

# ACPS 2020 Performance Update

## *Goal 1: Academic Excellence and Educational Equity*



**School Board Meeting**

**October 26, 2017**



***Every Student Succeeds***

# Background

- The **Board adopted the 'ACPS 2020'** strategic goals and objectives on June 11, 2015.
- A **Scorecard was developed** establishing Key Performance Indicators (KPIs) for each strategic plan objective.
- KPIs are aimed to inform division performance in the specific objective area on an annual basis through school year 2020.
- Reported **KPI outcomes for 2015-16 were presented to the Board** by goal from October 2016 through February 2017.
- After the first year of reporting, an in-depth review was conducted to ensure that KPIs and targets are appropriate in informing stakeholders on division progress. **KPI revisions were presented to the Board** on April 27, 2017.

# Essential Questions



## Background

- What are the Goal 1 Objectives?

## Results

- Overall, how did ACPS perform in meeting 2016-17 targets in Goal 1?
- Which metrics showed growth/improvement? In which areas did performance remain consistent? What metrics showed regression?

## Next Steps

- How do we sustain growth in areas where targets were met?
- How do we push growth in areas where performance has remained constant?
- How do we reverse course in areas of decline?

# Goal 1 Objectives

*1.1 Educational Excellence*

*1.2 Achievement Gaps*

*1.3 Disproportionality*

*1.4 Educational Equity*

*1.5 Teacher Resources and Supports*

*1.6 Early Childhood Education*

*1.7 Adult Education and Services for  
Adult English Language Learners*

*1.8 Alternative Education*

*1.9 Cultural Competence and an Atmosphere  
of Respect*

*1.10 Civic Engagement and Civic Responsibility*

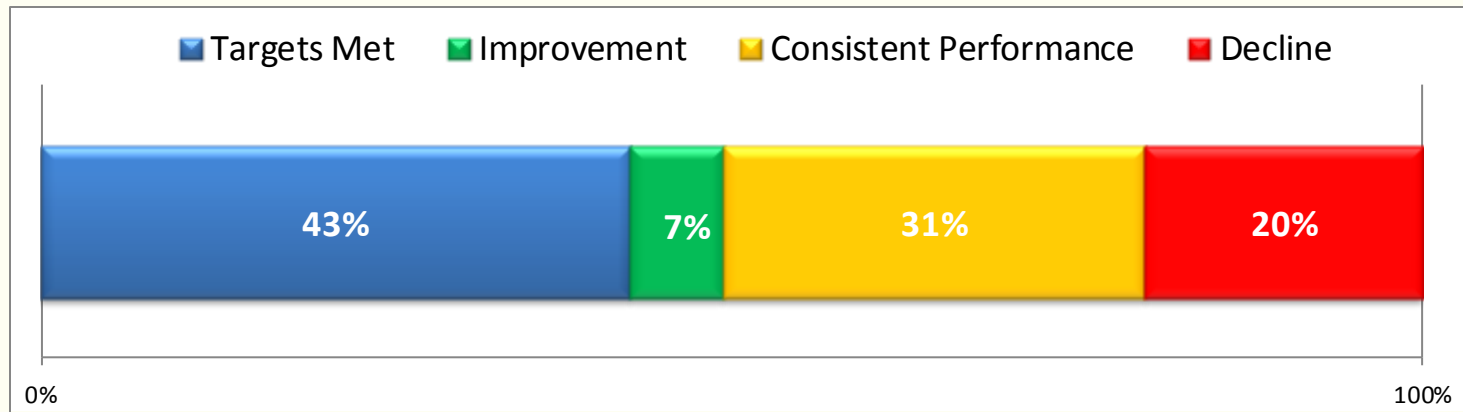
*1.11 Ethics and Behaviors for Success*



# Results for 2016-2017

## Summary of Performance

Within Goal 1 there were a total of 75 targets associated with metrics.

