

Arlington Public Schools

Social Studies Evaluation Report

Prepared by the Office of Planning and Evaluation
Response from the Social Studies Office

May 2015

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SECTION 1: BACKGROUND

The evaluation of the Social Studies Program began in 2012-13 with the development of a program evaluation design. A planning committee met regularly throughout the year to develop the evaluation questions that would guide data collection for this report. Committee members included staff from Planning and Evaluation, the Social Studies Office, and schools; as well as community members from the Social Studies Citizens Advisory Committee. Data collection for the evaluation occurred during the 2013-14 school year and the fall of 2014. This evaluation employed various methodologies to collect data with which to examine the success of the Social Studies program over time. In particular, this report addresses the following three components outlined in Arlington Public Schools (APS) policy and procedures (45-3) for accountability and evaluation:

1. A description of the department, program, or service.
2. Evaluation questions that ask
 - a. How effectively was the Social Studies program implemented?
 - b. What were the outcomes for the targeted populations?
3. Recommendations

The executive summary and appendices that contain definitions, original data sets, and various reports used to inform this evaluation are located online at www.apsva.us/evaluationreports.

Social Studies Program Description - *Prepared by the Social Studies Office*

Program Overview

The Social Studies Office provides system-wide leadership for curriculum, professional development, and required social studies instruction at the elementary, middle, and high school levels. The Social Studies Office serves students in grades K-12, including students enrolled in Advanced Placement, International Baccalaureate, dual enrolled, English for Speakers of Other Languages/High Intensity Language Training (ESOL/HILT), and special education courses.

The primary mission of the Social Studies Program is to offer a rich and rigorous K-12 curriculum that develops essential knowledge, 21st century thinking skills, and values in the social sciences through meaningful, engaging, and challenging instruction that enables students to understand the relevance of history and the social sciences and to become informed, responsible, and reasoned citizens of a democratic society and an interdependent world.

Goals and Objectives

The Social Studies Office operates within the Department of Instruction to meet APS Strategic Plan goals and DOI process goals. APS develops six-year strategic plans with staff and community involvement to identify focus areas for school system improvement. Each year the School Board and the public receive reports on the progress made within each Strategic Plan goal area during the preceding year, with the opportunity for modifications to the Strategic Plan as warranted.

The current Strategic Plan runs through 2016-17 and focuses on five important goal areas:

Goal 1: Ensure that Every Student is Challenged and Engaged

Goal 2: Eliminate Achievement Gaps

Goal 3: Recruit, Retain and Develop High-Quality Staff

Goal 4: Provide Optimal Learning Environments

Goal 5: Meet the Needs of the Whole Child

The Social Studies Office also works to address the following DOI core services:

Establishing instructional best practices

Designing the curriculum for implementation

Selecting instructional resources

Developing the Program of Studies

Providing instructional support for schools

Designing and delivering professional learning

Monitoring curriculum and pedagogy implementation

Progress in each of the areas of responsibility is monitored through a cycle of program improvement and evaluation as well as annual supervision and evaluation within DOI.

At both the elementary and secondary levels, the goals and objectives for Social Studies instruction in APS reflect the Standards of Learning (SOL) adopted by the state of Virginia and the standards from the National Council for the Social Studies. In addition to the strategic goals set forth by APS, the Social Studies Program aims to:

- prepare each student to succeed in a diverse, changing world through curriculum and instruction that focuses on 21st century skills and other school experiences responsive to each student's talents, interests, and challenges;
- provide teachers and students with access to technology and other resources that support high quality social studies instruction;
- engage teachers in professional development that focuses on best practice pedagogy and skills for the 21st century and beyond; and
- build effective relationships with parents and the community so that they know about and actively support the education of our students.

Attributes of Success

Through successful implementation of the APS Social Studies Program, all students will:

- engage in meaningful, interactive, and challenging social studies instruction that is responsive to their needs, talents and interests;
- acquire knowledge in history, geography, civics, and economics through the delivery of rich and rigorous curriculum aligned with state standards;

- acquire skills of higher cognition, information and media literacy, creativity, problem solving, collaboration and communication;
- experience rising achievement in social studies courses;
- enroll in higher-level social studies courses and
- participate in social studies activities that utilize varied resources and technology.

Student progress in social studies is measured through 1) state and national standardized tests at various grade levels 2) district-level alternative assessments and 3) teacher-developed assessments based on best practices in social studies education. Additionally, a series of performance assessment tasks have been developed in grades 3-12 to address depth of understanding and critical thinking skills; these provide alternative and varied measures of academic progress.

Through successful implementation of the APS Social Studies Program, all staff will:

- use and build upon their training in the History Alive!/Social Studies Alive! institutes and workshops to strengthen consistent application of this common pedagogical framework;
- use best practices in instruction;
- extend their content knowledge on an ongoing basis;
- continue to use and build curriculum, technology, material, and human resources to maximize students' acquisition of knowledge and skills;
- use performance assessment tasks as alternative and additional measures of students' academic progress;
- collaborate and communicate with each other to exchange ideas and build collegiality;
- engage with the community to address program needs and provide relevant program information; and
- provide strategic support to principals and other administrators, teachers, the Social Studies Advisory Committee, and community groups.

Program Attributes

The Social Studies Office provides system-wide leadership for social studies curriculum and instruction, as well as services to students, teachers, parents, principals, schools, and the community. The Office guides the development of social studies courses to correlate with state and local standards for instruction at the elementary and secondary levels. Additionally, the Office works collaboratively with other APS departmental programs including ESOL/HILT, Special Education, Gifted Services, Early Childhood, and Minority Achievement; and specific educational programs at the Career Center, Arlington Mill, Langston, and New Directions to provide students with the social studies skills they need to be successful in the 21st century.

The Social Studies Office also oversees the coordination and support of all social studies summer school courses for grades 6-12, including make-up and strengthening in World History I and II, World Geography, VA/US History, VA/US Government, Economics and Personal Finance, as well as new work for credit in Economics and Personal Finance. Two virtual courses - Economics and Personal Finance and US/VA History - are also available as new work for credit courses. At the middle school level, the Social

Studies Office offers a Google Lit Trip course as an enrichment opportunity. It also oversees the development and implementation of the Global Village Summit enrichment program for grades K-3.

Additional enrichment opportunities for students include, but are not limited to, the National Geography Bee, The National History Bee, Model U.N., debate and discussion groups, the History Bowl, the Governor's Economic Challenge, the National History Day Challenge, and field trips to events such as the Youth Forum on Africa.

Staff and the broader community are kept informed about Social Studies events and initiatives through the distribution of *Vision*, the Social Studies newsletter; the distribution of Social Studies Snapshots, a bi-weekly email; through social media; and through school-supported Social Studies Family Nights, parent workshops, and other community forums. Community members are often involved in classroom presentations as guest speakers and participants in school events. The Social Studies Office also creates opportunities to engage the community with events such as a Community Conversation on the Impact of Latino Immigration on the Transformation of the Country. The Social Studies Office staff also work with the Social Studies Advisory Committee to communicate information about the social studies program.

Best and Current Practices

A literature review summarizing best practices in social studies instruction was commissioned in spring 2013 as part of the planning process for this evaluation. Selected key findings from the review, completed by Hanover Research, are included below. The complete literature review, along with citations, can be found in **Appendix G1**.

- Effective social studies sequencing ensures that students accumulate knowledge and develop skills. Educators must sequence academic tasks so that students gradually expand their skills over time. The order in which specific content is delivered to students is less important than ensuring that the material challenge students throughout the course of study.
- School districts with exemplary social studies programs provide highly structured sequencing guides that align state standards with lesson plans. Effective instructional and curriculum guides correlate content and performance standards with academic tasks, assessments, and resources.
- Educators effectively incorporate technology into social studies classrooms by expanding available content and improving students' technical skills. Technology should enhance teaching methods rather than replace teacher responsibility. Although teachers and administrators are often intimidated by technology, experts note that simple methods such as data analysis can facilitate critical thinking among students.
- School districts successfully integrate technology by simplifying the process for their teachers. Teachers' lack of technical proficiency can be a barrier for effective technology implementation. Districts assist teachers by directing them to useful, easy-to-use resources and providing technology-focused professional development.
- Highly effective social studies teachers use active learning approaches that engage students. Research on history classrooms suggests that passive methods such as lecturing and recall

quizzes are largely ineffective. Effective teachers engage students by encouraging interaction among students and relating course material to students' lives.

- Co-teaching is an effective method for differentiating instruction in social studies classrooms. Co-teaching is typically implemented in diverse classrooms that contain students with disabilities. Experts suggest co-teachers must work together and remain engaged with students to effectively differentiate instruction.
- Increased instructional time devoted to social studies at the elementary level is associated with increased student achievement. Policymakers' emphasis on core subjects has decreased the time devoted to social studies in recent years, and some experts have argued that social studies can wait until students develop a foundation of literacy and mathematical skill. Elementary teachers with greater autonomy devote more time to social studies material.
- Experts recommend that social studies educators use performance assessments to effectively evaluate students. Performance assessments allow teachers to evaluate students' processes, rather than simply their knowledge retention. Effective performance assessments include portfolios, writing papers, and critiquing of historical events.

Curriculum and Instruction

The Social Studies curriculum is based on the Virginia State Standards of Learning (SOLs). The period covered by this report utilized standards adopted in 2008. In March 2015, a new set of standards was adopted that are expected to be implemented in fall 2017. This new curriculum will include a reorganization of the K-3 content, and an increased focus on scaffolded higher-level thinking skills K-12.

While the state recommends a course sequence, districts have the flexibility to alter that sequence to fit district needs. For example, APS offers World Geography as a high school credit course at the 8th grade level. Local school districts can also add additional courses to meet district needs. This is evident in courses such as Law at the high school level. At the elementary level, APS offers Ancient World History in Grade 5 and recommends Modern World History (WHII) as the Grade 9 course. That decision was made to provide students with a background in Ancient World since the high school graduation requirement does not mandate that students take both World History I and World History II in high school.

In addition to SOL-based courses, APS offers Advanced Placement (AP) courses with curriculum developed nationally by the College Board. The International Baccalaureate (IB) program also provides the curriculum for those courses administered in the county.

Elementary Level

At the elementary level, students learn social studies through a curriculum that is organized thematically around significant ideas, concepts, enduring understandings, and essential questions. One example from a grade 4 unit on the Revolutionary War has students developing an understanding of why a government might need changing by engaging in a debate on whether the colonists should break from the rule of Great Britain. Each of the K-3 grade-level curriculum focuses on four strands: history, geography, civics, and economics; and is aligned with the Virginia History and Social Studies Standards. At Grades 4 and 5 these strands are integrated into a chronological organization of Virginia Studies and Ancient World History in Grades 4 and 5, respectively.

Secondary Level

At the secondary level, students have opportunities to learn social studies in courses that include, but are not limited to, United States History, Civics and Economics Part 1 and 2, U.S. and Virginia History, World Geography, World History and Geography Beginnings to 1500 AD, World History and Geography 1500 AD to the Present, European History, U.S. and Virginia Government, Psychology, Economics, American Civilizations, U.S. and World Affairs, Sociology, and Economics and Personal Finance. Students have the opportunity to take Advanced Placement courses, International Baccalaureate courses, virtual courses, special education courses, and HILT/HILTEX courses which are all designed to meet the academic needs of the students. In addition, the Social Studies Office is in the process of expanding course selections to include a dual enrolled course in US/VA Government, which would allow students to receive a credit from Northern Virginia Community College for a course taken in high school.

The secondary level curriculum is also thematically organized around significant ideas, concepts, enduring understandings, and essential questions. In the School Efficiency Review of the Arlington Public Schools, conducted in May 2012 by the Gibson Consulting Group, this curriculum design was cited for commendation. The report stated as follows:

“The APS’ Department of Instruction should establish a consistent design across all of the content areas to create a more cohesive and efficient experience for the teachers and school administrators. The Social Studies Department approach should be set as the standard for all content areas.” (2.16)

Professional Development

APS social studies teachers have varied opportunities to participate in professional development through afterschool meetings, scheduled workshops, and attendance at state and national conferences. All these professional development opportunities are aligned with the APS Strategic Plan.

At the secondary level, all teachers new to the department are required to take the History Alive! Level I Summer Institute. This institute introduces the teachers to the pedagogy that provides the foundation of social studies instruction in the county. In the fall, all secondary staff spend a half-day engaged in professional development. Early in the school year, teachers attend a social studies data meeting at their school and develop site-based initiatives for professional development to address individual school data. Additionally, schools incorporate collaborative learning teams to address content needs. Twice a year, district grade-level meetings are used to further districtwide initiatives, and teachers have additional opportunities to self-select a variety of afterschool and full-day workshops. In June, there is a districtwide meeting for the purpose of sharing site-based initiatives. These professional development sessions align with identified needs of the department. For example, in the 2012-13 school year, staff development focused on the development and implementation of digital resources in social studies.

At the elementary level, teachers are invited to participate in either a one-day History Alive! Overview or the History Alive! Level I Summer Institute. On average, approximately fifty elementary teachers take advantage of this offer on an annual basis. Additionally, a variety of professional learning workshops are offered throughout the year to address identified needs of elementary social studies teachers. For

example, in 2014-15, elementary teachers could choose from a workshop on literacy integration or the use of primary sources in elementary content instruction.

At both the elementary and secondary level, social studies teachers also benefit from social studies workshops presented at their schools. These workshops include topics such as test-taking strategies, assessment in social studies, content literacy, literacy integration, the Understanding by Design model, and differentiation strategies. The Social Studies Office staff is also available to develop workshops to meet individual school needs.

A Blackboard site, Social Studies Online, facilitates communication among social studies teachers at all levels; the site includes strategies to support instruction, vetted exemplary lessons, state resources, professional growth opportunities, differentiation strategies, print and electronic resources, and announcements. *Vision*, the Social Studies Office newsletter, communicates instructional information with distribution three times per year. A Social Studies Snapshots email is sent out bi-weekly to communicate instructional and resource information. Additionally, the Google share drive is used to facilitate teacher exchange of lesson resources.

Resources

Implementation of the Social Studies Program is the responsibility of the Social Studies Office Supervisor, Social Studies Specialist, and Administrative Assistant, within the Department of Instruction. The primary responsibilities of the three fulltime program employees are outlined in **Table 1**.

Table 1: Social Studies Office Staff and Responsibilities

Employee	Primary Responsibilities
Social Studies Supervisor (fulltime)	<ul style="list-style-type: none"> • responsible for the development, implementation, and evaluation of the Social Studies Program at the elementary and secondary level • recommends appropriate changes in the program to reflect trends in social studies education based on current research • serves as functional unit manager for system-wide local, state, and federal funds designated for the Social Studies Program • coordinates community resources • provides leadership for countywide social studies instruction and staff development • collaborates with principals and other offices in the integration and delivery of social studies instruction • provides leadership in review of instructional materials, including textbooks, maps, and globes • provides leadership in curriculum design and instruction • coordinates the work of Social Studies Lead Teachers • coordinates social studies summer school courses and programs • analyzes test data to inform instruction

Employee	Primary Responsibilities
Social Studies Supervisor - continued	<ul style="list-style-type: none"> • interviews potential social studies teachers and assists administrative staff at schools in the hiring process • observes and evaluates all secondary probationary social studies teachers • observes and evaluates elementary teachers and others at the request of the principal • acts as staff liaison to the Social Studies Advisory Committee • responds to community requests related to the social studies program • participates in national, state and local organizations
Social Studies Specialist (fulltime)	<ul style="list-style-type: none"> • guides teachers in the successful implementation of the Social Studies Program, under the supervision of the Social Studies Supervisor • designs and presents staff development workshops for social studies teachers • provides leadership to Elementary Social Studies Lead Teachers • mentors teachers in the use of best instructional practices • presents/models social studies lessons to students • facilitates communication among elementary, middle, and high schools to ensure curriculum continuity • writes and produces the Vision newsletter three times per year which is distributed to social studies stakeholders and the Social Studies Snapshot bi-weekly to provide time-sensitive information • uses social media to communicate social studies news • recommends teacher and student resources for classroom use and standardized test preparation • assists school staff in test data analysis • assists with curriculum revisions and textbook adoptions • supports the use of the digital textbook in the schools • designs and maintains the Blackboard Social Studies Online site • directs Global Village Summer Enrichment Program • coordinates scheduling of school outreach programs, including Jamestown-Yorktown Foundation and Chinese Trunks • interviews candidates at district job fairs • coordinates with other offices to implement interdisciplinary programs
Administrative Assistant (fulltime)	<ul style="list-style-type: none"> • manages local financial accounts for social studies and coordinates countywide purchases of materials and textbooks • manages accounts for Arlington Public Schools social studies resources and staff development • maintains staff development databases for Social Studies teachers • assists with planning for state and national conferences

Employee	Primary Responsibilities
Administrative Assistant - continued	<ul style="list-style-type: none"> • assists in coordination of professional development activities • communicates and processes information related to the Social Studies Office events

Principals, social studies lead teachers, and high school social studies department chairs monitor and support the delivery of the program at each school site. The Social Studies Office provides an annual stipend of \$2,924 to elementary lead teachers and \$2,010 to secondary lead teachers.

Though the Social Studies Office does not directly supervise teachers, staff work closely with department chairs, lead teachers, and elementary and secondary classroom teachers (including ESOL/HILT, Special Education, and gifted resource teachers) to ensure that instruction aligns with state and local policy and that best practices are being utilized across the curriculum. Social Studies Office staff do participate in walkthroughs to observe social studies staff periodically throughout the school year.

The teaching staff for FY2015 is funded through school planning factors and includes the following positions that support social studies instruction:

Elementary Level

- All classroom teachers
- ESOL/HILT, special education, and gifted resource teachers

Secondary Level

- 120 social studies teachers
- Social studies department chairs
- ESOL/HILT, special education, and gifted resource teachers

The average teacher salary in FY2015 is \$74,384.

The budget for the Department of Instruction includes funds for approved curriculum and staff development. The FY 2015 budget includes \$695,518 that is shared among **all** instructional programs to pay for

- curriculum work done by teachers
- in-service professionals, including outside consultants, contract courses, and staff participating in professional learning outside of their contract hours
- conference registration fees for both presenters and attendees

In addition, the Department of Instruction provides funds for purchase of social studies textbooks and support materials in an adoption year. In FY2011, \$1,544,512 was used to purchase social studies textbook adoption materials. In addition to materials provided by the Department of Instruction, all school budgets provide resources to replace and supplement instructional materials and supplies each year.

Status of Recommendations Made in Previous Evaluations

The Social Studies Program was last evaluated in 2008 and included the following recommendations:

Table 2: Status of Recommendations Made in Previous Evaluations

Recommendation	Status
Recommendations to be implemented by Social Studies staff:	
1. Increase use of effective cooperative learning and group work strategies among elementary teachers	Over the past 6 years, the Social Studies Office has held training in Social Studies Alive! for an average of 50 elementary teachers each year. This training emphasizes the effectiveness of cooperative learning and group work. Additionally, an instructional analysis component has been added to each elementary lead teacher meeting to facilitate discussion of best practice.
2. Increase ways to personalize content for students in order to make it more relevant to their lives	The Social Studies Office staff has employed the use of the Social Studies Online Blackboard site, Google Drive, and the Vision newsletter as a way of sharing lessons and resources that personalize learning. The Social Studies Office has also provided funding for teachers to attend professional conferences to update their skills in this area, and has provided multiple workshops to address the topic.
3. Increase options for providing student choice to express learning based on interest, need, and challenge	The Social Studies Online Blackboard set includes a tab of differentiation resources. Within this tab is information and examples of differentiated projects. A workshop has been developed and delivered to address differentiated products and other examples of differentiation and is offered to schools across the district.
4. Increase application of higher-order questioning strategies to increase level of content challenge and differentiated instruction	A Compendium of Historical Thinking Skills was developed for both elementary and secondary instructional staff. This document has been shared and posted for use. It includes activities to develop historical thinking as well as assessment item samples that test the identified thinking skill. The Social Studies Office has also developed performance assessment tasks in Grades 3-12. These tasks include specific scenarios which require students to analyze documents and make decisions as a measure of their depth of understanding of content. In addition to these two resources, schools have the opportunity to select site based initiatives on the basis of social studies data and several schools have selected projects related to critical thinking and questioning strategies.
5. Continue to encourage elementary teachers to participate in summer training in the Social Studies Alive! approach.	A fall Social Studies Alive! one-day workshop is offered to elementary teachers to encourage them to sign up for the summer week long Institute. The Social Studies Office pays for subs to allow teachers to attend this training. In addition, Social Studies Alive! training is provided during the Festival of the Mind Conference held in June. Each year, an average of 50 elementary teachers become trained in Social Studies Alive!

Recommendation	Status
Recommendations requiring work with other programs, offices, and departments:	
<p>6. Work with elementary principals and other core content area staff to develop procedures that describe time recommendations for teaching core content so that they are reflective of actual classroom environments, interdisciplinary and integrative instructional approaches, student needs and that meet state requirements.</p>	<p>The Social Studies staff has worked to develop literacy integration lessons and leveled book lists to allow the teaching of social studies content during some of the language arts blocks. In addition, a literacy integration workshop was offered to elementary teachers.</p>
<p>7. Work with elementary principals to structure schedules providing an average of 45 minutes per day for social studies instruction. Even though SOL test scores remain high at grades 3 and 4, the outcomes of social studies instruction that encompass such concepts as civic responsibility, democratic principles, and deeper levels of understanding about the world necessitate dedicated instructional time. Social Studies represents more than just facts required on a test.</p>	<p>Time requirements for social studies instruction in the elementary setting continue to be a challenge. The delivery model varies from school to school with some delivering Social Studies instruction in a departmentalized arrangement while others use a generalist approach with one teacher teaching all subjects. An additional challenge is the replacement of the 3rd grade Social Studies Standards of Learning test with an alternate assessment. The Social Studies staff has worked to develop literacy integration lessons and leveled book lists to allow the teaching of social studies content during some of the language arts blocks.</p>
<p>8. Explore with elementary principals ways to provide professional development opportunities on a cyclical basis with other core areas so that all schools have access to social studies staff development.</p>	<p>This area continues to be a challenge for elementary teachers. However, the Social Studies Office has provided several after school professional learning workshops for elementary staff that have been well attended. They include content academies, workshops on literacy integration, workshops on analyzing primary sources, and workshops on digital learning. The most popular workshops tend to be the ones that allow integration of all subjects such as test taking strategies. The Social Studies Office also partnered with the Virginia Foundation for the Humanities to offer two Saturday workshops for elementary teachers. Additionally, the Social Studies Office sponsored several social studies offerings for elementary teachers at the Festival of the Mind conference held at the end of the school year and plan to continue to offer sessions at this event.</p>

Recommendation	Status
Recommendations requiring work with other programs, offices, and departments (continued):	
<p>9. Support, maintain, and expand initiatives that address the reduction of the achievement gap between White and non-White students on all measures through staff development, modeling, and appropriate materials.</p>	<p>The Social Studies Office has worked to address the achievement gap through the following initiatives:</p> <ul style="list-style-type: none"> • School data meetings and site based initiatives to address needs identified in the data • Differentiation resources shared on Social Studies Online • Workshops developed and delivered on content reading, differentiation, the SIOP model and literacy integration • Collaborative project with the Office of Special Education to support co-teaching in the middle school • Collaborative work with the HILT/HILTEX Office on the development of social studies resources • Development of differentiated resources for required grade level courses including vocabulary support, word walls, leveled text, and study guides
Overall Next Steps:	
<p>10. Continue to provide training in best practices and the History Alive!/Social Studies Alive! approach in order to provide a common pedagogical framework for social studies instruction.</p>	<p>It continues to be a requirement for all social studies secondary staff to be trained in History Alive! Elementary teachers are offered three opportunities during each year to receive training in the pedagogy. Additionally, invitations for participation in the History Alive!/Social Studies Alive! workshops have been extended to special education and Hilt/Hiltex teachers.</p>
<p>11. Explore varied and multi-level text, media, and technology resources that may be more appropriate to address diverse learning needs than a single adopted textbook.</p>	<p>All K-12 students have access to a digital textbook and many of these textbooks have additional digital resources. The Social Studies Office staff shares new resources through regular email communication and the Vision newsletter. To support diverse learning needs, leveled text has been purchased for multiple grade levels. Additionally, a leveled book list has been developed K-5 to provide teachers with literature resources that support content.</p>
<p>12. Examine staff development models that deliver training at the elementary level.</p>	<p>The Social Studies Office staff has implemented workshops at a variety of times to accommodate the needs of elementary teachers. These include after school sessions, Saturday workshops, and in-school presentations.</p>
<p>13. Continue to facilitate effective collaboration and sharing of ideas among teachers at all levels through a variety of forums such as monthly meetings, small learning communities, and workshops.</p>	<p>A district initiative of Professional Learning Communities at each school site has greatly increased the collaboration of social studies teachers at the school site. This is supported by site based initiatives for secondary teachers led by the Social Studies staff. Secondary teachers also meet in district wide grade level meetings three times a year to share resources. In addition to face to face meetings, the Social Studies Online Blackboard community and Google Drive are used to share resources across the district.</p>

Recommendation	Status
Overall Next Steps (continued):	
14. Examine required training in the Social Studies Alive! approach for all elementary teachers in order to expand the use of social studies methodology and best practices that may be applicable across disciplines.	The workshop contents of the Social Studies Alive! session have been modified to reflect the interdisciplinary nature of many of the strategies. Teachers attending the week long History Alive! Institute have the option of creating a lesson for a subject other than social studies.

