



VIRGINIA DEPARTMENT OF EDUCATION

REPORT

**REPORT ON THE
MEMORANDUM OF UNDERSTANDING
FOR ALEXANDRIA CITY SCHOOL BOARD
FOR JEFFERSON-HOUSTON
ELEMENTARY SCHOOL**

PRESENTED TO:

**VIRGINIA BOARD OF EDUCATION
COMMITTEE ON SCHOOL AND DIVISION
ACCOUNTABILITY**

November 20, 2013

PRESENTED BY:

**KATHLEEN M. SMITH
DIRECTOR
OFFICE OF SCHOOL IMPROVEMENT**

Background Information and Statutory Authority:

Section **8 VAC 20-131-315** of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:

1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.

B. Any school rated Accreditation Denied in accordance with **8 VAC 20-131-300** shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

Summary of Important Issues:

Jefferson-Houston Elementary School will continue in *Accreditation Denied* status for 2013-2014 for its second year and is subject to actions prescribed by the Board of Education and affirmed through a MOU between the Virginia Board of Education (VBOE) and Alexandria City School Board (Attachment A).

State Accountability – Accreditation Designation Based on Statewide Assessment Pass Rates

Year	Accreditation Rating	Based on Statewide Assessments In	Areas of Warning
2002-2003	<i>Provisionally Accredited/ Needs Improvement</i>	2001-2002	With this rating, no areas were indicated
2003-2004	<i>Provisionally Accredited/ Needs Improvement</i>	2002-2003	With this rating, no areas were indicated
2004-2005	<i>Accredited with Warning</i>	2003-2004	English, Mathematics, Science
2005-2006	<i>Accredited with Warning</i>	2004-2005	Mathematics, History, Science
2006-2007	<i>Accredited with Warning</i>	2005-2006	English, Mathematics
2007-2008	<i>Conditionally Accredited</i>	2006-2007	English, Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008	None
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	English, History, Science
2012-2013	<i>Accreditation Denied</i>	2011-2012	English, Mathematics, History, Science
2013-2014	<i>Accreditation Denied</i>	2012-2013	English, Mathematics, History, Science

Pass Rates on Assessments in 2005-2006 through 2012-2013

Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
English: Reading	62%	75%	70%	69%	67%	61%	41%
English: Writing	75%	74%	52%	75%	51%	56%	45%
Mathematics	59%	76%	73%	81%	62%	34%	50%
History and Social Science	71%	71%	65%	57%	38%	48%	50%
Science	71%	75%	68%	67%	51%	43%	51%

Reading Assessments by Test Grade

(2011-2012 was the first year that Success for All was introduced as the reading basal. The school added 6th grade in 2009-2010, 7th grade in 2010-2011 and 8th grade in 2011-2012).

Grade(s)	2009-2010	2010-2011	2011-2012	2012-2013
Grade 3	48%	66%	38%	46%
Grade 4	79%	59%	61%	22%
Grade 5	76%	66%	64%	50%
Grade 6	76%	72%	57%	35%
Grade 7	No 7 th grade	78%	73%	43%
Grade 8	No 8 th grade	No 8 th grade	73%	50%

Federal Accountability

Jefferson-Houston Elementary School was identified as a priority school in accordance with Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA) in 2012-2013. This is the school’s second year as a priority school and a school in denied accreditation status.

In 2013, Alexandria City Public Schools selected the American Institutes of Research (AIR) as its lead turnaround partner (LTP) for Jefferson-Houston Elementary School and is implementing the requirements of the United States Department of Education (USED) transformation model (Attachment B).

The school’s current comprehensive school improvement plan that meets the requirements of the USED flexibility waiver serves as a basis for the school’s corrective action plan is available at http://www.doe.virginia.gov/support/school_improvement/priority_schools/cohort_applications/board_review/jefferson-houston.pdf. As noted in this plan, the Lead Turnaround Partner, American Institutes of Research (AIR) provided support last year in mathematics. The AIR had been asked by Alexandria to provide support in reading in only the middle school grades for this school year.

Alexandria City Public Schools has provided a report on teacher performance; the strategies in place to improve instruction this year; and strategies to keep stakeholders informed about the reform initiative (Attachment C).

The AIR supported the school last year in the area of mathematics. Given that the pass rates in English/Reading declined further in 2012-2013, while the mathematics pass rates demonstrated more significant improvement, the Office of School Improvement required Alexandria City Schools to contract with AIR to include full support for reading in grades K-5 for funding to continue this school year. Alexandria City Public Schools has updated the contract with AIR to include this support.

**Memorandum of Understanding Between the
Virginia Board of Education and the
Alexandria City School Board**

I. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to define all state and federal sanctions for Jefferson-Houston Elementary School in Alexandria City Public Schools (ACPS).

In an effort to provide continuous support to Jefferson-Houston Elementary School, ACPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver* and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*.

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf.

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml.

Both the VDOE and ACPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. Virginia Department of Education (VDOE) Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of ACPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the division's performance of requirements as set forth in the ESEA Flexibility Waiver for the VDOE as approved by USED, and monitor ACPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to ACPS for the purpose of building local capacity for supporting Jefferson-Houston Elementary School. The contractor will:
 - a. Monitor the implementation of the corrective action plan for Jefferson-Houston Elementary School and ensure the school's and division's compliance to the MOU and SOA.

- b. Monitor the implementation of the FY2009 Tier III, Title I and non-Title I schools that did not meet an AMO, focus, and priority schools' intervention and corrective action plans as prescribed by the waiver and/or 1003(g) grant award as indicated in Attachment A-1 to this MOU.
- c. Provide oversight to the academic review process including scheduling and follow-up.
- d. Monitor the development and implementation of the corrective action plan for Jefferson-Houston Elementary (and school improvement plans for those schools listed in Attachment A-1).
- e. Meet with ACPS team and VDOE representatives monthly via Web conference.
- f. Monitor ACPS' compliance to state and federal sanctions six to eight days per month (funded through set-aside or grant funds).
- g. Assist in monitoring ACPS' implementation of a division plan to support Jefferson- Houston Elementary School. The contractor will communicate with division and school representatives through telephone calls and coaching comments entered into the Indistar® Web-based planning tool.
- h. Provide lead turnaround partner (LTP) training sessions with the Jefferson-Houston Elementary School transformation team. This activity will be funded through the set-aside or grant funds.

III. Alexandria City Public Schools Responsibilities and School Responsibilities

ACPS shall undertake the following activities during the duration of the MOU term:

- 1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
- 2. Provide reports to the Virginia Board of Education, as requested, on Jefferson-Houston Elementary School's progress in meeting a status of *Fully Accredited*.
- 3. Ensure ACPS division team is comprised of administrators or other key staff representing Title I, Instruction, special education, English language learners (ELLs), and the principal of Jefferson-Houston Elementary School as appropriate.
- 4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school level for students at risk for not passing a grade-level assessment including students with disabilities and ELLs.
- 5. Establish a school improvement team comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
- 6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
 - a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;

- b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at ACPS and school level;
- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accreditation Denied* or priority schools.

TA01	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
TA02	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
TA03	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

- 7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness Literacy Screening (K-3), with a special focus on low-performing subgroups.
- 8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
- 9. Collaborate with assigned VDOE contractor(s) to ensure ACPS and the school maintain the fidelity of implementation necessary for reform.

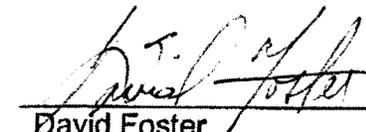
IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Alexandria City School Board (ACSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Jefferson-Houston Elementary is *Fully Accredited* and is no longer a priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

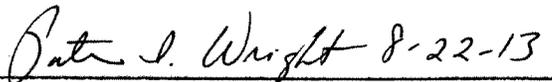


David Foster
Virginia Board of Education President

9/13/13

Date

Dr. Patricia Wright
Superintendent of Public Instruction



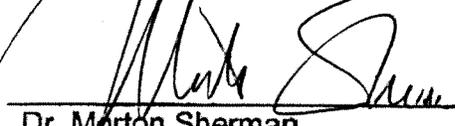
Date



Ms. Karen A. Graf
Alexandria School Board Chairperson

8/13/13

Date



Dr. Morton Sherman
Superintendent
Alexandria City Public Schools

7/30/2013

Date

Implementing the School Improvement Grant Transformation Model

Indicators that must be included in the corrective action plan:

Strand A: Establishing and Orienting the District Transformation Team

1. Appoint a district transformation team
2. Assess team and district capacity to support transformation
3. Provide team members with information on what districts can do to promote rapid improvement
4. Designate an internal lead partner for each transformation school

Strand B: Moving Toward School Autonomy

1. Examine current state and district policies and structures related to central control and make modifications to fully support transformation
2. Reorient district culture toward shared responsibility and accountability
3. Establish performance objectives for the school
4. Align resource allocation (money, time, human resources) with the school's instructional priorities
5. Consider establishing a turnaround office or zone (to also include transformations and other models)

Strand C: Selecting a Principal and Recruiting Teachers

1. Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader
2. Advertise for candidates in local newspapers, publications such as *Education Week*, regional education newsletters or web sites; alternatively, engage a search firm
3. Screen candidates
4. Prepare to interview candidates
5. Interview candidates
6. Select and hire principal
7. Establish a pipeline of potential turnaround leaders
8. Recruit teachers to support the transformation

Strand D: Working with Stakeholders and Building Support for Transformation

1. Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation
2. Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change
3. Engage parents and community
4. Build support for transformation
5. Establish a positive organizational culture
6. Help stakeholders overcome resistance to change
7. Persist and persevere, but discontinue failing strategies

Strand E: Contracting with External Providers

1. Identify potential providers
2. Write and issue request for proposals
3. Develop transparent selection criteria
4. Review proposals, conduct due diligence, and select provider(s)
5. Negotiate contract with provider, including goals, benchmarks, and plan to manage assets
6. Initiate ongoing cycle of continuous progress monitoring and adjustment
7. Prepare to proactively deal with problems and drop strategies that do not work
8. Plan for evaluation and clarify who is accountable for collecting data

Strand F: Establishing and Orienting the School Transformation Team

1. Appoint a school transformation team
2. Provide team members with information on what the school can do to promote rapid improvement

Strand G: Leading Change (Especially for Principals)

1. Become a change leader
2. Communicate the message of change
3. Collect and act on data
4. Seek quick wins
5. Provide optimum conditions for school turnaround team
6. Persist and persevere, but discontinue failing strategies

Strand H: Evaluating, Rewarding, and Removing Staff**a. Evaluating Staff**

1. Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff
2. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools
3. Include evaluation of student outcomes in teacher evaluation
4. Make the evaluation process transparent
5. Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures
6. Document the evaluation process
7. Provide timely, clear, constructive feedback to teachers
8. Link the evaluation process with the district's collective and individualized professional development programs
9. Assess the evaluation process periodically to gauge its quality and utility

b. Rewarding Staff

10. Create a system for making awards that is transparent and fair
11. Work with teachers and teachers' union at each stage of development and implementation
12. Implement a communication plan for building stakeholder support
13. Secure sufficient funding for long-term program sustainability
14. Provide performance-based incentives using valid data on whether performance indicators have been met
15. Use non-monetary incentives for performance

c. Removing Staff

16. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)

17. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning
18. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals
19. Negotiate expedited processes for performance-based dismissals in transformation schools
20. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals
21. Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers
22. Facilitate swift exits to minimize further damage caused by underperforming employees

Strand I: Providing Rigorous Staff Development

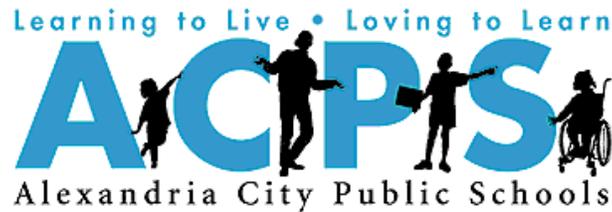
1. Provide professional development that is appropriate for individual teachers with different experience and expertise
2. Offer an induction program to support new teachers in their first years of teaching
3. Align professional development with identified needs based on staff evaluation and student performance
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development
5. Structure professional development to provide adequate time for collaboration and active learning
6. Provide sustained and embedded professional development related to implementation of new programs and strategies
7. Set goals for professional development and monitor the extent to which it has changed practice
8. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice
9. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers
10. Create a professional learning community that fosters a school culture of continuous learning
11. Promote a school culture in which professional collaboration is valued and emphasized

Strand J: Increasing Learning Time

1. Become familiar with research and best practices associated with efforts to increase learning time
2. Assess areas of need, select programs/strategies to be implemented and identify potential community partners
3. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication
4. Allocate funds to support extended learning time, including innovative partnerships
5. Assist school leaders in networking with potential partners and in developing partnerships
6. Create and sustain partnerships to support extended learning
7. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development
8. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications

Strand K: Reforming Instruction

1. Establish a team structure among teachers with specific duties and time for instructional planning
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction
3. Align professional development with classroom observations and teacher evaluation criteria
4. Ensure that teachers align instruction with standards and benchmarks
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments
6. Differentiate and align learning activities
7. Assess student learning frequently using standards-based classroom assessments
8. Prepare standards-aligned lessons and differentiated activities
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small-group; independent work; computer-based; homework
10. Demonstrate sound homework practices and communication with parents
11. Employ effective classroom management



2000 N. Beauregard Street
Alexandria, Virginia 22311

Telephone: (703) 824-6600
Facsimile: (703) 824-6699
TTY: 711 (Virginia Relay)
www.acps.k12.va.us

November 4, 2013

FROM: Alvin Crawley, Ed.D., Interim Superintendent of Schools
GwenCarol Holmes, Ed.D., Chief Academic Officer
Rosalyn Rice-Harris, Jefferson-Houston Principal
Mark Eisenhour, Principal on Assignment
Natalie Mitchell, Director of Title I Programs

THROUGH: Dr. Patricia I. Wright, Superintendent of Public Instruction
Dr. Kathleen Smith, Director of School Improvement

Interim Superintendent of Schools
Alvin Crawley, Ed.D.

TO: Ms. Diane Atkinson, Chair and the Committee on School and Division Accountability

TOPIC: Review of Academic Progress at Jefferson-Houston School, Alexandria City Public Schools

School Board

Chairman
Karen A. Graf

Vice Chairman
Justin P. Keating

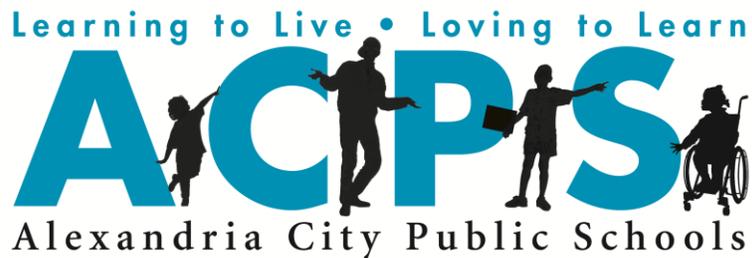
Members
Kelly C. Booz
Ronnie Campbell
William E. Campbell
Patricia-Ann Hennig
Stephanie A. Kapsis
Christopher J. Lewis
Marc Williams

We are pleased to provide you with an update on the efforts and outcomes towards improving student achievement at Jefferson-Houston School. While there is still much work to be done to ensure all students are proficient at or above grade level in reading, writing, mathematics, science, and social studies; there is evidence that significant progress is being made.

