

November agenda

Attendance sign-in



- | | |
|----------------------|--|
| 7:00 - 7:04 (4 min) | Welcome; Approve Oct minutes; Review meeting norms |
| 7:04 - 7:24 (20 min) | APS legislative positions |
| 7:24 - 7:34 (10 min) | Overview of subcommittee recommendation process;
Mini lesson: APS key terminology |
| 7:34 - 7:56 (22 min) | Advanced Academics & Talent Development Advisory Committee |
| 7:56 - 8:18 (22 min) | Career, Technical & Adult Education Advisory Committee |
| 8:18 - 8:40 (22 min) | Dual-Language Immersion Sub-subcommittee |
| 8:40 - 8:50 (10 min) | Check-in on engaging school communities on literacy |

ACTL meeting norms



Support others
by actively
listening and
staying engaged

Model a culture
of respect,
professionalism,
and mutual
learning

Share using full
information
(avoid jargon,
acronyms, first
names only)

Virginia General Assembly

KEY DATES

Nov 20-30, 2023: **Pre-filing of legislation**

Jan 10 - March 9, 2024: **2024 legislative session**

Subcommittee recommendation process

```
graph LR; A[Develop recommendations with staff input] --> B[Discuss with ACTL Council]; B --> C[Discuss with School Board in work sessions]; C --> D[Submit recs to School Board]
```

Develop recommendations
with staff input

Discuss with
ACTL Council

Discuss with
School Board in work
sessions

Submit recs to
School Board

Instructional Staff

School-based

Classroom Teacher
Assistant
Interventionist
Reading Specialist
Coach

Central-based

Specialist
Supervisor
Director

(Not an exhaustive list)

Support the recommendation (& why)

Concern about the recommendation (& why)

Questions about the recommendation

Turn your
tent card
on its edge

One
comment
or question
at a time

Think about
your full
community
and its
various
voices

Advanced Academics & Talent Development Advisory Committee

Co-Chairs: Greg Eastman
Carlisle Levine

Staff liaison: Cheryl McCullough,
Supervisor of AA&TD

Recommendation 1:

Cheryl McCullough's position should be revised from Supervisor to Director.

Recommendation 2:

APS's Clustering Policy should be consistently followed.
(SB Policy I-8.1: 10 or more students per cluster)

Career, Technical, and Adult Education (CTAE) Advisory Committee

Co-Chairs: Rosie O'Neil
Dan Marschall

Staff liaison: Kris Martini, CTAE Director

Recommendation:

Provide a 1.0 CTE testing coordinator to provide state-approved credentialing support to teachers and students.

Rationale

- Critical position supporting growth in CTE requirements. Testing coordinator organizes, manages, and implements industry recognized certifications, state licensure examinations, and national occupational competency assessments. Provides support for accommodation. Works to support student success outcomes.
- Offering credential opportunities to students is ***state-mandated, helps fulfill a graduation requirement***, and ***contributes to the accreditation of high schools*** as part of VDOE's College, Career and Civic Readiness Index (CCCRI).
- 8687 credentials earned between 2021- 2023 with a 22% growth in credentials earned over two years.
- 53 certificates across industry categories and we anticipate new credentials.
- Information Technology, Engineering, Workplace Readiness on the rise.
- Greatest growth in workplace readiness certificates – up by 43% over two years.

Dual-Language Immersion Sub-subcommittee

(to the Advisory Committee on English Learners)

Chair: Paula Cordero Salas Staff liaison: Wendy Bermúdez,
Vice Chair: Rachel Berkey Immersion Coordinator

Recommendation 1:

Allocate funding to hire one Spanish reading specialist for each Dual-Language Immersion elementary school to support student literacy in Spanish.