Expressed Concerns

A number of persistent concerns have been identified through discussions with teachers and the Social Studies Advisory Committee. These include:

- fidelity of curriculum and pedagogy implementation
- time allocation for Social Studies instruction at the elementary level and concern over instructional focus on content over skills
- 21st Century skills instruction, not just content
- interdisciplinary connections within curriculum at all levels
- geographic literacy
- relevance of content to student experiences
- differentiation, language and concept development methods for staff
- technology/hardware availability and use
- impact of graduation requirements on electives

Methodology

Evaluation Design and Questions

The design for this evaluation was developed during the 2012-13 school year. A planning committee met regularly throughout the year to develop the evaluation questions that would guide data collection for this report. Committee members included staff from Planning and Evaluation, the Social Studies Office, and schools; as well as community members from the Social Studies Citizens Advisory Committee. Additional staff were consulted as well. The Social Studies evaluation design can be found in **Table 3**. Data collection for the evaluation occurred during the 2013-14 school year and fall 2014.

Table 3: Social Studies Evaluation Design

Program/Service Objective	Program/Service Question	Data Source(s)
<p>Evaluation Question 1: Implementation <i>How effectively was the Social Studies program implemented?</i></p>		
<p>Best instructional practices for emotional support, classroom organization, instructional support and student engagement are evident across instruction in social studies classrooms.</p>	<p>1a To what degree are best instructional practices evident in K-12 social studies classrooms?</p>	<p>Existing Tools, Data Sources:</p> <ul style="list-style-type: none"> • Classroom Assessment Scoring System (CLASS)
<p>Social studies instruction reflects a rich and rigorous curriculum aligned with state standards and APS curriculum.</p>	<p>2a To what extent is observed social studies instruction aligned with state standards and APS curriculum? 2b To what extent does social studies instruction address skills of higher cognition, creativity, problem solving, collaboration and communication? 2c To what extent are other curricular areas integrated into social studies instruction? 2d Do parents report satisfaction with their children’s experience with social studies?</p>	<p>Existing Tools, Data Sources:</p> <ul style="list-style-type: none"> • Site-based survey • Community Satisfaction Survey <p>Developed Tools:</p> <ul style="list-style-type: none"> • Social studies observation checklist • Teacher survey
<p>All students have access to higher level social studies courses.</p>	<p>3a To what extent do all students and identified student groups enroll in higher level social studies courses? 3b To what extent is social studies instruction differentiated for learners with varied abilities? 3c To what extent do all students and identified student groups participate in enrichment opportunities? 3d Do students report satisfaction with their experience with social studies?</p>	<p>Existing Tools, Data Sources:</p> <ul style="list-style-type: none"> • High school social studies enrollment data • Participation data for enrichment activities • CLASS • Observation checklist • Site-based survey • Community Satisfaction Survey <p>Developed Tools:</p> <ul style="list-style-type: none"> • Teacher survey • Enrichment program data collection form • Student focus groups

Program/Service Objective	Program/Service Question	Data Source(s)
Evaluation Question 1: Implementation (continued) <i>How effectively was the Social Studies program implemented?</i>		
All elementary students participate in regularly occurring social studies instruction.	4a To what extent is time for social studies instruction consistent for elementary students at each grade? 4b To what extent do elementary teachers report that students are pulled from social studies instruction?	Developed Tools: <ul style="list-style-type: none"> • Elementary teacher survey
APS manages social studies resources effectively.	5a To what extent are students and teachers able to use technology and digital resources that support high quality social studies instruction? <ul style="list-style-type: none"> • Equitable access • Use of and proficiency with technology 5b To what extent is social studies professional development effective and accessible to all social studies teachers? <ul style="list-style-type: none"> • Participation in History Alive! • Access to social studies professional development • Teacher collaboration/sharing 5c To what extent do social studies lead teachers support the social studies program at the school site? 5d Do social studies teachers report satisfaction with division-level support? 5e How extensively are purchased resources used in all schools? <ul style="list-style-type: none"> • Textbooks • Digital maps • Pull-down maps 	Existing Tools, Data Sources: <ul style="list-style-type: none"> • Participation data for History Alive! week-long institutes Developed Tools: <ul style="list-style-type: none"> • Social studies program checklist • Teacher survey • Administrator survey • Student focus groups

Program/Service Objective	Program/Service Question	Data Source(s)
Evaluation Question 2: Outcomes <i>What were the outcomes for the targeted populations?</i>		
Students experience rising achievement in social studies courses.	6a To what degree do all students and all identified student groups demonstrate rising achievement in social studies? 6b To what extent do elementary students demonstrate proficiency based on the delivery of social studies instruction and the amount of time devoted to social studies instruction?	Existing Tools, Data Sources: <ul style="list-style-type: none"> • SOL • SOL performance by question • AP, IB Developed Tools: <ul style="list-style-type: none"> • Commissioned report on impact of time/delivery model on elementary SOL scores (Hanover Research)
Students acquire skills of higher cognition, creativity, problem solving, collaboration and communication.	7a To what degree do all students and all student groups demonstrate skills of higher cognition, information and media literacy, creativity, problem solving, collaboration and communication?	Existing Tools, Data Sources: <ul style="list-style-type: none"> • Performance Assessment Tasks

Study Measures

Primary data sources were used to inform this evaluation and are described in detail.

Program Implementation—Observations of Teacher-Student Interaction Using CLASS

In 2010–11, APS adopted the Classroom Assessment Scoring System (CLASS) protocol to observe teacher-student interactions for all program evaluations. CLASS was developed at the University of Virginia’s Curry School of Education and provides a common lens and language focused on classroom interactions that encourage student learning.

The CLASS framework is derived from developmental theory and research suggesting that interactions between students and adults are the primary mechanism of child development and learning. Research conducted in more than 6,000 classrooms concludes that grades Pre-K–5 classrooms with higher CLASS ratings realize greater gains in achievement and social skill development.¹ Research using the CLASS-S (secondary) has shown that teachers’ skills in establishing a positive emotional climate, their sensitivity to student needs, and their structuring of their classrooms and lessons in ways that recognize adolescents’ needs for a sense of autonomy and control, for an active role in their learning, and for opportunities for peer interaction were all associated with higher relative student gains in achievement.

The CLASS tool organizes teacher-student interactions into three broad domains: emotional support, classroom organization, and instructional support. The upper elementary and secondary tools include an

¹ http://curry.virginia.edu/uploads/resourceLibrary/CLASS-MTP_PK-12_brief.pdf Center for Advanced Study of Teaching and Learning Charlottesville, Virginia, **Measuring and Improving Teacher-Student Interactions in PK–12 Settings to Enhance Students’ Learning.**

additional domain: student engagement. Within all domains except student engagement, interactions are further organized into multiple dimensions. The Social Studies CLASS results reflect a restructuring of the CLASS instrument, which means that Social Studies **domain** scores are not comparable to domain scores reported in prior program evaluation reports. Comparisons with past results can only be made at the **dimension** level. These domains and dimensions, and the changes reflected in the restructuring of the CLASS tool, are described in detail in **Appendix B1**.

The Office of Planning and Evaluation recruited administrators and retired teachers to become certified CLASS observers through in-depth training provided by the University of Virginia. These observers take a recertification test every year in order to remain eligible to conduct CLASS observations. Social Studies CLASS observations were conducted in the spring of 2014. CLASS observers visited 370 classrooms to obtain the data reflected in this report. Details on CLASS scores can be found in **Appendix B3**.

Program Implementation— Social Studies Observation Checklist

The Social Studies Office and the Office of Planning and Evaluation developed an additional observation tool to assess best practices specific to Social Studies instruction that were not addressed by CLASS.

In March 2014, 11 retired social studies teachers and a retired administrator were trained to use the instructional checklist during a six-hour training session in which they watched video-taped lessons and used the checklist to rate the various items being examined in order to ensure inter-rater reliability. A total of 303 observations were conducted in the spring of 2014. Checklist results can be found in **Appendix B4**.

Stakeholder Feedback—Staff Survey

The Social Studies Office and the Office of Planning and Evaluation developed a teacher survey and a principal survey to collect information on topics such as time of instruction at the elementary level, co-teaching, use of resources, and satisfaction with district-level support. Each survey was administered during the winter of 2013-14. Full survey results can be found in **Appendix C1**.

Stakeholder Feedback —Site-Based Survey and Community Satisfaction Survey

The alternating, biannual Site-Based Survey and Community Satisfaction Survey are designed to provide feedback from students, teachers, and parents on issues including school climate, instructional support, cultural competence, the physical condition of the buildings, and related information. Questions about social studies instruction were added to the 2013 Site-Based Survey and 2014 Community Satisfaction Survey for the purpose of program evaluation. A summary of Site-Based Survey and Community Satisfaction Survey responses regarding social studies instruction is included in **Appendix C2**.

Stakeholder Feedback —Student Focus Groups

APS contracted with an independent evaluator to conduct eight focus groups in March and April of 2014: two with 4th graders, two with 8th graders, two with 9th and 10th graders, and two with 11th and 12th graders. The goals of the focus groups were to hear students' feedback about social studies instructional approaches, the role of social studies in their lives, and their thoughts about enrolling in advanced social studies coursework. A summary of the focus groups can be found in **Appendix C3**.

Program Implementation—Student Enrollment

The Office of Planning and Evaluation worked with Enterprise Solutions to develop dynamic reports in the data warehouse to use for this evaluation and for continued monitoring upon completion of the evaluation. A report was developed to provide data on enrollment in high school social studies classes. Specific information on enrollment by course type and by demographics can be found in **Appendix D1**.

Program Implementation—Student Participation in Social Studies Enrichment Activities

At the end of each marking period in the 2013-14 school year, social studies lead teachers and/or department chairs from each school were asked to complete a survey documenting social studies enrichment activities at their school. The full report can be found in **Appendix D2**.

Program Implementation—Teacher Participation in History Alive! Training

The Social Studies Office has kept a record of the number of teachers who have participated in the week-long summer History Alive! institutes since 2000. This information is summarized in **Appendix E1**.

Student Outcomes—Standards of Learning Assessments

The Commonwealth of Virginia measures academic achievement through annual Standards of Learning (SOL) tests. Because of changes to the social studies tests implemented in 2010-11, results for prior years are not included in this report. In the four years covered by this evaluation, students were expected to take grade-level social studies assessments in grades 3, 4, 6, and 7; and end-of-course (EOC) exams for World Geography, World History I, World History II, or Virginia and U.S. History.

The Office of Planning and Evaluation worked with Enterprise Solutions to develop dynamic reports in the data warehouse for use in this evaluation and for continued monitoring of SOL data. Details on social studies SOL results can be found in **Appendix F1**.

Student Outcomes—Relationship between Elementary Delivery Model and SOLs

In December 2014, the Office of Planning and Evaluation commissioned a report from Hanover Research on the relationship between 2014 elementary social studies SOL scores and instructional delivery models and time for social studies instruction at each school. Information about delivery models and time for instruction was collected from teachers via the teacher survey. The Hanover report can be found in **Appendix F2**.

Student Outcomes—Advanced Placement (AP) and International Baccalaureate (IB)

Advanced Placement (AP) and International Baccalaureate (IB) courses offer students college-level credit during high school. Colleges vary in how they apply the credit but, generally, students earning scores of 3 or higher on AP exams or scores of 4 or higher on IB exams are awarded college credit. APS currently offers eight social studies AP courses to high school students: Comparative Government and Politics (Yorktown only), European History, Macroeconomics, Microeconomics, Psychology, U.S. Government and Politics, and U.S. History and World History. Students at Washington-Lee High School are offered the opportunity to participate in International Baccalaureate (IB) social studies classes. Those who enroll in IB History of the Americas, IB Psychology (high level and standard level), IB Economics, IB Geography,

IB Philosophy, IB European History, or IB Social Anthropology are required to participate in the corresponding IB exam.

The Office of Planning and Evaluation and Enterprise Solutions developed dynamic reports in the data warehouse to report on AP and IB exam results for this report and for continued monitoring. Details on AP exams and student outcomes can be found in **Appendix F3**. Details on IB exams and student outcomes can be found in **Appendix F4**.

Student Outcomes— Performance Assessment Tasks

Performance Assessment Tasks (PATs) are curriculum-embedded products that give evidence of students' deeper understanding of content and application of higher order thinking skills. In spring 2014, the Office of Planning and Evaluation sent a request to all teachers who had indicated they planned to use PATs that school year asking them to submit the PAT scores for their class. Planning and Evaluation was able to collect a representative number of PATs for 4th and 6th grade. The full report summarizing PAT results can be found in **Appendix F5**.

SECTION 2: FINDINGS

This section presents the evaluation findings in the areas of program implementation and outcomes.

Evaluation Question #1: How effectively was the Social Studies program implemented?

To address this question, the evaluation focused on several areas: delivery of instruction, quality of instruction, student participation, and resources and support for instruction.

Delivery of Instruction

At the secondary level, social studies teachers teach course-specific social studies curriculum associated with the Virginia Standards of Learning (SOL), Advanced Placement (AP), or International Baccalaureate (IB) objectives. At the elementary level, all classroom teachers are expected to be able to teach social studies curriculum associated with the Virginia SOLs; however, some schools departmentalize social studies instruction at particular grade levels so that one or more teachers teach social studies to all students in that grade.

Delivery of Instruction at the Elementary Level

A survey administered to social studies teachers and principals during winter 2013-14 included several questions addressing concerns specific to delivery of social studies instruction at the elementary level. These issues include time of instruction, frequency of instruction, and delivery model.

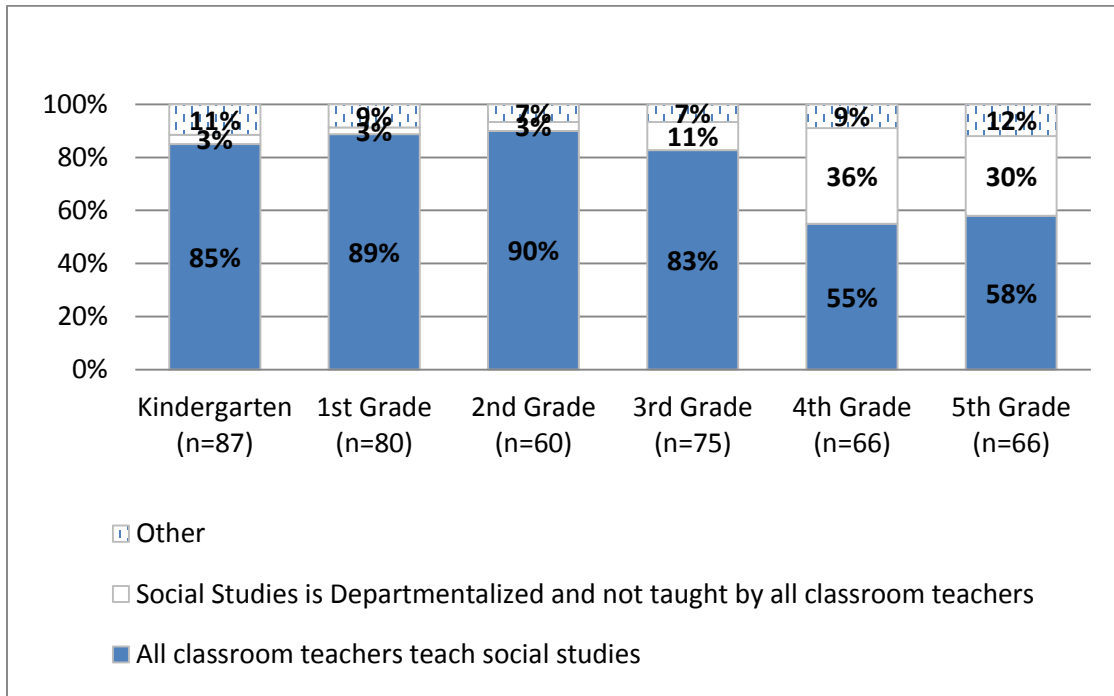
Elementary classroom teachers who reported that they teach social studies were asked the following question: **“On average, how many hours per week do your kindergartners (etc.) normally receive Social Studies instruction? Please adjust this average if your students do not receive Social Studies every week. For example, if your students receive Social Studies instruction for four hours every other week, the weekly average would be two hours.”** Responses indicate a gradual increase in the average amount of time students receive social studies instruction from kindergarten (2.3 hours) through 4th grade (3.7 hours), followed by a drop in 5th grade (2.6 hours). This pattern likely reflects the schedule for social studies Standards of Learning (SOL) assessments, which were administered in 3rd and 4th grade during the time covered by this evaluation².

Elementary classroom teachers also answered the question, **“Which of the following best describes the delivery model for social studies instruction that your students in kindergarten (etc.) receive?”**

Responses are displayed in **Figure 1**. Most teachers at all grade levels reported that social studies is taught by classroom teachers, but this percentage decreases in 4th and 5th grade, where a higher incidence of departmentalized instruction is reported (36% in 4th grade and 30% in 5th grade).

² In 2014-15, the 3rd grade Social Studies SOL assessment was replaced by a district-designed alternative assessment.

Figure 1: Social Studies Delivery Model by Elementary Grade Level



In response to the question, “**How frequently do individual students miss social studies instruction in your classroom because they are pulled for reasons not related to social studies,**” just 5% reported that this happens *often*. Thirty-one percent reported that it happens *sometimes*, 40% reported that it happens *rarely*, and 23% reported that it *never* happens.

An additional question asked elementary teachers to describe whether their students received social studies instruction weekly, or whether social studies instruction alternated with science instruction. This question also revealed a substantial difference between lower and upper grades. Between 24%-35% of K-3 teachers reported that their students received social studies instruction weekly rather than alternating with science, whereas 77% of 4th grade teachers and 70% of 5th grade teachers reported weekly social studies instruction.

The question of how frequently social studies is taught at the elementary level was also addressed during observations conducted in spring 2014. Observers were provided with class schedules that the Office of Planning and Evaluation acquired from individual schools. In many cases, elementary schedules included a “content block,” which could consist of social studies or science instruction, and observers didn’t know ahead of time if a class they visited would be focusing on social studies that day. A total of 137 out of 317 attempts at the elementary level were unsuccessful because social studies was not being taught at the scheduled time. In cases such as these, observers were instructed to leave the class and try again another day. Ultimately, 180 elementary social studies observations were completed. (For information about results of the observations, see p. 36.)

Table 4 displays the reasons observers were unsuccessful in observing 137 of the scheduled elementary social studies classes, and the number of times a particular reason was given for an unsuccessful

observation attempt. In cases where two attempts to observe the same classroom proved unsuccessful, two different reasons may have been provided.

Table 4: Reasons Elementary Social Studies Observations Did Not Take Place

Theme	No.	Sample Observer Comments
Science being taught	62	<ul style="list-style-type: none"> Teaching science unit Second grade in science cycle
Language arts/reading/writing taking place	18	<ul style="list-style-type: none"> The teacher was teaching a writing lesson. Students in literacy centers Language arts continuation
Error or change in schedule/class assigned for observation	14	<ul style="list-style-type: none"> Informed by teacher that scheduled time was incorrect. The “SS” on the schedule was for Social Skills....not Social Studies! This teacher doesn’t teach social studies, so I left.
Special event or activity taking place	11	<ul style="list-style-type: none"> All second graders in grade level meeting designing a T-shirt. Discussing, then practicing for fourth grade play
Math being taught	10	<ul style="list-style-type: none"> Teaching math lesson, to make up for missing math earlier because of an assembly
Substitute in the class	8	<ul style="list-style-type: none"> Teacher leaving for meeting, substitute takes over Has been absent for over a week
Special taking place	7	<ul style="list-style-type: none"> Class was at music. Students at library
Testing	6	<ul style="list-style-type: none"> The teacher was testing that period. IA testing
Social Studies lessons taught throughout the day	3	<ul style="list-style-type: none"> Social studies is taught throughout the day. No set schedule.
No direct social studies instruction taking place	1	<ul style="list-style-type: none"> Teacher dealing with class behavior issue. Observer asked to return at another time.

The full staff survey report can be found in **Appendix C1**. Information about Social Studies checklist observations can be found in **Appendix B4**.

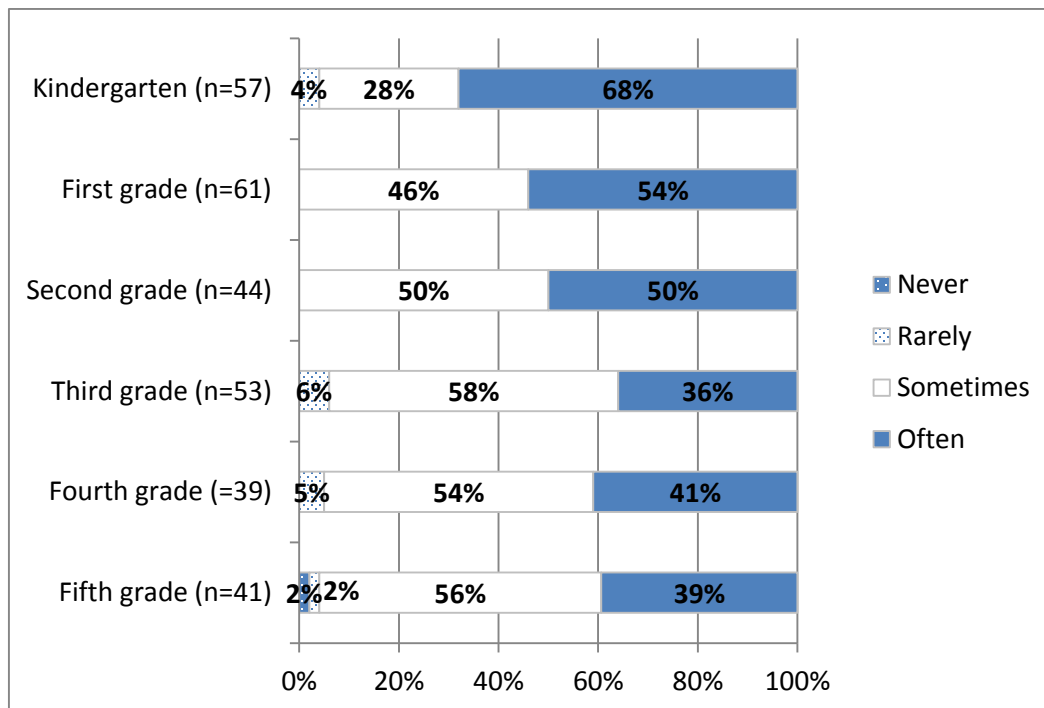
Integration of Content

The staff survey included questions about the integration of social studies content with other content areas. Teachers at all levels were asked the question, “**During your instructional planning, how frequently do you integrate other content areas (including non-core areas) with your social studies instruction each year?**” Elementary teachers were the most likely to report that they integrate other content areas into social studies instruction *often* (51%). Thirty-three percent of middle school teachers and 38% of high school teachers selected this response.

Elementary responses were further disaggregated by grade level. **Figure 2** shows how often elementary teachers at each grade level reported that they integrate other content areas with their social studies

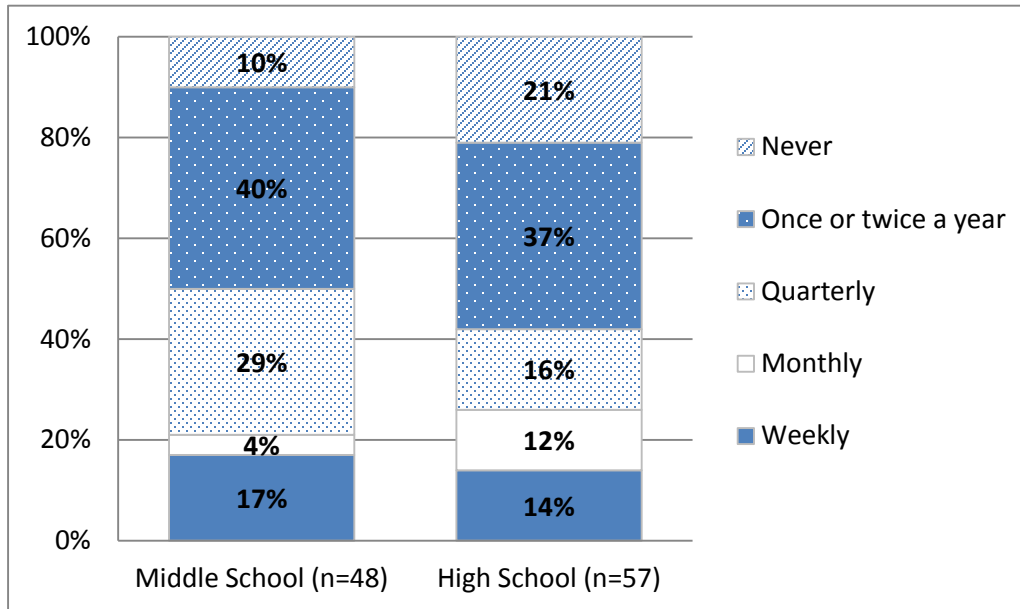
instruction. Kindergarten teachers were the most likely to report that they integrate content *often* (68%), followed by first grade teachers (54%) and second grade teachers (50%). Third grade teachers were the least likely to select this response, with just 36% selecting *often*. Fourth and fifth grade teachers selected this response between 39%-41% of the time. These responses likely reflect the social studies Standards of Learning (SOL) testing schedule at the elementary level. At the time the survey was administered, students in grades 3 and 4 took a social studies SOL test. The 3rd grade test was cumulative, covering content from grades K-3; this test was replaced starting in 2014-15 with a district-designed alternative assessment.