In the Summer of 2011, after a review of the school's data, the division began a renewed effort to improve student outcomes at Jefferson-Houston. In the fall of 2012, the school was named a Virginia Priority School. Student achievement data from these two years of work to improve student outcomes indicate that:

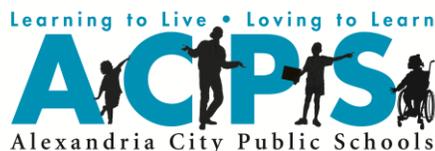
- In the fall of 2011 a large number of upper grade students were non-readers with a reading level of Beginning Reader and performing three or more years below grade level in reading.
- Significant progress has been made in closing these large gaps according to PALS, SRI, and grade 3 Reading SOL data. Primary students at Jefferson-Houston are readers and moving into the intermediate grades with good reading skills. The gap between enrolled grade level and reading level is being reduced each year for upper grade students.
- Despite the reduction of the reading gap for the older students, progress is still needed to achieve grade level or above for all of the students.
- Math achievement increased significantly as indicated by SMI and the Math SOL for the upper grades this past year.
- Math scores need to continue to improve across all grade levels, but particularly at the elementary grade levels.

ACPS has worked aggressively to put in place the necessary leadership and instructional supports to raise student achievement at Jefferson-Houston. Our goal is that Jefferson-Houston will be a fully accredited and high performing school.



**Review of Academic Progress at
Jefferson-Houston School
Since Fall 2011**

**Alexandria City Public Schools
November 2013**



Review of Academic Progress at Jefferson-Houston School Since Fall of 2011

Table of Contents

Executive Summary	3
<i>Current Outcomes</i>	4
Reading	4
<i>PALS</i>	5
<i>SRI</i>	8
<i>Reading SOLs</i>	15
Math	18
<i>SMI</i>	18
<i>Math SOLs</i>	25
Attendance.....	28
<i>Stability/Mobility</i>	28
Student Behavior	29
<i>Highly Qualified Staff</i>	29
<i>A.I.R. Partnership</i>	31
<i>Leadership and Division Support of the School</i>	31
<i>Community Engagement</i>	32
<i>Conclusions and Implications for 2013-14</i>	33
Appendix: Jefferson-Houston SOL Tables	34

Executive Summary

Jefferson-Houston School is located on the edge of Old Town in Alexandria and serves a diverse and vibrant student body. In the Summer of 2011, after a review of the school's data, the division began a renewed effort to improve student outcomes at Jefferson-Houston. Despite numerous efforts over many years, Jefferson-Houston was still an underperforming school with the majority of its students not proficient in Reading, Writing, Math, Science or Social Studies. The Division acted with a sense of urgency to improve the student achievement at Jefferson-Houston.

This effort began with a candid conversation between Jefferson-Houston staff and the Central Office regarding the need to improve student achievement. As a result of numerous conversations a number of actions were implemented. Staff was given the opportunity to remain at Jefferson-Houston or to transfer to another school within ACPS. Most staff elected to stay. They developed a staff covenant defining the commitment that would be expected as they grappled with the very difficult work of significantly improving student achievement for all. Soon after the initial conversation with the Superintendent a new administrative team, led by Ms. Rosalyn Rice-Harris, was selected. In addition, an internal lead partner was assigned to oversee building operations so that Ms. Rice-Harris could focus on instruction. The Chief Academic Officer served as the school's liaison with the Central Office and visited the school at least twice monthly to observe instruction. She supported Ms. Rice-Harris in reinforcing instructional expectations.

During the 2011-12 school year, the work focused on:

- Developing clear expectations and systems for teaching.
- Focusing on and reinforcing positive student behavior.
- Developing a common understanding and set of expectations for instructional practices through the use of Skillful Teacher (*Research for Better Teaching*, Jon Saphier).
- Implementing a Reading instructional model for grades K to 4 through the use of Success for All.
- Preparing for an IB Primary Years Programme (PYP) initial site visit by training all staff in the PYP framework and developing unit planners.
- Frequently reviewing student data in goal-focused teams to continue to guide the work of school improvement. All staff served on one of the school's goal teams. The goals became the focus of the School Education Plan.

During the 2012-13 school year, the work focused on:

- Reinforcing clear expectations and systems for teaching.
- Onboarding a significant number of new staff. (Many staff chose to leave after the 2011-12 school year in part because the magnitude of the work became clear and expectations for teaching were reinforced.)
- Continuing the focus and reinforcement of positive student behavior.
- Extending the school day by 90 minutes four days a week from November through June.
- Focusing on instruction at the middle level grades.
- Participating in the initial site visit for PYP (continued training of staff, use of unit planners for instruction).
- Reviewing of student formative data in grade level teams weekly to guide instruction and continued efforts of school improvement.
- Continuing the use of the reading instructional model Success for All in grades K to 4.
- Contracting with American Institutes for Research (A.I.R.) to provide coaching and support to the leadership team and for Math beginning in February 2013.

In Fall 2012, the Division was notified that Jefferson-Houston was being named a Virginia Priority School and an external partner would be required. This resulted in ACPS contracting with A.I.R. for additional support for the leadership team and in the area of mathematics. The Division continues to provide a Principal-On-Assignment to handle building operations and the Chief Academic Officer continues to support instruction with frequent school visits and serves as the liaison for Jefferson-Houston with the Central Office.

Student achievement data from the first two years indicated that in the Fall of 2011 a large number of upper grade students were non-readers with a reading level of Beginning Reader and performing three or more years below grade level in Reading. Significant progress has been made in improving reading instruction according to PALS, SRI, and grade 3 Reading SOL data. Primary students at Jefferson-Houston are readers and moving into the intermediate grades with good reading skills. In addition, two years of SRI scores indicate that the large gaps in Reading for older students are closing. However, despite a reduction of the gap for the older students, progress still is needed for these students to achieve grade level or above for all of the students.

Math achievement is also increasing as indicated by SMI and Math SOL data for the upper grade levels. While math scores need to continue to improve across all grade levels, this is particularly true at the elementary grades. The middle level grades show significant improvement in Math this past year, resulting in an overall improvement for Jefferson-Houston in math scores. However, when these scores are disaggregated, the lower grades show an even greater need for improvement in math outcomes.

While the data indicates that progress is being made, the Division continues to work aggressively to improve student achievement at Jefferson-Houston. The School Board receives quarterly data and updates on the school's progress. In addition, the School Board has formed a sub-committee that is examining the current status of Jefferson-Houston and options for its continued improvements. This sub-committee is chaired by a School Board member and includes School and Division staff, parents, Jefferson-Houston community members, and community members from other school zones close to Jefferson-Houston.

Current Outcomes

Jefferson-Houston students continue to score below grade level targets as identified by Virginia SOLs. However, formative data (PALS, SRI, SMI) show steady growth towards meeting grade level targets and a narrowing of the gap between current student performance and the Commonwealth's targets. A review of the data follows. When available, data are provided for at least three years to provide insight into changes that may have occurred over that timeframe.

Reading

Division-wide there are two formative assessments used in addition to individual school data tools to progress monitor student growth in Reading. At the primary level, the Phonological Awareness Literacy Screening (PALS) is used to measure a student's ability to read individual words and words in text or fluency. It does not measure student comprehension of text read. PALS reports the percentage of students NOT meeting the benchmark so improving scores reflect a smaller, or decreasing percentage, of students not meeting benchmarks from Fall to Spring.

The other formative division-wide reading assessment, the Scholastic Reading Inventory (SRI), is a reading comprehension assessment that is nationally normed. Information from this assessment tells us how our students

are reading and comprehending compared to other students across the country. This assessment is given to students reading at a 2-2 (second grade, second semester) level up to four times a year. It is a relatively short assessment that can be used multiple times throughout a school year as a quick ‘dipstick’ to monitor student progress. The SRI is unlike the VA SOL Reading Assessment which is more expansive in its assessment of a) Word Analysis Strategies in Authentic Text/Word Reference Materials, b) Comprehension of Fiction Text, and c) Comprehension of Nonfiction Text.

PALS

The graphs below show the percent of students not meeting PALS benchmarks in the Fall and then in the Spring over multiple years at Jefferson-Houston. The vast majority of data points show that significantly fewer students are not meeting benchmarks in the Spring at Jefferson-Houston.

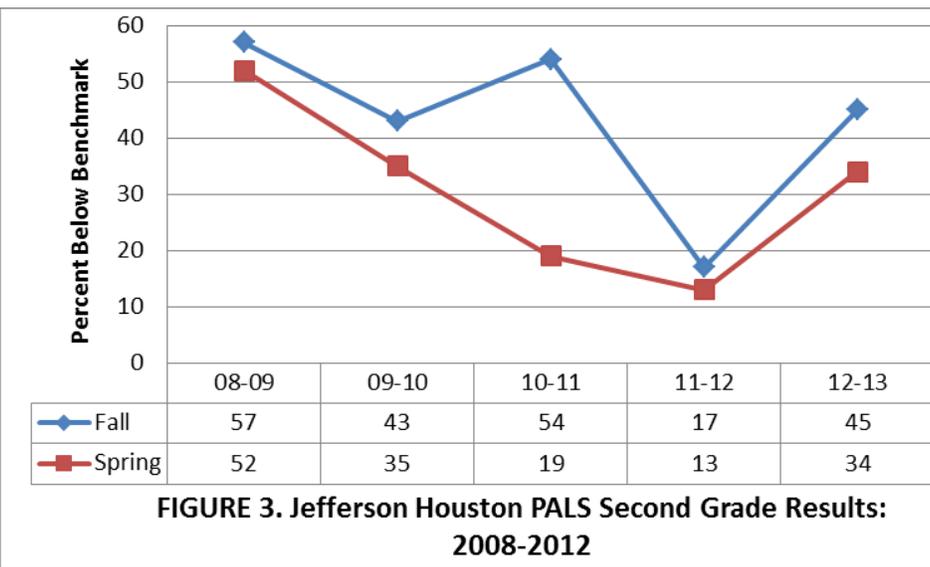
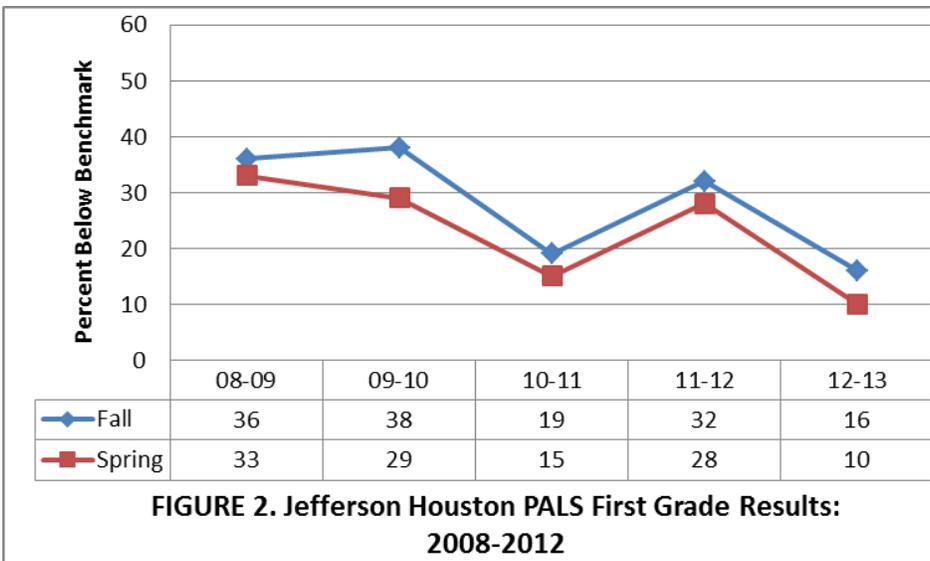
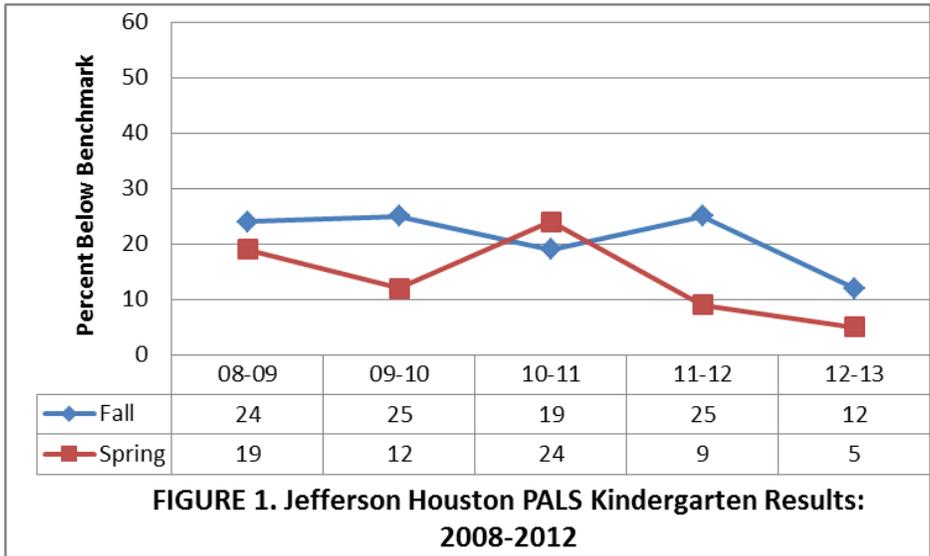
Findings from Figures 1 - 3 include:

