



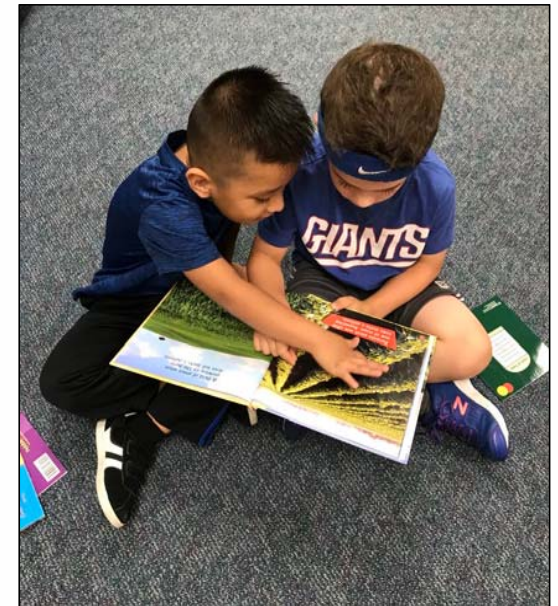
Success for All Students

Academic Performance Update

Sarah Putnam, Director of Curriculum and Instruction

August 30, 2018

- Accreditation & Federal Accountability
- Strategic Plan
- Data Trends
 - Performance Objective Baseline
 - Outcomes
 - Action Steps



Student Achievement

- ✓ Overall proficiency and growth in English reading/writing, **and progress of English learners toward English-language proficiency**
- ✓ Overall proficiency and growth in Math
- ✓ Overall proficiency in Science

Achievement gaps

- ✓ English and Math achievement gaps among student groups

Student Engagement

- ✓ Chronic Absenteeism
- ✓ Dropout Rate/Graduation Rate

School Quality Indicators: *Standards of Accreditation (SOA) & Every Student Succeeds Act (ESSA)*

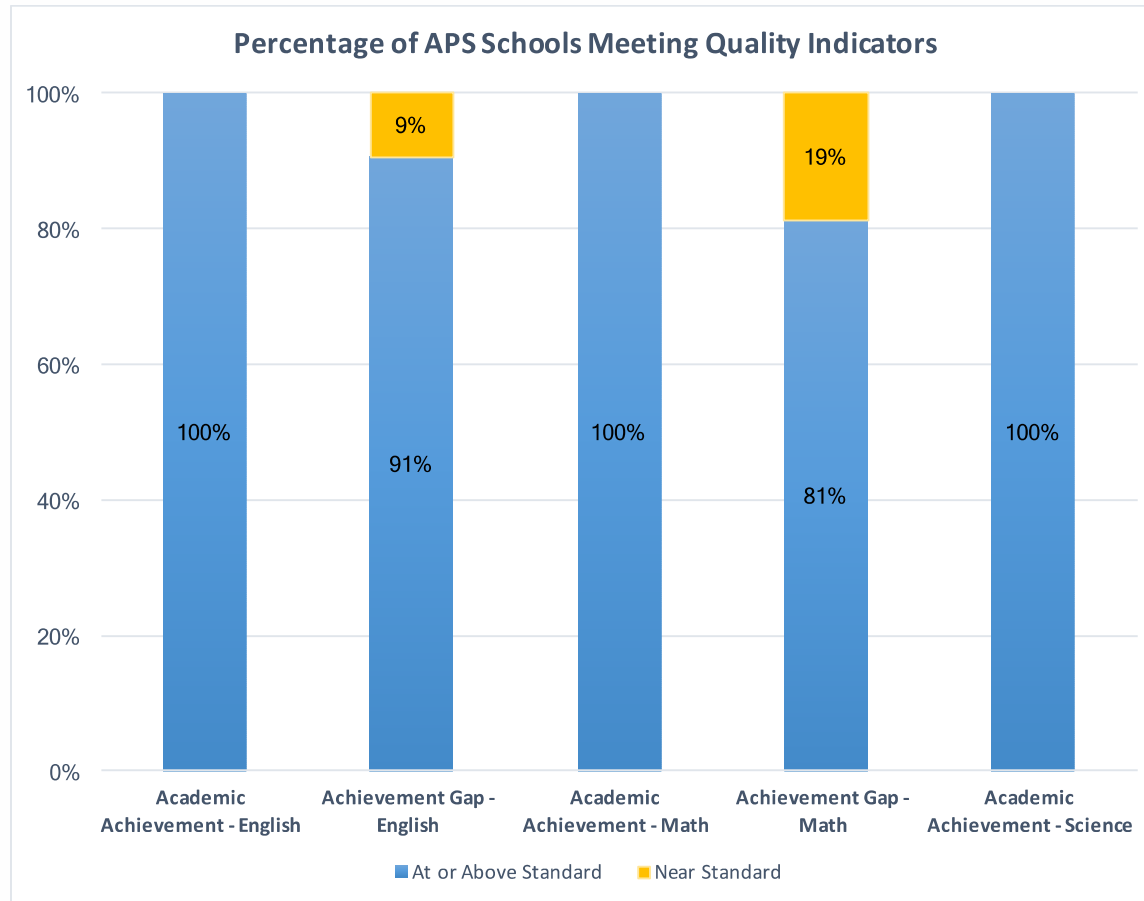
INDICATORS	Component of SOA (Virginia)	Component of ESSA (Federal)
Academic Achievement		
Pass Rates on State Assessments	Yes	Yes
Achievement Gaps	Yes	Yes
Student Growth <i>elementary and middle</i>	Yes	Yes
English Learner Progress	Yes	Yes
Student Participation and Engagement		
Chronic Absenteeism <i>(e.g., absent 10% or more of school year)</i>	Yes	Yes
Graduation/School Progress		
Graduation Indicator <i>high school</i>	Yes (GCI)	Yes (FGI)
Drop Out Rates <i>(e.g., 4-year cohort rate, grades 9-12)</i>	Yes	No
College & Career Readiness		
College, Career, and Civic Readiness Index	Yes	No