Figure 2: Frequency with which Elementary Teachers Integrate Other Content Areas with their Social Studies Instruction, by Grade Level



Secondary teachers were also asked the question, **“On average, how often do you collaborate with teachers of other subject areas on cross-curricular lessons each year (not including co-teaching)?”** Responses to this question, displayed in **Figure 3**, indicate that interdisciplinary instruction is not widely implemented in the secondary APS social studies program. Twenty-one percent of middle school teachers and 26% of high school teachers reported that they collaborate with teachers in other subject areas either *weekly* or *monthly*.

Figure 3: Frequency with which Secondary Social Studies Teacher Collaborate with Teachers in Other Subject Areas on Cross-Curricular Lessons



The full staff survey report can be found in **Appendix C1**.

Use of Technology

As part of the Social Studies evaluation, an observation checklist was developed by the Social Studies Office in conjunction with the Office of Planning and Evaluation to assess the degree to which best practices were incorporated into social studies instruction in APS. A series of observation items addressed the use of technology by students and by teachers in social studies classrooms. Students were observed using technology 9% of the time at the elementary level, 29% of the time at the middle school level, and 31% of the time at the high school level. Teachers were observed using technology 34% of the time at the elementary level, 46% of the time at the middle school level, and 65% of the time at the high school level.

An additional observation item addressed the extent to which technology use incorporated best practices when it was evident in observations. **Table 5** shows the percentage of observations at each level that incorporated a given best practice in technology use, among observations that included any use of technology. Few observations indicated that technology use was interactive (27%, 16%, and 27% at the elementary, middle school, and high school levels, respectively). A much higher percentage of observations indicated that technology use enhanced instruction and fostered understanding (70%, 95%, and 94%), and a high percentage of secondary observations (68% middle school, 73% high school) indicated that technology engaged students in learning tasks. This item was rated lower at the elementary level at 35%, which aligns with the low percentage of elementary observations that indicated students were using technology relative to those indicating that teachers were using technology.

These observations occurred prior to the partial rollout of the Personalized Device Initiative in 2014-15. During the partial rollout, personalized devices were provided to one grade-level of students in every school. Additional grade levels will be added in future years until the Strategic Plan objective of providing every student with a personalized device by 2017 is met. Future data collection may explore the extent to which the Personalized Device Initiative has had an impact on the incidence of best practices in the use of technology for social studies instruction.

Table 5: Frequency with which Best Practices in Technology were Utilized during Social Studies Instruction, 2013-14

Technology Best Practices in Social Studies Instruction	Elementary (n=113)	Middle School (n=37)	High School (n=62)
Technology is interactive	27%	16%	27%
Technology is enhancing instruction and fostering understanding	70%	95%	94%
Technology is engaging students in learning tasks	35%	68%	73%
None of the above	10%	5%	2%

Observers were asked to describe the types of technology that they observed being used in social studies instruction. By far the most commonly cited type of technology was a Smart Board (82 out of 101 instances at the elementary level, 25 out of 38 at the middle school level, and 37 out of 66 at the high school level). At the high school level, computers (13 instances) and video (11 instances) were also commonly cited.

Student focus groups conducted in spring 2014 addressed the types of technology used in social studies instruction and the issue of best practices in technology use. When asked about technology use in their social studies classes, students at all grade levels were most likely to mention Smart Boards, and they described Smart Board use as primarily being used to show videos or Power Point presentations. Students at all levels also mentioned laptops, and elementary and high school students mentioned iPads. Middle school students talked about using Google Drive with their personal phones.

The winter 2013-14 teacher survey also addressed technology use in social studies instruction. Almost all secondary teachers reported that they integrate technology into their social studies instruction either *often* (61% of middle school teachers and 64% of high school teachers), or *sometimes* (28%, 35%). Elementary teachers were less likely to report that they use technology *often* (38%) and more likely to report that they use it *sometimes* (48%). Teachers were also asked to select reasons that prevented them from using more technology in their social studies instruction. Across the board, the most popular reasons were *limited equipment* (22%, 37%, and 32% at the elementary, middle school, and high school levels, respectively) and *time to prepare* (35%, 21%, and 38%). The least selected reason was *lack of knowledge of how to use* (10%, 10%, and 9%).

Information about use of digital textbooks and maps is further explored under Resources/Support for Instruction (see p. 51).

The full report on Social Studies checklist observations can be found in **Appendix B4**. The focus group report is in **Appendix C3**, and survey responses are outlined in **Appendix C1**.

Role of Co-Teaching and Assistants in Social Studies Instruction

Social Studies classes across the county include a diversity of students. When students with disabilities have an individualized education plan (IEP) that requires them to be served in an inclusion class with support from a special education teacher, the social studies classroom will include a general education teacher and a special education teacher. Sometimes an assistant serves to support students' IEP needs in general education classrooms. Additionally, when there is a large number of English language learners in a class, a High Intensity Language Training (HILT) or HILT Extension (HILTEX) teacher may serve as a co-teacher with a general education social studies teacher.

A co-teaching arrangement ideally consists of the general education and special education teachers sharing responsibilities of planning, instructing, and assessing students, with the special education teacher's primary focus being the special education students in the room.

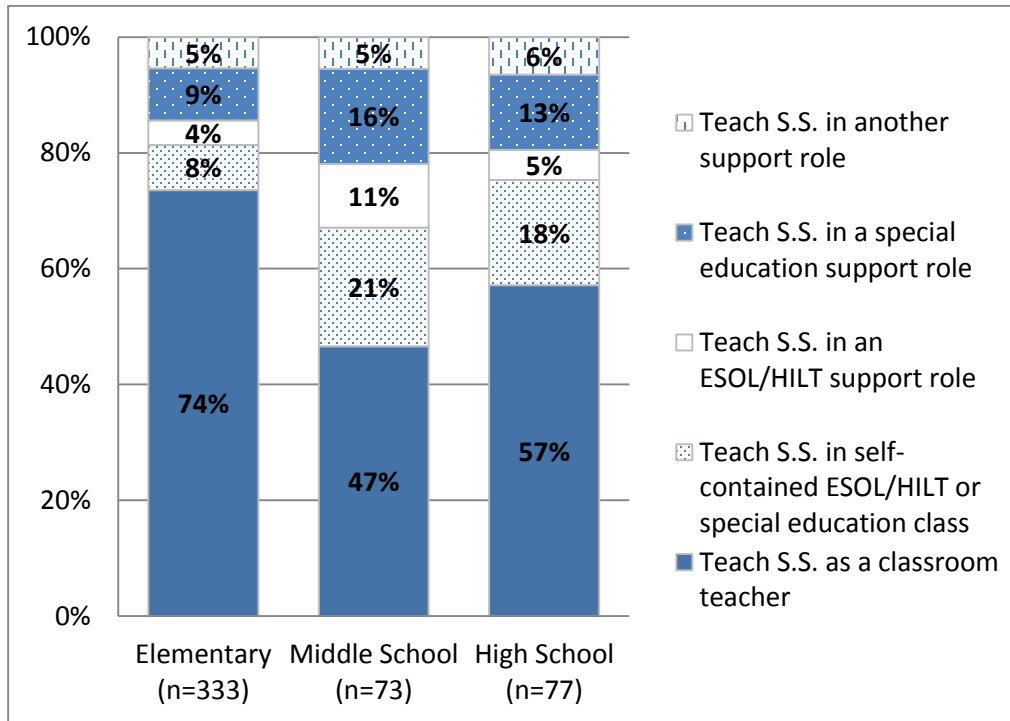
Prevalence of Co-Teaching and Assistants

Respondents to the winter 2013-14 teacher survey were asked if they taught social studies in either of the following roles:

- As a classroom teacher (not ESOL/HILT or special education)
- In a self-contained ESOL/HILT or special education class
- In an ESOL/HILT support role (co-teaching, push-in, etc.)
- In a special education support role (co-teaching, push-in, etc.)
- In another support role (co-teaching, push-in, etc.)

Figure 4 shows the percentages of respondents at each level indicating their role in social studies instruction. While most of the elementary and high school respondents were classroom teachers, just 47% of the middle school respondents were, while a relatively high percentage of middle school respondents (21%) indicated that they taught social studies in a self-contained class. Those reporting that they taught social studies in a support role made up 18% of the elementary respondents, 32% of the middle school respondents, and 24% of the high school respondents.

Figure 4: Respondent Role for Social Studies Instruction



Classroom teachers were asked the following questions: “During the 2013-14 school year, do you have a co-teaching or push-in arrangement with another teacher for social studies?” and “During the 2013-14 school year, do you have a co-teaching or push-in arrangement with an assistant for social studies?” Those indicating that they had any kind of co-teaching or push-in arrangement were then asked a series of questions about this arrangement. Support teachers were also asked about their co-teaching or push-in arrangement.

Figures 5 and 6 show the extent to which classroom teachers reported that they received social studies instructional support from another teacher or from an assistant. Middle school classroom teachers were the most likely to report that they received support either from another teacher (69%) or from an assistant (66%), while elementary teachers were the least likely. Twenty percent of elementary teachers received support from another teacher while 24% received support from an assistant.

Figure 5: The Extent to which Classroom Teachers Received Support from another Teacher

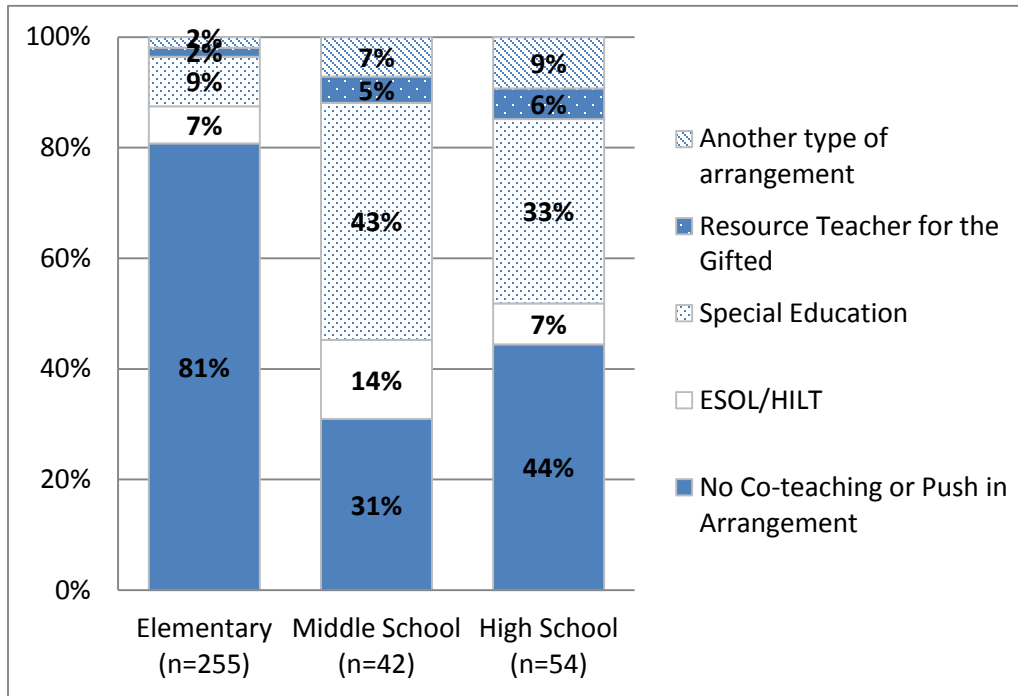
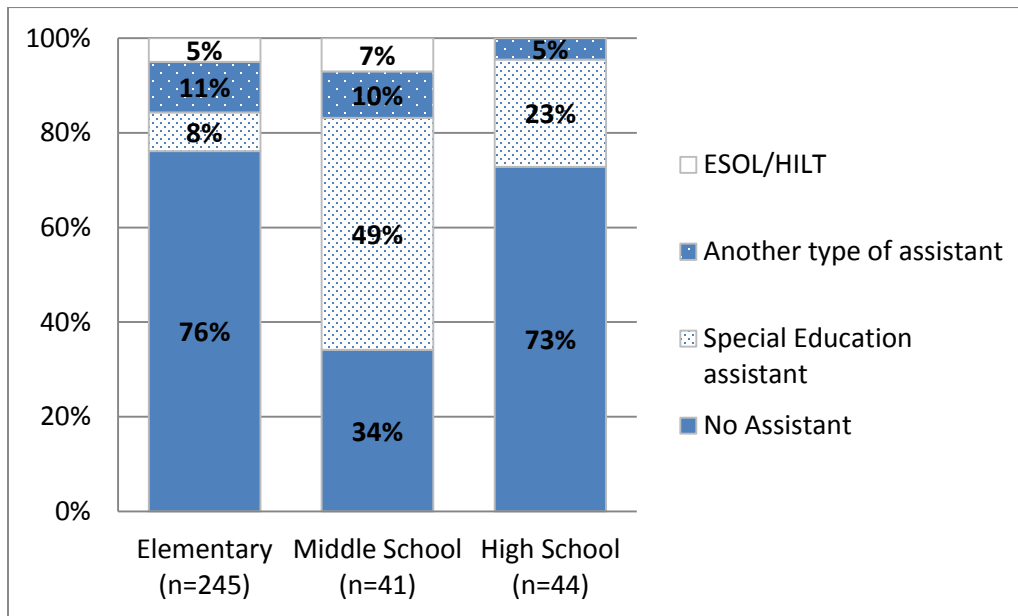


Figure 6: The Extent to which Classroom Teachers received Social Studies Support from an Assistant



Role of Support Teacher and Assistant

Classroom teachers who received support from *another teacher* were asked about the role of the support teacher in their classroom. Support teachers were also asked about their own role in social studies classrooms. Commonly cited roles for both special education and ESOL/HILT support teachers were:

- **Working with students** (Between 89%-100% of classroom and support teachers reported this role)
- **Clarifying directions** (68%-100%)
- **Checking for understanding** (67%-100%)
- **Clarifying vocabulary** (65%- 88%)
- **Asking probing questions with small groups** (47%-67%)

The following roles were more likely to be attributed to special education teachers than to ESOL/HILT teachers:

- **Addressing student behavior** (72%-88% of classroom teachers reported this role for special education co-teachers, while 33%-67% reported this role for ESOL/HILT teachers. Between 65%-75% of support teachers reported that they have this role.)
- **Helping out with organization of the class** (70%-88% of classroom teachers reported this role for special education co-teachers, while 35% of elementary classroom teachers and 67% of middle school classroom teachers reported this role for ESOL/HILT co-teachers. Between 55%-67% of support teachers reported that they have this role.)

Roles cited less frequently for support teachers were:

- **Dictating** (While 67% of the six middle school classroom teachers reported this role for ESOL/HILT co-teachers, other respondents reported this role at much lower rates: between 6%-33%.)
- **Delivering instruction** (24%-52%)
- **Co-planning** (18%-50%)

Classroom teachers who received support from *an assistant* were asked about the role of the assistant in their classroom. One hundred percent of elementary classroom teachers indicated that the ESOL/HILT assistant **works with students**, while 70%-95% of all teachers reported this role for special education assistants.³ Classroom teachers frequently cited the roles of **clarifying directions** (60%-90%), **clarifying vocabulary** (60%-70% of elementary and middle school teachers, 30% of high school teachers), and **checking for understanding** (60%-67% of elementary and middle school teachers, 30% of high school teachers) for both types of assistants.

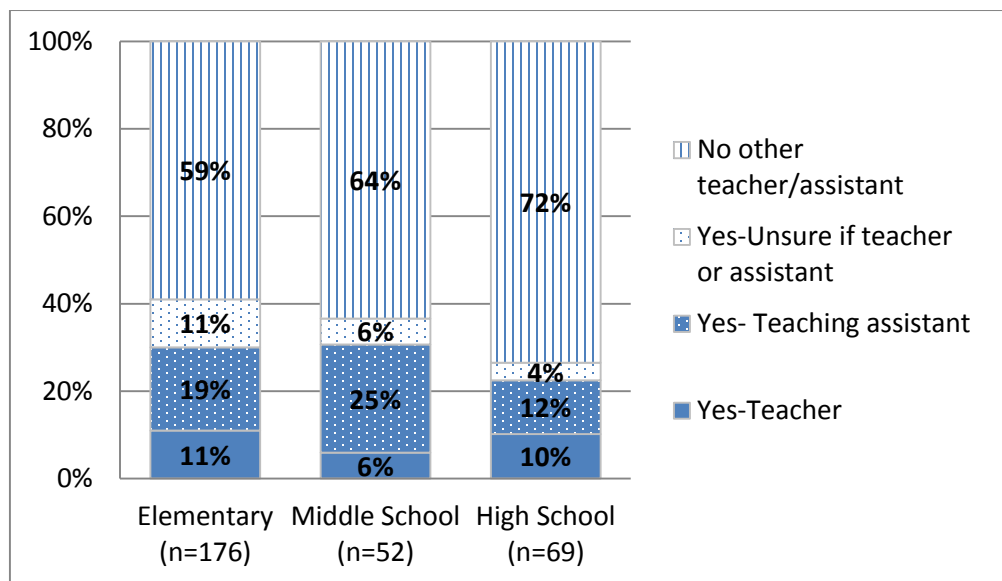
Observations conducted in the spring of 2014 also addressed the role of support teachers and assistants. Observers noted if there was another teacher or assistant in the classroom and selected the roles employed by the additional teacher/assistant, using the same list of roles provided in the teacher survey⁴. **Figure 7** shows the degree to which observers noted the presence of another teacher or an assistant during their observations. In contrast to the survey responses, the presence of another teacher/assistant was most prevalent at the elementary level, with 41% of observations noting the

³ Due to the low numbers of secondary classroom teachers reporting that they receive support from an ESOL/HILT assistant, those responses are not included.

⁴ The one exception was “co-planning,” as there is no expectation that this would be observed during instruction.

presence of either another teacher or an assistant. Thirty-seven percent of middle school observations noted the presence of another teacher/assistant, along with 26% of high school observations.

Figure 7: Percentage of Other Teachers or Assistants Utilized in the Social Studies Classroom



Twenty elementary observations and seven high school observations indicated the presence of *another teacher*. Due to the low number of middle school observations that included this item (three), middle school roles are not included. Among the elementary and high school observations, the following roles were the most commonly observed:

- **Working with students** (observed in 75% of elementary observations and 100% of high school observations)
- **Helping out with organization of the class** (45%, 71%)
- **Checking for understanding** (55%, 57%)
- **Addressing behavior** (35%, 57%)

The following roles were more commonly observed in elementary observations than high school observations:

- **Clarifying vocabulary** (50%, 14%)
- **Delivering instruction** (45%, 29%)
- **Asking probing questions with small groups** (40%, 0%)

Thirty-three elementary observations, 13 middle school observations, and eight high school observations indicated the presence of an *assistant*. Among those observations, the most commonly observed roles were:

- **Working with students** (observed in 42% of elementary observations, 85% of middle school observations, and 75% of high school observations)
- **Helping out with organization of the class** (45%, 77%, 63%)

The following roles were more commonly observed in secondary observations than elementary observations:

- **Clarifying directions** (18%, 62%, 50%)
- **Checking for understanding** (12%, 54%, 63%)

The role of **addressing behavior** was most commonly observed at the elementary level (58%), with 38% of middle school observations and 10% of high school observations indicating this role for the assistant.

Elements of Co-Teaching or Assistant Arrangements

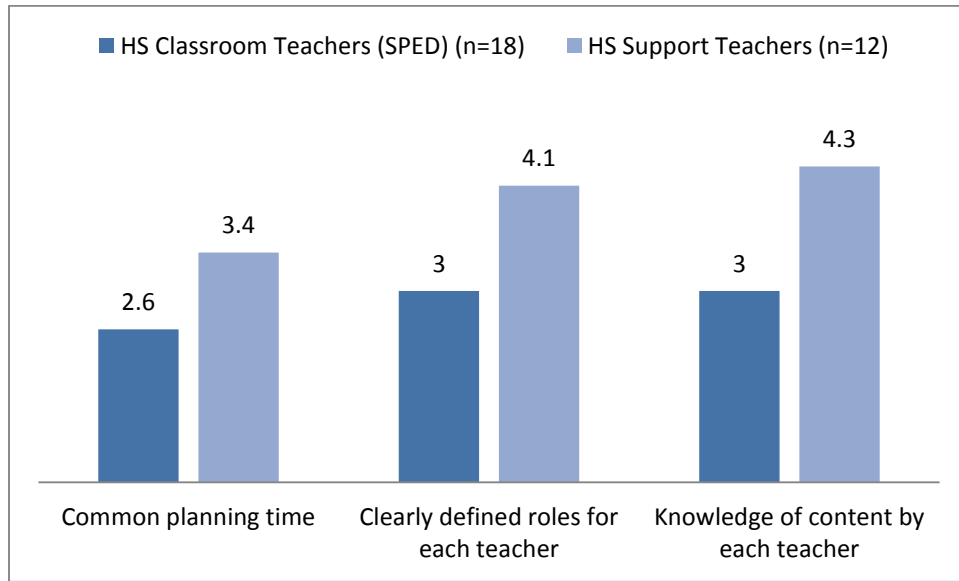
Teachers were asked to rate the extent to which the following elements were a part of their co-teaching arrangement, with 1 indicating *not at all*, and 5 indicating *a great deal*.

- Common planning time
- Clearly defined roles for each teacher
- Knowledge of content by each teacher

Elementary classroom teachers and support teachers showed a high level of agreement on all three elements, with an average rating of 2.5-2.7 for **common planning time**, 3.2-3.7 for **clearly defined roles**, and 3.3-3.8 for **knowledge of content**. Middle school teachers also rated **common planning time** low, between 2.0-2.6. Middle school support teachers were less likely to rate **clearly defined roles** high (3.0) than classroom teachers (3.4 for arrangements with special education teachers and 3.8 for arrangements with ESOL/HILT teachers). Middle school support teachers were more likely to rate **knowledge of content** high (4.1) than classroom teachers (3.4 for arrangements with special education teachers and 3.7 for arrangements with ESOL/HILT teachers).

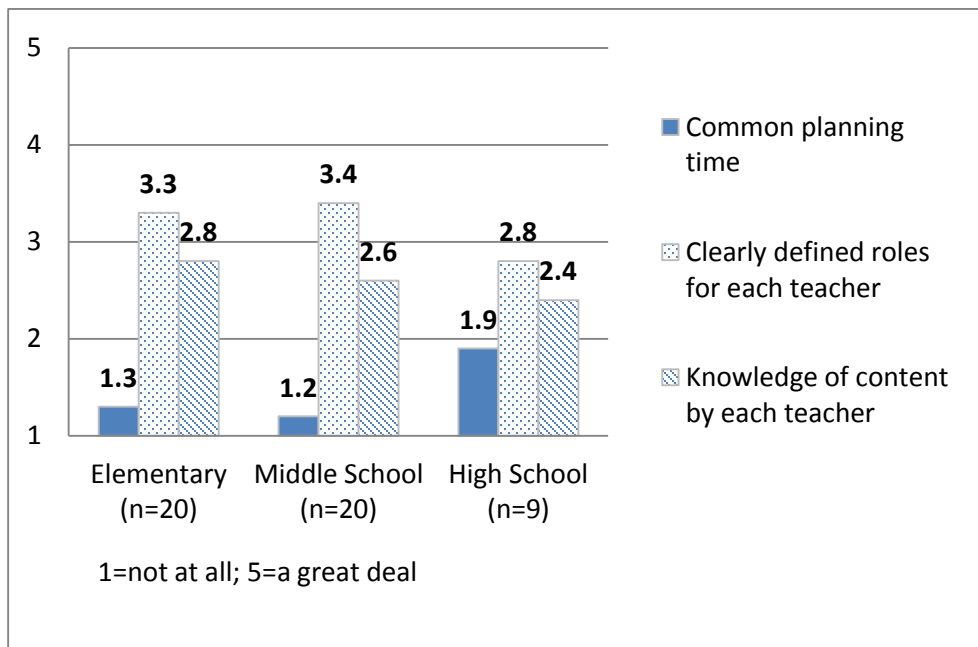
High school teachers showed higher levels of disagreement. **Figure 8** shows the average ratings provided by high school classroom teachers for arrangements with special education co-teachers, and the average ratings provided by high school support teachers. Fewer than five high school classroom teachers reported having a co-teaching arrangement with an ESOL/HILT teacher, so those responses are not included. Classroom teachers were less likely than support teachers to rate any of the three elements high.

Figure 8: Extent to which Elements are Part of Co-Teaching Arrangements, High School



Teachers were also asked to rate the extent to which the above elements were a part of their arrangement with ESOL/HILT and special education assistants. Since fewer than five middle school and high school teachers reported having an ESOL/HILT assistant, only responses for elementary teachers are reported. They rated **common planning time** 1.9, **clearly defined roles** 3.6, and **knowledge of content** 3.5. Responses about special education assistants are displayed in **Figure 9**. **Common planning time** appears to be almost non-existent at the elementary and middle school levels (1.3 and 1.2) while just slightly more prevalent at the high school level (1.9).

Figure 9: The Extent to which Classroom Teachers say Specific Elements are Part of their Arrangement with Special Education Assistant



The full survey report is available in **Appendix C1**, and the Social Studies observation checklist report is in **Appendix B4**.