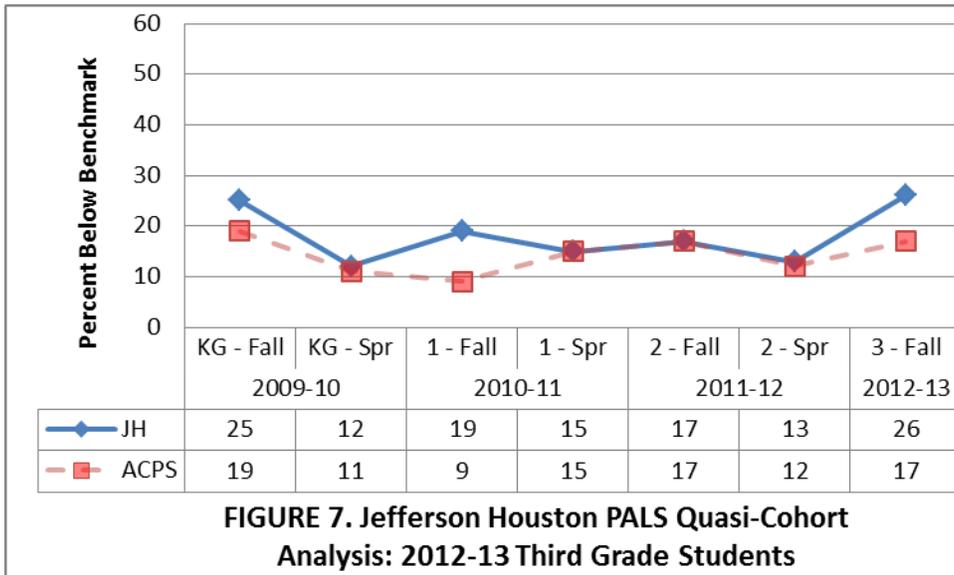
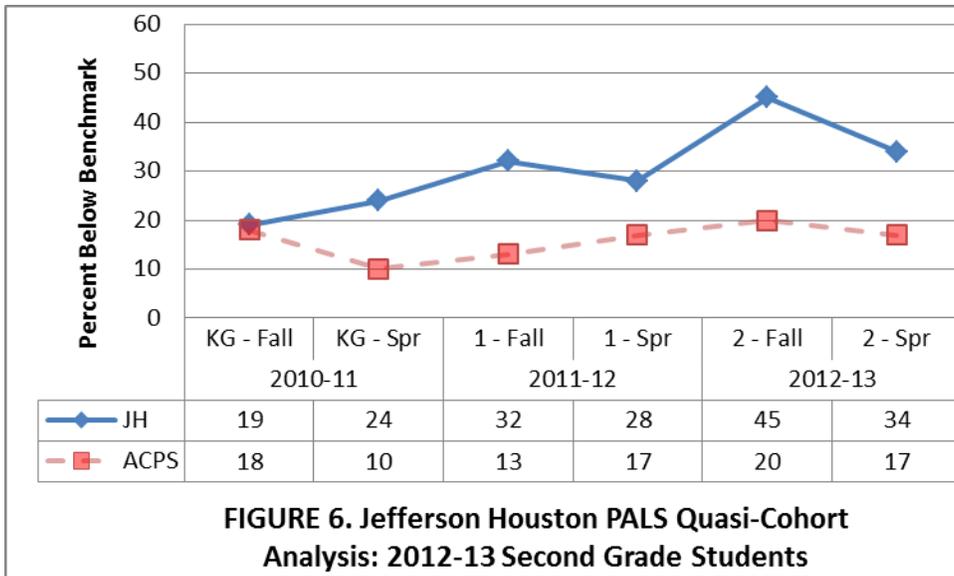
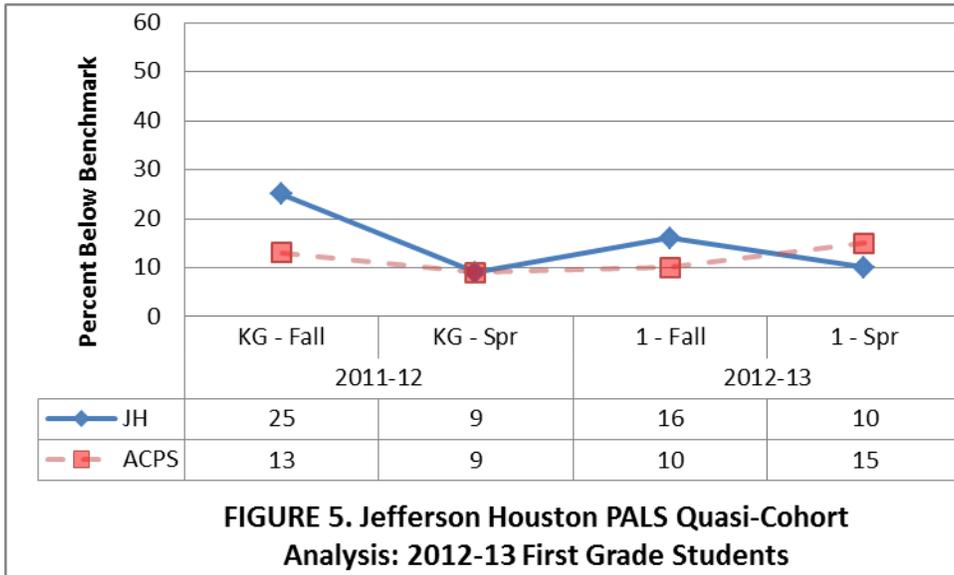
- Each grade level has shown a decrease in the percent of students identified below the benchmark from 2008-2009 to the most recent data point measured.
- Within school year comparisons show a decrease in the percentage of students identified below the benchmark from Fall to Spring in 14 out of a possible 15 comparisons.

Figures 5 - 7 allow the reader to analyze “quasi-cohort” grade level groupings to gauge performance of students across years at Jefferson-Houston, as well as provide a comparison to Division performance. The term “quasi” is required because the groups are not true cohorts, but they do reflect the performance of many of the same students as they matriculate across grade levels.

Findings from these charts include:

- The 2012-2013 first grade class entered kindergarten in 2011-2012 with approximately double the percentage of students identified below the PALS benchmark (25%) when compared to the ACPS benchmark (13%). By comparison, in Spring 2013 the first grade class had only ten percent (10%) identified below the PALS benchmark, compared to 15% at the Division level.
- Potential areas of focus emerge when investigating the 2012-2013 second grade class results (see Figure 6), as well as when comparing the Spring to the following year’s Fall score as a possible indicator of Summer learning loss. In only one out of a potential six comparisons did Jefferson-Houston equal the division difference in scores from Spring to the following Fall. Further analysis into any potential Summer learning loss or lack of continued gain over the Summer for Jefferson-Houston students when compared to division averages is recommended.



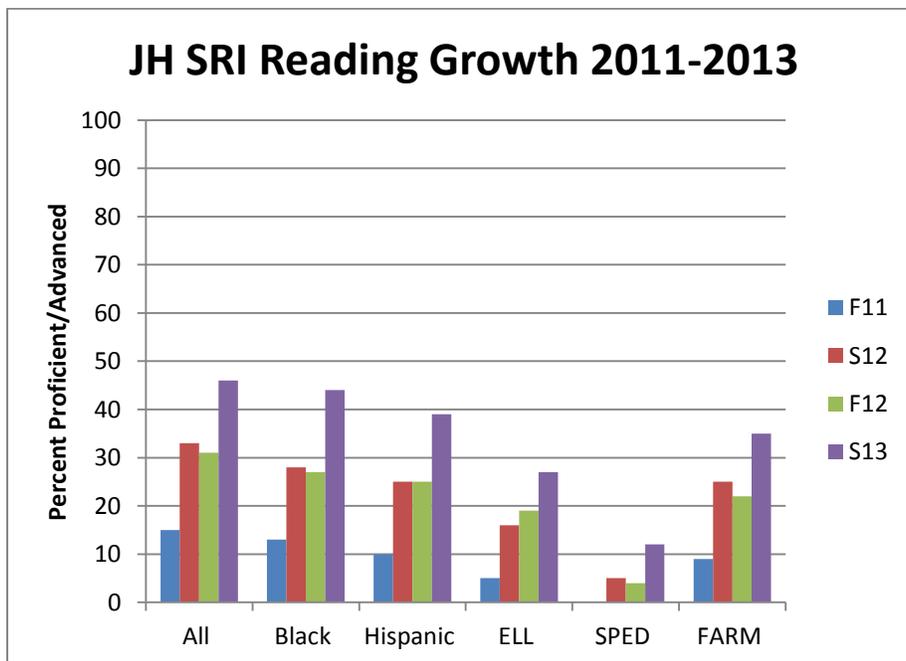


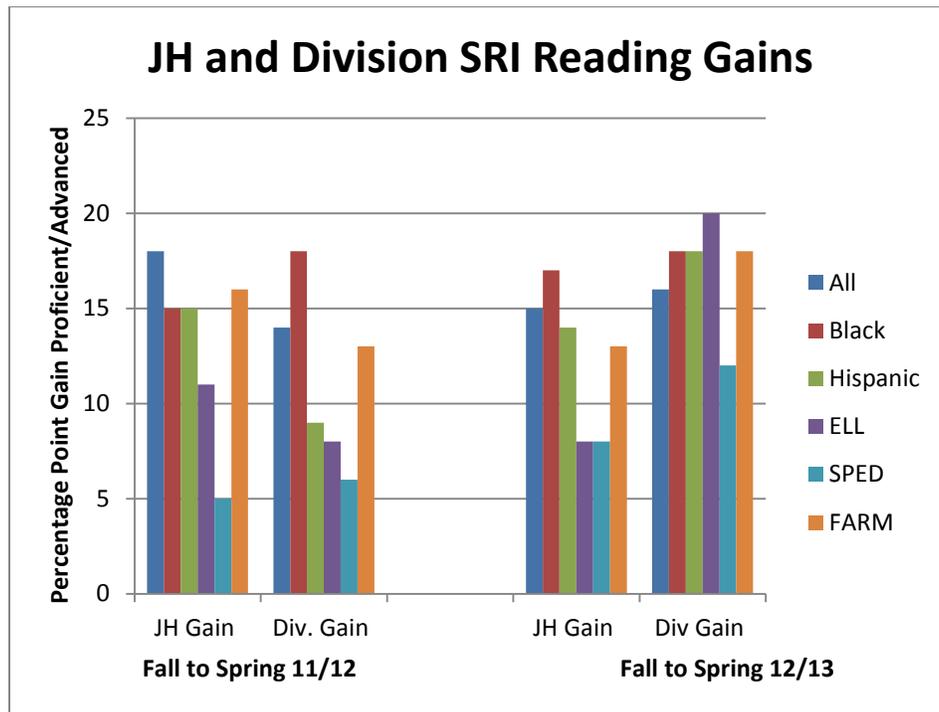
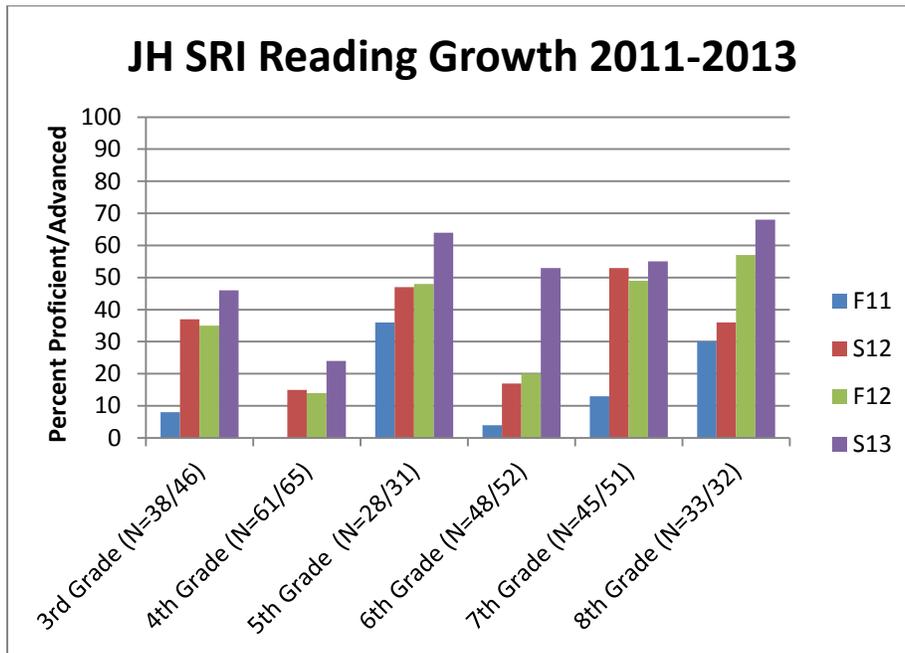
SRI

The SRI Assessment has been used at Jefferson-Houston over the past two years. This is a nationally normed Assessment that measures student comprehension. Since it is a comprehension measure, it cannot be given with accuracy until a student is reading at a 2-2 (second grade, second semester) level. The charts below show student growth in Reading for selected subgroups, grade levels, and Jefferson-Houston reading growth compared to Division reading growth.

Findings from these graphs include:

- All subgroups and grade levels have made significant reading gains over the past two years.
- Between Spring 2012 and Fall 2012 subgroups either experienced a slight decline or showed no gain over the Summer.
- Fourth grade and Special Education achievement lags significantly behind other grade levels even though both of these groups are showing significant gains.
- Subgroups at Jefferson-Houston made significantly greater gains in Reading than the Division in 2011-12. In 2012-13, these groups continued to show significant gains in Reading achievement, however, Division gains increased dramatically as well, so the Jefferson-Houston gains were no longer significantly greater than Division gains in 2012-13.

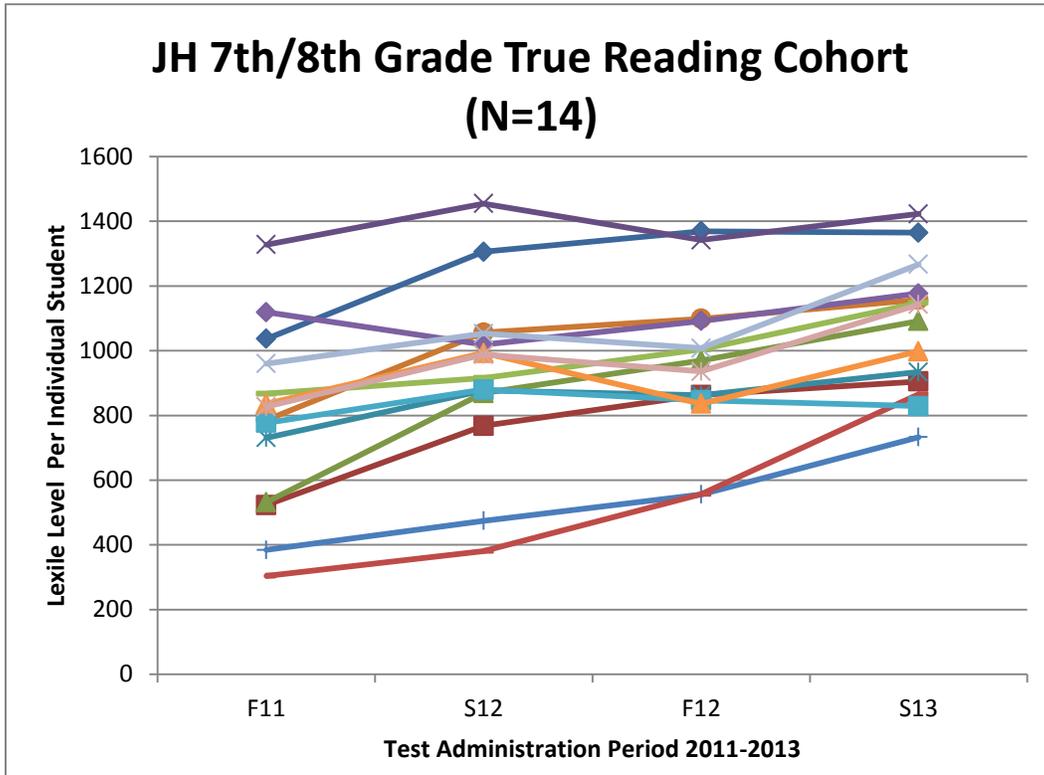




Further analysis of SRI reading data was conducted by looking at gains made by students over two years. The analysis was done with true cohorts: only data from students who were enrolled at Jefferson-Houston in both 2011-12 and 2012-13 and took the SRI both years were included in the analysis. This data was analyzed for individual student gains, cohort gains, and average lexile gains of the cohort. In addition, the average gain in lexiles was compared to the average gain nationally for students in that enrolled grade level and with a similar lexile level. This information is available through the Scholastic 2011 document: *Growth Expectations: Setting Achievable Goals*. This document includes the psychometric study conducted with student data from across the country to determine the average lexile gain by pairing enrolled grade level with lexile scores. This data is included in the graphs and tables below.