Accreditation Highlights

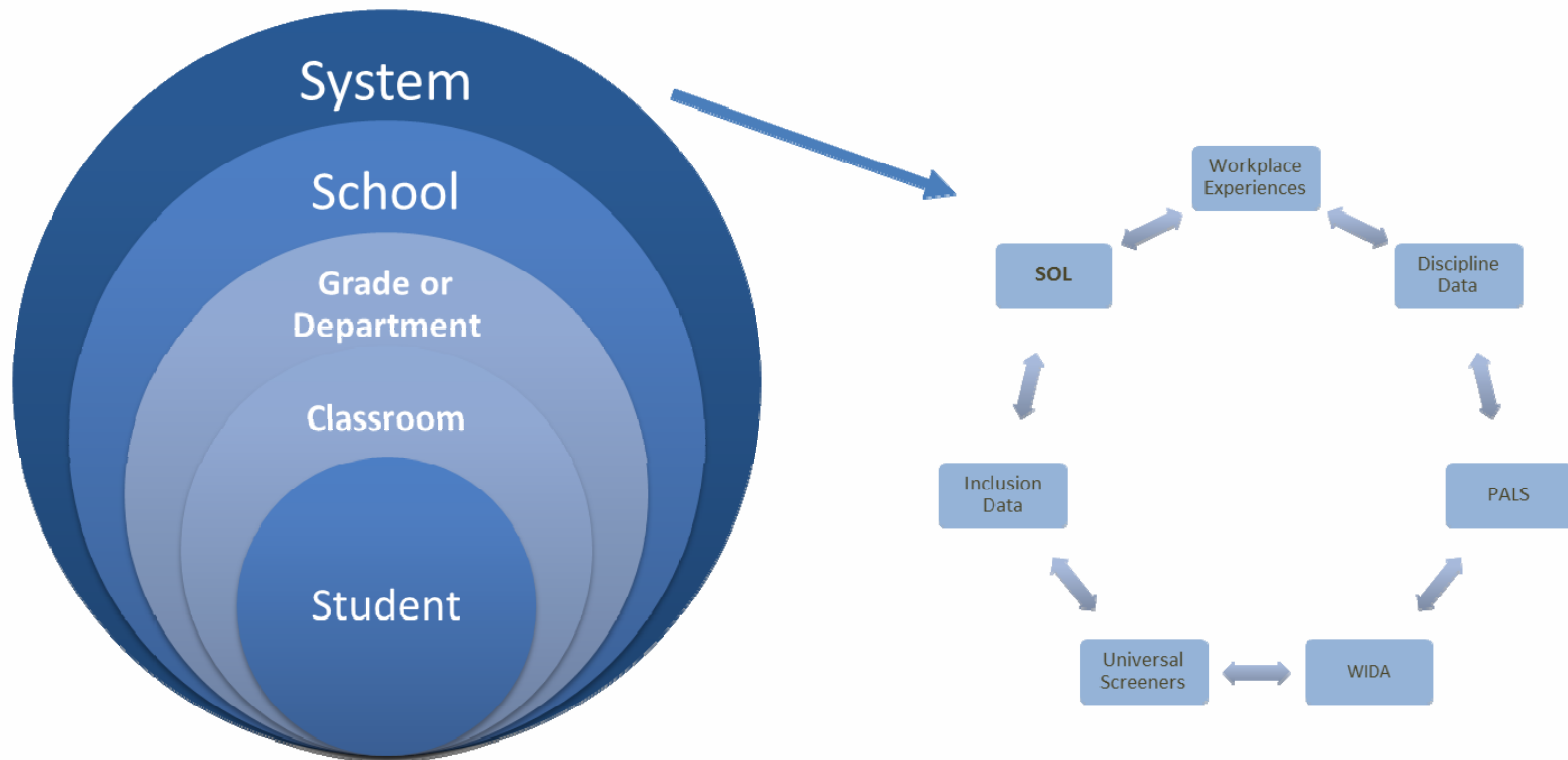
- All APS schools are accredited for the fourth year in a row
- All schools fully met the overall academic achievement indicators in English, Math, and Science
- Consistently high performance overall