Summary of Findings for Delivery of Instruction:

Survey responses indicate a gradual increase in the average amount of time elementary students receive social studies instruction from kindergarten (2.3 hours) through 4th grade (3.7 hours), followed by a drop in 5th grade (2.6 hours). Most elementary teachers reported that social studies is taught by classroom teachers, but the percentage decreases in 4th and 5th grade, where a higher incidence of departmentalized instruction is reported (36% in 4th grade and 30% in 5th grade). Between 24%-35% of K-3 teachers reported that their students received social studies instruction weekly instead of alternating with science, whereas 77% of 4th grade teachers and 70% of 5th grade teachers reported weekly social studies instruction.

Elementary teachers were the most likely to report that they integrate other content areas into social studies instruction often (51%, 33%, and 38% of elementary, middle school, and high school teachers, respectively, selected this answer option). Interdisciplinary instruction is not widely implemented in the secondary APS social studies program, with 21% of middle school teachers and 26% of high school teachers reporting that they collaborate with teachers in other subject areas either weekly or monthly.

Observations were conducted prior to the partial rollout of the Personalized Device Initiative, and few observations indicated that technology use was interactive (27%, 16%, and 27% at the elementary, middle school, and high school levels, respectively). A higher percentage indicated that technology use enhanced instruction and fostered understanding (70%, 95%, and 94%), and a high percentage of secondary observations (68% middle school, 73% high school) indicated that technology engaged students in learning tasks.

Middle school classroom teachers were the most likely to report that they received support either from another teacher (69%) or from an assistant (66%), while elementary teachers were the least likely. However, observations noted the presence of another teacher or assistant most frequently at the elementary level (41%).

Commonly cited roles for both special education and ESOL/HILT support teachers were working with students, clarifying directions, checking for understanding, clarifying vocabulary, and asking probing questions with small groups. Commonly cited roles for assistants were clarifying directions, clarifying vocabulary, and checking for understanding. Survey respondents rated common planning time the lowest among a list of elements of the co-teaching/assistant arrangement.

Quality of Instruction

CLASS Observations

Arlington Public Schools uses the CLASS observation tool to assess the quality of interactions between teachers and students for all program evaluation areas. It was developed by the University of Virginia's Curry School of Education and is organized into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary CLASS tools include an

additional domain: Student Engagement. Each domain contains specific observable dimensions that are appropriate to each grade level. **Table 6** outlines the dimensions included in each domain of the CLASS tool. Dimensions are scored on a 7-point scale consisting of Low (1, 2), Mid (3, 4, 5), and High (6, 7) ranges.

Table 6: CLASS Domains and Dimensions

Domain	Dimension	Grade Level	Measures
Emotional Support	<i>Positive Climate</i>	K – 12	Emotional connection among teachers and students, verbal and non-verbal
	<i>Teacher Sensitivity</i>	K – 12	Teacher awareness and responsiveness to students’ academic and developmental needs
	<i>Regard for Student/Adolescent Perspectives</i>	K – 3	Degree to which lessons tap into students’ interests and promote responsibility
		4 – 12	Degree to which lessons value students’ ideas and opinions and promote autonomy
Classroom Organization	<i>Behavior Management</i>	K – 12	Teachers’ use of clear behavioral expectations and effectiveness at redirecting misbehavior
	<i>Productivity</i>	K – 12	How well the teacher manages time and routines so instructional time is maximized
	<i>Negative Climate⁵</i>	K – 12	Expressed negativity among teachers and students, verbal and non-verbal
Instructional Support	<i>Concept Development</i>	K – 3	Use of instructional discussions to promote higher level thinking skills
	<i>Content Understanding</i>	4 – 12	Depth of lesson and approaches used to support comprehension
	<i>Analysis and Inquiry</i>	4 – 12	Degree of higher-level thinking skills, such as metacognition (i.e., thinking about thinking)
	<i>Instructional Learning Formats⁶</i>	K – 12	Teachers’ employment of lessons and materials to support different learning styles
	<i>Quality of Feedback</i>	K – 12	Degree to which feedback expands learning and understanding
	<i>Language Modeling</i>	K – 3	Quality and amount of language-stimulation and facilitation techniques
	<i>Instructional Dialogue</i>	4 – 12	Use of purposeful dialogue distributed among students and with teacher
Student Engagement		4 – 12	Degree to which all students are focused and participating

CLASS domains and dimensions are described in detail in **Appendix B1**. The alignment between CLASS dimensions and APS best instructional practices can be found in **Appendix B2**.

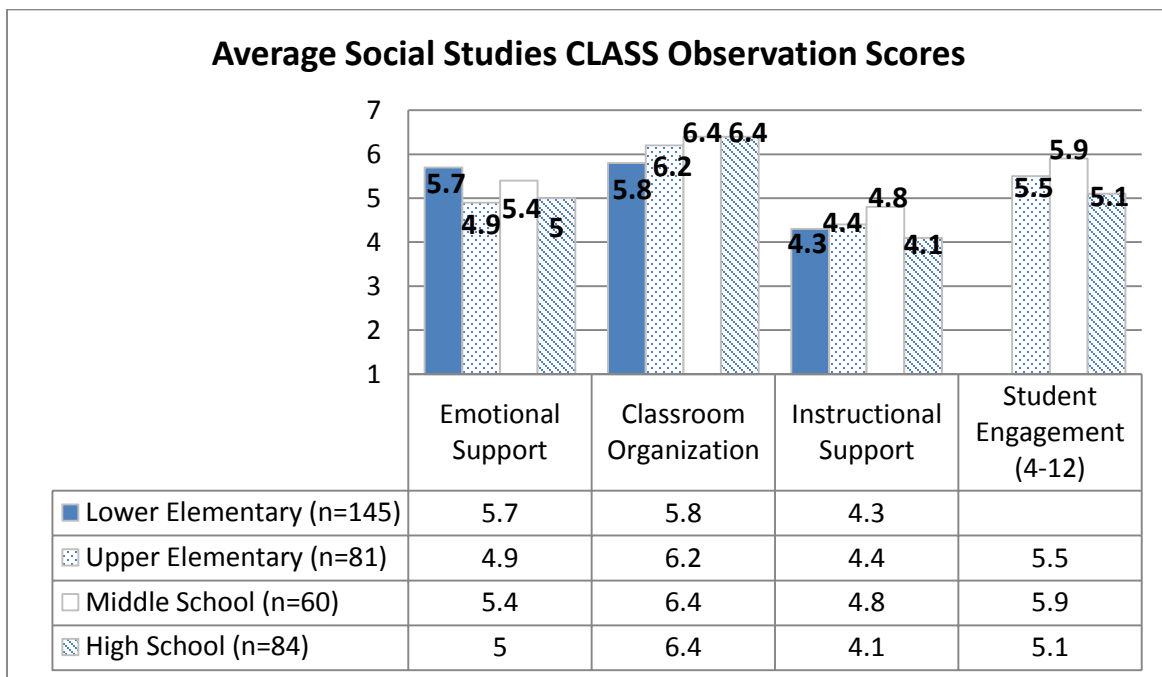
⁵ This dimension falls under the Emotional Support domain at the lower elementary level.

⁶ This dimension falls under the Classroom Organization domain at the lower elementary level.

Social studies CLASS observations were conducted in the spring of 2014. The social studies CLASS results reflect a restructuring of the CLASS instrument. Due to these changes, social studies **domain** scores are not comparable to domain scores reported in prior program evaluation reports. Comparisons with past results can only be made at the **dimension** level. In addition, while past results for elementary CLASS observations were reported as one category, differences between the lower elementary and upper elementary tool now necessitate that lower and upper elementary scores be reported separately. More information about these changes can be found in **Appendix B3**.

A total of 370 social studies CLASS observations were conducted. **Figure 10** shows the average CLASS scores for each domain by level.

Figure 10: Average Social Studies CLASS Scores by Domain and Level, Spring 2014



Average scores fell into the high-mid or high range at all grade levels for Emotional Support, Classroom Organization, and Student Engagement. Similar to national and APS district-wide trends, the average Instructional Support scores were relatively lower and ranged from 4.1 at the high school level to 4.8 at the middle school level.

Lower elementary dimension scores within the Instructional Support domain were even, with an average score of 4.3 for **Concept Development** and **Language Modeling**, and 4.4 for **Quality of Feedback**. At the higher grade levels, **Analysis and Inquiry** stands out as the lowest-rated dimension with average scores of 3.6, 3.9, and 3.0 at the upper elementary, middle school, and high school levels, respectively. Also among the lowest ratings were **Quality of Feedback** with average scores of 4.2, 4.8, and 4.0; and **Instructional Dialogue** with average scores of 4.4, 4.8, and 3.8.

The full report on CLASS observation results can be found in **Appendix B3**.

Social Studies Observation Checklist

An additional observation tool was developed by the Social Studies Office, in conjunction with the Office of Planning and Evaluation, as a complement to the CLASS observations. While CLASS focuses on the quality of teacher-student interactions, the APS Social Studies checklist assesses the degree to which best practices specific to social studies instruction are evident in APS classrooms.

A total of 303 observations were conducted in the spring of 2014 by observers who participated in an all-day training and inter-rater reliability exercises. Each observation lasted generally 30 minutes.

Two observation items addressed lesson planning and the learning environment.

- Between 77%-79% of middle school and high school social studies classrooms were rated either effective or highly effective for the item, **“Lesson objectives are clear.”** In contrast, 64% of elementary observations received this rating.
- Between 81%-88% of observations were rated effective/highly effective for the item, **“The learning environment is organized in a purposeful way to achieve objectives of lesson.”**

Six items addressed instructional delivery.

- Observers who visited a classroom at the beginning of a lesson were asked to rate whether **“Students are engaged at the beginning of class in an activity that provides a motivation for the lesson content (e.g., hook, previews).”** A small percentage of observations noted that this was not evident at all (9%, 4%, and 12% at the elementary, middle school, and high school levels, respectively). While 73% of middle and high school observations were rated effective/highly effective for this item, just 56% of elementary classrooms received this rating.
- Between 71%-72% of elementary and high school observations were rated effective/highly effective for the item, **“Students engage in activities that address themes, enduring understanding, and essential questions,”** while 65% of middle school observations received this rating.
- Observers were given a list of strategies and asked to indicate whether each strategy occurred during the observation. The goal was to determine the extent to which the specific strategies are implemented in social studies instruction rather than to see how many strategies were employed during any given observation. For each strategy, observers indicated whether **“Students are given the opportunity to construct meaning of content, learn or apply skills in any of the following ways.”** The percentage of observations where each specified strategy was observed is listed in **Table 7** below. Middle school observations were most likely to note the use of all listed strategies, with the least-observed strategy, *working in collaborative groups*, occurring 60% of the time. At the elementary level, the least-observed strategies were *using reading and/or writing strategies to uncover information from text* (48%) and *participating in History Alive! or Social Studies Alive! activities* (44%). At the high school level, the least-observed strategies were *working in collaborative groups* (44%) and *participating in History Alive! or Social Studies Alive! activities* (52%). More information about the effectiveness of these strategies can be found on pages 29-31 of **Appendix B4**.

- Observers were also asked to provide a single holistic rating for the overall item, **“Students are given the opportunity to construct meaning of content.”** While middle schools showed the highest occurrence of various strategies used to construct meaning, high school observations showed the highest level of effectiveness for this overall rating at 80%. Middle school observations were rated effective/highly effective 71% of the time, and elementary observations were rated effective/highly effective 69% of the time.
- Between 70%-78% of observations were rated effective/highly effective for the item, **“Students have an opportunity to demonstrate their understanding of the class content.”**
- The item, **“Differentiation strategies to meet the needs of diverse learners are evident in the lesson”** included a relatively high number of observations rated *not evident*: 36% at the elementary level, 15% at the middle school level, and 25% at the high school level. In addition, a relatively low percentage of elementary (39%) and high school (49%) observations were rated effective/highly effective for this item. Middle school observations were rated effective/highly effective 69% of the time. These findings seem to be aligned to the average CLASS scores for the dimension of Regard for Student/Adolescent Perspectives, which was one of the lower-rated dimensions at all levels (4.7 lower elementary, 4.4 upper elementary, 4.9 middle school, 4.3 high school).

Table 7: Percentage of strategies observed that provide students with opportunities to construct meaning of content, learn or apply skills.

	Elementary (n=180)	Middle School (n=52)	High School (n=71)
Strategies	% Observed	% Observed	% Observed
Using reading and/or writing strategies to uncover information from text	48%	85%	62%
Engaging in structured discussion, debate or seminars that include higher level questions	68%	81%	59%
Taking graphically organized or structured notes	47%	92%	68%
Analyzing relationships, points of view, cause/effect, past/present	62%	87%	63%
Using fiction or non-fiction materials	66%	83%	61%
Participating in History Alive! or Social Studies Alive! activities	44%	71%	52%
Working in collaborative groups	55%	60%	44%
Making connections	69%	83%	61%

The full report on the Social Studies observation checklist is available in **Appendix B4**.

Parent Satisfaction with Social Studies Instruction

The biannual Site-Based Survey is designed to provide school-level feedback from students, teachers, and parents on issues including school climate, instructional support, cultural competence, the physical condition of the buildings, and related information. In alternating years, the Community Satisfaction Survey provides a district-level snapshot, focusing on similar questions with a smaller sample of respondents. The 2013 Site-Based Survey and the 2014 Community Satisfaction Survey included questions about social studies instruction for the purposes of this evaluation.

Parents were asked to rate their level of satisfaction with the education their child is receiving in social studies. Large majorities of parents at all levels indicated that they were either somewhat satisfied or very satisfied on both the Site-Based Survey and the Community Satisfaction Survey. On the 2013 Site-Based Survey, between 91%-94% of parents at the elementary, middle school, and high school level indicated satisfaction with social studies instruction. Most parents indicated that they were *very satisfied*, with between 60%-65% selecting this response. The 2014 Community Satisfaction Survey was administered to a smaller sample of parents and results were not disaggregated by level. Parents again expressed high levels of satisfaction with social studies instruction, with 61% indicating they were *very satisfied*, and 31% indicating they were *somewhat satisfied*.

Site-Based Survey and Community Survey results are included in **Appendix C2**.

Summary of Findings for Quality of Instruction:

Average CLASS observation scores fell into the high-mid or high range at all grade levels for Emotional Support, Classroom Organization, and Student Engagement. Average Instructional Support scores were relatively lower and ranged from 4.1 at the high school level to 4.8 at the middle school level. Analysis and Inquiry stands out as the lowest-rated dimension with average scores of 3.6, 3.9, and 3.0 at the upper elementary, middle school, and high school levels, respectively.

Results from the Social Studies Observation Checklist found mixed ratings for items related to analysis and inquiry. Between 71%-72% of elementary and high school observations were rated effective/highly effective for the item, "Students engage in activities that address themes, enduring understanding, and essential questions," and only 65% of middle school observations received this rating. Observers were asked to provide a holistic rating for the overall item, "Students are given the opportunity to construct meaning of content." While middle schools showed the highest occurrence of various strategies used to construct meaning, high school observations showed the highest level of effectiveness for this overall rating at 80%. Middle school observations were rated effective/highly effective 71% of the time, and elementary observations were rated effective/highly effective 69% of the time.

The checklist item, "Differentiation strategies to meet the needs of diverse learners are evident in the lesson" included a relatively high number of observations rated not evident: 36% at the elementary level, 15% at the middle school level, and 25% at the high school level. In addition, a relatively low percentage of elementary (39%) and high school (49%) observations were rated effective/highly effective for this item. Middle school observations were rated effective/highly effective 69% of the time.

Between 81%-88% of observations were rated effective/highly effective for the item, "The learning environment is organized in a purposeful way to achieve objectives of lesson."

On the 2013 Site-Based Survey, between 91%-94% of parents at the elementary, middle school, and high school level indicated satisfaction with social studies instruction. Parents again expressed high levels of satisfaction with social studies instruction on the 2014 Community Satisfaction Survey, with 92% indicating they were very satisfied or somewhat satisfied.

Student Participation

In addition to the general education curriculum mandated by the Virginia Standards of Learning and graduation requirements, APS students have the opportunity to participate in a variety of social studies enrichment activities and additional course offerings.

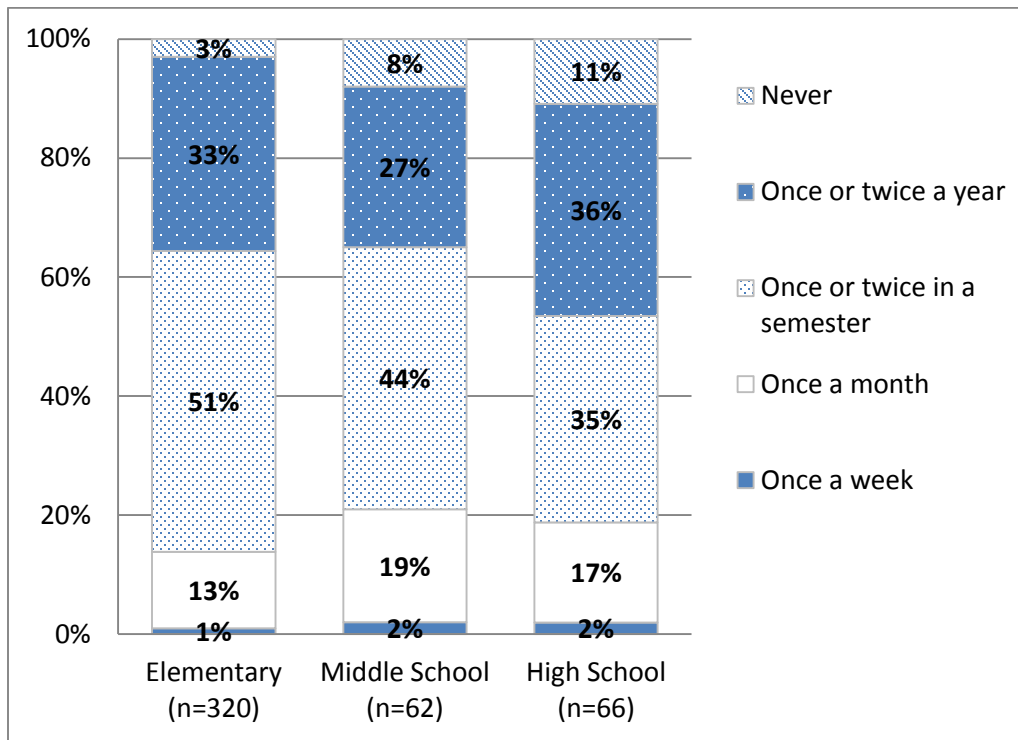
Enrichment opportunities are available for students in grades K-12. They provide the opportunity to extend the learning of the classroom content. This may include direct support to the classroom curriculum through such activities as guest speakers and fieldtrips. They can also include participating in activities beyond the classroom such as the National History Day competition or the Geography Bee.

At the secondary level, students have the opportunity to participate in additional course offerings beyond what is required by the state. Coursework in electives such as Law or World Affairs and more advanced coursework through the selection of intensified, AP, or IB classes provide students opportunities for more intensive social studies instruction.

Enrichment Opportunities

The winter 2013-14 teacher survey addressed the frequency of enrichment opportunities with the question, **"During the school year, how often do your students have opportunities to participate in social studies enrichment opportunities (e.g., guest speakers, fieldtrips, organized events such as the Geography Bee)?"** Responses are displayed in **Figure 11**. At the elementary and middle school levels, the most popular response was *once or twice in a semester* (51% at the elementary level and 44% at the middle school level), and the second-most popular response was *once or twice a year* (33% and 27%). High school responses were evenly divided between *once or twice in a semester* (35%) and *once or twice a year* (36%).

Figure 11: Frequency of Social Studies Enrichment Opportunities for Students by Level



To get a more detailed picture of the types of enrichment activities occurring in social studies instruction in APS, the Office of Planning and Evaluation collected information about such opportunities from social studies lead teachers and/or department chairs throughout the 2013-14 school year. At the end of each marking period, lead teachers and/or department chairs from each school were asked to complete a survey documenting social studies enrichment activities that had occurred at their school during that quarter. Teachers could select from a supplied list of enrichment activities, or they could describe other types of activities not listed. **Table 8** shows the enrichment activities from the supplied list, the total number of students who participated, and the grade levels of participating students. Field trips and visitors/guests were popular across all grade levels.

Table 8: Social Studies Enrichment Activities

Activity Type	Elementary Participants		Middle School Participants		High School Participants	
	N	Grade Levels	N	Grade Levels	N	Grade Levels
Visits to Jamestown/Yorktown	3,271	2-5	n/a	n/a	n/a	n/a
Geography Bee	2,136	3-5	959	6-8	95	9, 11
History Day	1,081	K-5	40	7, 8	65	9, 11
Model UN	n/a	n/a	230	6-8	173	9-12
Urban Plan	n/a	n/a	300	6	180	11, 12

Activity Type	Elementary Participants		Middle School Participants		High School Participants	
	N	Grade Levels	N	Grade Levels	N	Grade Levels
Chinese Trunk	2,736	2, 4, 5	n/a	n/a	n/a	n/a
Independent Study	616	K-5	152	6-8	53	9, 11, 12
Field Trips	13,852	K-5	1,400	6-8	1,822	9-12
Family Social Studies Night	6,609	K-5	280	6-8	30	11
Financial Literacy	670	1-5	520	6-7	157	10-12
Visitors/Guests	6,391	K-5	1,958	6-8	1,147	9-12

Elementary schools reported an additional 13 types of enrichment activities. Of these, the activities that the most students participated in were:

- Celebration of Time Period/Event/Culture (4,269 students)
- Read-in (4,095 students)
- Attend a Performance (1,894 students)
- Community Awareness/Service Activity (1,657 students)
- Hands-on Creative/Constructive Project (1,173 students)

Middle schools reported an additional seven types of enrichment activities. Of these, the activities that the most students participated in were:

- Role Play Activity (1,198 students)
- Activity Related to Period/Event/Culture (710 students)
- Election activity (700 students)
- Primary Source Document Activity (600 students)

High schools reported an additional four types of enrichment activities. Of these, the activities that the most students participated in were:

- Role Play Activity (878 students)
- Interdisciplinary Project/Activity (639 students)
- Primary Source Document Activity (630 students)

The full survey report can be found in **Appendix C1**. More information and examples of enrichment activities can be found in **Appendix D2**.

Student Enrollment in High School Social Studies Coursework

In addition to regular social studies coursework, APS high school students may enroll in advanced courses (intensified, Advanced Placement, or International Baccalaureate); sheltered courses for HILT/HILTEX students; or self-contained special education courses. **Figure 12** shows five years of overall high school social studies enrollment by course type.

Course category data presented in this section reflect the number of *enrollments* in social studies classes, not the number of *students* enrolled in social studies classes (some students enroll in more than one social studies class per year while others do not enroll in any). The total high school enrollment figures reflect individual student enrollment in APS.

Regular and advanced coursework make up the bulk of all social studies enrollments, between 92%-93% each year. Enrollment patterns over five years show that the percentage of social studies enrollments that are in advanced courses has increased steadily from 39% of all enrollments in 2009-10 to 46% in 2013-14.

Figure 12: High School Social Studies Enrollment by Course Type, 2009–10 through 2013–14

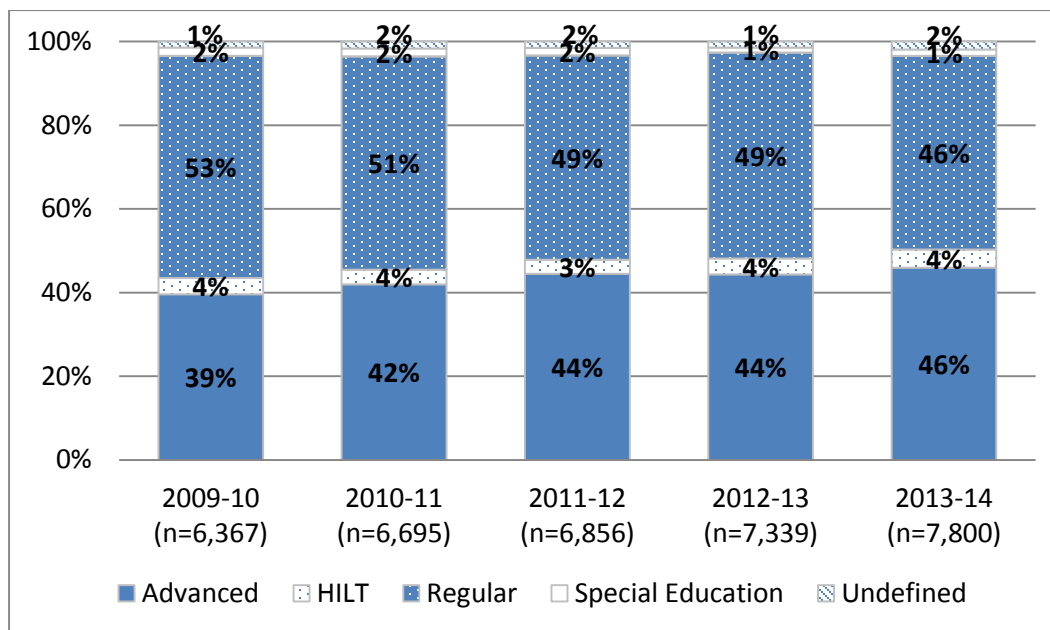


Table 9 shows the percentage of enrollments in advanced courses by race/ethnicity over five years. As the proportion of advanced coursework has increased, gaps in representation by race/ethnicity have shown little change. Black students were underrepresented in advanced coursework by six percentage points in 2009-10 and by five percentage points in 2013-14, while Hispanic students were underrepresented by 18 points in 2009-10 and 17 points in 2013-14. These gaps were consistent throughout the five-year period.