Findings from these graphs include:

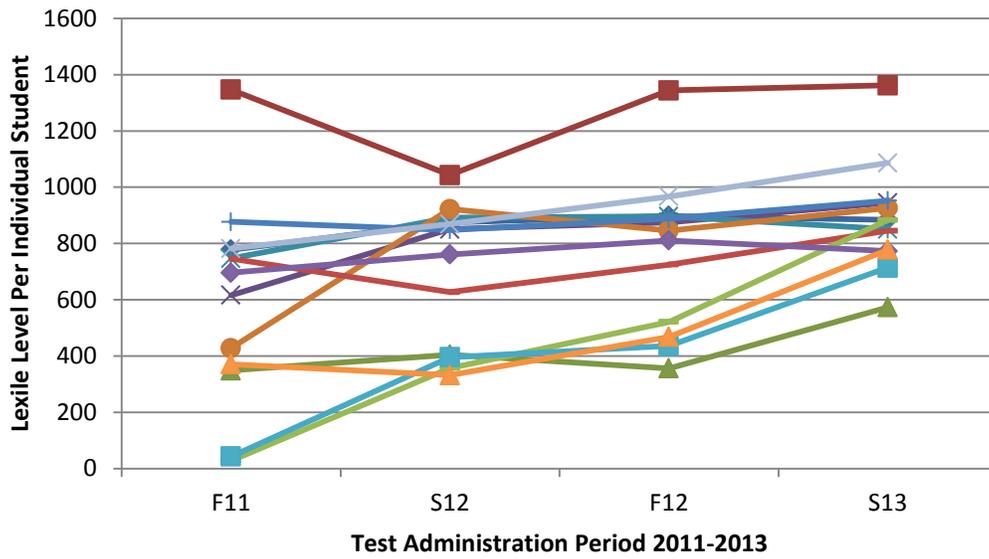
- Students that have attended at Jefferson-Houston for the past two years have made significant gains in reading.
- While significant gains have been made, due to the starting point being very low, a number of students have still not reached proficiency.
- Gains for elementary grade students were most significant in the 2011-12 school year.
- Gains for the middle grade students were most significant in the 2012-13 school year.
- Each grade level (for which it can be computed) in both years made more growth than expected when compared to the national average gains.



	F11	S12	F12	S13
Below Basic	28.57%	14.29%	0.00%	0.00%
Basic	42.86%	28.57%	42.86%	21.43%
Proficient/Advanced	28.57%	57.14%	57.14%	78.57%

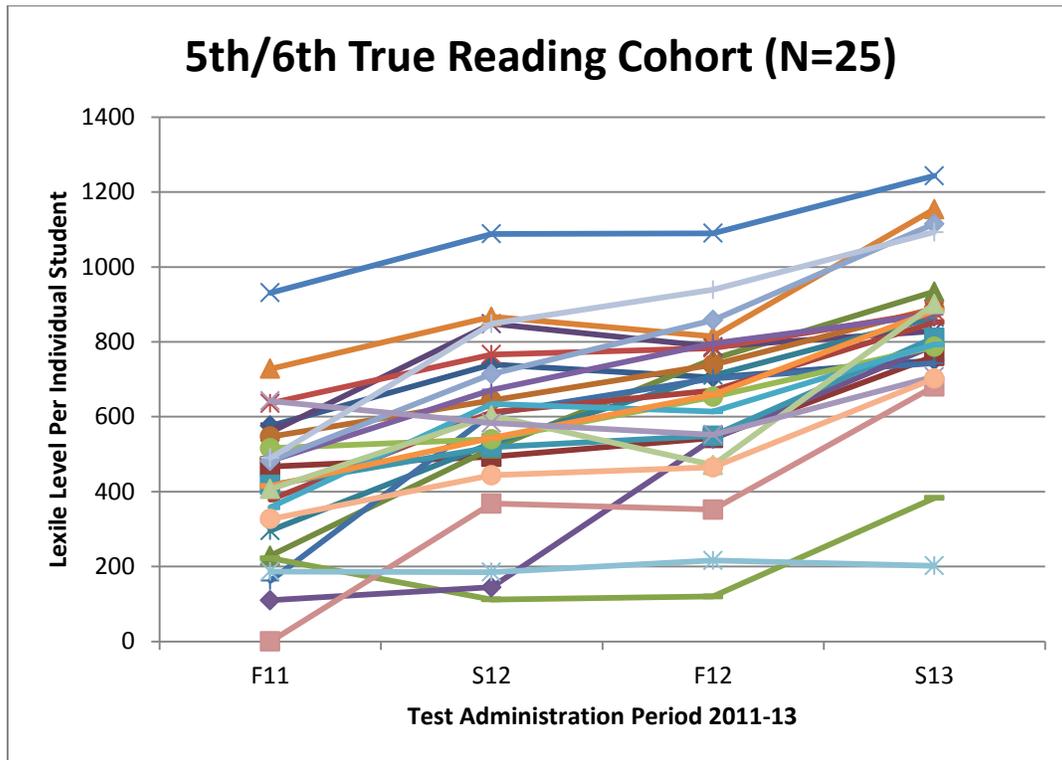
	F11	S12	Gain	Nat'l Ave. Gain	F12	S13	Gain	Nat'l Ave. Gain
Average Lexile Score	786.5	931.1	144.6	57	952.9	1074.1	121.1	50

JH 6th/7th Grade True Reading Cohort (N=13)



	F11	S12	F12	S13
Below Basic	38.46%	30.77%	38.46%	7.69%
Basic	46.15%	23.08%	0.00%	30.77%
Proficient/Advanced	15.38%	38.46%	61.54%	53.85%

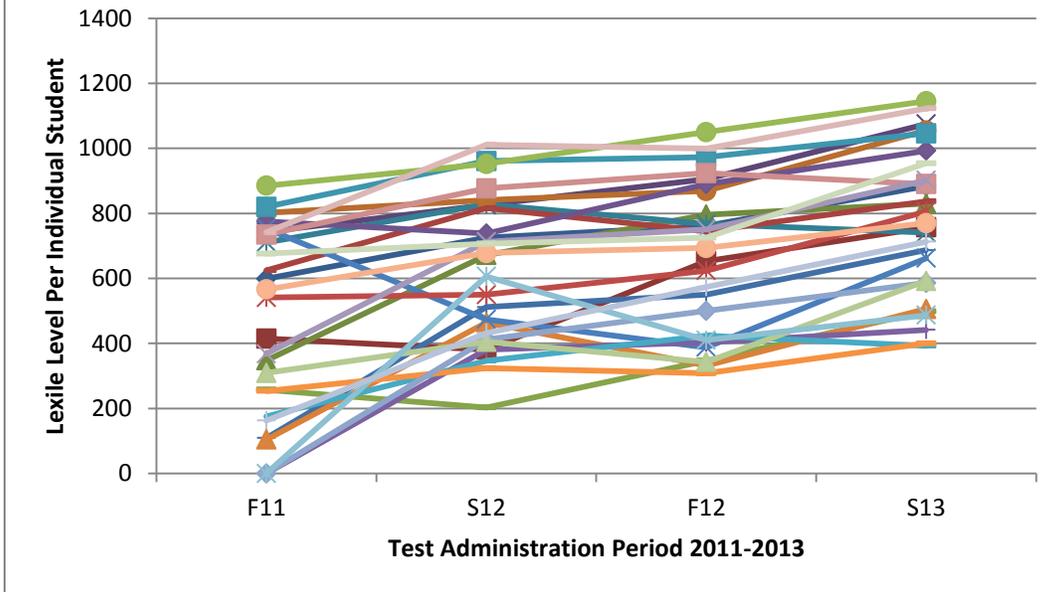
	F11	S12	Gain	Nat'l Ave. Gain	F12	S13	Gain	Nat'l Ave. Gain
Average Lexile Score	600.6	706	105.4	79	771.6	890.2	118.6	58



	F11	S12	F12	S13
Below Basic	68.00%	24.00%	20.00%	8.00%
Basic	28.00%	60.00%	64.00%	36.00%
Proficient/Advanced	4.00%	16.00%	16.00%	56.00%

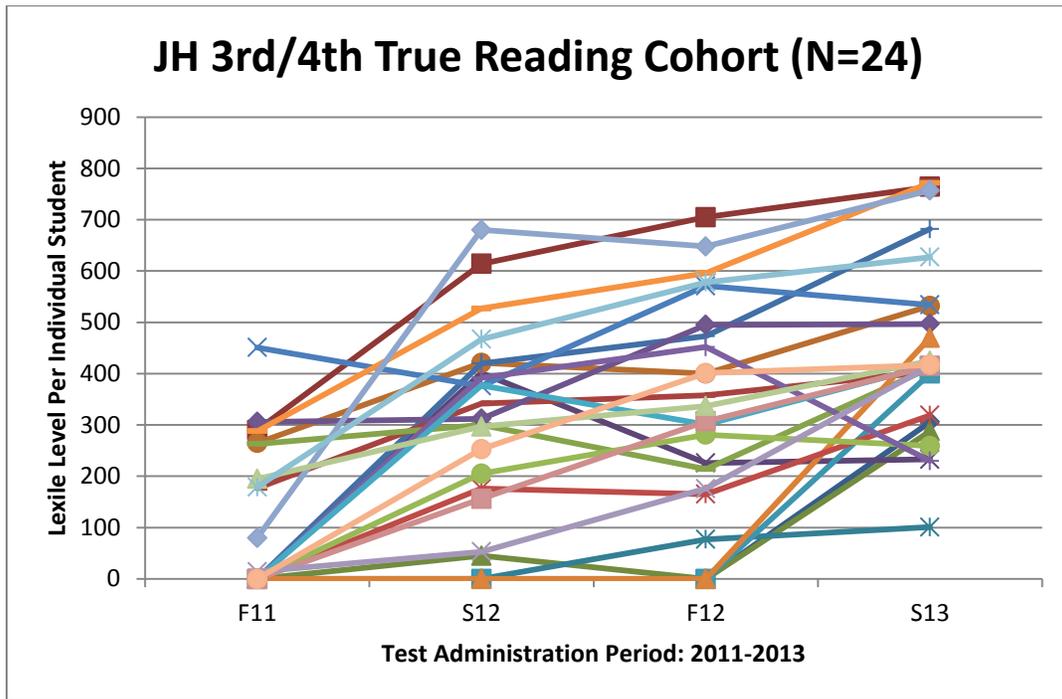
	F11	S12	Gain	Nat'l Ave. Gain	F12	S13	Gain	Nat'l Ave. Gain
Average Lexile Score	422.6	584.8	162.2	163	643.3	825	181.7	73

JH 4th/5th Grade True Reading Cohort (N=27)



	F11	S12	F12	S13
Below Basic	48.15%	29.63%	29.63%	11.11%
Basic	18.52%	25.93%	22.22%	25.93%
Proficient/Advanced	33.33%	44.44%	48.15%	62.96%

	F11	S12	Gain	Nat'l Ave. Gain	F12	S13	Gain	Nat'l Ave. Gain
Average Lexile Score	462.1	623.6	161.5	146	655.8	769.4	113.6	103



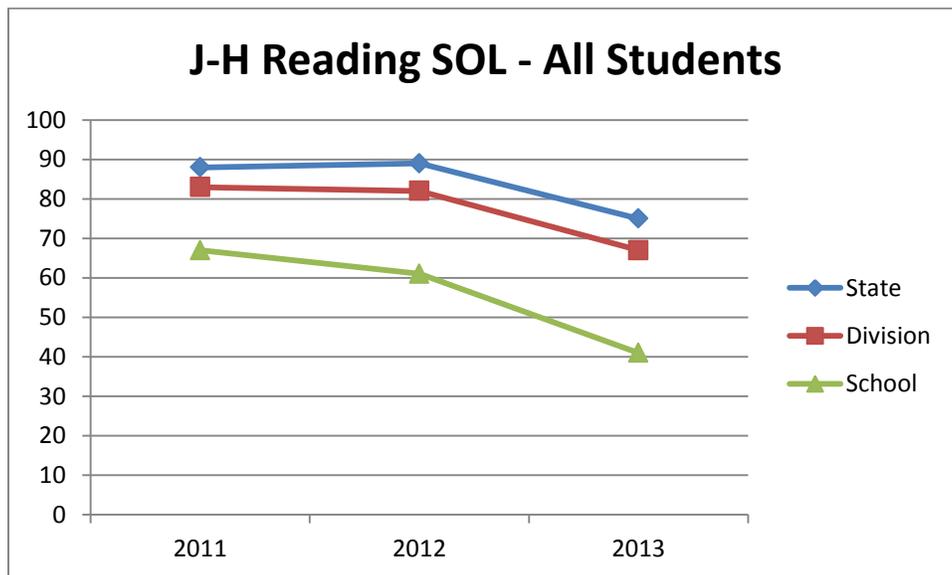
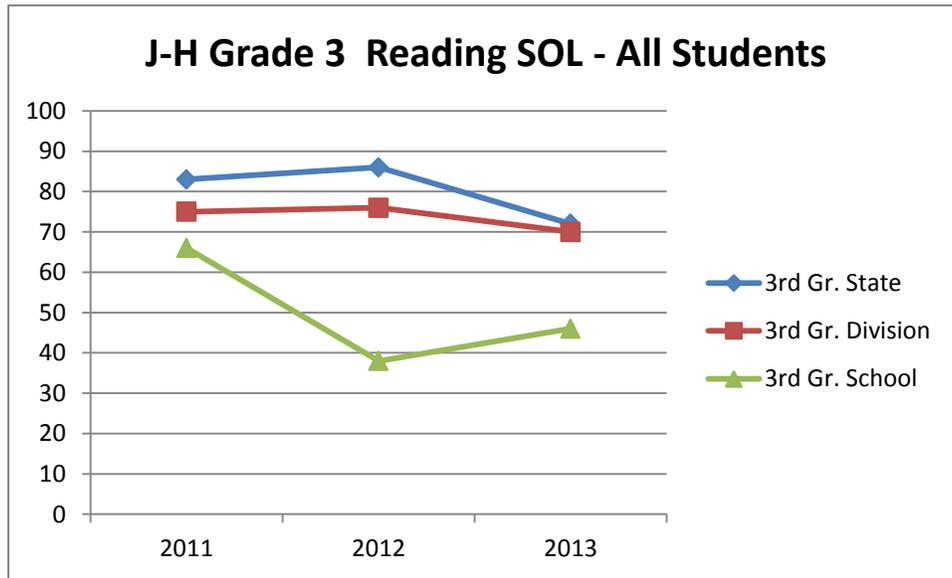
	F11	S12	F12	S13
Below Basic	95.83%	58.33%	54.17%	29.17%
Basic	4.17%	33.33%	37.50%	50.00%
Proficient/Advanced	0.00%	8.33%	8.33%	20.83%

	F11	S12	Gain	F12	S13	Gain
Average Lexile Score	104.5*	283.9	179.4	323.4	444.8	121.4

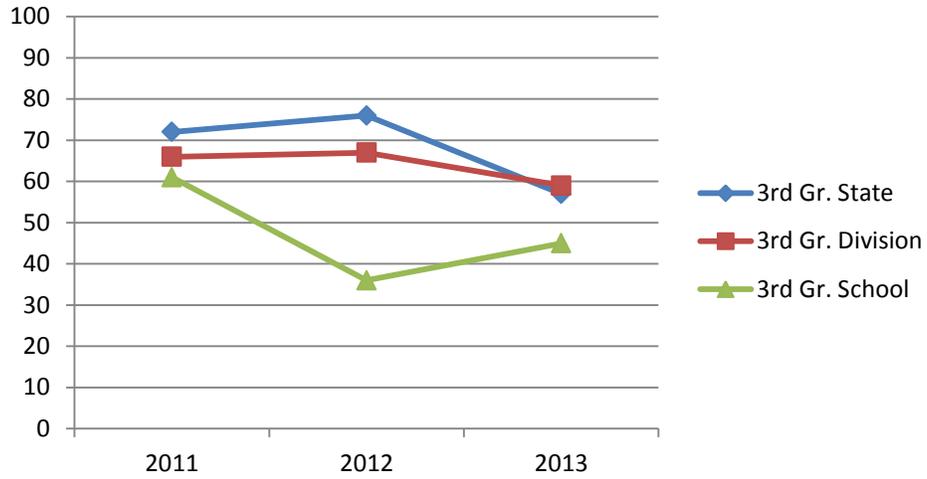
*Median score = 0. Unable to compare to expected gains nationally due to floor effect.