Accreditation: Academic Indicators



Monitoring Progress and Performance Multiple Measures



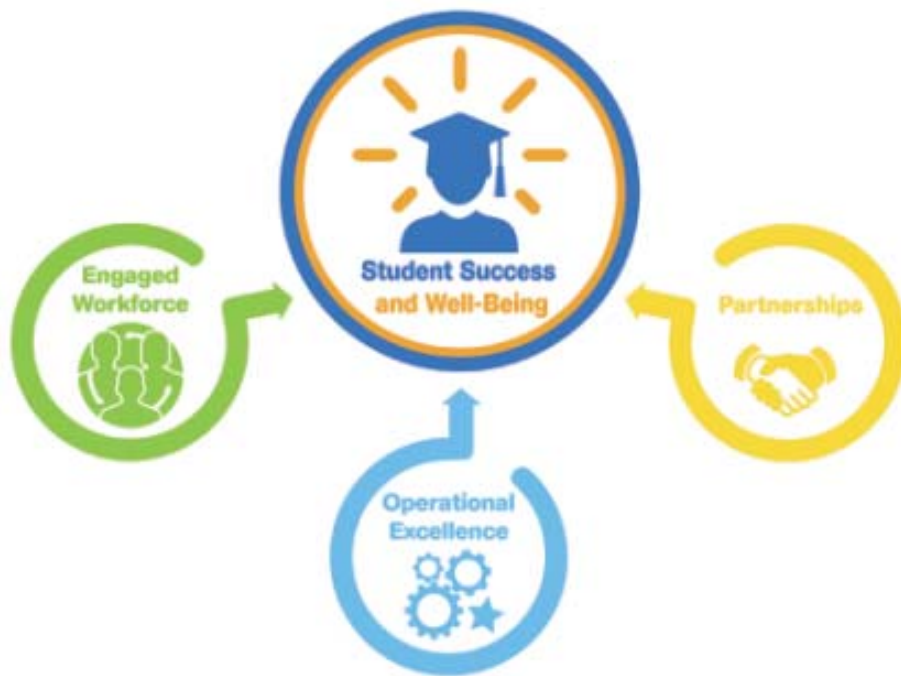
Measures of Success

Standards of Learning: annual assessments of student achievement as a component of Virginia's accountability system

Phonological Awareness Literacy Screening (PALS): screening, diagnostic, and progress monitoring tool for measuring fundamental components of literacy

WIDA ACCESS: large-scale English language proficiency assessment

APS Strategic Plan 2018-2024



Multiple Pathways to Student Success

Performance Objectives 1 & 2



Student Success

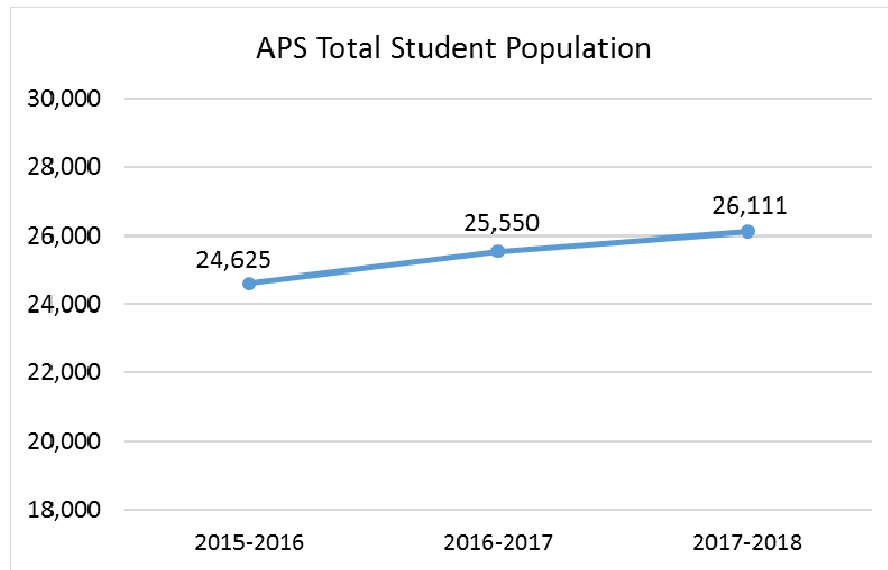
Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

Outcome for 2023-24

- Overall, at least 90% of students will demonstrate proficiency on district and state assessments across all grade levels and content areas.
- Achievement gaps for all reporting groups will be reduced by at least 50%.

APS Student Growth



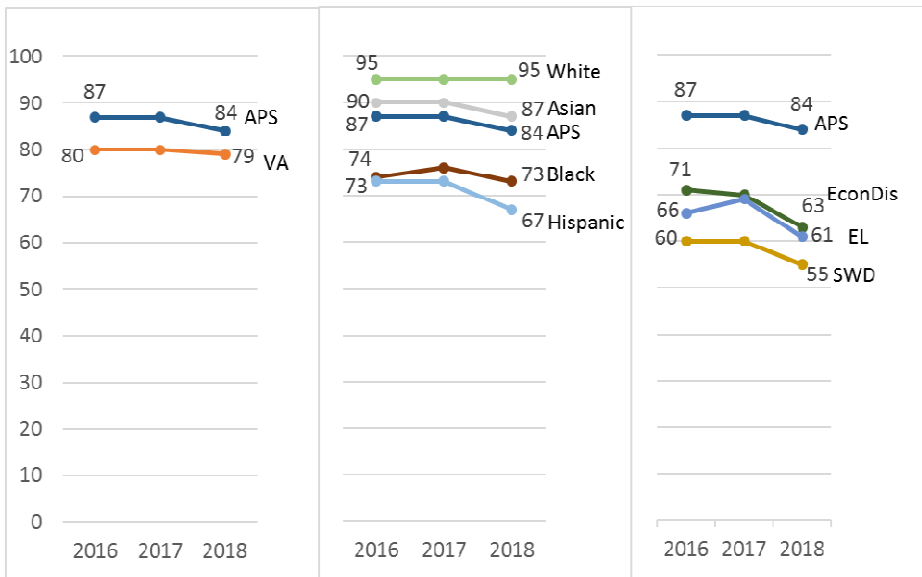
	2015-2016	2016-2017	2017-2018
English Learner (EL)	26%	26%	28%
Non-English Learner	74%	74%	72%

