

Arlington Public Schools

Minority Achievement

2016 Evaluation



The goal of the Office of Minority Achievement is to **maintain relationships** that assist students, families and schools in the attainment of academic excellence and to **ensure equal access** for all students to all academic programs by:

1. encouraging students to take **challenging courses** throughout their academic careers.
2. exposing students to the rigors and expectations of the **next level of education**.
3. analyzing available data to **match and monitor** students' involvement with established educational and/or culturally enriching opportunities, as well as to **initiate programming** to meet student needs.
4. encouraging students to **discover and utilize resources** that will help them progress towards their goals.
5. teaching students and families to become positive and effective **self-advocates** and to navigate the system so that educational goals are realistic and attainable.
6. serving as a resource by **providing staff with direct support** and strategies for working with students and families of diverse ethnicities and socioeconomic backgrounds.
7. **advocating** for practices, policies, and procedures with school leadership and key staff that create equitable learning environments for all students.

Full evaluation with appendices at
www.apsva.us/evaluationreports

Arlington Public Schools

Minority Achievement

2016 Evaluation



Evaluation Findings – APS Context

- **White students** most likely to feel students of their race/culture are **accepted** by students and staff at their school.
- **Not all teachers** agree with importance of closing **achievement gap**, ability to close gap while maintaining high standards, or responsibility of public schools to close gap.
- Many achievement gaps have **narrowed over time**. Little movement or increase in advanced diploma, SAT/ACT participation, gifted identification, AP/IB qualifying scores.
- CLASS observation scores increase as proportion of white students increase in areas of middle school **student engagement**, high school **emotional support**, high school **instructional support**.

Evaluation Findings – Minority Achievement Program

- Variation in **familiarity** with and **perceptions** of program.
- All stakeholders report importance of **forging relationships** in positive role of Minority Achievement Coordinators.
- Participating students are **identified and recruited** through **interpersonal and informal** channels, in addition to standardized methods like the **student information system**.
- Students and alumni report strong **support** from Minority Achievement Coordinator, positive impact on **self-advocacy skills**

Full evaluation with appendices at
www.apsva.us/evaluationreports

Arlington Public Schools

Minority Achievement

2016 Evaluation



2015-16

Define and communicate vision and goals to ensure consistency

Provide minority achievement school profile using SP and SB Priorities

Develop elementary pilot focused on student progress and achievement and the integration of culturally responsive practices

Maintain current secondary structure and student-centered strategies and activities and identify monitoring tools

Participate in the Whole Child Working Group

2016-17

Identify one goal per school with principals based on profiles

Integrate ATSS and programs targeted at specific groups (at-risk students and those in need of enrichment)

Implement elementary pilot

Work with curriculum staff to ensure instructional resources clearly differentiate for all learners

Implement monitoring tools for secondary program

Integrate relevant recommendations from Whole Child Working Group into progressive plan

2017-18

Gather and share data

Evaluate school goals and revise as necessary

Consider revisions to Strategic Plan

Evaluate elementary pilot and recommend revision or expansion

Evaluate secondary program and recommend revision or expansion

Full evaluation with appendices at www.apsva.us/evaluationreports

Arlington Public Schools

Minority Achievement

2016 Evaluation



Proposed Next Step 1

Reevaluate the goals and direction for the Minority Achievement Program. Using data collected through this evaluation, the Strategic Plan, and the School Board's priorities as a guide, define a vision and goals for the Office of Minority Achievement.

Response

In **2015-2016**, the Office of Minority Achievement will redefine its goals and direction to align with the Strategic Plan and the priorities of the School Board. As a part of this process, the Office will work with Information Services to **develop profiles for each school** that will include testing data and CLASS observation data by race.

Once the Office has established and communicated goals to stakeholders and distributed profiles to schools, staff will **meet with each principal to identify a school goal** for **2016-17** related to minority achievement based on information compiled in the profile.

At the end of **2016-17**, the Office will work with principals to **evaluate and refine goals** for **2017-18**.

Staff also will participate in the **Whole Child Working Group** in **2015-16** and integrate relevant recommendations from the Working Group into the progressive plan in **2016-17**.

Full evaluation with appendices at
www.apsva.us/evaluationreports

Arlington Public Schools

Minority Achievement

2016 Evaluation



Proposed Next Step 2

To eliminate achievement gaps, APS needs to expand its efforts to **ensure that instruction is culturally competent** across the system.

Response

To address the need for professional development in culturally responsive pedagogy as an approach to minimize opportunity gaps, in **2015-16**, the Office will **develop a pilot at the elementary level** that will **place two full-time instructional coaches** in a selected school. The coaches, one with an expertise in math and one with an expertise in language arts, will be trained to provide **job-embedded professional development** in culturally responsive math and language arts instructional strategies.

The pilot will be executed in **2016-17**. At the end of 2016-17, the Office will **evaluate the pilot** and make necessary changes for **2017-18** to include **expansion of the coaching model to other elementary schools**.

In addition, in **2015-16**, the Office will **work with curriculum offices** to provide instructional resources in content area culturally responsive pedagogy. In **2016-17** and **2017-18**, the Office will continue to support curriculum offices in countywide professional development.

Full evaluation with appendices at
www.apsva.us/evaluationreports

Arlington Public Schools

Minority Achievement

2016 Evaluation



Proposed Next Step 3

Clarify program offerings and develop a portfolio of data tools and reports that **support monitoring and implementation** of minority achievement and Minority Achievement programs.

Response

In **2015-16**, the Office will work with Information Services to **identify and/or develop accountability tools** to track students served by Minority Achievement Coordinators.

At the beginning of **2016-17**, Minority Achievement Coordinators will be trained to use these tools and will begin to use them. These tools will be refined at the end of 2016-17 and fully utilized in **2017-18**.

In addition, in **2015-16**, the Office will work with coordinators to **define goals and objectives of all Minority Achievement programs** and to **identify data sources to evaluate** these programs. At the end **2016-17**, data will be collected to evaluate existing programs and to make programmatic decisions for **2017-18**.

Beginning in **2016-17**, the Office also will work with **secondary** schools to develop a plan to **transition existing halftime Minority Achievement Coordinators to fulltime**.

Full evaluation with appendices at
www.apsva.us/evaluationreports