Reading SOLs

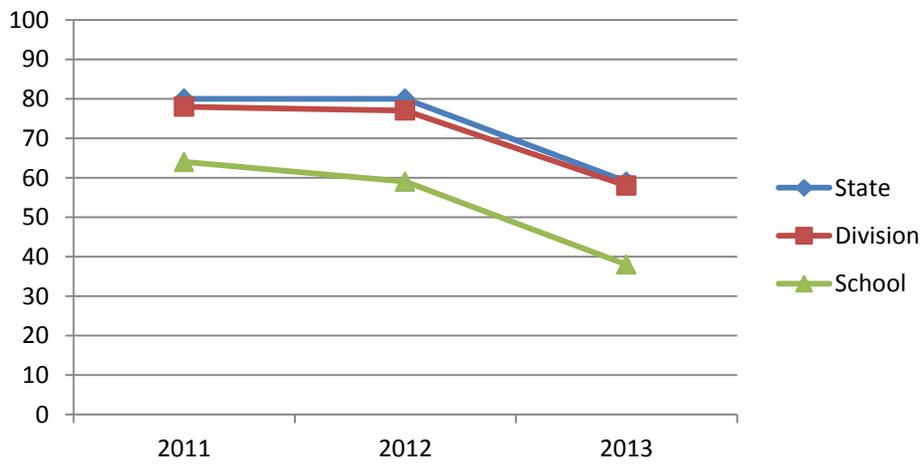
Data from the Reading SOLs is consistent with the SRI data, in that many of the Jefferson-Houston students are still reading below proficiency despite significant gains. However, the grade 3 SOL data is showing positive signs that the focus on primary grade literacy for the past two years is resulting in students moving to the intermediate grades as readers. SOL reading data for all grades combined and for grade 3 alone are shown in the following graphs. Data for Reading SOLs in all grades is included in the Appendix.

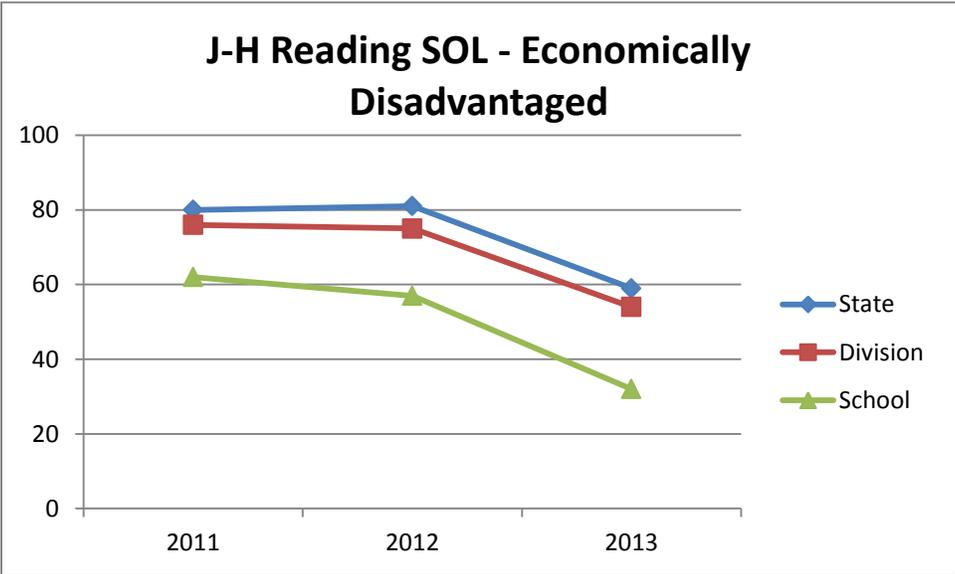
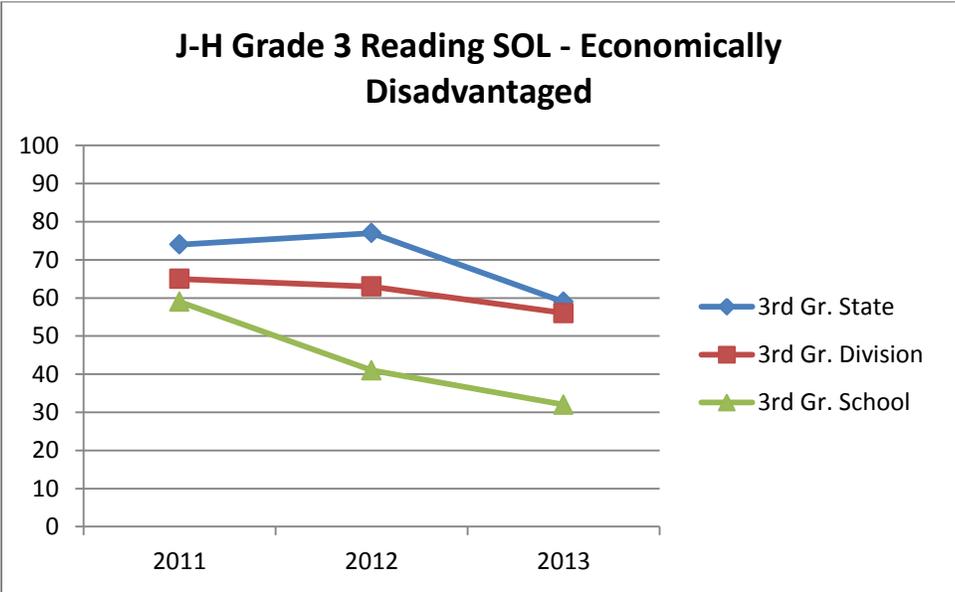


J-H Grade 3 Reading SOL - Black Students



J-H Reading SOL - Black Students



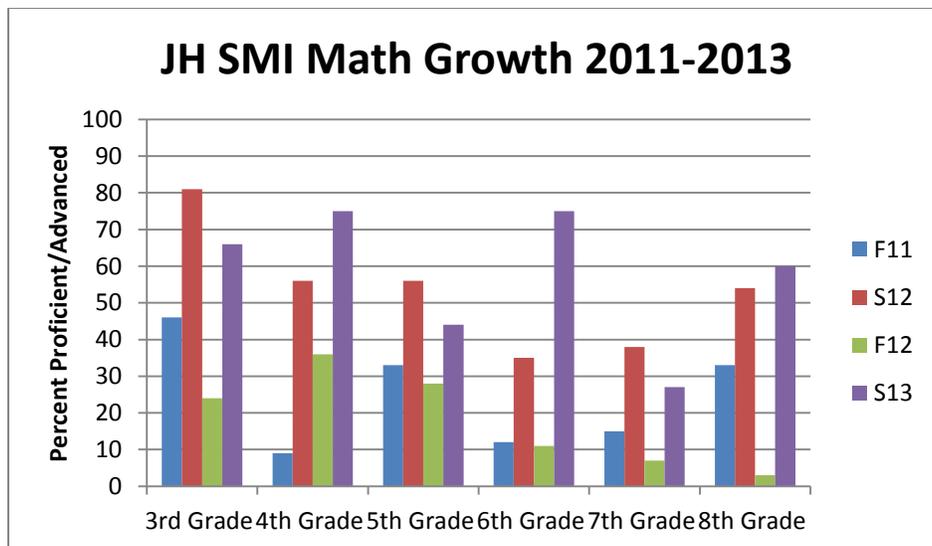


Math

SMI

The Scholastic Math Inventory (SMI) is a formative assessment that has been used at Jefferson-Houston over the past two years. This is a nationally normed assessment that measures what students know or can do in math from grades 2 through Algebra I. The assessment measures student growth in quantiles. ACPS uses this assessment up to four times a year in grades 3 through Algebra I to progress monitor student growth and provide information for lesson planning and school improvement.

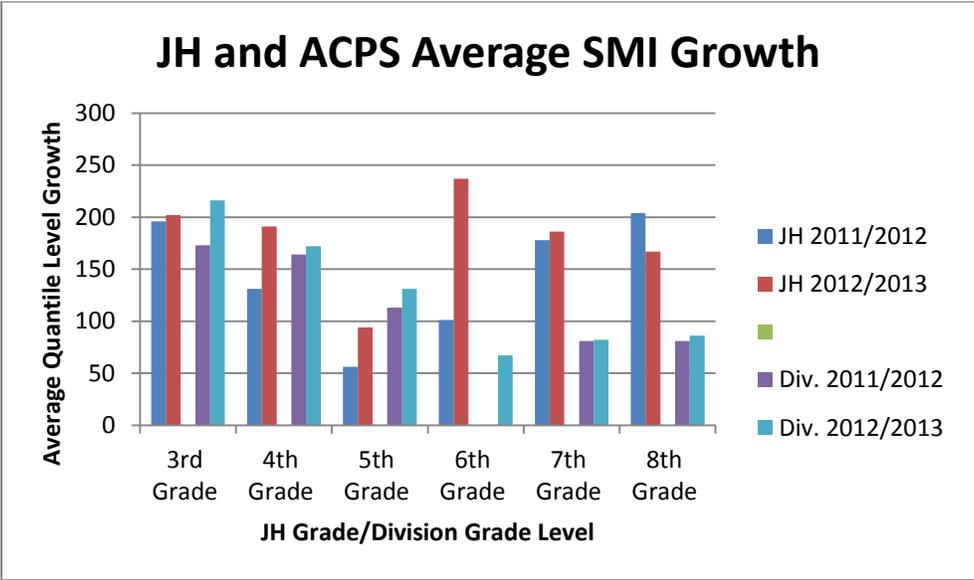
The following graph shows the percentage of students scoring proficient and/or advanced in grades 3 to 8 at Jefferson-Houston over the past two years. While the overall trend is towards positive growth, it is clear the data have wide variations from one assessment point to the next.



The graphs below show the average quantile growth for students at each grade level at Jefferson-Houston and division-wide. The Jefferson-Houston data show more gain than the division average for 3 of the 5 grades in 2011-12 and for 4 of 6 grades in 2012-13.

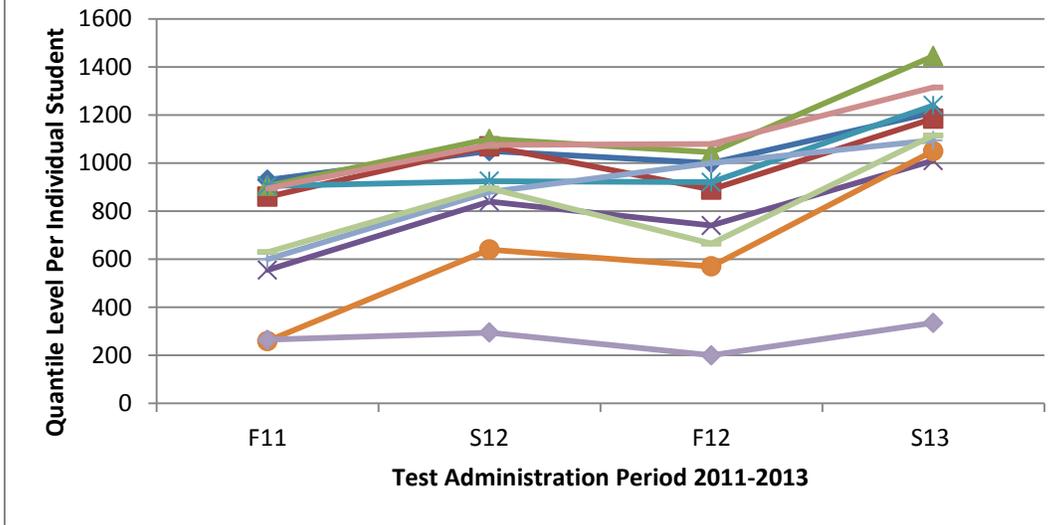
Findings from these graphs include:

- Students that have attended Jefferson-Houston for the past two years have made gains in math.
- While gains have been made, a number of students have still not reached proficiency especially in the 6th/7th cohort and the 4th/5th cohort.
- Gains for elementary grade students were most significant in the 2011-12 school year.
- Gains for the middle grade students were most significant in the 2012-13 school year.



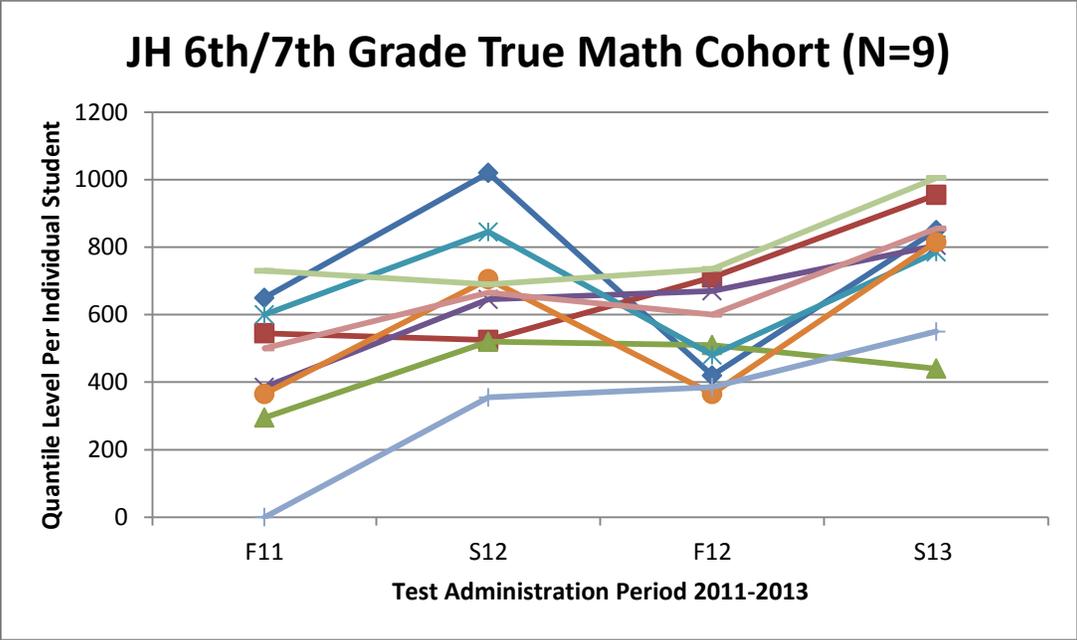
Further analysis of SMI math data was conducted by looking at gains made by students over two years. The analysis was done with true cohorts: only data from students that were enrolled at Jefferson-Houston in both 2011-12 and 2012-13 and took SMI both years were included in the analysis. These data were analyzed for individual student gains, cohort gains, and average quantile gains of the cohort. The average gain in quantiles was not compared to the average gain nationally for students in that enrolled grade level and with a similar quantile level as this information is not currently available from Scholastic.

