

BOARD MEMO

Date: April 11, 2024

For ACTION _____

For INFORMATION X

FROM: Clinton Page, Ed.D., Chief of Accountability and Research
Anthony Sims, Ph.D., Executive Director of School Improvement

THROUGH: Melanie Kay-Wyatt, Ed.D., Superintendent of Schools

TO: The Honorable Michelle Rief, Chair, and
Members of the Alexandria City School Board

TOPIC: Accountability Update: Division and School Improvement

ACPS 2025 STRATEGIC PLAN GOAL:

Goal 1: Systemic Alignment

Goal 2: Instructional Excellence

Goal 3: Student Accessibility and Support

SY 2023-2024 PRIORITY AREA:

Academic Achievement

Student Supports

Staff Supports

FY 2024 BUDGET PRIORITY:

Full Implementation of Students with Disabilities Action Plan

K-4 Literacy

Target Chronic Absenteeism

Target Planned Compensation Enhancement and Staff Retention Efforts

Increase Support for Social and Emotional Learning

SUMMARY:

This school year ACPS has focused on continuous improvement enhancement efforts through the Priority Improvement Planning (PIP) process at the division level and via the School Improvement Monitoring and Support structures and actions. These efforts are designed to reduce siloed work, increased vertical and horizontal accountability, thicken connections and improve timely communication between school and central office leaders, and ultimately to continue to grow and sustain trust and shared ownership in improvement work. ACPS also is maintaining an eye on future accountability system changes at the state level in order to best maintain a proactive and not reactive stance as Virginia moves into a new accountability system.

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DETAILS:

The Priority Improvement Plan is a new continuous improvement process centered on the division priority areas for the school year and creating a de-siloed structure allowing central office leaders across departments to come together to plan, implement, and improve strategies collectively within the current year. This process has established a strong foundation for the current department collaborative continuous improvement work aligned with the new Virginia Support Plan and Framework in planning strategically for the upcoming school year.

The tiered School Improvement Monitoring and Support process acknowledges and allows for differentiated supports and monitoring structures across ACPS schools. These structures include quarterly chats focused on identified improvement areas, collaborative instructional walkthroughs and PDSA debrief sessions with central office and school staff, and increased analytic capacity through formative data dashboards to increase shared understanding of current formative outcomes and accelerate learning related to the impact of current strategies.

BACKGROUND:

Alexandria City Public Schools (ACPS) has seven schools currently identified in state and/or federal accountability systems as needing improvement in specific areas. ACPS last school year identified the need to align and expand division-level improvement efforts as well as ongoing tiered school support and monitoring structures.

RECOMMENDATION: (See examples below.)

The Superintendent recommends that the School Board review the information about division and school improvement efforts and the future of accountability within Virginia.

IMPACT:

The continuous improvement efforts described here are designed to reduce siloed work, increased vertical and horizontal accountability, improve timely communication between school and central office leaders, and ultimately to continue to grow and sustain trust and shared ownership in improvement work.

ATTACHMENTS:

1. Presentation: Accountability Update: Division and School Improvement

REFERENCES: None

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