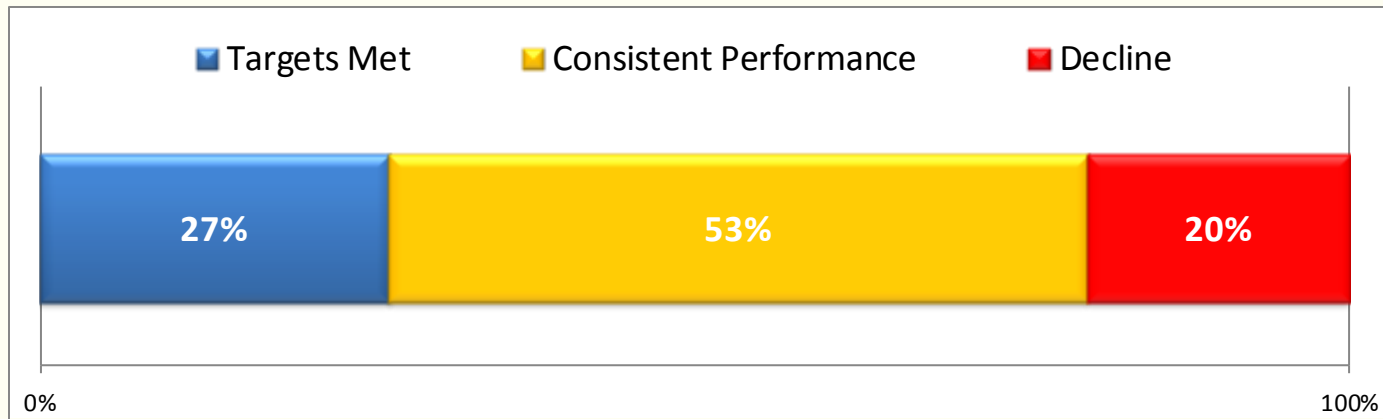


- Overall, 43% (n=32) of all targets were met.
- Five areas showed improvement, representing 7%.
- Performance in 31% (n=23) of all areas was consistent with the prior year.
- There was decline in performance in 20% (n=15) of all areas.

# Results for 2016-2017

## 1.1 Educational Excellence

Within this objective there were 15 targets associated with metrics.



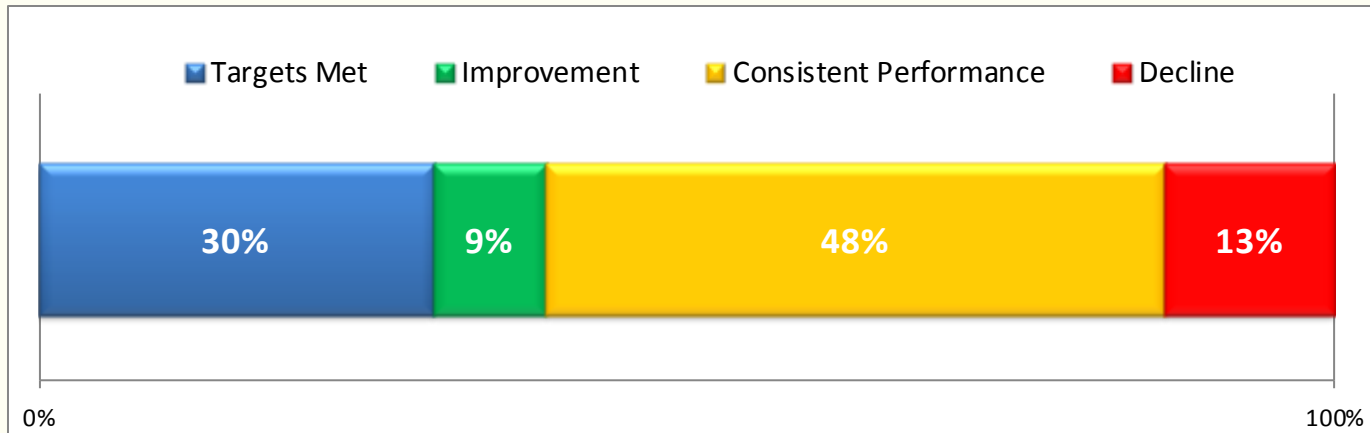
- Twenty-seven percent (n=4) of all targets were met.
- Performance in 53% (n=8) of all areas was consistent with the prior year.
- There was decline in performance in 20% (n=3) of all areas.



# Results for 2016-2017

## 1.2 Achievement Gaps

Within this objective there were 23 targets associated with metrics.