EL Status	2015-2016	2016-2017	2017-2018
1	5%	5%	5%
2	5%	4%	4%
3	5%	5%	5%
4	4%	4%	5%
5	2%	2%	n/a
6	5%	6%	8%

Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 SOL Results for Reading



Reading Outcome for 2018-19

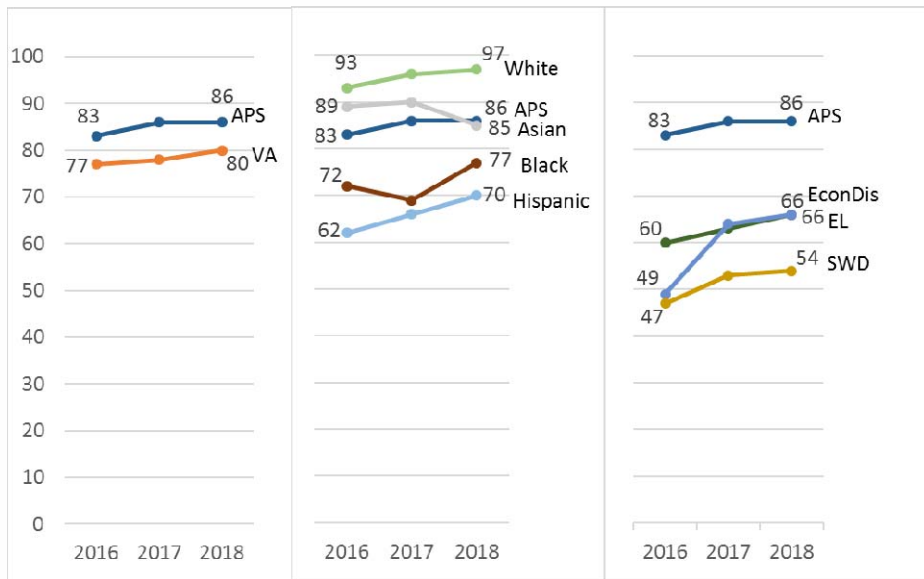
- Incremental progress for the 2018-19 school year will show an increase on proficiency on state assessments across all grade levels by at least 11% for students with disabilities.



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 SOL Results for Reading – Grade 6



Reading Outcome for 2018-19

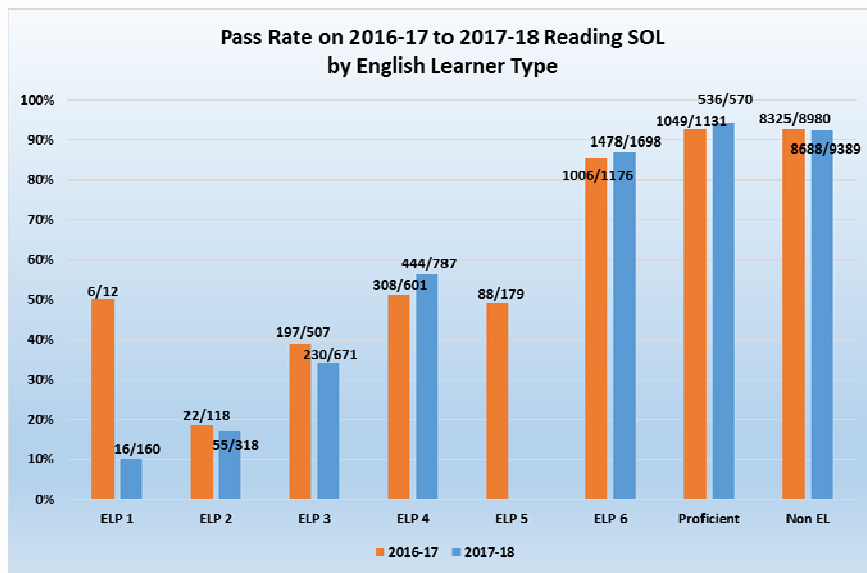
- Incremental progress for the 2018-19 school year will show an increase on proficiency on state assessments across all grade levels by at least 11% for students with disabilities.



Performance Objective #1

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2017-18 SOL Results for Reading – ELs