Table 9: High School Enrollment in Advanced Social Studies Courses by Race

High School Social Studies Enrollment		N	Asian	Black	Hispanic	Other	White
2013-14	Advanced Courses	3574	10%	7%	16%	6%	61%
	Total High School	6250	9%	12%	33%	5%	41%
2012-13	Advanced Courses	3246	11%	7%	16%	6%	59%
	Total High School	6009	10%	12%	32%	5%	41%
2011-12	Advanced Courses	3043	11%	7%	16%	5%	61%
	Total High School	5867	11%	13%	32%	4%	40%

High School Social Studies Enrollment		N	Asian	Black	Hispanic	Other	White
2010–11	Advanced Courses	2800	11%	7%	15%	5%	62%
	Total High School	5758	11%	14%	32%	4%	39%
2009–10	Advanced Courses	2512	11%	8%	14%	4%	63%
	Total High School	5651	11%	14%	32%	4%	39%

Enrollment patterns also show gaps in representation by other demographic variables:

- Male students were underrepresented in advanced coursework by between five to seven percentage points through 2012-13, and by four points in 2013-14.
- Between 2009-10 and 2012-13, representation of economically disadvantaged students in advanced coursework increased steadily so that while they were underrepresented by 20 percentage points in 2009-10, that gap had decreased to 15 percentage points in 2012-13. In 2013-14, the gap increased to 17 points.
- Underrepresentation of limited English proficient (LEP) students increased from 17 percentage points in 2009-10 to 20 points in 2013-14.
- Students with disabilities have been underrepresented by 11-12 percentage points every year in the last five years.

The full enrollment report can be found in **Appendix D1**.

Student Satisfaction and Engagement

Site-Based Survey and Community Satisfaction Survey

The 2013 student Site-Based Survey and the 2014 student Community Satisfaction Survey asked students to indicate the extent to which they agreed or disagreed with the statement, **“I enjoy learning about social studies.”** Responses for both years are displayed in **Figures 13 and 14**. High proportions of students at all levels reported that they enjoy learning about social studies, although this was higher at the elementary and middle school level (78%-80% in 2013; 70%-72% in 2014) than at the high school level (69% in 2013; 67% in 2014). Given the difference in sample sizes between the two surveys, comparisons between years must be made with caution.

Figure 13: 2013 Site-Based Survey Student Responses: “I enjoy learning about social studies.”

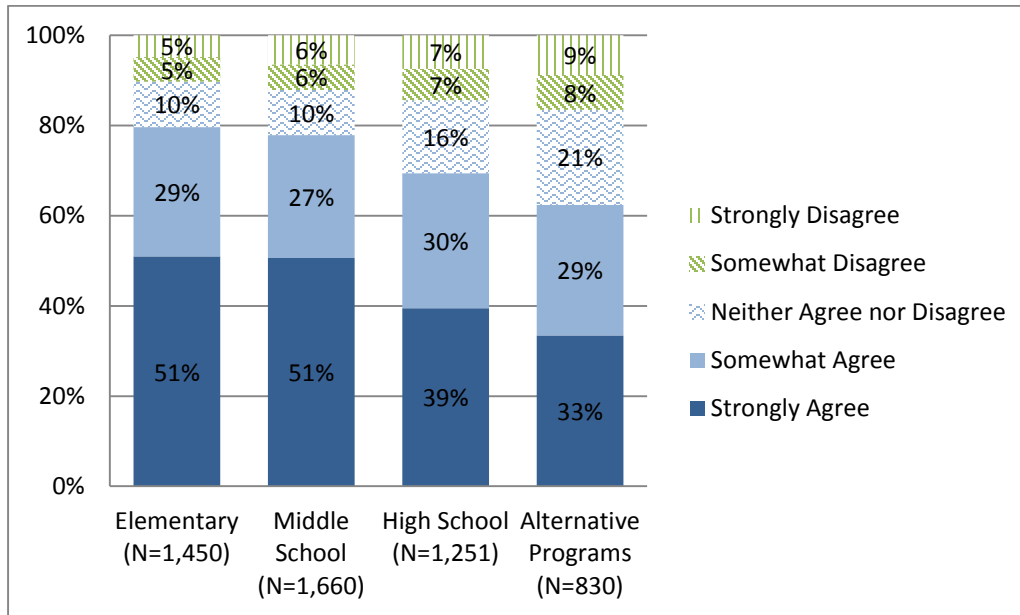
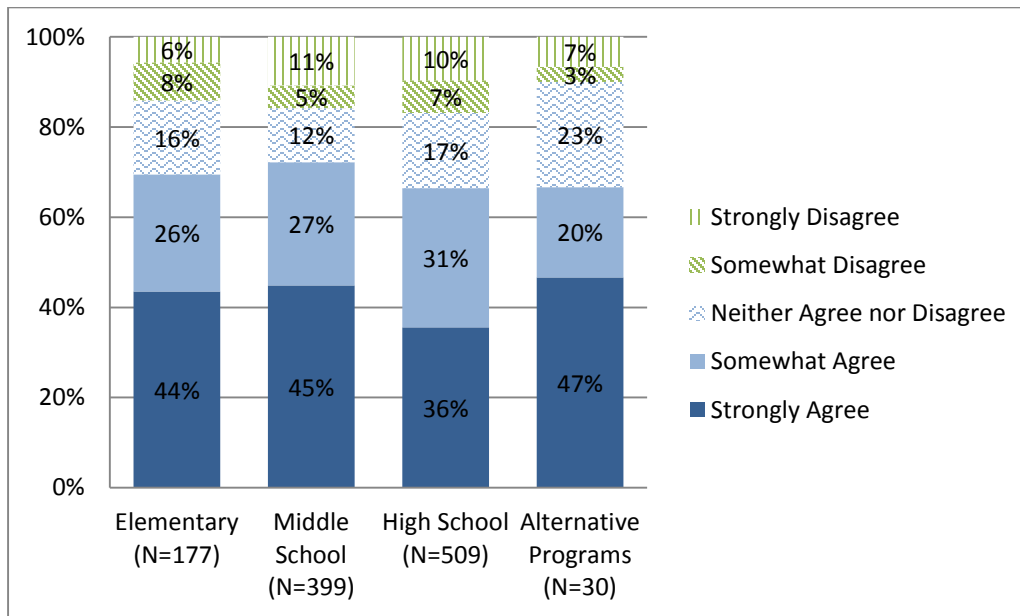


Figure 14: 2014 Community Satisfaction Survey Student Responses: “I enjoy learning about social studies.”



Student Focus Groups

In spring of 2014, the Office of Planning and Evaluation contracted with an independent researcher to conduct eight 60-minute student focus groups about social studies instruction in APS. Two discussions were held at APS elementary schools, two at middle schools, and four at high schools. Students were selected randomly to be invited to participate. In all, 56 students participated—27 boys and 29 girls. The participants included 18 elementary school students (4th graders), 14 middle school students (8th

graders), and 24 high school students. Among the high school students, 13 were freshmen or sophomores, and 11 were juniors or seniors. Focus groups covered topics such as:

- **Approaches to teaching that students have observed** (e.g., items they see in their social studies classroom, what they do in class, perceptions about whether they participate or simply receive information, and lessons that stand out).
- **How teachers help students learn** (e.g., how individual students are helped when they struggle, how a teacher facilitates learning for the class as a whole).
- **The perceived role of social studies** (e.g., why we learn social studies, how social studies knowledge applies to daily life).

Elementary

Elementary students described many ways they participate in social studies class: activities such as giving a speech, role-playing in a debate, or making observations about a portrait. Interactive lessons were memorable for the elementary participants. They mentioned debates and activities that enable a person to experience feelings that a person living in the past might have felt.

The things [I like best are] when we actually get to feel what people felt like back then. We did this activity and it made some people really mad but that's what it supposed to do. We got goldfish and were taxed [and had to give away goldfish such that a couple people accumulated many].

Elementary students said they liked almost everything about social studies except sedentary work such as worksheets and remembering dates. They had few examples of noticing the value of social studies knowledge in everyday life. Those who were able to give examples mostly mentioned visiting historic or geographic places they had talked about in class.

Middle School

Most middle school focus group participants generally felt that they get to actively participate in social studies class. They felt that discussing current events particularly lends itself to participatory learning. For one group of students, making a public service announcement about South Sudan's water needs was their most memorable lesson.

It's evened out between the teacher asking and us answering. I guess I would consider it kind of like a conversation with the whole class and the teacher.

After the weekend, we can bring in news stories [that are relevant to the topic] and share them.

South Sudan Safe Water PSA [was the most memorable]. We had to present to the whole 8th grade...It was a cool thing seeing how [different groups of peers] showcase what they did and what they came up with. [Another student] Also, the students felt like what they did mattered [because the activity raised funds that were sent to South Sudan.]

High School

High school students mentioned specific topics that were memorable to them more so than individual lessons. Many said that certain topics stand out as fascinating or personally relevant to them. With a few exceptions, the high school students said that their social studies course was not especially challenging although they were learning a lot. Exceptions to this were AP History (lots of reading, taking notes, independent study), AP Topics (strictly participation-driven; “you really have to be involved;” “torturous, but it’s probably the best class I’ve taken”), and AP VA and US Government (“a lot of information”).

Information about the Site-Based Survey and Community Satisfaction Survey is available in **Appendix C2**. The full report on student focus groups can be found in **Appendix C3**.

Summary of Findings for Student Participation:

In response to a survey question asking how frequently students had opportunities to participate in social studies enrichment opportunities, the most popular frequency selected by elementary and middle school teachers was once or twice in a semester (51% at the elementary level and 44% at the middle school level), and the second-most popular response was once or twice a year (33% and 27%). High school responses were evenly divided between once or twice in a semester (35%) and once or twice a year (36%).

In a survey of enrichment activities offered every quarter, lead teachers and/or department chairs across grade levels frequently reported field trips and visitors/guests. At the elementary level, celebrations of time period/event/culture and read-ins were also popular. Role play activities were commonly cited among middle and high school teachers.

Regular and advanced coursework make up the bulk of all high school social studies enrollments, between 92%-93% each year. Enrollment patterns over five years show that the percentage of social studies enrollments that are in advanced courses has increased steadily from 39% of all enrollments in 2009-10 to 46% in 2013-14. As the proportion of advanced coursework has increased, gaps in representation by race/ethnicity have shown little change. Black students were underrepresented by 5-6 points, and Hispanic students by 17-18 points. Male students were underrepresented by between five to seven percentage points through 2012-13, and by four points in 2013-14. Between 2009-10 and 2012-13, representation of economically disadvantaged students increased steadily so that while they were underrepresented by 20 percentage points in 2009-10, that gap had decreased to 15 percentage points in 2012-13. In 2013-14, the gap increased to 17 points. Underrepresentation of LEP students increased from 17 percentage points in 2009-10 to 20 points in 2013-14. Students with disabilities have been underrepresented by 11-12 percentage points every year in the last five years.

On the Site-Based Survey, high proportions of students at all levels reported that they enjoy learning about social studies, although this was higher at the elementary and middle school level (78%-80% in 2013) than at the high school level (69% in 2013).

Student focus groups indicate that students like social studies and are able to remember many opportunities to actively participate in class. Elementary students were not able to supply many examples of noticing the value of social studies knowledge in everyday life.

Resources/Support for Instruction

The Social Studies Office is tasked with providing support for K-12 social studies instruction. The office staff regularly communicate information to staff through a Blackboard organization, Google Docs, the *Vision* newsletter, and Social Studies Snapshots emails. Office staff offer professional learning opportunities throughout the school year and summer designed to meet specific instructional needs with respect to the Strategic Plan and individual teacher needs. The social studies lead teacher program creates a liaison between the Social Studies Office and the schools to provide direct support for instruction and resources.

History Alive!

History Alive! is a pedagogical approach to social studies instruction that consists of six teaching strategies that are based on the following premises:

- Students have different learning styles so instruction should incorporate many ways of learning (e.g. visual, kinesthetic).
- Cooperative interaction increases learning and improves social skills. Instruction should incorporate multiple opportunities for students to discuss content.
- All students can learn. Instruction should be implemented to reach all the learners in the classroom.

The History Alive! (grades 6-12) and Social Studies Alive! (grades K-5) strategies were developed by the Teacher's Curriculum Institute in Palo Alto, California⁷. Since 2000, the APS Social Studies Office has offered History Alive!/Social Studies Alive! Level 1 training each summer through a week-long institute. Every few years, a Level 2 training is also offered. During the same time period, the Social Studies Office has also offered one or two full-day workshops each school year, primarily for elementary teachers. Traditionally, approximately 25-30 teachers attend each of these one-day workshops. History Alive! training has also been offered to administrators, and several elementary schools have implemented school-wide History Alive! training through school-based professional development.

Participation in History Alive! Training

Table 10 shows the total number of APS teachers who have participated in the week-long History Alive! training at each level since 2000. The "alternative program" category includes Arlington Mill, Career Center, Parenting Teens, Langston, and New Directions. Note that this table represents the total number of APS teachers who have participated, not the total number of *current* APS teachers who are trained.

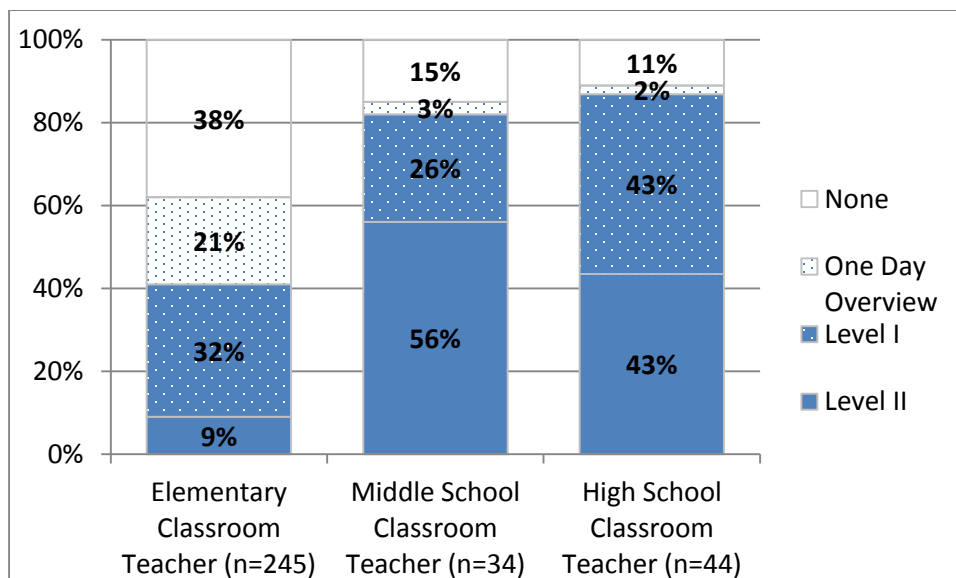
⁷ www.teachtci.com

Table 10: Total Number of Teachers who Have Participated in History Alive! Training since 2000

Level of History Alive! Training	School Level	N
Level 1	Elementary	327
	Middle School	69
	High School	77
	Alternative Program	8
Level 2	Elementary	53
	Middle School	34
	High School	31
	Alternative Program	3

The teacher survey included several questions about participation in History Alive! training and implementation of History Alive! strategies. **Figure 15** shows how many **classroom** teachers reported that they had participated in any level of History Alive! training. Most social studies classroom teachers have participated in some level of History Alive! training, particularly at the secondary level. Between 82%-86% of middle school and high school classroom teachers reported that they had completed either the Level I week-long training or the Level II week-long training, although the proportion of high school teachers trained in Level II (43%) was higher than the proportion of middle school teachers (26%). While just 41% of elementary classroom teachers had participated in either of the week-long trainings, most of those who did reported that they had participated in the Level II training (32% of all elementary classroom teachers). An additional 21% had participated in the one-day overview, totaling 62% of all elementary classroom teachers with some level of History Alive! training.

Figure 15: Level of History Alive! Training for Classroom Teachers



Survey respondents who identified themselves as teaching social studies **in a self-contained ESOL/HILT or Special Education class** were also asked about their level of History Alive! training. Generally, these teachers were far less likely to have participated in any level of History Alive! training, with one exception: 96% of the 25 elementary teachers who taught social studies in a self-contained setting had received some level of History Alive! training, although only 16% had participated in one or more of the week-long trainings. Of the 13 middle school self-contained teachers, 62% had not participated in any training, and of the 14 high school self-contained teachers, 71% had not.

Survey respondents who identified themselves as teaching social studies **in a support role (co-teaching, push-in, etc.)** were also unlikely to have participated History Alive! training, although half of the 12 high school support teachers had participated in some level of training. Of the 57 elementary support teachers, 55% had not participated in any training, and of the 18 middle school support teachers, 62% had not.

Implementation of History Alive! Strategies

The survey included the question, **“How often do you integrate History Alive! pedagogy such as visual discovery, skill builder, experiential, writing for understanding, response group, problem solving group work, and the interactive student notebook into your daily classroom practice?”** Teacher responses to this question were disaggregated by their responses to the question, **“What level of training do you have in History Alive! pedagogy?”** At all grade levels, the likelihood that a teacher reported implementing History Alive! strategies *often* or *sometimes* increased with each level of History Alive! training they had participated in.

Most teachers who had participated in Level II training reported that they implement History Alive! strategies *often* (74%, 68%, and 58% of elementary, middle school, and high school teachers, respectively), with 17% (elementary) and 32% (middle and high school) reporting that they implement these strategies *sometimes*. Those who had participated in Level I training were also likely to report that they implemented the strategies *often* (32%, 56%, 32%) or *sometimes* (55%, 33%, 42%). Of the 91 elementary teachers who had received no History Alive! training, 54% reported that they *never* implement the strategies, and 20% reported that they *rarely* do. There were only five teachers each at the middle school and high school levels who had not participated in any formal level of History Alive! training.

Observations conducted in spring 2014 noted the use of History Alive! strategies in 44% of elementary observations, 71% of middle school observations, and 52% of high school observations. More information about the observations can be found under Quality of Instruction (see p. 36).

Information about History Alive! training can be found in **Appendix E1**. The full survey report can be found in **Appendix C1**.

Role of Lead Teacher

The Social Studies Office has lead teachers for every elementary, middle, and high school with one additional lead teacher representing high school alternative programs. These lead teachers serve as the liaison between the Social Studies Office and the schools. Lead teachers meet for half a day four times a

year and are responsible for supporting social studies instruction in the schools as well as communicating school needs to the Social Studies Office. Lead teachers receive stipends for their work.

In addition, each high school has a department chair who also attends countywide lead teacher meetings. Department chairs are paid a stipend by the school and responsibilities are determined at the school level.

The staff survey included a question to gauge the extent to which social studies lead teachers and department chairs support the social studies program at the school site. Teachers indicating that they were a lead teacher or department chair answered the question, “**Which of the following do you provide in your role as lead teacher/department chair?**” Other teachers and principals were asked, “**Which of the following does the social studies lead teacher/department chair in your school provide?**” Respondents selected from the following list:

- Dissemination of social studies information
- Support for social studies instruction
- Analysis of data
- Assistance with finding resources and planning
- Delivery of professional development
- Other

The most popular response among all but one respondent group was **dissemination of information**. Between 72%-100% of all respondent groups selected this response. The only response more likely to be selected was **analysis of data**, which was selected by 94% of elementary lead teachers. Results were less consistent for the other response options.

- Most lead teachers and department chairs cited **support for social studies instruction** as a service they provide (76% at the elementary level, 80% at the middle school level, and 91% at the high school level), while other teachers and principals were less likely to select this response (between 37%-52% of teachers and between 60%-67% of principals).
- Likewise, **analysis of data** was frequently cited by lead teachers at the elementary and middle school level (80%-94%), but less so by high school lead teachers/department chairs (64%) and by other teachers and principals. Just 11% of elementary teachers selected this response, along with 40% of elementary principals. Fifty-three percent of middle school teachers selected this response, and 44% of secondary principals selected it.
- Elementary lead teachers were the most likely to select **assistance with finding resources and planning** (88%). Between 60%-73% of middle school and high school lead teachers/department chairs selected this option. Other teachers were less likely to select this option, with between 37% (high school) and 55% (middle school) selecting it. Between 55%-67% of principals selected this option.
- High school lead teachers/department chairs were the most likely to select **delivery of professional development** (88%), but only 46% of high school teachers selected this option, and 22% of secondary principals did. Between 53%-60% of elementary and middle school lead teachers selected this option, and 40% of elementary principals did.

The full survey report can be found in **Appendix C1**.

Use of Purchased Resources

The Social Studies Office is responsible for providing districtwide resources following a textbook adoption cycle. In the textbook adoption of 2010-11, the Social Studies Office selected digital textbooks as the primary delivery of instruction. In grades K-4 each student is additionally provided with a physical textbook. In grades 5-12, classroom sets of textbooks supplement digital subscriptions. Additionally, many high schools choose to use their own funds to buy additional textbooks and individual student textbooks for advanced classes.

Funding for additional social studies resources is generally provided at the school level. Each school is also provided with a line item based on the number of students for map and globe purchases. In 2010, school staff chose collectively to use these school funds to buy a K-12 district license for digital maps.

To address the extent to which purchased resources are being used throughout APS, the teacher survey asked respondents to describe how frequently they use digital textbooks, digital maps, and pull-down maps in their social studies instruction.

For all three resources, the most popular response among elementary teachers was *never* (49% for digital textbooks, 28% for digital maps, and 41% for pull-down maps). The second-most popular response was *once or twice in a semester* (15% for digital textbooks, 27% for digital maps, and 16% for pull-down maps). Twenty-six percent of elementary teachers reported that they use digital textbooks either *every day*, *once a week*, or *once a month*; 33% reported these frequencies for digital maps; and 36% reported these frequencies for pull-down maps.

Middle school teachers' most popular response for digital textbooks was *once a month* (34%), followed by *never* (29%). Their most popular response for digital maps and pull-down maps was *never* (34% and 48%, respectively), followed by *once a month* (22% and 19%, respectively).

High school teachers cited the most frequent use of digital resources, with 47% reporting that they use digital textbooks either *every day* or *once a week*, followed by 29% reporting that they *never* use digital textbooks. While 32% of high school teachers reported that they *never* use digital maps, 37% reported that they use them *every day* or *once a week*. High school teachers were the least likely to report using pull-down maps, with 65% reporting that they *never* use them. Twenty-two percent reported that they use pull-down maps either *every day* or *once a week*.

The full survey report is available in **Appendix C1**.

Teacher and Principal Satisfaction with Division-Level Support

The staff survey asked respondents to indicate their level of satisfaction with support from the Social Studies Office in a list of specific areas:

- Curriculum design
- Resources
- Professional development
- Data analysis

- Dissemination of information
- Support for the implementation of effective social studies instruction

Among teachers, middle and high school **classroom** teachers reported the highest levels of satisfaction with all areas of support. Between 85%-94% of middle and high school classroom teachers reported that they were either *satisfied* or *very satisfied* with each area. Elementary classroom teachers were the least likely among classroom teachers to report satisfaction, with between 62%-76% reporting that they were *satisfied* or *very satisfied* with all areas except **data analysis**. Just 45% of elementary classroom teachers reported satisfaction with this area, and 35% responded *I don't know*.

Among classroom teachers, elementary teachers were the most likely to select *I don't know* as a response, with between 11%-16% selecting this response for all areas other than data analysis. In comparison, just 2%-3% of middle school teachers selected this response in all areas except for **professional development** (6%) and **data analysis** (6%). Seven percent of high school classroom teachers selected *I don't know* in all areas except for **professional development** (9%) and **data analysis** (9%).

Across the board, teachers who identified themselves as teaching social studies **in a self-contained ESOL/HILT or Special Education class or in a support role (co-teaching, push-in, etc.)** were far more likely than classroom teachers to select the response *I don't know*. The areas of **data analysis**, **professional development**, and **support for the implementation of effective social studies instruction** stand out, with most response groups selecting the response, *I don't know* more than 50% of the time. These respondents were less likely to select the response options *dissatisfied* or *very dissatisfied* than *I don't know*, indicating a lack of familiarity with the services provided by the Social Studies Office.

Elementary and secondary principals indicated high levels of satisfaction with support from the Social Studies Office. Following the trend among teachers, the lowest rate of satisfaction was with **data analysis** (75% elementary, 77% secondary), and this was primarily due to a relatively high rate of *I don't know* responses (15% elementary, 22% secondary). In the other areas, between 85%-100% of principals at both levels expressed satisfaction.

More details about teacher and principal satisfaction with support from the Social Studies Office can be found on pages 27-32 in **Appendix C1**.

Summary of Findings for Resources/Support for Instruction:

Most social studies classroom teachers have participated in some level of History Alive! training, particularly at the secondary level. Survey respondents who identified themselves as teaching social studies in a self-contained ESOL/HILT or Special Education class or in a support role (co-teaching, push-in, etc.) were less likely to have participated in any level of History Alive! training. At all grade levels, the likelihood that a teacher reported frequently implementing History Alive! strategies increased with each level of History Alive! training they had participated in. Observations conducted in spring 2014 noted the use of History Alive! strategies in 44% of elementary observations, 71% of middle school observations, and 52% of high school observations.

All respondent groups were likely to report that lead teachers or department chairs disseminate information at their schools. Lead teachers/department chairs also commonly cited support for social studies instruction and analysis of data as services they provide. Elementary lead teachers were the most likely to report that they provide assistance with finding resources and planning, while high school lead teachers/department chairs were the most likely to report that they deliver professional development.