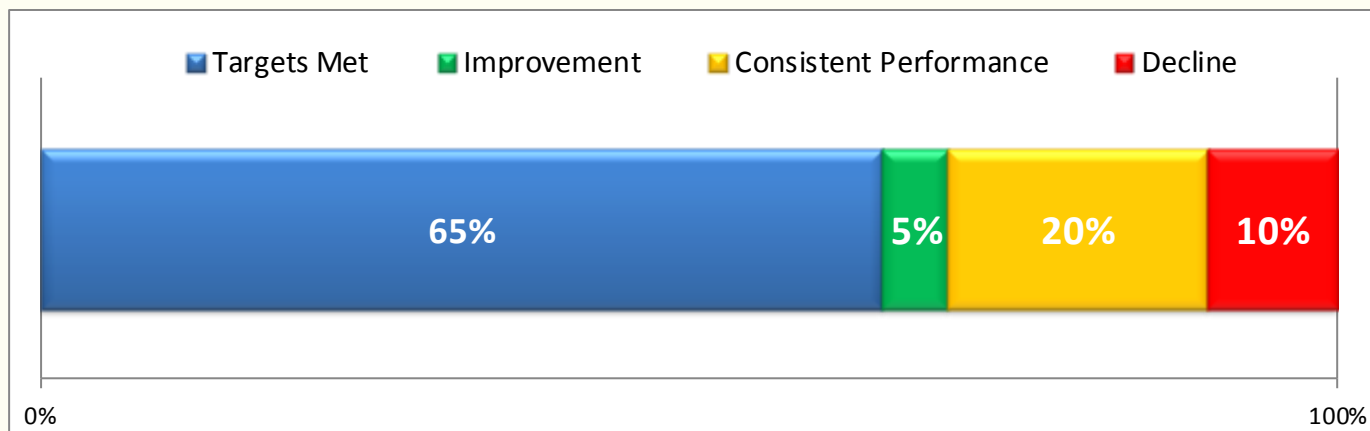


- Thirty percent (n=7) of all targets were met.
- Two areas (9%) showed improvement.
- Performance in 48% (n=11) of all areas was consistent with the prior year.
- There was decline in performance in 13% (n=3) of all areas.

# Results for 2015-2016

## 1.3 Disproportionality

Within this objective there were 20 targets associated with metrics.



- Sixty-five percent (n=13) of all targets were met.
- One area showed improvement, representing 5%.
- Performance in 20% (n=4) of all areas was consistent with the prior year.
- There was decline in performance in 10% (n=2) of all areas.



# Results for 2016-2017

## Additional Objectives

- 1.4 Educational Equity → 4 out of 10 targets met
- 1.6 Early Childhood Education → 1 out of 1 target met
- 1.7 Adult Education and Services for  
Adult English Language Learners → 1 out of 1 target met
- 1.8 Alternative Education → 1 out of 4 targets met  
+ 2 outcomes improved
- 1.11 Ethics and Behaviors for Success → 1 out of 1 target met

# Results for 2016-2017 Non-Data Collection Years

Data for the following KPIs are gathered from the TELL and Developmental Assets surveys. The TELL survey is administered biennially and the Developmental Assets survey is administered on a triennial basis.

- 1.5 Teacher Resources and Supports
- 1.9 Cultural Competence and an Atmosphere of Respect
- 1.10 Civic Engagement and Civic Responsibility

# Achieving Educational Excellence and Equity



## School Board Meeting

Terri H. Mazingo, Ed.D., Chief Academic Officer  
Department of Curriculum and Instruction

**October 26, 2017**



*Every Student Succeeds*



# Essential Questions



1. What **guiding principles** will inform our work as a **division** to improve student achievement?
2. How will we **sustain growth using successful and promising initiatives** that have proven effective in promoting student achievement?
3. How will we **push growth** in current areas of underperformance?
4. What are the **new and systemic initiatives** that will **optimize success** and **reverse trends** in academic results **over time**?
5. What **monitoring system** will be implemented to track outcomes?





# Guiding Principles



- Addresses **Goal 1** priorities in the **ACPS 2020 Strategic Plan**
- Utilizes a **systemic approach** to analyzing and interpreting data
- Aligns **priorities** with goals in the **School Education Plans (SEPs)**
- Emphasizes **fidelity** of implementation of the **Multi-Tiered System of Support (MTSS)**
- Provides **personalized and responsive services** to all schools
- Supports **coordinated, ongoing, and job-embedded** professional development
- Commits to continuous **improvement**, progress **monitoring**, and **shared accountability**



# Sustaining Growth

- Continue to design **professional learning opportunities** wherein teachers deepen their knowledge and understanding of the *Standards of Learning (SOLs)*
- Align improvement efforts with ***School Education Plans (SEPs)***
- Provide professional development for principals and assistant principals focused on **data-driven results and student interventions**
- Develop lesson planning resources **aligned with identified gap areas**

# Sustaining Growth



- Assign instructional specialists to provide **school-based support**
- Continue a **cross-functional team approach** (EL, SPED, TAG/Honors, curriculum) to address achievement gaps
- Enhance the ***ACPS Mentor Program*** to improve teacher practice
- Expand professional development offerings for **paraprofessionals**
- Continue to build positive learning environments through the **use of PBIS and Restorative Practices**