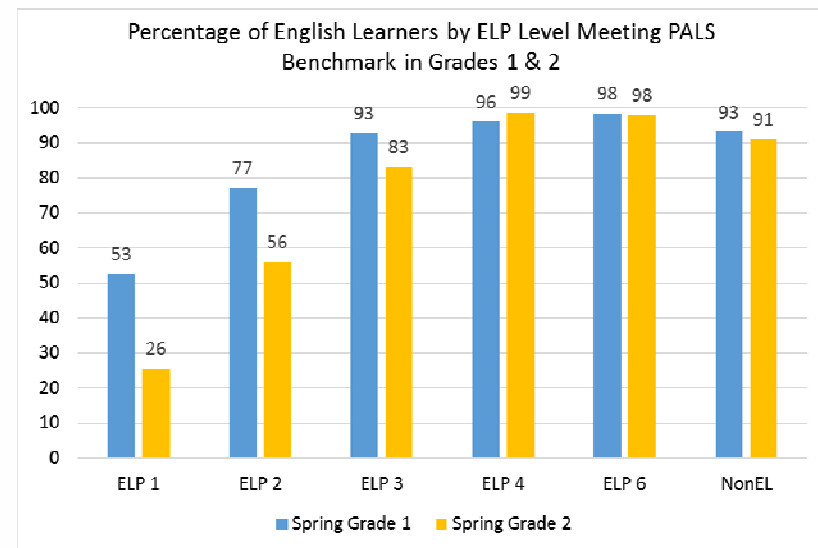
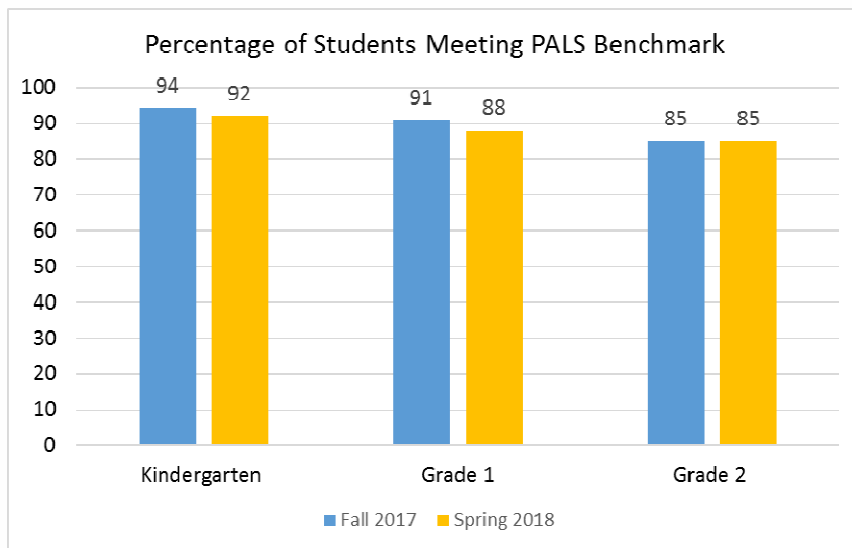
Baseline Results

- The overall pass rate for English Learners (ELs) on the Reading SOL declined.
- ELs took the SOL rather than a portfolio based assessment (VGLA) for the first time in 2018.
- As students acquire English proficiency, they pass the Reading SOL at higher rates, comparable to their peers.

Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 PALS Results for Reading

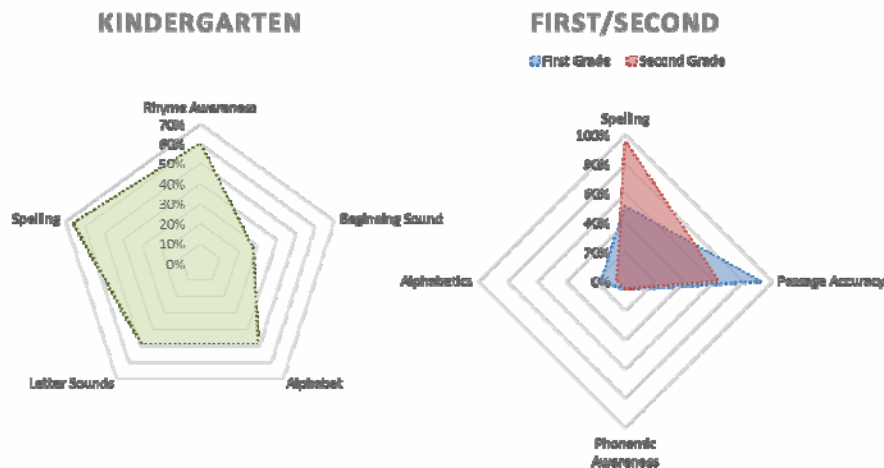




Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 PALS Results for Reading Growth Areas



Baseline Results

- Students in Kindergarten who did not meet the PALS benchmark need support with Spelling and Rhyme Awareness.
- Students in 1st and 2nd Grade who did not meet the PALS benchmark need support with Spelling and Passage Accuracy.



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

Outcome for Reading 2018-19

- Incremental progress for the 2018-19 school year will show an increase on proficiency on state assessments across all grade levels by at least 11% for students with disabilities.

Steps to achieve the 2018-19 Outcome

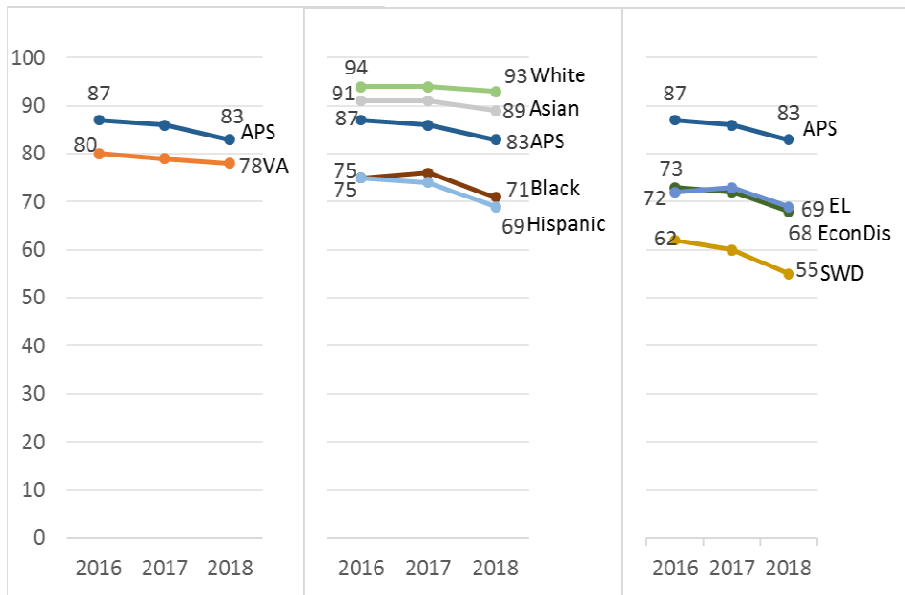
- Literacy Academy to build the capacity of special education and ESOL/HILT teachers
- Expansion of Reading & Writing Workshop models (K-8)
- Student Support Visioning (ATSS, Student Study, IEPs, and 504s)
- Rapid Automatized Naming (RAN) and Rapid Alternating Stimulus (RAS) screener pilot