Many elementary teachers reported that they never use digital textbooks (49%), digital maps (28%), or pull-down maps (41%). Middle school teachers' most popular response for digital textbooks was once a month (34%), followed by never (29%). Their most popular response for digital maps and pull-down maps was never (34% and 48%, respectively), followed by once a month (22% and 19%, respectively). High school teachers cited the most frequent use of digital resources, with 47% reporting that they use digital textbooks either every day or once a week, followed by 29% reporting that they never use digital textbooks. While 32% of high school teachers reported that they never use digital maps, 37% reported that they use them every day or once a week.

Among teachers, middle and high school classroom teachers reported the highest levels of satisfaction with all areas of support from the Social Studies Office. Elementary classroom teachers were the least likely among classroom teachers to report satisfaction, with between 62%-76% reporting that they were satisfied or very satisfied with all areas except data analysis.

Across the board, teachers who identified themselves as teaching social studies in a self-contained ESOL/HILT or Special Education class or in a support role (co-teaching, push-in, etc.) were far more likely than classroom teachers to select the response "I don't know." These respondents were less likely to select the response options "dissatisfied" or "very dissatisfied" than "I don't know," indicating a lack of familiarity with the services provided by the Social Studies Office.

Elementary and secondary principals indicated high levels of satisfaction with support from the Social Studies Office. In all areas except data analysis, between 85%-100% of principals at both levels expressed satisfaction.

Evaluation Question #2: What were the outcomes for the targeted populations?

To address this question, this evaluation focused on social studies proficiency as demonstrated through state, national, and local assessments. In addition, social studies instructional time and delivery models at the elementary level were analyzed to determine the impact they have on social studies proficiency.

Standards of Learning Assessments

The Commonwealth of Virginia measures academic achievement through annual Standards of Learning (SOL) tests. In the four years covered by this evaluation, students were expected to take grade-level social studies assessments in grades 3, 4, 6, and 7; and end-of-course (EOC) exams for World Geography, World History I, World History II, or Virginia and U.S. History. Starting in 2014-15, the SOL tests taken in grades 3, 6, and 7 have been replaced by district-designed alternative assessments. In addition, a Civics

and Economics SOL assessment has been added at the middle school level and will be administered in 7th grade in APS starting in spring 2016.

Students who wish to earn a standard diploma must earn three social studies credits, one of which must be verified by passing the associated SOL test. Students wishing to earn an advanced diploma must earn four social studies credits, two of which must be verified.

Because of changes to the social studies tests implemented in 2010-11, results for prior years are not included in this report.

Elementary SOL Results

Through 2013-14, students in APS took a History and Social Science SOL test in 3rd grade and the Virginia Studies SOL test in 4th grade. In 2014-2015, the 3rd grade test has been replaced by a district-developed alternative assessment. Overall pass rates for these tests remained steady from 2010-11 to 2013-14, ranging from 87%-91% for the 3rd grade test and 90%-92% for the 4th grade test. Despite these overall high pass rates, gaps in achievement among student groups have persisted. **Tables 11 and 12** below include the pass rates for each elementary SOL test by race/ethnicity and by other demographic groups.

- While the gap between pass rates for Asian students and white students decreased from 10 to two percentage points in 3rd grade and remained steady at two or three percentage points in 4th grade, the gap for black and Hispanic students was wider. The gap between pass rates for black and white students decreased from 25 percentage points in 2010-11 to 19 percentage points in 2013-14 on the 3rd grade test, and from 20 to 17 points in 4th grade. The gap between pass rates for Hispanic and white students was 23 percentage points in 2010-11 and 21 points in 2013-14 on the 3rd grade test. On the 4th grade test, the gap decreased from 21 points in 2010-11 to 13 points in 2012-13, but increased to 17 points in 2013-14.
- There was no substantial gap between pass rates for males and females on either elementary test.
- The gap between pass rates for economically disadvantaged and non-disadvantaged students ranged from 28 points in 2010-11 to 22 points in 2013-14 on the 3rd grade test, and ranged from 18 to 22 percentage points on the 4th grade test, with the largest gap occurring during 2013-14.
- The gap between LEP and non-LEP pass rates decreased on the 3rd grade test from 21 points in 2010-11 to 17 points in 2013-14. The gap ranged from 11-17 points on the 4th grade test, with the largest gap occurring during 2013-14.
- The gap between the pass rate for students with disabilities (SWD) and non-SWD increased on the 3rd grade test from 18 points in 2010-11 to 27 points in 2013-14, and from 17 to 28 points on the 4th grade test. Again, the largest gap for this test occurred during 2013-14.

Table 11: Elementary Social Studies SOL Pass Rates by Grade and Race/Ethnicity, 2010-11 through 2013-14

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
3rd grade	Asian	114	87%	113	89%	139	91%	169	95%
	Black	154	72%	169	69%	166	80%	141	78%
	Hispanic	370	74%	402	76%	402	76%	392	76%
	White	776	97%	824	96%	881	97%	995	97%
4th grade	Asian	151	95%	112	95%	112	94%	139	94%
	Black	149	77%	158	75%	176	76%	170	79%
	Hispanic	356	76%	357	85%	370	84%	380	79%
	White	788	97%	769	98%	825	97%	877	96%

Table 12: Elementary Social Studies SOL Pass Rates by Demographic Groups, 2010-11 through 2013-14

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
3rd grade	Females	781	88%	782	86%	863	91%	861	91%
	Males	735	89%	827	89%	832	88%	941	90%
	Non-Disadvantaged	1,114	95%	1,161	94%	1,238	96%	1,343	96%
	Disadvantaged	402	68%	448	71%	457	70%	459	73%
	Non-LEP	1,107	94%	1,204	92%	1,221	94%	1,377	95%
	LEP	409	73%	405	75%	474	77%	425	78%
	Non-SWD	1,313	91%	1,391	92%	1,477	93%	1,580	94%
	SWD	203	73%	218	61%	218	67%	222	67%
4th grade	Females	745	90%	760	93%	785	91%	850	90%
	Males	789	90%	740	92%	806	92%	815	90%
	Non-Disadvantaged	1,099	96%	1,101	97%	1,158	96%	1,209	96%
	Disadvantaged	435	75%	399	79%	433	78%	456	74%
	Non-LEP	1,072	95%	1,109	95%	1,245	94%	1,247	94%
	LEP	462	79%	391	84%	346	82%	418	77%
	Non-SWD	1,315	94%	1,275	95%	1,367	95%	1,448	94%
	SWD	219	67%	225	78%	224	71%	217	66%

More details on elementary SOL results are available on pages 1-6 in **Appendix F1**.

Impact of Elementary Delivery Model and Time of Instruction on SOL Results

APS contracted with Hanover Research (Hanover) to conduct an analysis of the relationship between instructional time, instructional delivery model, and elementary social studies SOL scores. Information about time of instruction and delivery model was collected via the winter 2013-14 teacher survey. In addition to a question about the average weekly hours of social studies instruction, elementary teachers were asked two questions about the social studies delivery model for their students:

- **Which of the following best describes the delivery model for social studies instruction that your students in kindergarten (etc.) receive?** (*All classroom teachers teach social studies, Social studies is departmentalized and not taught by all classroom teachers, Other*)
- **Which of the following best describes the delivery model for time of social studies instruction that your students in kindergarten (etc.) receive?** (*Social studies is taught weekly, Social studies instruction alternates with science instruction, Other*)

This information was collected by grade level and by school, and was combined with student-level SOL scores in a dataset provided to Hanover. Hanover found significant impacts at both grade levels.

- Grade 3 students with a classroom teacher or weekly social studies instruction were significantly more likely to pass the social studies SOL test compared to Grade 3 students with departmentalized instruction or social studies instruction that alternates with science.
 - In Grade 3, there was no significant effect of delivery model, delivery model time, or number of instruction hours on SOL scaled scores or the probability of earning an advanced rating, but there was an effect on passing. This means that classroom teacher delivery model and weekly instruction had an impact on Grade 3 students with SOL scores near the passing threshold, but not in other SOL score ranges.
- On average, Grade 4 students with departmentalized instruction or a greater number of instruction hours had significantly higher social studies SOL scores. However, receiving social studies instruction weekly or on a schedule that alternates with science did not have a significant effect on Grade 4 student performance.
 - Grade 4 students who received departmentalized instruction had higher SOL scores, on average, compared to students with a classroom teacher by approximately 22 points. In addition, departmentalized instruction had a much larger effect on the probability of earning an advanced score compared to just passing. Specifically, students who received departmentalized instruction had a higher probability of passing by 4 percentage points, but a higher probability of earning an advanced score by 14 percentage points, on average.
 - Similarly, for every additional hour of instruction, a Grade 4 student's SOL score increased by approximately 13 points, their probability of passing increased by approximately 3 percentage points, and their probability of earning an advanced score increased by approximately 7 percentage points, on average.

The full Hanover report can be found in **Appendix F2**.

Middle School SOL Results

Through 2013-14, APS 6th graders took the US History I SOL test, which covered United States history through 1877. Seventh graders took the US History II SOL, which covered United States history from 1877 to the present. In 2014-2015, these tests have been replaced by a district-developed alternative assessment. In addition, a new Civics and Economics SOL assessment will be administered in 7th grade in APS starting in spring 2016. Eighth graders in APS take World Geography. Students earn high school credit for this course and take the associated end-of-course SOL test.

Students may also take World Geography in high school. These students are traditionally new to the country, and the high school World Geography course serves a large number of LEP students. World Geography results for 8th grade and high school are presented separately in this report.

Overall pass rates for the middle school SOL tests have remained steady from 2010-11 to 2013-14, ranging from 83%-86% on the 6th grade test, 82%-87% on the 7th grade test, and 88%-89% on the World Geography test. As with the elementary tests, there have been persistent gaps in achievement among student groups. **Tables 13 and 14** below include the pass rates for each middle school SOL test by race/ethnicity and by other demographic groups.

- The gap in pass rates for white and Asian students ranged from three to 12 points on the 6th grade test, seven to 13 points on the 7th grade test, and one to 10 points on the World Geography test. The gap was wider for black and Hispanic students. Pass rates for black students lagged behind pass rates for white students by 22-27 points on the 6th grade test, 20-29 points on the 7th grade test, and 24-27 points on the World Geography test. Pass rates for Hispanic students lagged behind pass rates for white students by 26-33 points on the 6th grade test, 27-35 points on the 7th grade test, and 19-23 points on the World Geography test.
- A small gap in SOL pass rates between male and female students emerges in middle school, with gaps anywhere from one point on the 6th grade exam in 2013-14 to eight points on the 7th grade exam in 2012-13. In all but one case, the pass rate for males is higher than the pass rate for females.
- Gaps in pass rates for economically disadvantaged and non-disadvantaged students ranged from 20-35 points.
- Gaps in pass rates for LEP and non-LEP students widened from 2010-11 to 2013-14 on all three tests, from 26 to 38 points on the 6th grade test, 25 to 31 points on the 7th grade test, and 22 to 32 points on the World Geography test.
- Gaps in pass rates for SWD and non-SWD ranged from 27-36 points.

Table 13: Middle School Social Studies SOL Pass Rates by Grade and Race/Ethnicity, 2010-11 through 2013-14

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6	Asian	109	84%	129	92%	156	87%	129	84%
	Black	154	68%	149	69%	153	75%	166	69%
	Hispanic	362	66%	387	69%	401	65%	420	63%
	White	647	95%	646	95%	760	97%	737	96%
Grade 7	Asian	119	87%	120	82%	142	89%	155	90%
	Black	158	77%	165	66%	158	73%	152	75%
	Hispanic	319	70%	368	65%	401	66%	382	63%
	White	587	97%	636	95%	648	96%	769	98%
Grade 8 World Geography	Asian	113	91%	119	97%	114	88%	136	95%
	Black	150	73%	164	71%	158	74%	158	74%
	Hispanic	368	77%	320	78%	356	79%	393	75%
	White	621	98%	583	98%	627	98%	643	98%

Table 14: Middle School Social Studies SOL Pass Rates by Demographic Groups, 2010-11 through 2013-14

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6	Females	676	82%	696	82%	742	84%	780	82%
	Males	685	84%	685	86%	820	87%	773	83%
	Non-Disadvantaged	929	93%	955	93%	1,075	96%	1,069	94%
	Disadvantaged	432	63%	426	65%	487	62%	484	59%
	Non-LEP	981	90%	949	91%	1,196	94%	1,215	91%
	LEP	380	64%	432	69%	366	57%	338	53%
	Non-SWD	1,165	87%	1,156	89%	1,318	91%	1,313	87%
	SWD	196	59%	225	59%	244	55%	240	57%
Grade 7	Females	580	85%	682	80%	718	80%	742	84%
	Males	668	88%	792	84%	799	88%	808	88%
	Non-Disadvantaged	862	94%	918	91%	976	93%	1,081	95%
	Disadvantaged	386	69%	456	64%	441	64%	469	64%
	Non-LEP	908	94%	981	90%	1,115	91%	1,269	93%
	LEP	340	67%	393	64%	302	58%	281	52%
	Non-SWD	1,076	90%	1,173	86%	1,178	89%	1,300	91%
	SWD	172	63%	201	58%	239	59%	250	57%

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 8 World Geography	Females	653	87%	578	90%	671	88%	699	88%
	Males	678	90%	669	89%	668	90%	699	89%
	Non-Disadvantaged	951	96%	872	95%	909	96%	964	96%
	Disadvantaged	380	70%	375	75%	430	74%	434	72%
	Non-LEP	1,011	94%	922	94%	1,082	93%	1,168	94%
	LEP	320	72%	325	77%	257	71%	230	62%
	Non-SWD	1,126	94%	1,055	94%	1,131	94%	1,159	93%
	SWD	205	61%	192	62%	208	60%	239	65%

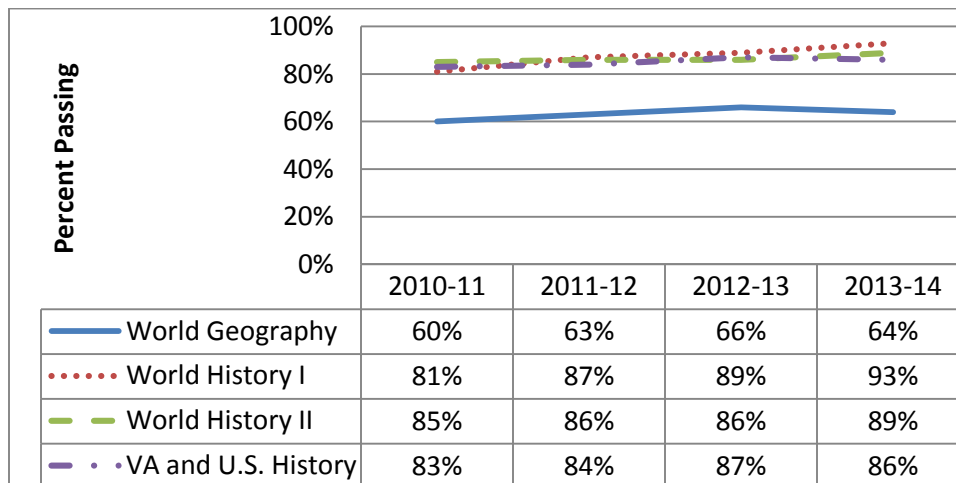
More details on middle school SOL results are available on pages 7-14 in **Appendix F1**.

High School SOL Results

High school students take end-of-course (EOC) assessments after completing World Geography, World History I, World History II, or Virginia and U.S. History, which are taken in grades 9-12. While most APS students take World Geography in 8th grade, high school students who are new to the country have the option to take World Geography in high school. World Geography results presented in this section represent pass rates for high school students only.

Figure 16 shows four years of pass rates for the high school EOC SOL exams. Pass rates have increased from 81% to 93% on the World History I test. There have been smaller increases on the World History II test (85% to 89%) and on the Virginia and US History test (83% to 86%). Pass rates for the World Geography test taken by high school students are generally lower, increasing from 60% in 2010-11 to 66% in 2012-13, and decreasing to 64% in 2013-14.

Figure 16: High School Social Studies SOL Results, 2010-11 to 2013-14



Note: World Geography results presented in this graph represent high school results only. Most APS students take this test in middle school.

While there have been persistent gaps in pass rates on all tests, the World History I exam and the Virginia and US History exam have seen a substantial narrowing of the gap among some student groups. **Tables 15 and 16** below include the pass rates for each high school SOL test by race/ethnicity and by other demographic groups.

- The gap in pass rates between white students and Asian, black, and Hispanic students has decreased steadily for the World History I test and the Virginia and US History test. On the World History I test, the gap between white and Asian students decreased from 12 points in 2010-11 to two points in 2013-14. The gap between white and black students decreased from 31 points in 2010-11 to four points in 2013-14. The gap between white and Hispanic students decreased from 18 points to two points. On the Virginia and US History test, the gap for Asian students decreased from 16 points in 2010-11 to eight points in 2013-14. The gap for black students decreased from 27 points in 2010-11 to 22 points in 2013-14. The gap for Hispanic students decreased from 25 points in 2010-11 to 21 points in 2013-14.
- A similar pattern is not evident in the results for the World History II test. This test saw a decrease in the gap for Asian students over three years (from 12 to 7 points) followed by an increase in 2013-14 to 10 points. The gap for black students remained steady for three years (between 30-32 points), and decreased in 2013-14 to 19 points. The gap for Hispanic students remained steady, ranging from 22-25 points.
- The gap between genders increases in high school, with males consistently passing at higher rates than females. There is a gap of two to 11 points on the World History I, World History II, and Virginia and US History tests.
- Gaps in pass rates for economically disadvantaged and non-disadvantaged students decreased from 14 to six points on the World History I exam and from 25 to 21 points on the World History II exam. The gap on the Virginia and US History test was 22 points in 2012-13 and 29 points in the other three years.
- On the World History I exam, the gap in pass rates for LEP and non-LEP students increased from 11 points in 2011-12 to 23 points in 2012-13, and then decreased to 8 points in 2013-14. On the World History II exam, the gap increased from 24 points to 28 points from 2010-11 to 2013-14. The gap on the Virginia and US History exam remained fairly steady over four years and was 40 points in both 2010-11 and 2013-14.
- The gap in pass rates for students with disabilities (SWD) and non-SWD on the World History I test remained steady for three years (18-20 points) and decreased to 14 in 2013-14. The gap on the World History II exam ranged from 19-26 points, with the lowest gap occurring in 2013-14. The gap on the Virginia and US History exam ranged from 16-21 points, with a gap of 20 in 2013-14.

Table 15: High School Social Studies SOL Pass Rates by Grade and Race/Ethnicity, 2010-11 through 2013-14

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
World Geography	Asian	23	57%	27	59%	19	84%	14	64%
	Black	22	73%	7	14%	17	47%	8	88%
	Hispanic	65	48%	65	60%	54	63%	46	52%
	White	18	89%	17	94%	15	80%	11	73%
World History I	Asian	38	84%	50	92%	36	92%	32	94%
	Black	76	65%	78	74%	36	86%	50	92%
	Hispanic	139	78%	148	82%	91	77%	97	94%
	White	95	96%	132	98%	100	98%	90	96%
World History II	Asian	138	85%	121	91%	132	90%	129	88%
	Black	166	65%	161	65%	177	67%	177	79%
	Hispanic	342	75%	383	74%	336	72%	383	76%
	White	588	97%	632	97%	628	97%	638	98%
VA and U.S. History	Asian	141	80%	162	79%	166	84%	138	88%
	Black	183	69%	179	75%	189	76%	156	74%
	Hispanic	370	71%	389	72%	366	79%	407	75%
	White	553	96%	535	97%	596	96%	618	96%

Table 16: High School Social Studies SOL Pass Rates by Demographic Groups, 2010-11 through 2013-14

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
World Geography	Females	67	58%	53	68%	41	61%	39	62%
	Males	64	63%	66	59%	66	70%	47	66%
	Non-Disadvantaged	40	78%	38	71%	39	87%	28	79%
	Disadvantaged	91	53%	81	59%	68	54%	58	57%
	Non-LEP	34	85%	17	82%	22	73%	28	89%
	LEP	97	52%	102	60%	85	65%	58	52%
	Non-SWD	115	59%	106	60%	98	66%	71	61%
	SWD	16	69%	13	85%	9	67%	15	80%

Grade	Group	2010-11		2011-12		2012-13		2013-14	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
World History I	Females	171	76%	194	84%	134	87%	115	92%
	Males	190	85%	227	90%	142	91%	168	94%
	Non-Disadvantaged	205	87%	254	93%	176	93%	162	96%
	Disadvantaged	156	73%	167	79%	100	81%	121	90%
	Non-LEP	239	85%	291	90%	201	95%	198	96%
	LEP	122	74%	130	82%	75	72%	85	88%
	Non-SWD	318	83%	366	90%	233	92%	246	95%
	SWD	43	65%	55	71%	43	72%	37	81%
World History II	Females	626	84%	682	82%	634	84%	712	87%
	Males	668	86%	686	89%	707	87%	705	91%
	Non-Disadvantaged	927	92%	983	92%	948	92%	933	96%
	Disadvantaged	367	67%	385	69%	393	70%	484	75%
	Non-LEP	1,014	90%	1,038	91%	1,056	91%	1,149	94%
	LEP	280	66%	330	70%	285	67%	268	96%
	Non-SWD	1,146	88%	1,208	88%	1,154	89%	1,229	91%
	SWD	148	65%	160	66%	187	63%	188	72%
VA and U.S. History	Females	653	80%	690	84%	684	85%	683	83%
	Males	646	86%	637	85%	691	89%	720	89%
	Non-Disadvantaged	930	89%	925	91%	970	92%	971	93%
	Disadvantaged	369	68%	402	69%	405	75%	432	72%
	Non-LEP	1,088	89%	1,008	91%	1,137	91%	1,138	92%
	LEP	211	56%	319	63%	238	67%	265	63%
	Non-SWD	1,149	85%	1,188	86%	1,204	90%	1,237	89%
	SWD	150	68%	139	68%	171	70%	166	69%

Given the high proportion of high school World Geography students who are LEP, gap information has not been described in this report, but is available in the appendix. More details on high school SOL results are available on pages 15-25 in **Appendix F1**.

Advanced Placement

High school students enrolled in Advanced Placement (AP) Social Studies classes are required to participate in the corresponding AP exam. APS currently offers eight courses to high school students: Comparative Government and Politics (Yorktown only), European History, Macroeconomics, Microeconomics, Psychology, U.S. Government and Politics, and U.S. History and World History. Starting

in 2015-16, an additional AP course, Human Geography, will be offered. AP exams are scored on a scale of 1 to 5, with 3 or above considered a passing score. Students who pass may earn college credit.

The AP curriculum is a standardized course for high school students that is administered by the College Board. APS teachers who teach this curriculum receive training prior to implementation of the curriculum. The curriculum provides students with college-level content and materials in a high school setting.

Figure 17 shows the number of students who took each social studies AP exam in 2009-10 and in 2013-14. All but one AP social studies course have seen an increase in enrollment during this five-year period. This is most likely due in part to an effort in APS high schools to encourage more students to enroll in at least one AP course during their high school career. In addition, starting in 2012-13, students in Virginia are required to take an Economics and Personal Finance course. The AP Microeconomics and Macroeconomics courses fulfill this requirement, which has led to an increase in enrollment in these courses. Only one exam shows a decrease: European History, which went from 255 tests taken in 2009-10 to 191 tests taken in 2013-14.