JH 7th/8th Grade True Math Cohort (N=10)



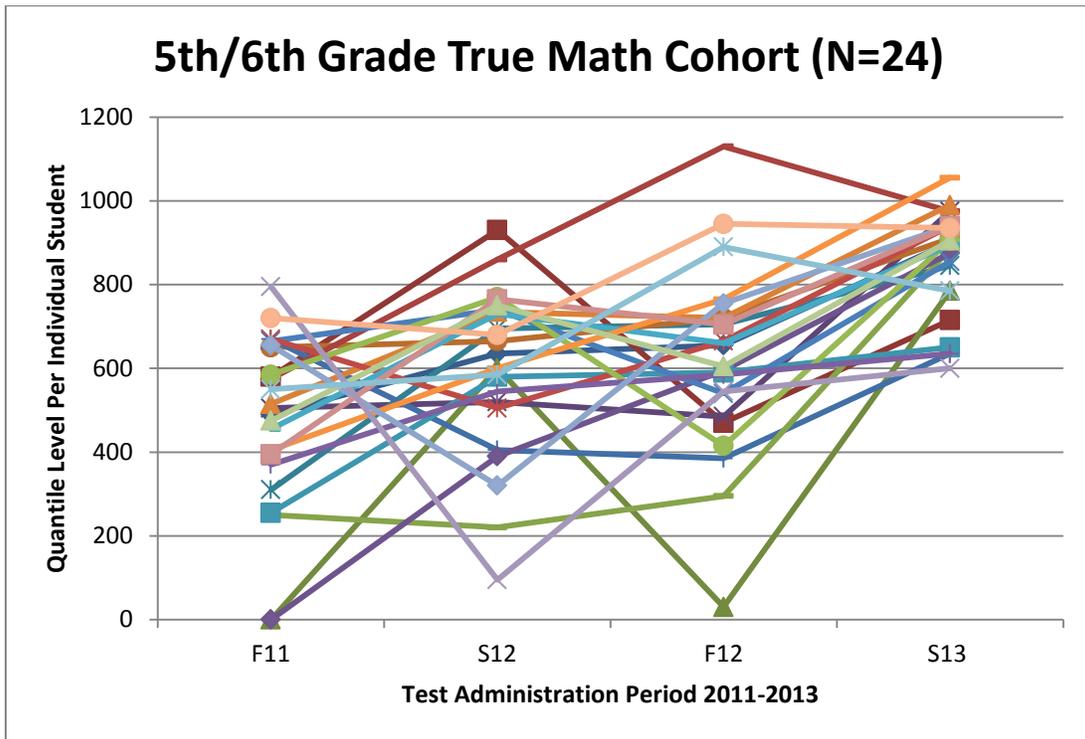
	F11	S12	F12	S13
Below Basic	50.00%	20.00%	40.00%	10.00%
Basic	10.00%	20.00%	40.00%	10.00%
Proficient/Advanced	40.00%	60.00%	20.00%	80.00%

	F11	S12	Gain	F12	S13	Gain
Average Quantile Score	680.5	877	196.5	811	1100	289



	F11	S12	F12	S13
Below Basic	77.78%	33.33%	100.00%	22.22%
Basic	22.22%	44.44%	0.00%	55.56%
Proficient/Advanced	0.00%	22.22%	0.00%	22.22%

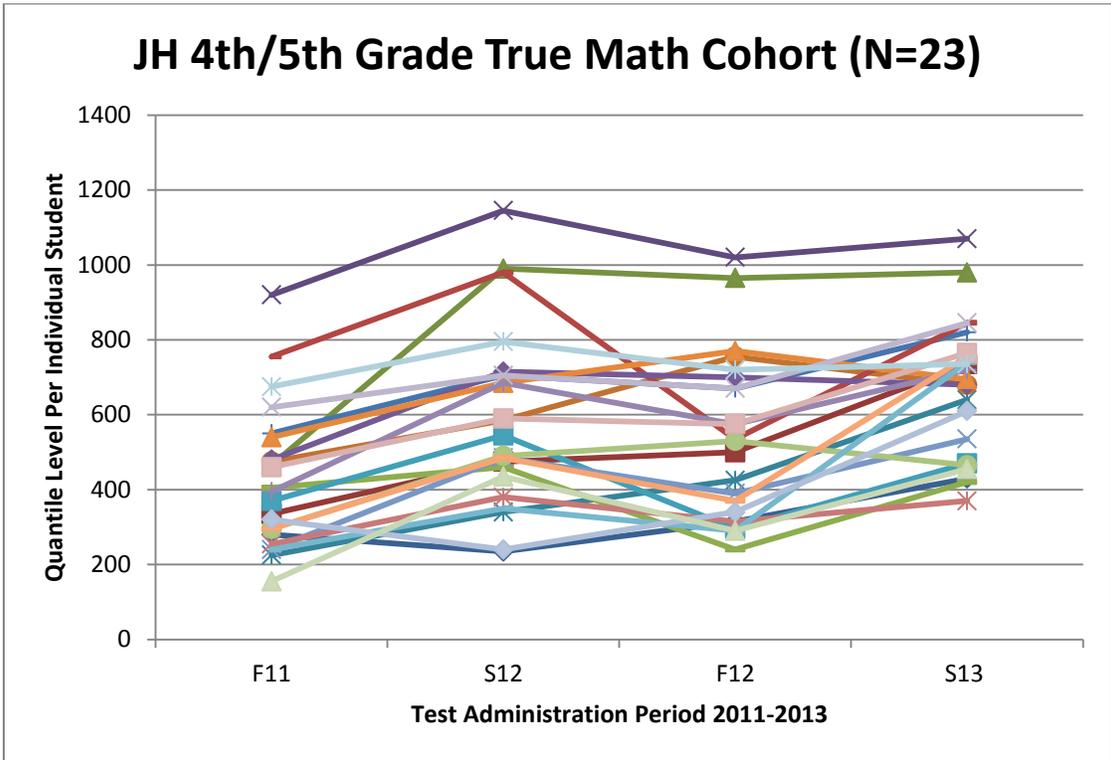
	F11	S12	Gain	F12	S13	Gain
Average Quantile Score	452.2	663.3	211.1	541.7	784.4	242.7



	F11	S12	F12	S13
Below Basic	62.50%	25.00%	54.17%	12.50%
Basic	33.33%	25.00%	33.33%	8.33%
Proficient/Advanced	4.17%	50.00%	12.50%	79.17%

	F11	S12	Gain	F12	S13	Gain
Average Quantile Score	480.8	596.7	115.9	619	855.4	236.4

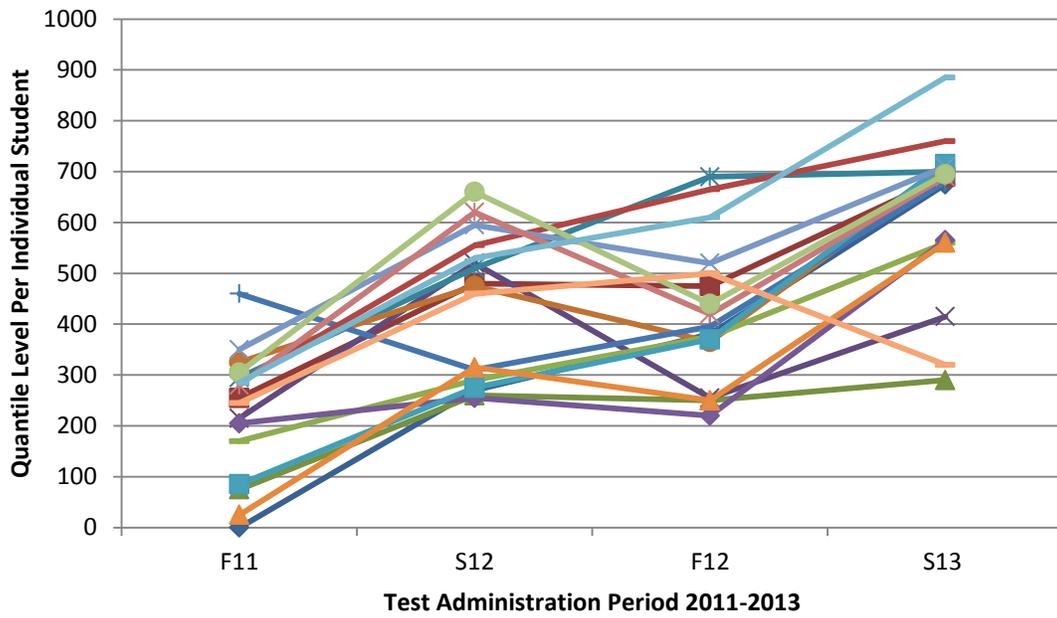
JH 4th/5th Grade True Math Cohort (N=23)



	F11	S12	F12	S13
Below Basic	47.83%	21.74%	56.52%	30.43%
Basic	17.39%	8.70%	17.39%	8.70%
Proficient/Advanced	34.78%	69.57%	26.09%	60.87%

	F11	S12	Gain	F12	S13	Gain
Average Quantile Score	423.9	587	163.1	532.8	672.2	139.4

JH 3rd/4th Grade True Math Cohort (N=18)

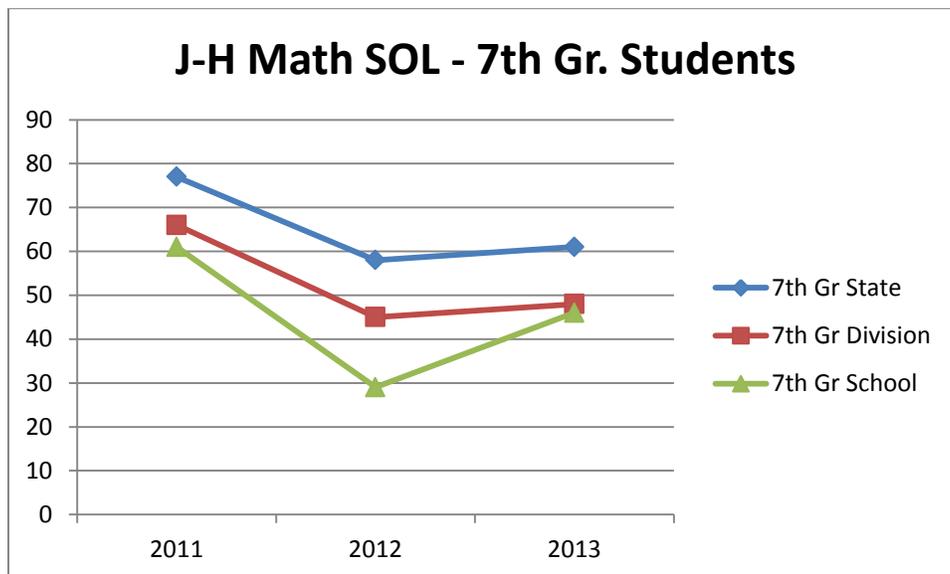
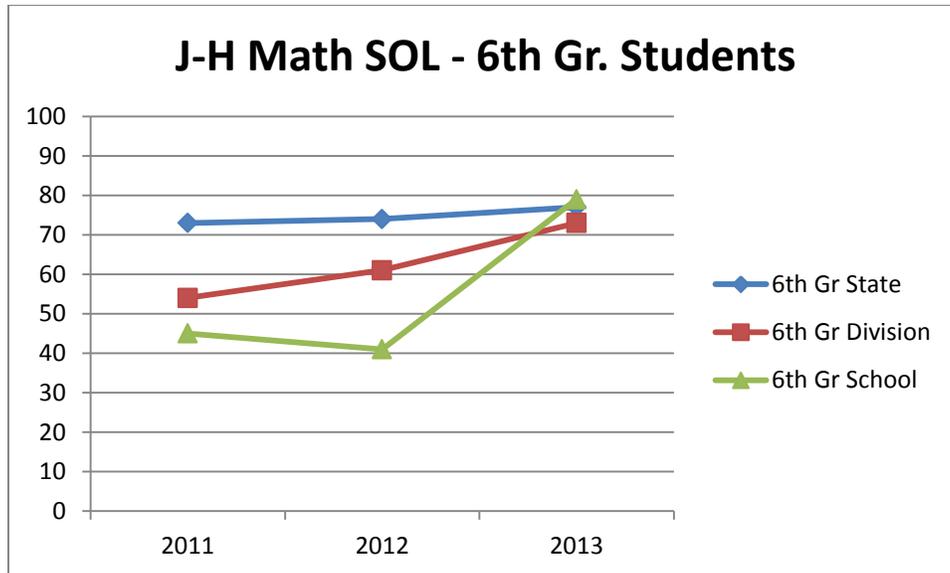


	F11	S12	F12	S13
Below Basic	55.56%	5.56%	27.78%	11.11%
Basic	38.89%	39%	38.89%	5.56%
Proficient/Advanced	5.56%	55.56%	33.33%	83.33%

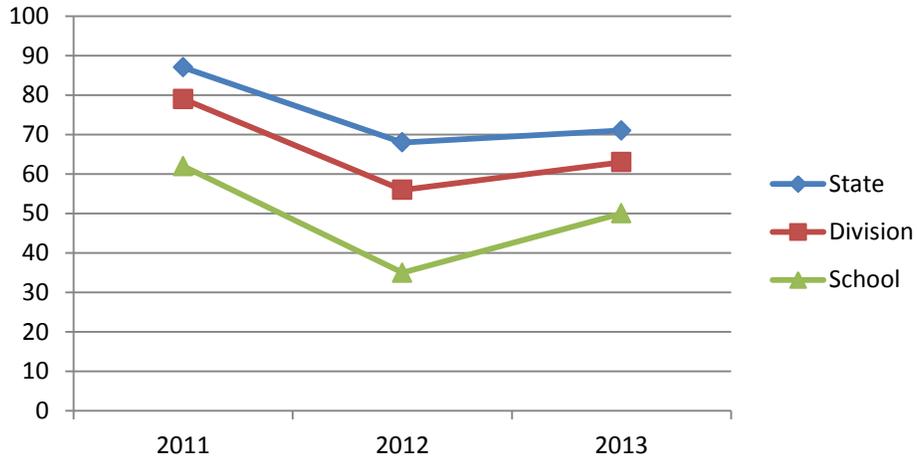
	F11	S12	Gain	F12	S13	Gain
Average Quantile Score	230.8	425.8	195	580	626.9	46.9

Math SOLs

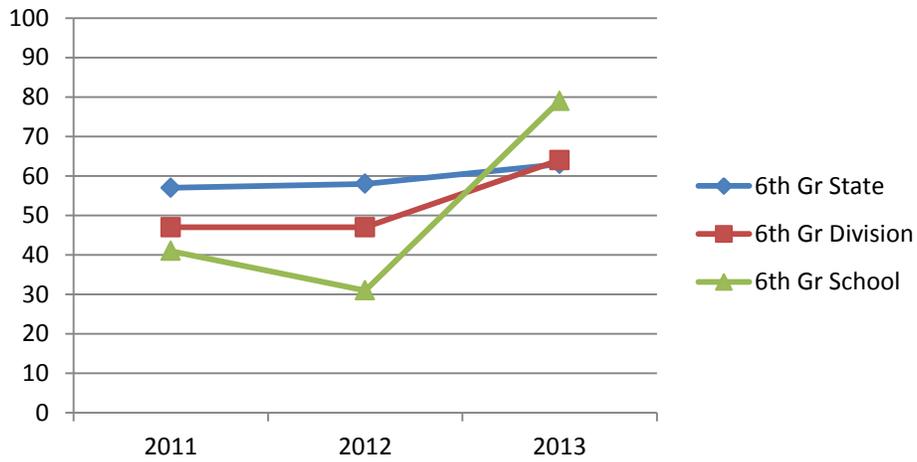
Math SOLs show good gains at grades 6 and 7. Grade 8 Math had too small of an N (number) to be included on the school's report card. However, many of the eighth grade students were enrolled in Algebra I and had an eighty-nine percent (89%) pass rate on the End-of-Course Assessment. The Math SOLs graphs for grades 6, 7 and the whole school are included below. A more complete listing by each grade is included in the Appendix.