Recommendation 2:

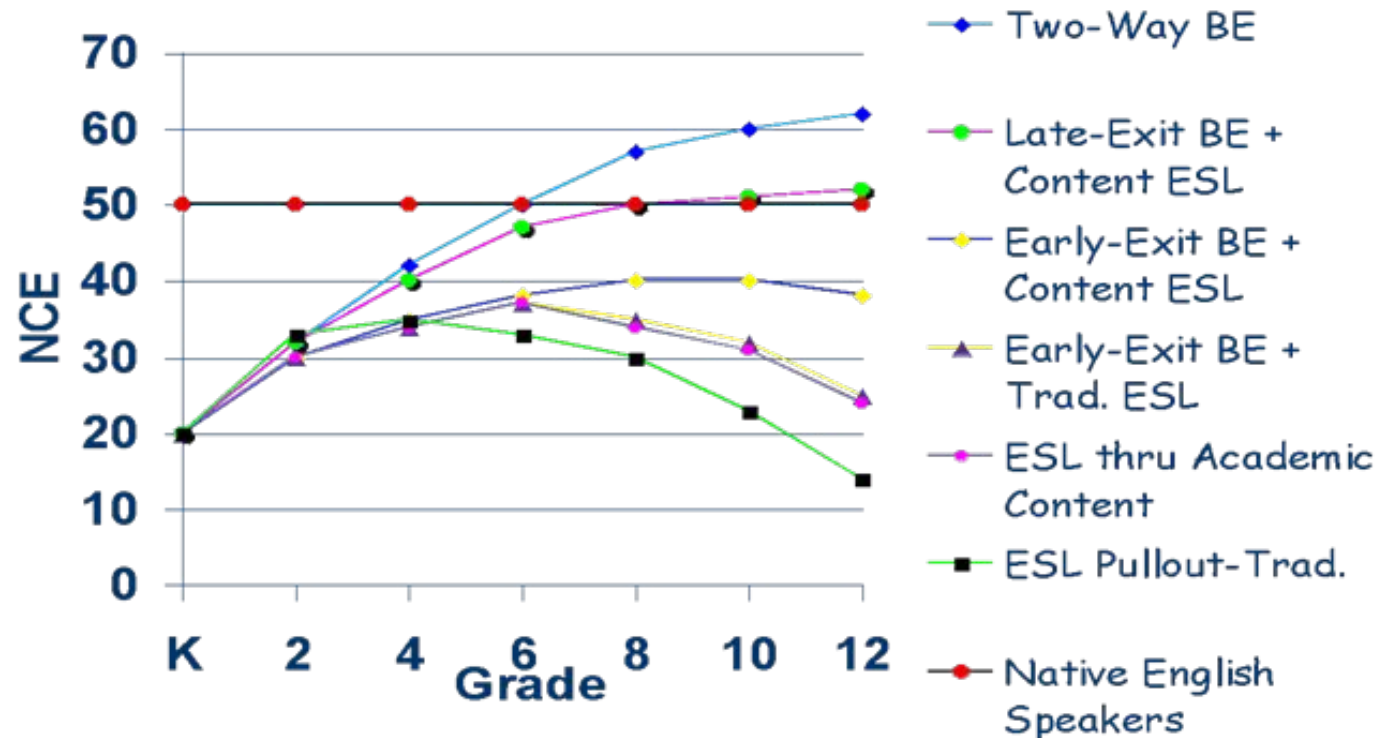
Research and explore how to improve hiring and retention practices for bilingual and biliterate staff for the Dual-Language Immersion program.

Rationale and Benefits of DLI Programs

- Students in DLI programs have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting.
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to NSS peers in mainstream classes.
- English Learners who enter high school reclassified to fluent status and fully participate in college bound schedules and courses develop a college going mindset.
- English Learners in DLI programs outperform Native English speakers on the 4th grade Reading National Assessment of Educational Progress.
- Native Spanish Speakers continue to stay connected with their families by maintaining and strengthening their native language, as well as, learning English in school.

Evidence of English Learner Achievements on English Reading Tests

This chart shows EL students' long-term achievement on standardized English reading tests compared across seven program models. ELs who participate in two-way Bilingual Education (BE) programs, like APS's DLI program, far outpace ELs enrolled in other models.



Engaging your communities on literacy...

What are some engagement methods you have used or planned to use?

What's working? What challenges are you experiencing?



At the Dec or Jan ACTL meeting,
we will discuss the input you have
gathered from your communities.