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 SOL Results for Math



Outcome for 2018-19

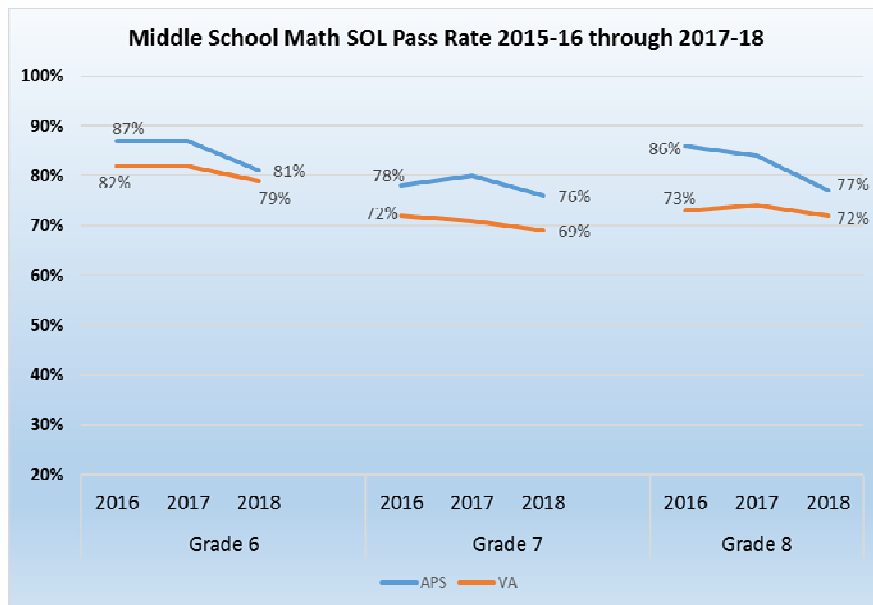
- Incremental progress for the 2018-19 school year will show an increase on proficiency on state assessments across all grade levels by at least 10% for students with disabilities.



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 SOL Results for Math



Outcome for 2018-19

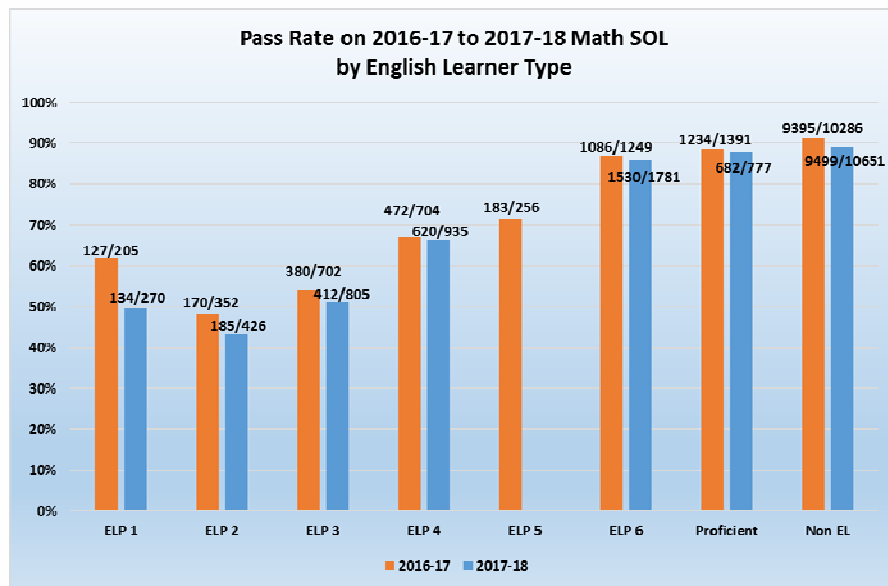
- Incremental progress for the 2018-19 school year will show an increase on proficiency on state assessments across all grade levels by at least 10% for students with disabilities.



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 SOL Results for Math



Baseline Results

- The overall pass rate for Students with Disabilities on the Math SOL declined.
- Middle school Math declined most notably for our Hispanic students, English Learners, and Students with Disabilities.
- As students acquire English proficiency, they pass the Math SOL at higher rates, comparable to their peers.



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

Outcome for Mathematics 2018-19

- Incremental progress for the 2018-19 school year will show an increase on proficiency on state assessments across all grade levels by at least 10% for students with disabilities.