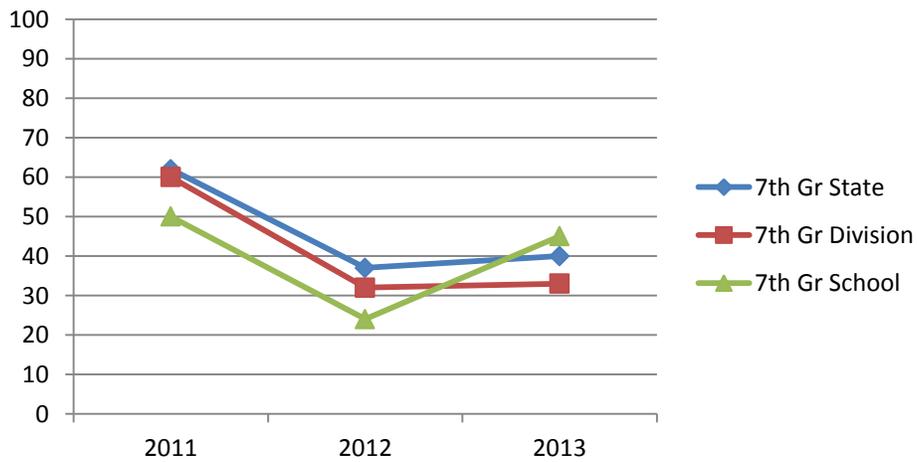
J-H Math SOL - All Students



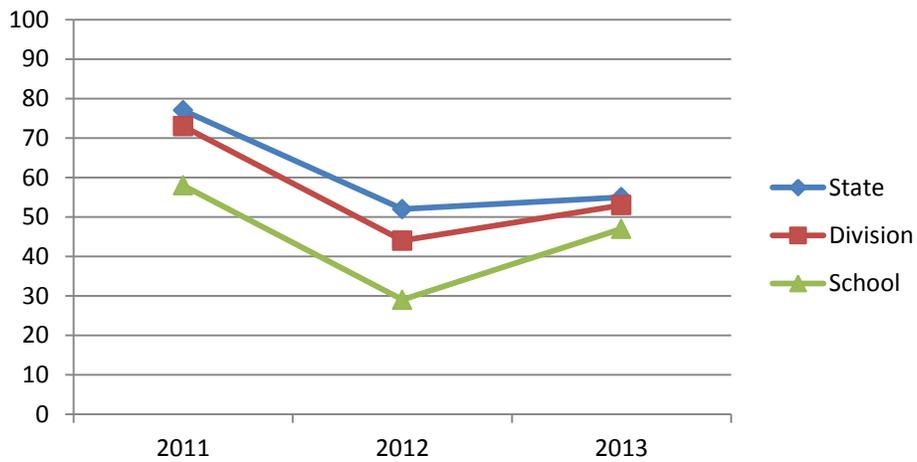
J-H Math SOL - Gr. 6 Black



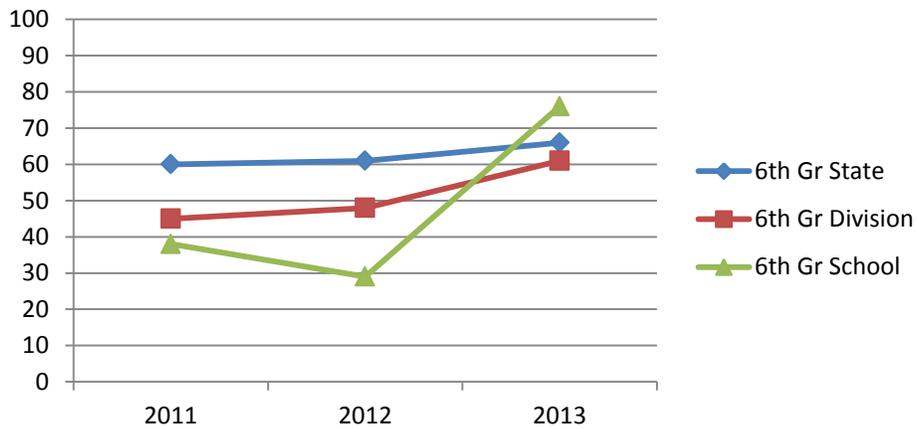
J-H Math SOL - Gr. 7 Black



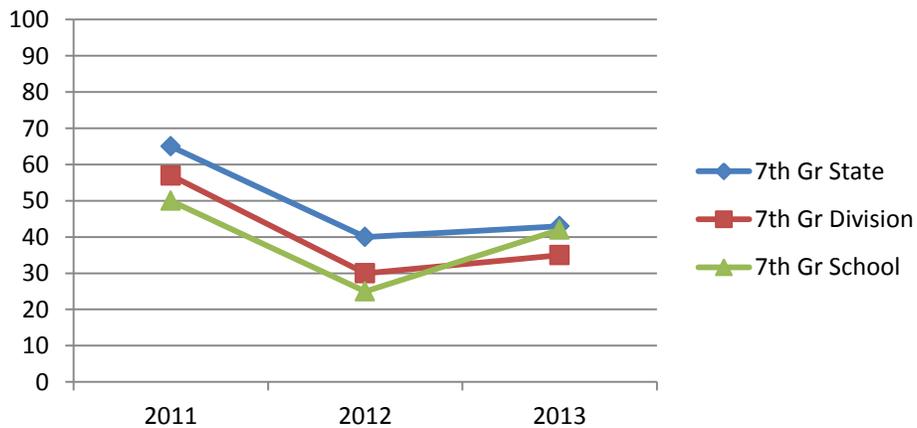
J-H Math SOL - Black

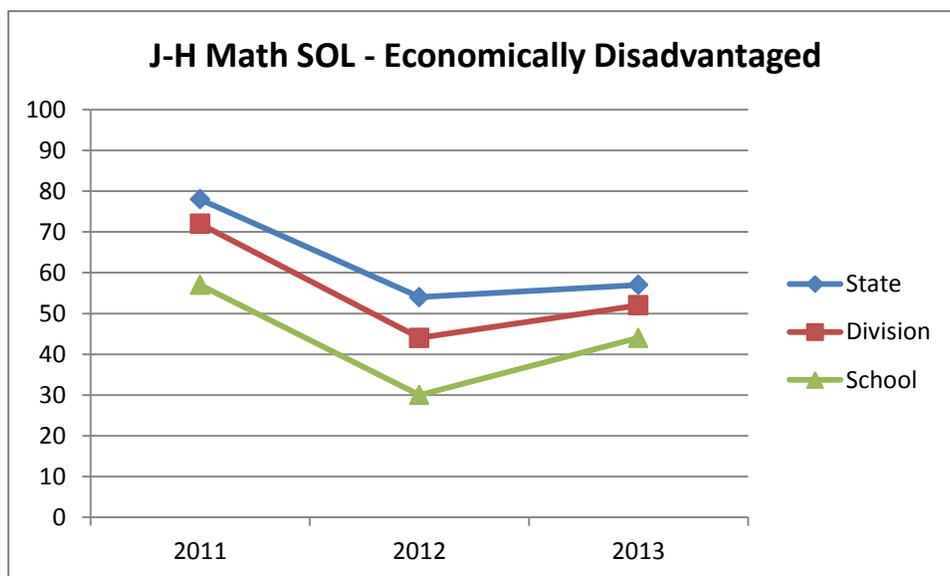


J-H Math SOL - Gr. 6 Economically Disadvantaged



J-H Math SOL - Gr. 7 Economically Disadvantaged





Attendance

The average daily attendance for Jefferson-Houston and for the Division for the past three years is included in the table below. The benchmark in Virginia for average daily attendance is ninety-five percent (95%). Jefferson-Houston does not meet that standard. There are several variables that impact their attendance including serving a special needs population that have delicate health and are frequently absent.

ADA Percentage		
	JH	ACPS
2010	94.52	96.06
2011	93	95.05
2012	93.14	94.86

Stability/Mobility

Jefferson-Houston had a significant number of students who remained at the school throughout the entire school year resulting in a high stability percentage. The official (October 1) enrollment data for Jefferson-Houston for 2012-13 shows 302 students in grades K to 8. Two hundred and seventy-one of these students remained enrolled for the entire school year, or 89.7% of the beginning enrollment remained at the end of the school year. This is compared to a division-wide stability rate of eighty-four percent (84%).

However, the ten percent (10%) that was changing throughout the school year included a total of 46 instances of students entering and 51 instances of students withdrawing. While this presents frequent changes in classroom composition, the stability also allows for an intense focus on improving student achievement with a significant group of students.

Student Behavior

Student discipline data prior to the 2011-12 school year is scarce and the accuracy is uncertain. However, in the Fall of 2011 when a renewed effort to transform Jefferson-Houston was begun, an immediate area of focus was improving school climate, including student behaviors, through the explicit teaching of expectations for behavior and the consistent reinforcement of those expectations. As a part of this effort, detailed referral and suspension data has been carefully kept for the past two years. The number of referrals to the office is decreasing while the number of suspensions remains steady. This may indicate that office referrals are becoming more tightly focused on only the most grievous of infractions.

Jefferson-Houston			
	Referrals to the Office	Suspensions	# of Students Suspended at Least Once
2010	NA	21	12
2011	542	101	57
2012	361	116	58

Highly Qualified Staff

Three years ago in June 2011 staff at Jefferson-Houston was told by the Superintendent that the school was beginning a renewed effort to improve student achievement. The expectations and intensity of the work were clearly defined and staff was given the opportunity to select not to participate in this turnaround effort. At that time fifteen percent (15%) of the staff elected not to participate in this effort. In June of 2012, another twenty-seven percent (27%) of staff elected to leave, after experiencing the intensity of the work required to move the school forward. This past Summer, another twenty percent (20%) of the staff departed. Two major reasons were given by departing staff this past Summer: 1) The inability to continue to work the longer school day (In November 2012, Jefferson-Houston extended its school day by 90 minutes each day.) or 2) Concern about the future of having a job at Jefferson-Houston with the uncertainty of a possible state takeover under OEI.

Each time staff have departed, the school has worked hard to hire staff who are passionate about working with schools engaged in turnaround efforts and have demonstrated success in working with youth in an urban setting. The hiring process includes a paper screening, a phone interview screening, a face-to-face interview, and then a day spent at the school engaged in instruction while a committee of Jefferson-Houston staff observe. This transition over the past three summers, along with a rigorous hiring process, has resulted in a current staff that is talented, extremely dedicated to the students and the work of the school, and identifies themselves as a part of the Jefferson-Houston team for the long term.

Licensed instructional staff at Jefferson-Houston is evaluated using the ACPS Teacher Growth and Assessment System in which forty percent of the evaluation is based on student academic progress. The rubric for this assessment system is below. In addition, Thirty-one of the licensed staff was evaluated during the 2012-13 school year with three receiving a rating of Exemplary and 29 a rating of proficient.

ACPS Teacher Growth and Assessment System Evaluation Weighting

PERFORMANCE STANDARD	PERCENTAGE CONTRIBUTION
Standard 1: Professional Knowledge	10%
Standard 2: Instructional Planning	10%
Standard 3: Instructional Delivery	10%
Standard 4: Assessment of and for Learning	10%
Standard 5: Learning Environment	10%
Standard 6: Professionalism	10%
Standard 7: Student Academic Progress	40%
SUM	100%

Jefferson-Houston Elementary School			
Contract Status	Exemplary	Proficient	total staff
P1	0	2	2
P2	1	15	16
P3	1	1	2
Total	2	18	20
Specialists/other non-status			7
C1	0	3	10
C2	0	3	8
C3	1	3	4
Total	1	9	22
Administrators*		2	4
Total	3	29	53

*Of the four total Administrators, only the two evaluations indicated were conducted by the School Principal.

This past summer as Jefferson-Houston had to replace twenty percent (20%) of the licensed staff (see discussion above); the leadership was able to hire teachers with greater experience for the 2013-14 school year. In 2012-13 eighteen staff had less than four (4) years of experience. This year only three (3) staff have that limited experience.

Years of Experience for 2013-14 Staff	
Years	Number of Staff
25+	2
20-24	3
15-19	10
10-14	17
5-9	17
2-4	3

A.I.R. Partnership

Alexandria City Public Schools, after a Request for Proposal process, contracted with American Institutes for Research (A.I.R.) in January of 2013 to provide additional support to Jefferson-Houston School and its efforts to improve student achievement. A.I.R. spent January of 2013 observing the School and reviewing data in order to develop a needs assessment. In February of 2013, A.I.R. began providing professional development and coaching support to the leadership and teachers at Jefferson-Houston in the areas of leadership and math instruction. The scope of work for January through June 2013 was as follows:

1. Assign a School Transformation Coach (an experienced turnaround leader) who provided daily, on-site support to the building Principal and School leadership team in leading school level transformation in all SIG areas, with a priority focus on working with instructional coaches and professional learning communities. The Coach also supported the family and community engagement coordinator.
2. Leadership Professional Development and Coaching: Two-day leadership academy for district and school teams. Participation in one A.I.R. turnaround event with other schools and districts. Bi-monthly on-site coaching for School leaders, and monthly on-site coaching for district SIG leaders.
3. Curriculum, Instruction, and Assessment Coaching and Professional Development: Six days per month by the on-site math expert. Each day to include curriculum and assessment working groups, co-teaching and modeling, coaching, and provision of workshops.

In the Summer of 2013, Division and School leadership in collaboration with A.I.R. reviewed the school academic progress and developed a new scope of work for the 2013-14 school year. The scope of work is as follows:

1. School Transformation Coach will provide on-site support 12 days per month to building Principal and School leadership team in leading school level transformation in all SIG areas.
2. Leadership Professional Development and Coaching: Summer leadership academy for School leadership team, participation in two A.I.R. transformation cohort meetings, monthly leadership training workshops for School leadership team, and bi-monthly on-site coaching for Principal and School leadership team.
3. Curriculum, Instruction, and Assessment Coaching and Professional Development: Four days per month of math instructional coaching support to include curriculum and assessment working groups, co-teaching and modeling, coaching, and provision of workshops. Two days per month for school staff in literacy professional development workshops focused on deepening teachers' knowledge of literacy and effective intervention strategies.
4. Diagnostic Tools and Progress Monitoring: Quarterly reports and monthly meetings with the Superintendent and other division leaders to assess progress. Administration of Teacher's Perception of Coaching three times as a Coaching Tracking Tool. Implementation of a reality check at mid-year to determine mid-course corrections.

