments and multiple reports to allow teachers and administrators to view student performance on given assessments. Reports include, but are not limited to, State Standard Performance, Student Performance by Question, Item Analysis, and Student Mastery Reports.

- **PALS (Phonological Awareness Literacy Screening)**

PALS was developed by the University of Virginia and is designed for early elementary literacy screening. The purpose of the test is to identify children in need of additional support in phonological awareness. All APS students in kindergarten through 2nd grade are given the PALS. Students that receive intervention in first and second grades, as well as students new to Virginia in kindergarten through second grades, are also given the PALS.

- **SOLs (Standards of Learning)**

The Virginia English Standards of Learning (SOLs) define the curriculum for each grade level (kindergarten through twelfth grade). All Virginia public school students are given standardized tests that assess the students' understanding of the SOLs.

Some tests, reading and math, for example, are given every year beginning in the third grade and continuing through the eighth grade. Others, writing for example, are given only at certain grades, fifth and eighth. Third grade tests cover all SOLs for kindergarten through third grade. Similarly, the fifth grade writing test covers all SOLs for kindergarten through fifth grade, and the eighth grade writing test covers all SOLs for sixth through eighth grade.

- **SRI (Scholastic Reading Inventory)**

This is a universal screening tool used to determine a student's reading comprehension and monitor reading growth. SRI provides immediate, actionable data on students' reading levels and growth over time. SRI is designed to help educators differentiate instruction (e.g., match readers with appropriately leveled text), to make meaningful interventions, and to forecast growth toward grade-level state tests. APS piloted the SRIs in middle schools over the past few years and began administering them in the high schools in January 2015. See http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/3553/helper_Feb_202014.pdf (Attached)