Steps to achieve the 2018-19 Outcome

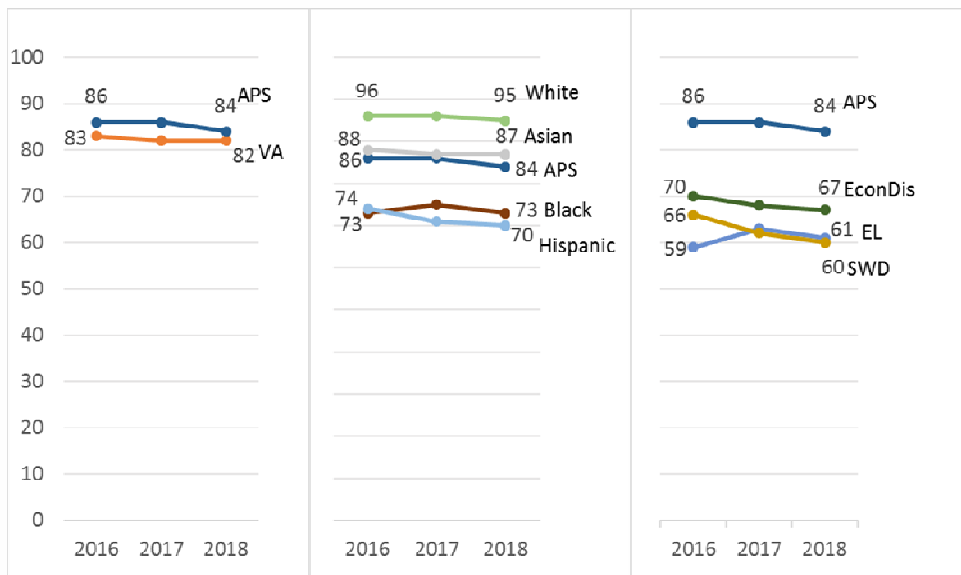
- Build the capacity of co-teaching pairs and Special Education teachers who teach math in Grades 4-9 to implement evidenced-based strategies in core Math instruction and interventions
- Refine Math Workshop professional learning to specifically include strategies for supporting Students with Disabilities and English Learners
- Support implementation of new Math standards through content academies for teachers and K-8 Math Workshop Institute for principals



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 SOL Results for Science



Areas of Focus

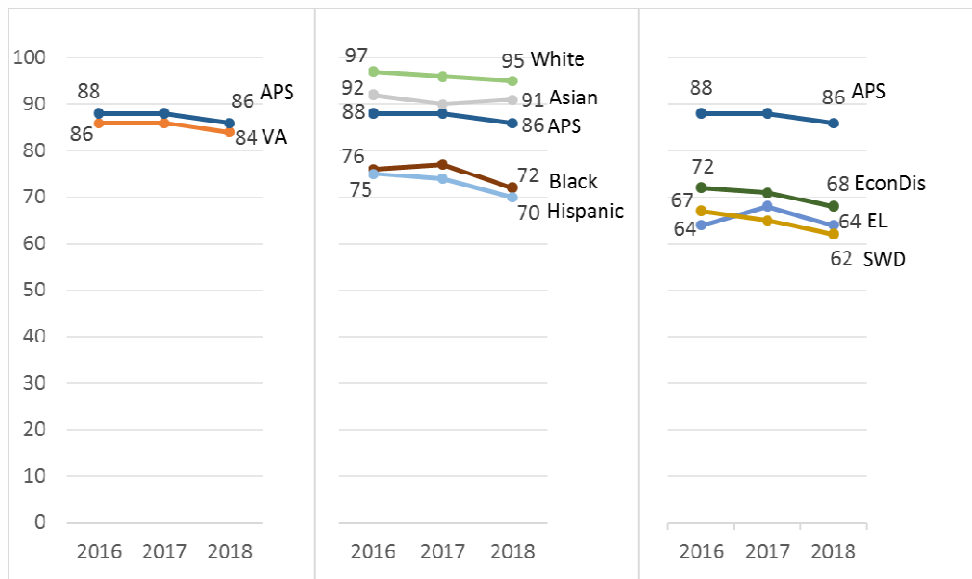
- Refine the use of Grade 4 Formative Assessments to support Science achievement at Grade 5
- Expand Project-Based Learning (PBL) experiences at middle school
- Implement a Foundations of Environmental Science course at high school



Performance Objective #1

Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.