Figure 17: Number of AP Social Studies Tests in 2009-10 and 2013-14

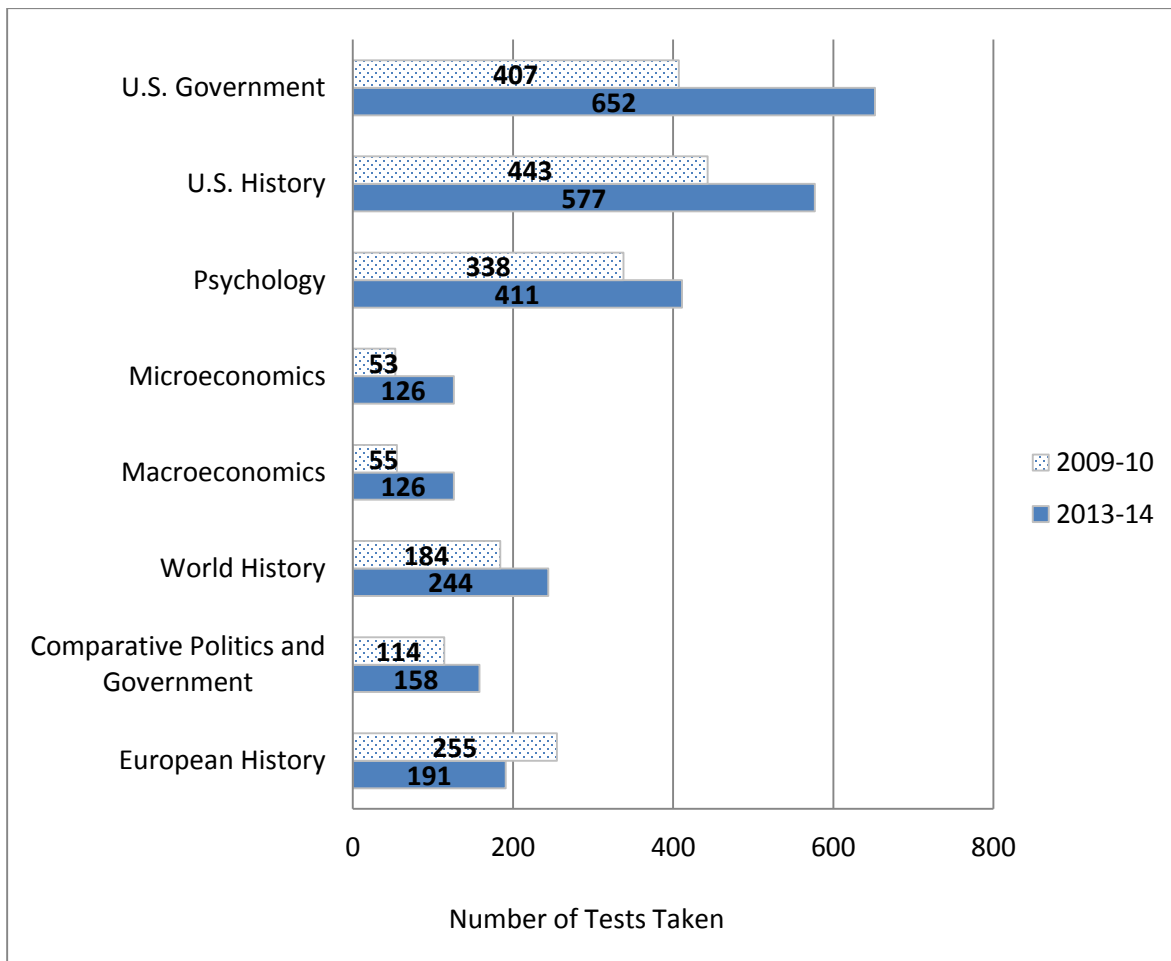
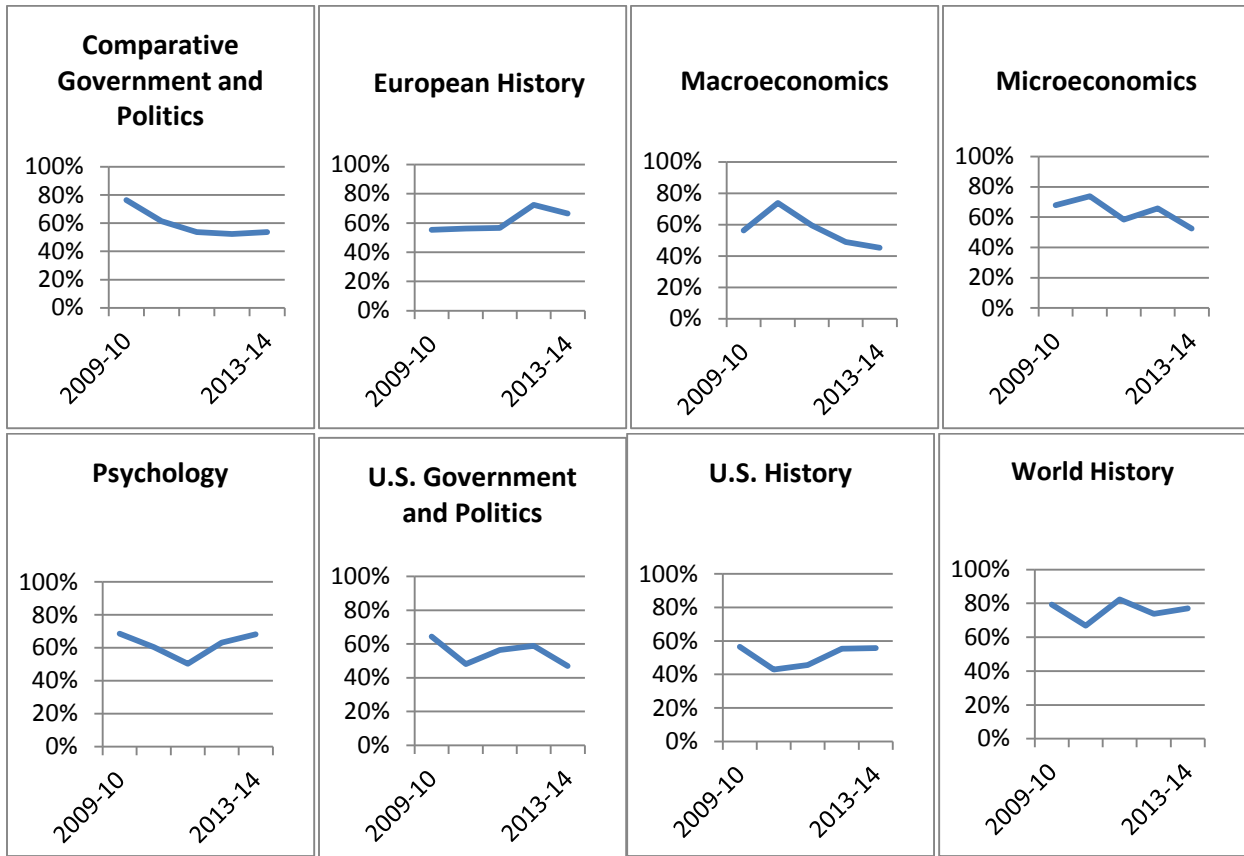


Figure 18 below shows the pass rates for all eight AP Social Studies exams over a five year period. AP pass rates were also examined in comparison to state and national pass rates to provide further context for the performance of APS students.

- Pass rates for **Comparative Government and Politics** show a steady decrease from 76% in 2009-10 to 54% in 2013-14. The APS pass rate surpassed the state pass rate until 2012-13, and surpassed the national pass rate until 2011-12.
- The pass rate for **European History** increased from 55% in 2009-10 to 72% in 2012-13, and then dipped to 66% in 2013-14. The APS pass rate surpassed the state and national pass rates starting in 2012-13, the same year that enrollment in this course decreased in APS.
- The pass rate for **Macroeconomics** peaked in 2010-11 at 74%, with a decrease in subsequent years to 45% in 2013-14. The APS pass rate fell below the state and national pass rates starting in 2012-13, the same year that enrollment in this course increased in APS.
- Pass rates for **Microeconomics** have shown increases and decreases in alternating years, with a pass rate of 52% in 2013-14. The APS pass rate was higher or equal to the state pass rate in four years out of five, dropping below the state pass rate in 2013-14. APS students passed at a higher rate than students nationwide in three years out of five.
- **Psychology** pass rates dipped to their lowest level in 2011-12 and have since increased back to 68% in 2013-14. The APS pass rate was consistently lower than the state pass rate, and higher than the national pass rate in two years out of five.
- Pass rates for **US Government and Politics** have generally declined, from 64% in 2009-10 to 47% in 2013-14. The APS pass rate was lower than the state pass rate in the most recent four years, and higher than the national pass rate in three years out of five.
- Pass rates for **US History** dipped in 2010-11 and 2011-12, but increased back to 56% in 2013-14. The APS pass rate was consistently lower than the state pass rate, and higher than the national pass rate in three years out of five.
- The **World History** exam generally has the highest pass rates, between 77%-82% in the last three years. The APS pass rate was consistently higher than the state or national pass rate over five years.

Figure 18: AP Social Studies Exam Pass Rates, 2009–10 through 2013–14



There has been a persistent gap in AP pass rates among student groups over the five-year period examined in this report. **Table 17** shows the pass rates for all AP social studies exams disaggregated by race/ethnicity from 2009-10 to 2013-14. The gap between pass rates for white students and Asian students has increased from 18 points to 22 points from 2009-10 to 2013-14. For black students, the gap decreased from 38 points to 34 points, and for Hispanic students, the gap has remained consistent at 28 to 30 points in four out of five years, and 24 points in 2010-11.

Table 17: AP Social Studies Exam Pass Rates by Race/Ethnicity, 2009-10 through 2013-14

Group	2009-10		2010-11		2011-12		2012-13		2013-14	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Asian	215	55%	240	45%	231	43%	257	52%	238	45%
Black	120	35%	140	26%	129	33%	135	38%	159	33%
Hispanic	226	44%	278	38%	316	34%	342	42%	392	38%
White	1,222	73%	1,304	62%	1,369	64%	1,404	70%	1,543	67%

Table 18 shows the pass rates for all AP Social Studies exams disaggregated by other demographic variables over a five year period. While there was a gap of 8 points between males and females in 2009-10, this gap was virtually nonexistent in subsequent years (0-2 points). There was a gap of 27-32 points

in the pass rates for economically disadvantaged and non-disadvantaged students. The gap for LEP students increased from 23 points in 2009-10 to 33 points in 2013-14, and the gap for SWD increased from five points in 2009-10 to 21 points in 2013-14.

Table 18: AP Social Studies Exam Pass Rates by Demographic Groups, 2009–10 through 2013–14

Group	2009-10		2010-11		2011-12		2012-13		2012-14	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Females	934	60%	1,047	54%	1,109	54%	1,142	60%	1,181	57%
Males	915	68%	1,011	54%	1,042	56%	1,118	62%	1,300	58%
Non-Disadvantaged	1,650	68%	1,824	57%	1,883	59%	1,935	65%	2,121	62%
Disadvantaged	199	36%	234	30%	268	27%	325	35%	360	32%
Non-LEP	1,764	65%	1,956	55%	1,994	57%	2,162	62%	2,360	59%
LEP	85	42%	102	32%	157	27%	98	37%	121	26%
Non-SWD	1,789	64%	1,991	54%	2,091	56%	2,180	61%	2,379	58%
SWD	61	59%	67	52%	61	43%	81	44%	102	37%

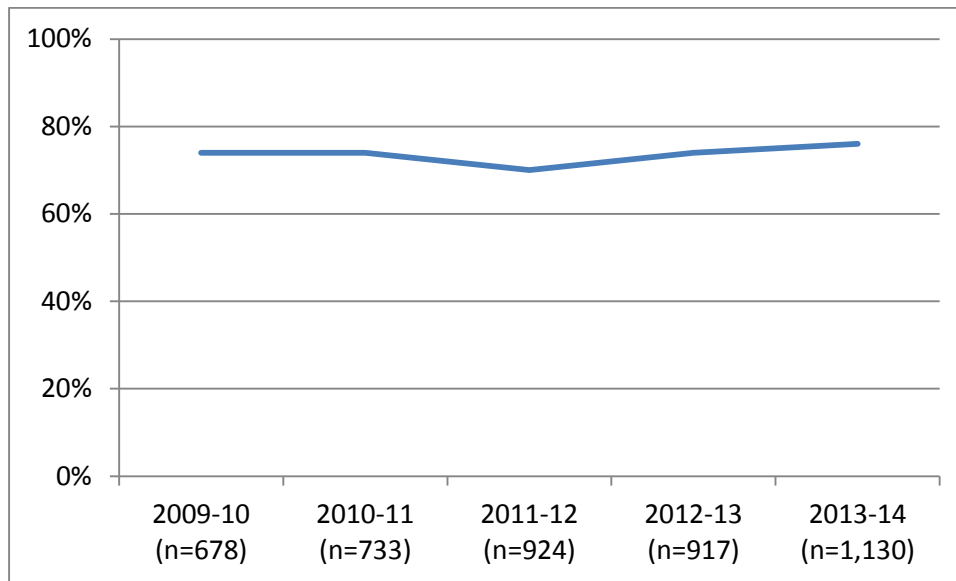
The full report on AP exam results is available in **Appendix F3**.

International Baccalaureate

Students at Washington-Lee High School are offered the opportunity to participate in International Baccalaureate (IB) social studies classes. Those who enroll in IB History of the Americas, IB Psychology (high level and standard level), IB Economics, IB Geography, IB Philosophy, IB European History, or IB Social Anthropology are required to participate in the corresponding IB exam.

IB exams are scored on a scale of 1 to 7; a score of 4 or higher is considered passing. **Figure 19** shows the overall pass rates for IB Social Studies exams offered in Arlington Public Schools over a five-year period. The overall pass rate has been steady over the past five years, ranging from 74%-76% for all years but 2011-12 when the pass rate was 70%. There was a greater level of variation on some tests than others, but results for individual subjects are not included in this report due to the small number of teachers whose students take these exams. A disaggregated report has been provided to the Social Studies Office.

Figure 19: IB Social Studies Exam Pass Rates, 2009–10 through 2013–14



There has been a persistent gap in IB pass rates among student groups over the five-year period examined in this report. **Table 19** shows the pass rates for all IB social studies exams disaggregated by race/ethnicity from 2009-10 to 2013-14. While Asian students passed social studies exams at a higher rate than white students in 2009-10, white students passed at higher rates than Asian students in all subsequent years, with the lowest gap – 8 points – occurring in 2013-14. For black students, there was an overall decrease in the gap from 27 points in 2009-10 to 16 points in 2013-14, and for Hispanic students, there was an overall decrease from 18 points to 14 points.

Table 19: IB Social Studies Exam Pass Rates by Race/Ethnicity, 2009–10 through 2013–14

Group	2009-10		2010-11		2011-12		2012-13		2013-14	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Asian	24	92%	40	73%	56	55%	47	72%	56	66%
Black	18	56%	16	44%	37	38%	24	58%	38	58%
Hispanic	23	65%	41	59%	66	61%	79	72%	84	60%
White	139	83%	138	82%	201	76%	223	85%	294	74%

Table 20 shows the pass rates for all IB Social Studies exams disaggregated by demographic variables over a five-year period. Female students take IB exams at higher rates than male students, and in all but one year, they were more likely to pass the exams, with a gap of between 8-17 percentage points. The gap in pass rates for economically disadvantaged and non-disadvantaged students decreased from 25 points in 2009-10 to 16 points in 2013-14. The number of LEP students taking an IB exam has been low throughout the five-year period (between 6-19 students), and there has been a gap in pass rates of between 8-30 points. Pass rates for students with disabilities are included only for the most recent year since fewer than five students with disabilities took an IB exam in prior years. In 2013-14, 12 students with disabilities took an IB exam, and they passed at a rate 11 points lower than non-SWD.

Table 20: IB Social Studies Exam Pass Rates by Demographic Groups, 2009–10 through 2013–14

Group	2009-10		2010-11		2011-12		2012-13		2013-14	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Females	128	82%	157	73%	255	70%	255	85%	291	73%
Males	82	74%	93	75%	122	56%	150	68%	211	64%
Non-Disadvantaged	187	82%	212	78%	310	69%	349	81%	426	71%
Disadvantaged	23	57%	38	50%	67	46%	56	64%	76	55%
Non-LEP	204	78%	237	76%	358	67%	398	79%	487	70%
LEP	6	100%	13	46%	19	37%	7	71%	15	47%
Non-SWD	206	81%	248	74%	374	66%	402	79%	490	69%
SWD	*	n/a	*	n/a	*	n/a	*	n/a	12	58%

* Fewer than 5, not reported

The full report on IB exam results is available in **Appendix F4**.

Performance Assessment Tasks

Performance Assessment Tasks (PATs) are curriculum-embedded products that give evidence of students’ deeper understanding of content and application of higher order thinking skills. PATs allow students to demonstrate their understanding of the “big idea” or core concepts of the subject by

- Completing an assessment based on a scenario;
- Analyzing primary and secondary source documents;
- Communicating a course of action through an oral, written, visual or kinesthetic product; and
- Reflecting on the learning value of the task.

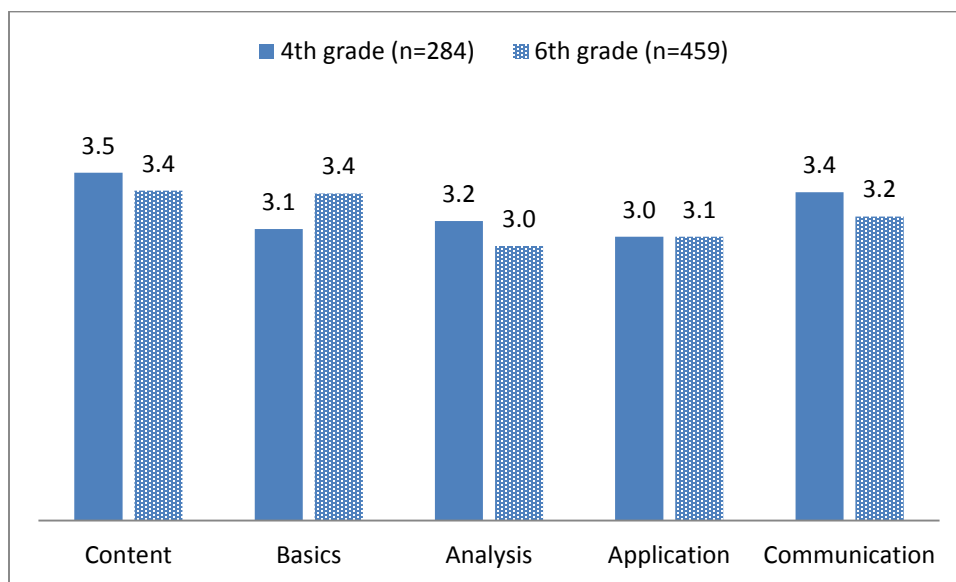
PATs are scored on a 4-point rubric for five categories, for a total of 20 points for the task. The categories represent critical historical thinking skills and include:

- **Content:** Does the student product demonstrate student understanding of content?
- **Basic Skills:** Does the student product demonstrate basic social studies skills such as sequencing, using social studies resources, and identifying cause and effect?
- **Analysis/interpretation:** Does the student product demonstrate the analysis and interpretation of skills such as historical patterns, perspectives, and connections?
- **Application/Synthesis:** Does the student product demonstrate that knowledge was reinterpreted and constructed to achieve a higher level of understanding?
- **Communication:** Does the student product effectively communicate the intended message?

During the 2013-14 school year, the Social Studies Office collected information from elementary and middle school teachers to determine which teachers were planning to use PATs in their instruction that year. In spring 2014, the Office of Planning and Evaluation sent a request to all of those teachers asking them to submit the PAT scores for their class. Due primarily to the number of snow days that had occurred since the initial inquiry had been sent, many teachers ended up not submitting PATs, but Planning and Evaluation was able to collect a representative number of PATs for 4th and 6th grade. PATs were submitted from six elementary schools, two of which were Title I, and two middle schools. A request was sent to 8th grade teachers as well, but the number of PAT scores collected was too small to include in this analysis.

Average total PAT scores were virtually identical for 4th graders (16.2) and 6th graders (16). **Figure 20** shows the average PAT scores by grade and category. Average scores for each category fell within the range of 3.0-3.5. The strongest categories on the 4th grade PATs were **content** (3.5) and **communication** (3.4). The strongest categories on the 6th grade PATs were **content** and **basics** (3.4 each). Fourth grade scores fell into the range of 3.0-3.2 for **application**, **analysis**, and **basics**; 6th grade scores fell into this range for **application**, **analysis**, and **communication**.

Figure 20: PAT Results by Grade and Category



PAT scores reveal a gap in performance among student groups. **Table 21** shows overall PAT scores by grade and race/ethnicity. Average total scores are highest for white students in both grades, with a 4th grade gap of 0.4, 2.5, and 2.9 points for Asian, black, and Hispanic students, respectively. The gap in 6th grade is 1, 1.8, and 2 points.

Table 21: Total PAT Scores by Grade and Race/Ethnicity

Group	Grade 4		Grade 6	
	# Assessed	Average Total Score	# Assessed	Average Total Score
Asian	31	16.6	19	15.1
Black	33	14.5	40	14.3
Hispanic	37	14.1	20	14.1
White	165	17.0	125	16.1

Table 22 shows overall PAT scores by grade, gender, disadvantaged status, LEP status, and disability status. Female students outscored male students by 1.0-1.1 points in both grades. Students who are not economically disadvantaged outscored students who are economically disadvantaged by 2.2 points in 4th grade and by 1.3 points in 6th grade. The gap in scores between non-LEP and LEP students was 2.1 points in 4th grade and 1.4 points in 6th grade. The gap between non-SWD and SWD in 4th grade was 1.4 points in 4th grade, and 3.9 points in 6th grade – the highest gap for all student groups.

Table 22: Total PAT Scores by Demographic Groups

Group	Grade 4		Grade 6	
	# Assessed	Average Total Score	# Assessed	Average Total Score
Female	146	16.7	138	15.8
Male	127	15.7	126	14.7
Non-disadvantaged	206	16.8	178	15.7
Disadvantaged	67	14.6	86	14.4
Non-LEP	227	16.6	230	15.5
LEP	46	14.5	34	14.1
Non-SWD	234	16.5	202	16.2
SWD	39	15.0	62	12.3

The full report on performance assessment tasks is available in **Appendix F5**.

Summary of Findings for Student Achievement:

Overall pass rates for the elementary social studies SOL tests remained steady from 2010-11 to 2013-14, ranging from 87%-91% for the 3rd grade test and 90%-92% for the 4th grade test. There was a decrease in the gap between white and black students on both tests, and between non-LEP and LEP students on the 3rd grade test, but other gaps remained stable or showed increases.

Grade 3 students with a classroom teacher or weekly social studies instruction were significantly more likely to pass the social studies SOL test compared to Grade 3 students with departmentalized instruction or social studies instruction that alternates with science. On average, Grade 4 students with departmentalized instruction or a greater number of instruction hours had significantly higher social studies SOL scores.

Overall pass rates for the middle school SOL tests have remained steady from 2010-11 to 2013-14, ranging from 83%-86% on the 6th grade test, 82%-87% on the 7th grade test, and 88%-89% on the World Geography test. Substantial gaps have persisted over time. Gaps in pass rates for LEP and non-LEP students widened from 2010-11 to 2013-14 on all three tests, from 26 to 38 points on the 6th grade test, 25 to 31 points on the 7th grade test, and 22 to 32 points on the World Geography test.

At the high school level, pass rates have increased from 81% to 93% on the World History I test. There have been smaller increases on the World History II test (85% to 89%) and on the Virginia and US History test (83% to 86%). Pass rates for the World Geography test taken by high school students are generally lower, increasing from 60% in 2010-11 to 66% in 2012-13, and decreasing to 64% in 2013-14. Most APS students take this test in middle school.

The gap in pass rates between white students and Asian, black, and Hispanic students has decreased steadily for the World History I and Virginia and US History tests, but a similar pattern is not evident in the results for the World History II test.

All but one AP social studies course have seen an increase in enrollment during the five years covered in this report. The World History exam generally has the highest pass rates, between 77%-82% in the last three years, consistently higher than the state or national pass rate. Pass rates for US Government and Politics have generally declined, from 64% in 2009-10 to 47% in 2013-14. The APS pass rate was lower than the state pass rate in the most recent four years, and higher than the national pass rate in three years out of five. As with the SOLs, there has been a persistent gap in AP pass rates among student groups on all tests.

The overall IB pass rate has been steady over the past five years, ranging from 74%-76% for all years but 2011-12 when the pass rate was 70%. As with other assessments, there has been a persistent gap in IB pass rates among student groups over the five-year period examined in this report.

Average total PAT scores were virtually identical for 4th graders (16.2) and 6th graders (16). Average scores for each category fell within the range of 3.0-3.5. The categories of application and analysis were relatively low for both grade levels, ranging from 3.0-3.2. There were gaps in average PAT scores among student groups.

SECTION 3: SUMMARY OF FINDINGS

Delivery of Instruction

Most elementary teachers reported that social studies is taught by classroom teachers, but this percentage decreases in 4th and 5th grade, where a higher incidence of departmentalized instruction is reported (36% in 4th grade and 30% in 5th grade).

Middle school classroom teachers were the most likely to report that they received support either from another teacher (69%) or from an assistant (66%), while elementary teachers were the least likely. However, observations noted the presence of another teacher or assistant most frequently at the elementary level (41%).

Strengths

Just over half of elementary teachers reported that they integrate other content areas into social studies instruction *often*.

A high percentage of observations indicated that technology use in social studies instruction enhanced instruction and fostered understanding (70% of observations at the elementary level, 95% at the middle school level, and 94% at the high school level. In addition, a high percentage of secondary observations (68% middle school, 73% high school) indicated that technology engaged students in learning tasks.

Teacher survey responses indicate that special education and ESOL/HILT *teachers* who co-teach or push in to social studies classrooms serve a variety of roles in social studies instruction, such as working with students, clarifying directions, checking for understanding, clarifying vocabulary, and asking probing questions with small groups. Commonly cited roles for *assistants* were clarifying directions, clarifying vocabulary, and checking for understanding.

Areas that Need Improvement

Elementary teacher survey responses indicate variation in the amount of time elementary students receive social studies instruction, with 2.3 average weekly hours of instruction in kindergarten, gradually increasing to 3.7 hours in 4th grade, followed by a drop in 5th grade to 2.6 hours. There is also variation in the frequency of elementary social studies instruction. Only 24%-35% of K-3 teachers reported that their students received social studies instruction weekly, as opposed to alternating with science instruction. This percentage was higher among 4th and 5th grade teachers. Seventy-seven percent of 4th grade teachers and 70% of 5th grade teachers reported that they teach social studies every week.

Interdisciplinary instruction is not widely implemented in the secondary APS social studies program, with 21% of middle school teachers and 26% of high school teachers reporting that they collaborate with teachers in other subject areas either *weekly* or *monthly*. In addition, secondary teachers were less likely than elementary teachers to report that they integrate other content areas into social studies instruction *often* (33% and 38% of middle school and high school teachers, respectively).

Social studies instructional observations were conducted prior to the partial rollout of the Personalized Device Initiative, and few observations indicated that technology use was interactive (27%, 16%, and 27% at the elementary, middle school, and high school levels, respectively).

Survey respondents who reported that they receive support from a co-teacher or an assistant rated **common planning time** the lowest among a list of elements of the co-teaching/assistant arrangement.