# Pushing Growth



- Assist schools in effectively implementing ***Multi-Tiered System of Support (MTSS)***
- Monitor curriculum fidelity through **instructional walk-throughs**
- Track the progress of **students with disabilities** on various reading and math interventions
- Continue to support implementation of ***Co-teaching and Specially Designed Instruction (SDI)*** practices
- Tier schools to ensure that *Instructional Specialists* assist **schools most in need of support and interventions**
- Continue to empower teachers to **share lessons and instructional ideas** for other teachers to use
- Support leaders and teachers in **data analysis, interpretation, and planning**
- Have **school leaders** share best practices and success stories

# The Power of the MTSS Framework

## Multi-Tiered System of Support (MTSS)

### Academic Systems

(RtI)

#### Tier 3/ Intensive Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

#### Tier 2/ Targeted Interventions 5-15%

- Some students (at promise)
- Small group interventions
- Rapid response
- Targeted content

#### Tier 1/ Universal Core Instruction and Supports 80-90%

- All students
- Clearly articulated learning outcomes
- Explicit lesson design and implementation
- Differentiated instructional practices
- Balanced assessment using diagnosis, formative and summative tasks

### Behavioral Systems

(PBIS)

#### 1-5% Tier 3/ Intensive Interventions

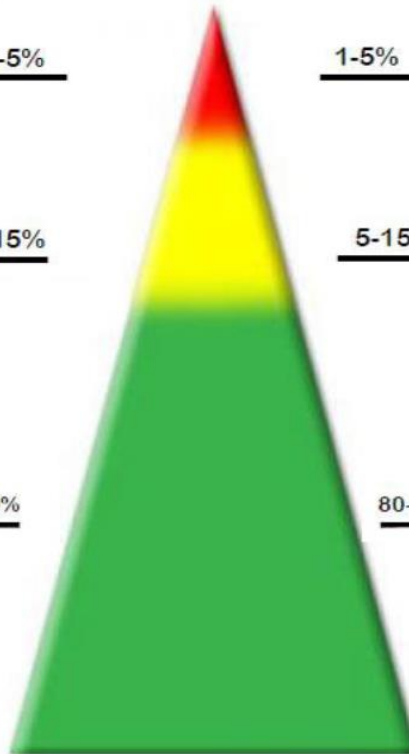
- Individual students
- Assessment-based
- High intensity, function-driven

#### 5-15% Tier 2/ Targeted Interventions

- Some students (at promise)
- Small group interventions
- Rapid response
- Targeted content

#### 80-90% Tier 1/ Universal Behavior Instruction and Supports

- All students; all settings (school-wide)
- Clearly articulated and explicitly taught behavioral and social expectations
- Ongoing system of recognition for students and staff
- Consistent behavior data collection and analysis



# Reversing Course (New)

- Train **K-2 educators** in phonemic awareness, phonological awareness, and comprehension
- Reinforce **reading and writing across all content areas**
- Provide training on the *Teaching and Learning Framework*
- Implement the *Canvas Instructional Management System*
- Support implementation of *Professional Learning Communities (PLCs)*
- Implement a *Coaching Academy* to impact student achievement

# Reversing Course (New)

- Utilize data from new *benchmark assessments* to monitor student progress
- Assign *Instructional Science Specialists* to support identified schools
- Train secondary **math educators on effective lessons, instructional interventions, use of manipulatives, and word problems**
- Provide professional development for **English Learner educators**
- Address key findings from the recent **TAG Evaluation Report**
- Expand opportunities for parents/guardians to participate in the **MYCAP Process** (*i.e., Making Your Career and Academic Plan*)

# Monitoring Outcomes

## Curriculum and Instruction

Classroom Walk-throughs

Professional Learning Communities (PLCs)

Central Office Staff Assignments

Teacher Talks

Principal Conferences

## Student Progress

Individualized Education Plans (IEPs)

Differentiated Education Plans (DEPs)

Program Usage Reports

## Data

School Education Plans (SEPs)

Reading and Math Diagnostic Assessments

Teacher-Made Common Assessments

Formative and Summative Assessments

Division-Generated Benchmark Assessments



# Questions and Discussion



Dr. Terri Mozingo

Chief Academic Officer

[terri.mozingo@acps.k12.va.us](mailto:terri.mozingo@acps.k12.va.us)

Clinton Page

Chief Accountability Officer

[clinton.page@acps.k12.va.us](mailto:clinton.page@acps.k12.va.us)