2017-18 SOL Results for Social Studies



Areas of Focus

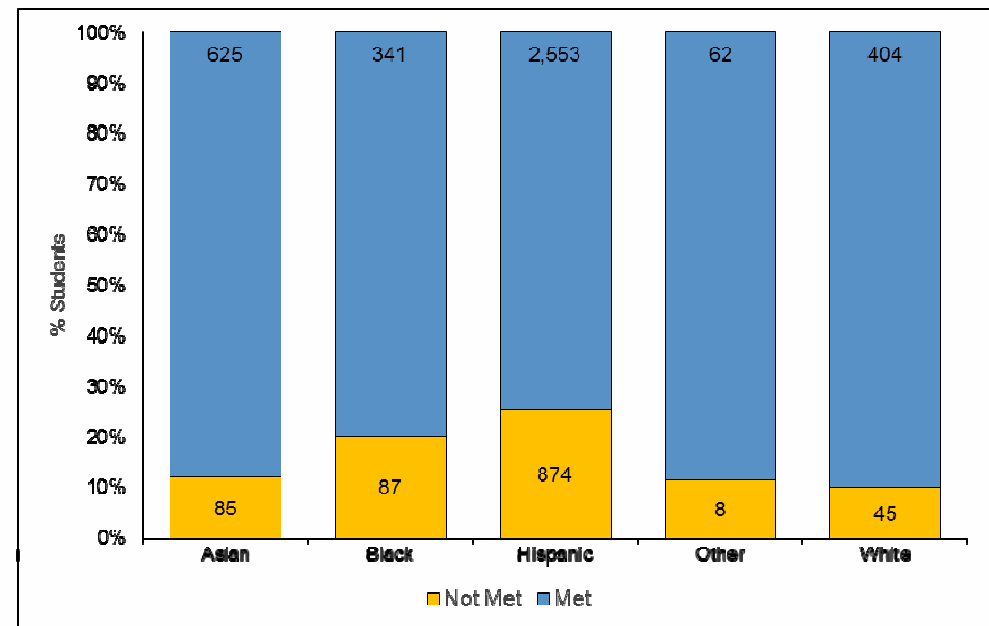
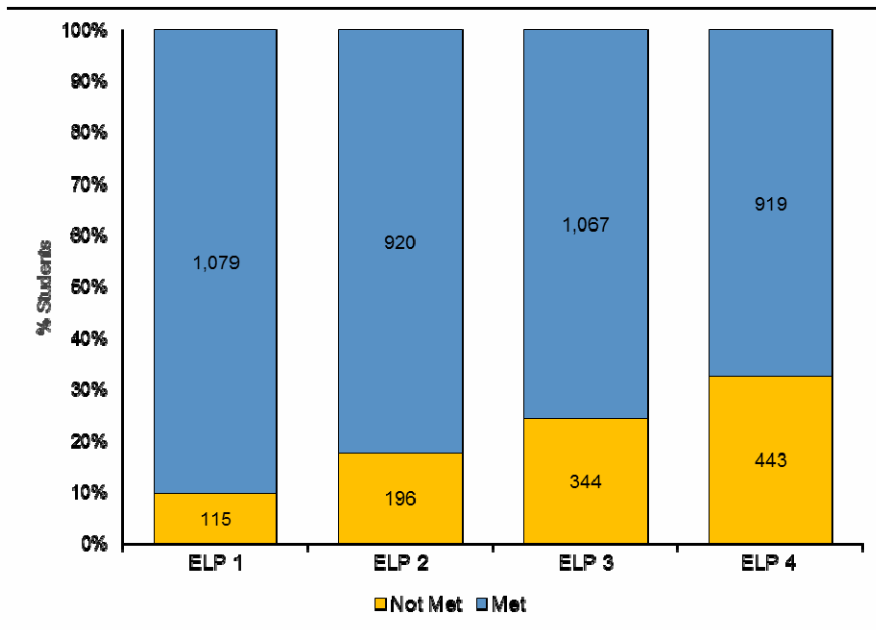
- Continue curriculum revisions of all Social Studies courses
- Expand the use of performance tasks to engage all learners
- Support and monitor progress of students in World History II



Performance Objective #2

All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.

Baseline data for ACCESS for ELs 2018-19





CONNECT:

INCLUSION:

Inclusive education is both a vision and a practice...of welcoming, valuing, empowering, and supporting the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for attaining the desired goals of education. Inclusion is a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community (Villa and Thousand, 2016). Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths.

Building the Infrastructure of Teaching and Learning

- ATSS Overview **W O 1 2 3**
- Co-Teaching Models **S B 2 3 5**
- Equity and Excellence **S B 1 2 3 5**
- Understanding Dyslexia **A O 1 2 3**
- Understanding English Learners **W F 1 2 3 4 5**
- Understanding Gifted Learners **S B 1 2 3 4 5**
- Student Support Processes: Student Study, 504s and IEPs **W F 1 2 3**
- Universal Design for Learning **W B 1 2 3 5**
- Why Inclusive Practices? What are Inclusive Practices? **S B 1 2 3 5**
- Young Scholars: A Focus on the Gifted Gap **S B 1 2 3 4 5**

Content Knowledge

- Assistive Technology **A O 1 2 3**
- Creating Sensory Safe Spaces **W F 1 2 3 5**
- Executive Functioning **W F 3**
- Flexible Seating and Student Movement **W F 1 3 5**
- Implementing IEPs **W F 1 2 3 4 5**
- Inclusive Practices for English Learners (ELs) - Fundamentals of Sheltered Instruction **W F 1 2 3 4 5**
- Supporting ELP Level 6 Students **W F 1 2 3**

Enhancing Teaching and Learning

- Courageous Conversations **S O 1 5 6**
- Culturally Responsive Teaching and Learning: SEED I and II **S F 1**
- Assets vs Deficits **W F 1 2 3 4 5 6**
- Delivering Specially Designed Instruction **W F 2 3 7**
- FACE: Race, Class, Equity, and Family Engagement **W F 1 5 6**

Leading Others

Key Takeaways

- All APS schools are accredited for the fourth year in a row
- As English Learners acquire English, they demonstrate achievement at levels comparable to their native English speaking peers
- Continue to focus on improving teaching and learning experiences for students with disabilities
 - Co-teaching
 - Specially Designed Instruction
 - Student Support Visioning (ATSS, Student Study, IEPs, and 504s)
- Continue to focus our work on the elements of the Teaching & Learning Framework



Success for All Students

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