Quality of Instruction

Strengths

Middle school social studies instruction stands out in several areas. Middle school CLASS observations received the highest average scores in all domains. Middle school teachers were the most likely to report that they frequently implement History Alive! strategies; likewise, middle school observations were the most likely to note the use of History Alive! strategies. Middle school teachers were also most likely to report that they receive support from either a co-teacher, a push-in teacher, or an assistant. Support teachers (co-teacher or push-in) also made up a larger proportion of survey respondents than at the elementary or high school levels. Middle school teachers' survey responses also indicate that they have a higher level of familiarity and satisfaction with support from the Social Studies Office.

Across levels, average CLASS observation scores fell into the high-mid or high range at all grade levels for Emotional Support, Classroom Organization, and Student Engagement.

Observers were asked to provide a holistic rating for the overall item, **"Students are given the opportunity to construct meaning of content."** While middle schools showed the highest occurrence of various strategies used to construct meaning, high school observations showed the highest level of effectiveness for this overall rating at 80%. Middle school observations were rated effective/highly effective 71% of the time, and elementary observations were rated effective/highly effective 69% of the time.

Between 81%-88% of observations were rated effective/highly effective for the item, **"The learning environment is organized in a purposeful way to achieve objectives of lesson."**

On the 2013 Site-Based Survey, between 91%-94% of parents at the elementary, middle school, and high school level indicated satisfaction with social studies instruction. Parents again expressed high levels of satisfaction with social studies instruction on the 2014 Community Satisfaction Survey, with 92% indicating they were very satisfied or somewhat satisfied.

Areas that Need Improvement

Similar to national and APS trends, average CLASS Instructional Support scores were lower than the other CLASS domains, and ranged from 4.1 at the high school level to 4.8 at the middle school level. Analysis and Inquiry stands out as the lowest-rated dimension with average scores of 3.6, 3.9, and 3.0 at the upper elementary, middle school, and high school levels, respectively. Results from the Social Studies Observation Checklist found mixed ratings for items related to analysis and inquiry. Between 71%-72% of elementary and high school observations were rated effective/highly effective for the item,

“Students engage in activities that address themes, enduring understanding, and essential questions,” and only 65% of middle school observations received this rating.

The checklist item, **“Differentiation strategies to meet the needs of diverse learners are evident in the lesson”** included a relatively high number of observations rated not evident: 36% at the elementary level, 15% at the middle school level, and 25% at the high school level. In addition, a relatively low percentage of elementary (39%) and high school (49%) observations were rated effective/highly effective for this item. Middle school observations were rated effective/highly effective 69% of the time.

Student Participation

Strengths

In response to a survey question asking how frequently students had opportunities to participate in social studies enrichment opportunities, the most popular frequency selected by elementary and middle school teachers was *once or twice in a semester* (51% at the elementary level and 44% at the middle school level), and the second-most popular response was *once or twice a year* (33% and 27%). High school responses were evenly divided between *once or twice in a semester* (35%) and *once or twice a year* (36%).

In a survey of enrichment activities offered every quarter, lead teachers and/or department chairs across grade levels frequently reported **field trips** and **visitors/guests**. At the elementary level, **celebrations of time period/event/culture** and **read-ins** were also popular. **Role play activities** were commonly cited among middle and high school teachers.

Regular and advanced coursework make up the bulk of all high school social studies enrollments, between 92%-93% each year. Enrollment patterns over five years show that the percentage of social studies enrollments that are in advanced courses has increased steadily from 39% of all enrollments in 2009-10 to 46% in 2013-14.

On the Site-Based Survey, high proportions of students at all levels reported that they enjoy learning about social studies, although this was higher at the elementary and middle school level (78%-80% in 2013) than at the high school level (69% in 2013).

Student focus groups indicate that students like social studies and are able to remember many opportunities to actively participate in class.

Areas that Need Improvement

As the proportion of high school social studies enrollments that are in advanced courses has increased, gaps in representation by race/ethnicity have shown little change. Black students were underrepresented by 5-6 points, and Hispanic students by 17-18 points, in the five-year period covered by this report. Male students were underrepresented by between five to seven percentage points through 2012-13, and by four points in 2013-14. Between 2009-10 and 2012-13, representation of economically disadvantaged students increased steadily so that while they were underrepresented by 20 percentage points in 2009-10, that gap had decreased to 15 percentage points in 2012-13. In 2013-14, the gap increased to 17 points. Underrepresentation of LEP students increased from 17 percentage

points in 2009-10 to 20 points in 2013-14. Students with disabilities have been underrepresented by 11-12 percentage points every year in the last five years.

Resources/Support for Instruction

Strengths

Most social studies classroom teachers have participated in some level of History Alive! training, particularly at the secondary level. At all grade levels, the likelihood that a teacher reported frequently implementing History Alive! strategies increased with each level of History Alive! training they had participated in. Observations conducted in spring 2014 noted the use of History Alive! strategies in 71% of middle school observations, although this was lower at the elementary level (44%) and high school level (52%).

All respondent groups were likely to report that lead teachers or department chairs **disseminate information** at their schools. Lead teachers/department chairs also commonly cited **support for social studies instruction** and **analysis of data** as services they provide. Elementary lead teachers were the most likely to report that they provide **assistance with finding resources and planning**, while high school lead teachers/department chairs were the most likely to report that they **deliver professional development**.

Among teachers, middle and high school **classroom** teachers reported the highest levels of satisfaction with all areas of support from the Social Studies Office. Elementary classroom teachers were the least likely among classroom teachers to report satisfaction, with between 62%-76% reporting that they were satisfied or very satisfied with all areas except data analysis.

Elementary and secondary principals indicated high levels of satisfaction with support from the Social Studies Office. In all areas except data analysis, between 85%-100% of principals at both levels expressed satisfaction.

Areas that Need Improvement

Survey respondents who identified themselves as teaching social studies in a **self-contained ESOL/HILT or Special Education class** or in a **support role (co-teaching, push-in, etc.)** were less likely than **classroom** teachers to have participated in any level of History Alive! training.

Many elementary teachers reported that they *never* use **digital textbooks** (49%), **digital maps** (28%), or **pull-down maps** (41%). Middle school teachers' most popular response for digital textbooks was *once a month* (34%), followed by *never* (29%). Their most popular response for digital maps and pull-down maps was *never* (34% and 48%, respectively), followed by *once a month* (22% and 19%, respectively). High school teachers cited the most frequent use of digital resources, with 47% reporting that they use digital textbooks either *every day* or *once a week*, followed by 29% reporting that they *never* use digital textbooks. While 32% of high school teachers reported that they *never* use digital maps, 37% reported that they use them *every day* or *once a week*.

Across the board, teachers who identified themselves as teaching social studies in a **self-contained ESOL/HILT or Special Education class** or in a **support role** (co-teaching, push-in, etc.) were far more

likely than **classroom** teachers to select the response *I don't know* when responding to survey questions about their level of satisfaction with support from the Social Studies Office. These respondents were less likely to select the response options *dissatisfied* or *very dissatisfied* than *I don't know*, indicating a lack of familiarity with the services provided by the Social Studies Office.

Student Outcomes

While gaps in achievement or student participation are typically smaller by gender than by other demographic groups, social studies assessments and enrollment patterns reveal an apparent contradiction. While SOL tests show no gender gap at the elementary level, a gap emerges at the secondary level, with male students consistently passing at higher rates than female students. An apparent contrast to this finding emerges when examining enrollment in high school advanced coursework. Female students are more likely than male students to enroll in advanced social studies coursework, and they pass IB exams at a higher rate than male students (in most years, there is little gender gap on the AP exams).

Grade 3 students who received social studies instruction from their classroom teacher or who received social studies instruction weekly instead of alternating with science instruction were significantly more likely to pass the social studies SOL test compared to Grade 3 students with departmentalized instruction or social studies instruction that alternates with science. On average, Grade 4 students with departmentalized instruction or a greater number of instruction hours had significantly higher social studies SOL scores.

Strengths

Overall pass rates for the elementary social studies SOL tests remained steady from 2010-11 to 2013-14, ranging from 87%-91% for the 3rd grade test and 90%-92% for the 4th grade test. There was a decrease in the gap between white and black students on both tests, and between non-LEP and LEP students on the 3rd grade test.

Overall pass rates for the middle school SOL tests have remained steady from 2010-11 to 2013-14, ranging from 83%-86% on the 6th grade test, 82%-87% on the 7th grade test, and 88%-89% on the World Geography test.

At the high school level, pass rates have increased from 81% to 93% on the World History I test. There have been smaller increases on the World History II test (85% to 89%) and on the Virginia and US History test (83% to 86%). The gap in pass rates between white students and Asian, black, and Hispanic students has decreased steadily for the World History I and Virginia and US History tests, but a similar pattern is not evident in the results for the World History II test.

All but one AP social studies course have seen an increase in enrollment during the five years covered in this report. The World History exam generally has the highest pass rates, between 77%-82% in the last three years, consistently higher than the state or national pass rate.

The overall IB pass rate has been steady over the past five years, ranging from 74%-76% for all years but 2011-12 when the pass rate was 70%.

Average total scores on performance assessment tasks (PAT) were virtually identical for 4th graders (16.2 out of 20) and 6th graders (16 out of 20). Average scores for each category fell within the range of 3.0-3.5 out of 4.

Areas that Need Improvement

Many assessments have shown a consistent gap in pass rates among student groups.

- While both elementary SOLs saw a decrease in the gap between white and black students and the 3rd grade SOL saw a decrease in the LEP gap, other gaps remained stable over four years or showed increases.
- Middle school SOL assessments have also shown persistent gaps in pass rates over time, with some increases in the gap occurring in the last four years. Gaps in pass rates for LEP and non-LEP students widened from 2010-11 to 2013-14 on all three middle school tests, from 26 to 38 points on the 6th grade test, 25 to 31 points on the 7th grade test, and 22 to 32 points on the World Geography test.
- While two high school SOLs exams saw some decreases in the gap between racial and ethnic groups, a similar pattern was not evident on the World History II test. Gaps among other groups on all tests remained steady or showed increases over four years. There has been a persistent gap in AP and IB pass rates among student groups over a five-year period.

Pass rates for the World Geography test taken by high school students are lower than the other SOL tests taken in high school, increasing from 60% in 2010-11 to 66% in 2012-13, and decreasing to 64% in 2013-14. Most APS students take this test in middle school; the students who take this course in high school are frequently new arrivals to the country.

Pass rates for the AP US Government and Politics exam have generally declined, from 64% in 2009-10 to 47% in 2013-14. The APS pass rate was lower than the state pass rate in the most recent four years, but it was higher than the national pass rate in three years out of five. As with the SOLs, there has been a persistent gap in AP pass rates among student groups on all tests.

While the overall IB pass rate has been consistent over five years, there was a greater level of variation on some tests than others. Results for individual subjects are not included in this report due to the small number of teachers whose students take these exams, but a disaggregated report has been provided to the Social Studies Office. As with other assessments, there has been a persistent gap in IB pass rates among student groups over the five-year period examined in this report.

The PAT categories of **application** and **analysis** were relatively low for both 4th and 6th grade, ranging from 3.0-3.2 out of 4. There were also gaps in average PAT scores among student groups.

SECTION 4: RECOMMENDATIONS

1. Provide professional development to support the implementation of effective differentiation strategies in social studies instruction across grade levels, with a focus on:
 - a. Best practices that encompass differentiation (History Alive!, SIOP)
 - b. Co-teaching models and planning
 - c. Resources to support differentiation
 - d. Differentiation strategies for advanced courses
 - e. Support for non-traditional AP/IB students in AP/IB courses
2. Support teachers in increasing the level of rigor in all social studies courses by:
 - a. Providing professional development focusing on strategies that increase higher level thinking
 - b. Promoting enrichment opportunities
 - c. Facilitating the use of performance assessment tasks (PATs) as alternate assessments
 - d. Monitoring the implementation of the new state adapted curriculum which focuses on critical thinking skills
3. Provide opportunities for greater and more effective communication between the Social Studies Office and Special Education and ESOL/HILT teachers.
4. In conjunction with the Personalized Device Initiative, support teachers in the use of interactive technology with students.
5. Collaborate with elementary principals on the implementation of effective social studies instruction at different grade levels; encouraging literacy integration across grade levels and departmentalized social studies instruction in the upper grades.

SECTION 5: STAFF ACTION PLAN – Prepared by the Social Studies Office

PROGRAM EVALUATION RECOMMENDATION TEMPLATE – Department of Instruction (Social Studies Office)					
Recommendation		SMART Goal		Responsible Department(s)	Anticipated Budget Impact
<p>Recommendation 1: Provide professional development to support the implementation of effective differentiation strategies in social studies instruction across all grade levels, with a focus on:</p> <ul style="list-style-type: none"> a. Best practices that encompass differentiation (History Alive!, SIOP) b. Co-teaching models and planning c. Resources to support differentiation d. Differentiation strategies for advanced courses e. support for non-traditional AP/IB students in AP/IB courses 		<p>By spring 2018, all teachers will have access to resources and professional development in support of differentiation.</p> <p>By spring 2018, 90%-95% of all students and student groups will pass Virginia Standards of Learning assessments. (2018 selected because of implementation of new standards in 2016-17)</p> <p>By spring 2017, 66% of students in identified groups will have enrolled in at least one AP or IB course.</p> <p>By spring 2017, 50% of students in identified groups will earn a qualifying score on one AP or IB social studies exam.</p>		<p>Social Studies Office</p> <p>Special Education Office</p> <p>ESOL/HILT Office</p> <p>Minority Achievement Office</p>	<p>Purchase of differentiated resources</p> <p>Professional development</p>
Planning and Implementation					
Strategy	Office and/or School(s) Responsible	Desired Outcome	Data Source(s)	Completion Date	
Develop classroom expectations for differentiation and incorporate as one component in the walkthrough document to check for compliance.	Social Studies	In a pre- and post-walkthrough evaluation, evidence of differentiation will increase.	Walkthrough documents	Spring 2016	

Provide professional learning to address differentiation to include co-teaching, SIOP, and support of advanced learners.	Social Studies Special Education ESOL/HILT Gifted Services Elementary, middle, and high schools	Teachers will implement strategies learned in workshops.	Walkthrough documents	Spring 2016
Establish vertical planning sessions between middle school and high school to align middle school practice with high school expectations.	Social Studies Middle and high schools	Middle school teachers will adequately prepare students for success in high school	Achievement Data	Ongoing
Develop and offer a graduate course on differentiation in advanced academics.	Social Studies Gifted Services	Teachers will develop differentiated materials for AP and IB courses.	Materials created by teachers	Spring 2017
Implement the creation of differentiated resources as a Site-Based Initiative (SBI) at each secondary school based on school assessment data.	Social Studies Middle and high schools	Teachers will develop and share cross-county differentiated lessons and resources.	Materials created by teachers	Spring 2016
Principals	Set expectations and provide support for effective differentiation in all classrooms.			
Teachers	Attend professional development sessions and develop and implement effective differentiation strategies.			
All students	Take advantage of opportunities for advanced course work with the understanding that differentiated resources will be available.			
Economically-disadvantaged students	Work with these students to identify barriers to success in classes and work to address these barriers.			
LEP students	Collaborate with ESOL/HILT staff to make sure resources adequately support students.			
Students with disabilities	Collaborate with Special Education staff to make sure resources adequately support students.			

PROGRAM EVALUATION RECOMMENDATION TEMPLATE – Department of Instruction (Social Studies Office)

Recommendation	SMART Goal	Responsible Department(s)	Anticipated Budget Impact
<p>Recommendation 2: Support teachers in increasing the level of rigor in all K-12 social studies courses by:</p> <ul style="list-style-type: none"> a) Providing professional development focusing on strategies that increase higher level thinking b) Promoting enrichment opportunities c) Facilitating the use of performance assessment tasks (PATs) as alternate assessments d) Monitoring the implementation of the new state adapted curriculum which focuses on critical thinking skills 	<p>By spring 2017 all performance assessment tasks will have been revised to align with new state standards and made available to teachers.</p> <p>By spring 2018 students in Grades 3-12 will show growth in critical thinking skills as measured by an increase of 3 points pre and post on the summative rubric scores (30 point total) of performance assessment tasks.</p> <p>By spring 2018, 90%-95% of all students and student groups will pass Virginia Standards of Learning assessments. (2018 selected because of implementation of new standards in 2016-17)</p>	<p>Social Studies</p>	<p>Revision of PATs to align with new standards.</p> <p>Professional development on teaching with a skills focus</p>

Planning and Implementation

Strategy	Office and/or School(s) Responsible	Desired Outcome	Data Source(s)	Completion Date
<p>Communicate through <i>Vision</i> Newsletter and Social Studies Snapshots and other social media:</p> <ul style="list-style-type: none"> • expectations about rigor • strategies to support teachers in implementing rigorous instruction • enrichment opportunities for students and teachers 	<p>Social Studies</p>	<p>Teachers will implement strategies that address rigor.</p>	<p>Walkthrough documents</p>	<p>Ongoing</p>

Develop the new social studies curriculum to align with state-mandated skill-focused History and Social Science Standards of Learning.	Social Studies	Teachers will implement new curriculum with fidelity incorporating the skills focus.	Walkthrough documents	Spring 2018
Revise current Performance Assessment Tasks (PATs) to align with new curriculum and increase teacher use in Grades 3-12.	Social Studies	Teachers will implement PATs at least twice a year in Grades 3-12.	Teacher report	Spring 2017
Provide professional development in the incorporation of critical thinking skills.	Social Studies	Teachers will deliver lessons that incorporate critical thinking skills.	Walkthrough documents, increase in score on PATs	Ongoing
Principals	Set expectation for use of performance assessment tasks. Participate in walkthroughs that analyze rigor in instruction. Monitor school-wide data and support interventions as needed.			
Teachers	Participate in professional learning related to teaching with a skills focus. Align lesson development with strategies learned.			
All students	Provide lessons that require critical thinking skills.			
Economically-disadvantaged students	Work with these students to identify barriers to success in classes and work to address these barriers.			
LEP students	Scaffold assessment tasks to meet the needs of LEP students.			
Students with disabilities	Scaffold assessment tasks to meet the needs of students with disabilities.			

PROGRAM EVALUATION RECOMMENDATION TEMPLATE – Department of Instruction (Social Studies Office)

Recommendation	SMART Goal	Responsible Department(s)	Anticipated Budget Impact
Recommendation 3: Provide opportunities for greater and more effective communication between the Social Studies Office and Special Education and ESOL/HILT teachers.	<p>By spring 2016, collaborate with the Special Education Office and ESOL/HILT Office to develop a plan to provide targeted support to teachers affiliated with these offices.</p> <p>By spring 2016, increase participation of SPED and ESOL/HILT teachers in Social Studies meetings and workshops by 20%.</p>	<p>Social Studies Office</p> <p>Special Education Office</p> <p>ESOL/HILT Office</p>	<p>Professional development</p> <p>Purchase of resources</p>

Planning and Implementation

Strategy	Office and/or School(s) Responsible	Desired Outcome	Data Source(s)	Completion Date
Attend fall and spring meetings with Special Education and ESOL/HILT lead teachers to discuss social studies curriculum, assessment, and support needed from the Social Studies office.	Social Studies Elementary, middle, and high schools	Special Education and ESOL/HILT teachers who teach social studies have access to social studies curriculum and resources.	Feedback from Special Education and ESOL/HILT lead teachers	Ongoing
Include Special Education and ESOL/HILT social studies teachers on all communication from the social studies office related to curriculum, professional learning opportunities and social studies resources.	Social Studies	Special Education and ESOL/HILT teachers will participate in social studies led workshops and meetings.	Attendance rosters	Ongoing
Include SPED and ESOL/HILT representation on social studies curriculum and textbook adoption committees.	Social Studies Special Education ESOL/HILT	Special Education and ESOL/HILT teachers will participate in curriculum writing and textbook adoption.	Attendance rosters	Ongoing

<p>Collaborate with Special Education, ESOL/HILT, Minority Achievement, and Gifted Services offices to deliver joint workshops on topics such as co-teaching, SIOP and strategies for teaching advanced students to encourage work between general education and Special Education, ESOL/HILT and gifted resource teachers.</p>	<p>Social Studies Special Education ESOL/HILT Minority Achievement Gifted Services</p>	<p>General education, Special Education, and ESOL/HILT teachers will participate in the workshops.</p>	<p>Attendance roster</p>	<p>Ongoing</p>
<p>Principals</p>	<p>Provide common planning time for Special Education and ESOL/HILT teachers to meet with social studies content teachers. Set the expectation that Special Education and ESOL/HILT teachers attend countywide content meetings when available.</p>			
<p>Teachers</p>	<p>Collaborate with Special Education and ESOL/HILT teachers by discussing students, sharing strategies, co-planning, and sharing resources.</p>			
<p>All students</p>	<p>This recommendation does not have direct implications for students.</p>			
<p>Economically-disadvantaged students</p>	<p>This recommendation does not have direct implications for students.</p>			
<p>LEP students</p>	<p>This recommendation does not have direct implications for students.</p>			
<p>Students with disabilities</p>	<p>This recommendation does not have direct implications for students.</p>			

PROGRAM EVALUATION RECOMMENDATION TEMPLATE – Department of Instruction (Social Studies Office)

Recommendation	SMART Goal	Responsible Department(s)	Anticipated Budget Impact
Recommendation 4: In conjunction with the Personalized Device Initiative, support teachers in the use of interactive technology with students.	By spring 2019, all secondary social studies teachers will effectively develop and deliver a lesson using technology to transform instruction based on observation evaluation using an establish rubric based on the SAMR model.	Social Studies Office Information Services	Purchase of hardware/software Professional development

Planning and Implementation

Strategy	Office and/or School(s) Responsible	Desired Outcome	Data Source(s)	Completion Date
Develop a set of expectations for technology use in Social Studies incorporating the SAMR model.	Social Studies Information Services	Teachers will integrate technology into instruction.	Shared Lessons	Ongoing
Develop a list of suggested apps for use in social studies instruction.	Social Studies	Teachers will begin integrating these apps into their classroom delivery.	Shared Lessons	Ongoing
Establish a forum for the sharing of technology integrated lessons.	Social Studies	Teachers will share best practices in technology use.	Shared Lessons	Ongoing
Implement the creation of technology integrated lessons as a Site-Based Initiative (SBI) at each secondary school.	Social Studies Middle and high schools	Teachers will develop and share cross-county lessons at each school site.	Shared Lessons	Spring 2017

<p>Continue the development and revision of blended and virtual courses that align with best practice in online instruction and are accessible to ESOL/HILT and Special Education students.</p>	<p>Social Studies</p>	<p>The Social Studies Office will revise current blended and virtual courses based on feedback. The Social Studies Office will develop an additional virtual course offering.</p>	<p>Virtual Courses</p>	<p>Spring 2019</p>
<p>Principals</p>	<p>Set the expectation that technology needs to be integrated into instruction. Provide professional learning in technology use.</p>			
<p>Teachers</p>	<p>Participate in professional development related to technology. Develop and implement lessons where technology is integrated into the lesson.</p>			
<p>All students</p>	<p>Provide guidance on how students can effectively use technology for instruction.</p>			
<p>Economically-disadvantaged students</p>	<p>Identify barriers that might exist to prevent technology use and identify solutions to address those barriers.</p>			
<p>LEP students</p>	<p>Provide scaffolded instruction as needed to support LEP students with technology use.</p>			
<p>Students with disabilities</p>	<p>Provide scaffolded instruction as needed to support students with disabilities with technology use.</p>			

PROGRAM EVALUATION RECOMMENDATION TEMPLATE – Department of Instruction (Social Studies Office)

Recommendation	SMART Goal	Responsible Department(s)	Anticipated Budget Impact
Recommendation 5: Collaborate with elementary principals on the implementation of effective social studies instruction at different grade levels; encouraging literacy integration across grade levels and departmentalized social studies instruction in the upper grades.	<p>By fall 2017, work with English Language Art (ELA) Office s to effectively design a curriculum for literacy integration in social studies for K-3 students.</p> <p>By fall 2017, collaborate with elementary building principals to implement a social studies program that meets district priorities.</p>	<p>Social Studies</p> <p>ELA Office</p> <p>School Administrative Staff</p> <p>Dol staff</p>	<p>Curriculum Work</p> <p>Professional development</p>

Planning and Implementation

Strategy	Office and/or School(s) Responsible	Desired Outcome	Data Source(s)	Completion Date
Pilot a literacy integrated K-3 curriculum at the new elementary school.	<p>Social Studies</p> <p>English Language Arts</p>	Teachers will use both fiction and non-fiction text to deliver a literacy integrated social studies curriculum.	Classroom observations	Spring 2017
Partner with English Language Arts Office to provide workshops on literacy integration and strategies for teaching non-fiction	<p>Social Studies</p> <p>English Language Arts</p>	Teachers will implement strategies learned.	Classroom Observation	Spring 2018
Expand curriculum development on literacy integrated social studies lessons.	<p>Social Studies</p> <p>English Language Arts</p>	Teachers will develop and share literacy integrated lessons	Shared Lessons	Ongoing

Meet regularly with elementary principals to discuss school data and the implementation of social studies in the elementary grades.	Social Studies	Principals will implement social studies instruction in their schools that aligns with best practice.	Achievement data Principal feedback	Ongoing
Principals	Collaborate with DoI staff to design an elementary schedule. Set the expectation for literacy integration in Social Studies K-5.			
Teachers	Implement literacy integration into the delivery of Social Studies instruction.			
All students	N/A			
Economically disadvantaged students	N/A			
LEP students	Provide leveled text in the literacy integration to support LEP students.			
Students with disabilities	Provide leveled text in the literacy integration to support students with disabilities.			