In addition, A.I.R. staff has begun collaborating this school year with coaching staff from the Success for All Foundation which supports the reading instruction used in grades K to 4 at Jefferson-Houston School.

Leadership and Division Support of the School

Alexandria City Public Schools assembled a team in the Fall of 2011 to support the school in its transformation efforts. The staff has the responsibility to review school academic data monthly with School leadership, provide coaching, secure needed resources, remove roadblocks, and facilitate the logistics and operation of the school in order to allow the School leadership to focus intently on the academic leadership. This team includes the

Superintendent, the Chief Academic Officer, the Title I Director, the Executive Director of Special Education, and an Internal Lead Partner: a Principal-on-Assignment to deal with the operational issues. The Executive Director of ELL Services has been added to the team for the 2013-14 school year as the number of students needing these services is increasing at Jefferson-Houston.

This team continues to meet monthly to review data, plan for addressing the school's latest needs, and to provide coaching support to the School's leadership team. The Chief Academic Officer visits the school to observe instruction with the Principal at least twice monthly. The Internal Lead Partner conducts all of the business related to the operation of the building facility, which includes extensive coordination with the program manager of the construction for the new School building to serve Jefferson-Houston and opening in the Fall of 2014. In addition, the School leadership is exempt from many division meetings and division requirements for School Education Plans (they are using Indistar instead) so that the School's leadership can remain intently focused on improving instruction and student outcomes.

In addition, the Division's School Board continues to show great support for the school. The previous board and the current board leadership have made appearances on behalf of the school in front of the Virginia Board of Education. The Board has approved extending the school day both in 2012-13 and 2013-14 to provide students with approximately an additional 166 hours of instruction, or 30 days of instruction each year. Previous and current School Board members volunteer regularly at the school to provide tutoring support to students and facilitate community engagement. A Jefferson-Houston Sub-Committee of the current School Board (populated by School and Division staff, parents, and community members) is currently reviewing the Jefferson-Houston outcomes from the past two years, soliciting community input for next steps, and developing recommendations for next steps to continue to improve student achievement at the school.

Community Engagement

A variety of opportunities for community engagement have slowly increased the community's involvement in Jefferson-Houston School. In the Fall of 2011 a series of committee and community meetings began around plans for building a new physical structure for the School. Staff, parents, and community members began working on the educational specifications for the building, the positioning of the new building on the site, the spaces within the building to be shared for community purposes, and the exterior look of the new building. These meetings generated extensive community involvement and spirited debates. These meetings and opportunities continue as construction is in progress.

At the same time, the school staff began efforts to reach parents of students not performing on or above grade level through multiple home visits and community walks. Over time this has increased parent involvement. Today, there is nearly 100% participation in parent teacher conferences and the PTA is a much larger and inclusive organization. Families turn out building-filling numbers for Back-to-School nights, Reading Nights, Science Fair and other similar activities. In the Winter of 2013, the school began offering Saturday School each Saturday morning to students in grades 3 to 8 that were performing below grade level in Reading and/or Math. This offering resulted in many community members (without children in the school) becoming involved as they volunteered every Saturday morning to provide one-on-one support for students in the program. Wright to Read and Reading with Rover are two community organizations that are also volunteering in the school on a weekly basis providing adults, or adults and their dogs, to listen to students as they practice their reading.

Most recently a School Board Sub-Committee has been formed that is reviewing the Jefferson-Houston achievement to date and developing recommendations for next steps to continue the improvement efforts at the

school. This Committee includes school staff, division staff, parent, community members, and parents from neighboring schools.

Conclusions and Implications for 2013-14

Jefferson-Houston has experienced a number of staff changes over the past two years as the reality of the intense work to be done, including a longer school day, has become more apparent. However, the leadership team has remained intact and when teaching positions became available, the staff has made a concerted effort to hire staff that had previously worked in school transformation and therefore understand the level of intensity that the work requires.

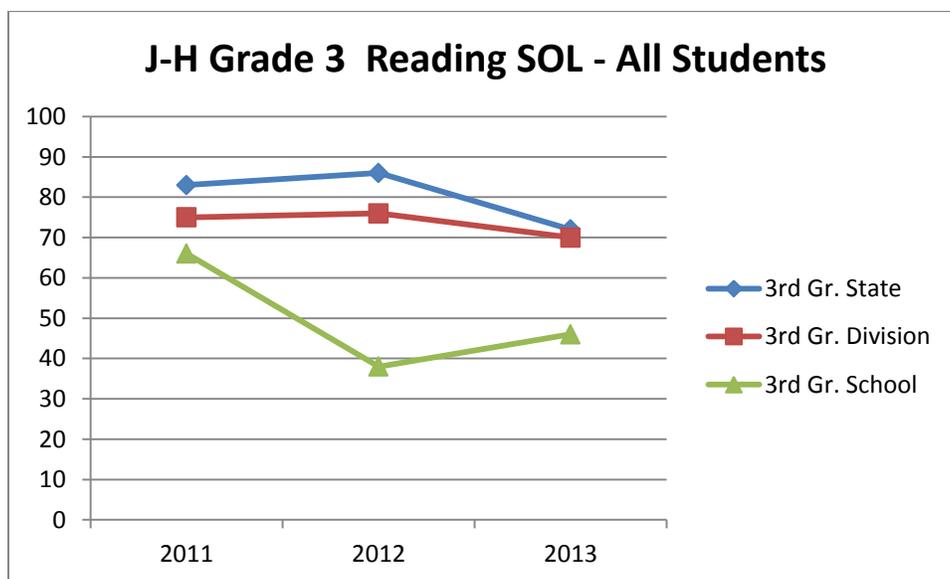
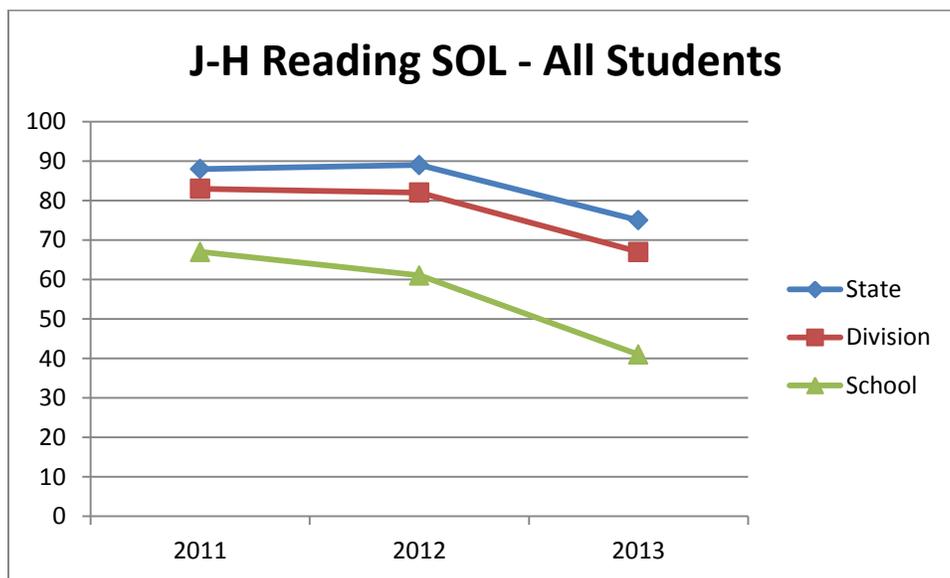
The school has focused intently on basic instructional practices (Skillful Teacher), primary grade literacy, science, and middle grade math. The impacts of this are evident in multiple data sources (PALS, SRI, SMI, and SOLs). This year, Jefferson-Houston needs to focus on improving reading instruction at all grade levels and renew the intensity to help students gain at least 1.5 years of growth for each school year until they are performing completely on or above grade level. The progress made in the primary grades can help inform and fuel progress in all grade levels. In addition, analysis of the gains made in math at the middle grades will help Jefferson-Houston focus on improving math instruction at all grade levels K to 8. Students who have attended Jefferson-Houston consistently for the past two years have made significant progress in reading and math, as illustrated by the SRI and SMI cohort studies.

As we move forward toward ensuring the goal of all Jefferson-Houston students being successful, we will focus on the following key actions.

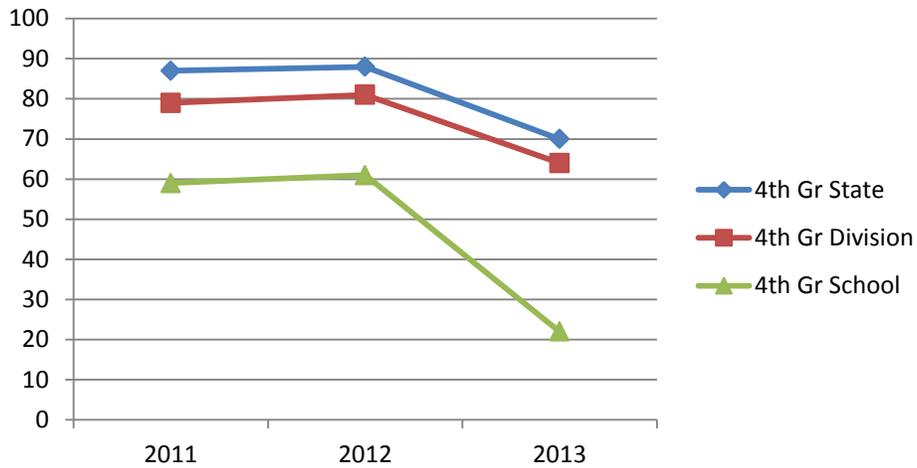
- Renew the intense focus on reading instruction ensuring students exit K-2 on or above grade level and ensure gains maintain pace with the 2011-12 school year growth.
- Increase the focus on reading comprehension in both fiction and non-fiction and across content areas in the middle level grades.
- Further explore the potential plateau or learning loss that may occur over the summer break. If findings support that Jefferson-Houston students are uniquely impacted by this phenomena, then begin immediate planning aimed to mitigate this occurrence.
- Continue intense focus on Math which began in 2012-13 while closely monitoring to ensure that significant gains become a constant at all grade levels, not just the middle grades.
- Further explore why there are wide swings in math proficiency between the end of one school year and the start of the next. Plan for mitigation of these swings if they continue.
- Further explore the issue of Average Daily Attendance (ADA) in order to achieve 95% or better ADA.
- Further explore the reasons for suspensions and what might be done to reduce the number of infractions that result in suspensions.

We are confident that with these sustained efforts, continued community support, and continued strong support from the Commonwealth and the Division, Jefferson-Houston School will be a school that meets accreditation standards as characterized by high student achievement.

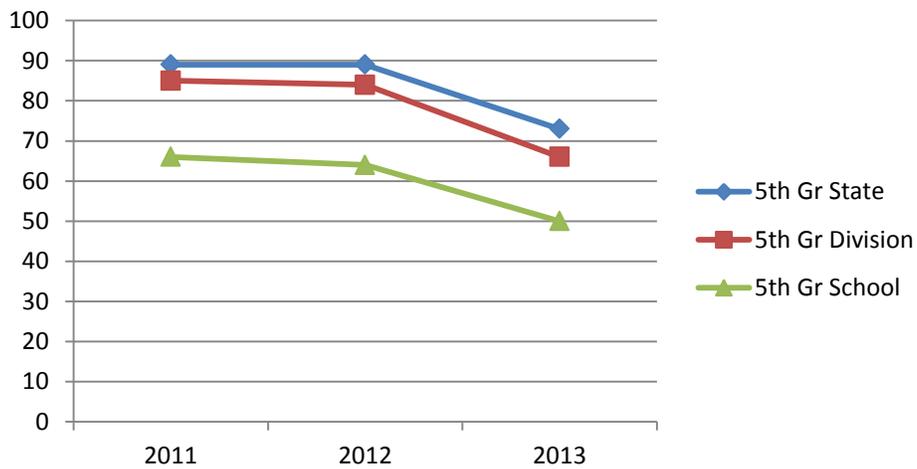
Appendix: Jefferson-Houston SOL Tables



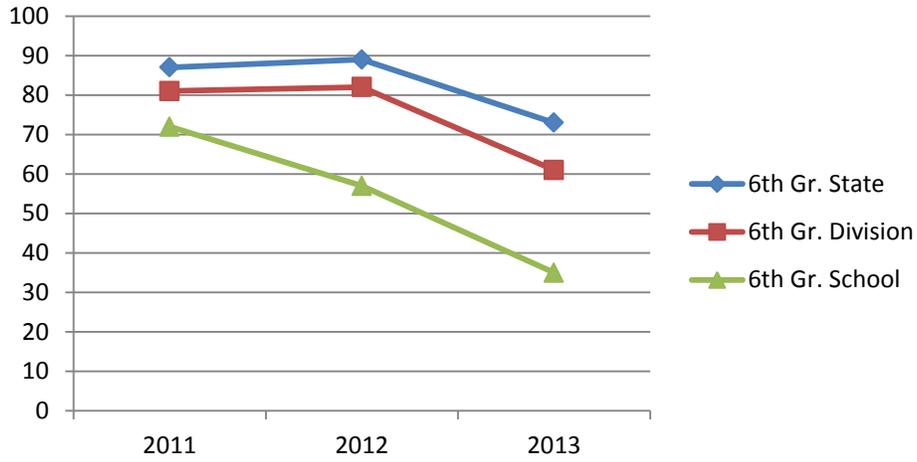
J-H Grade 4 Reading SOL - All Students



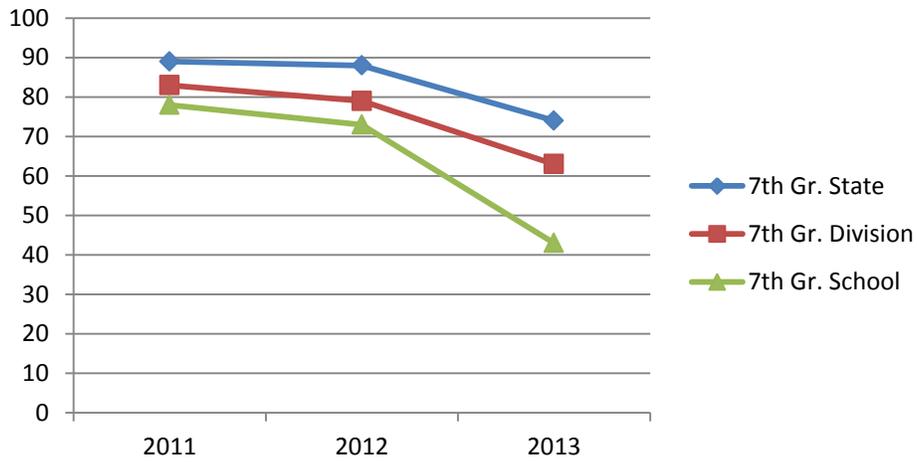
J-H Grade 5 Reading SOL - All Students



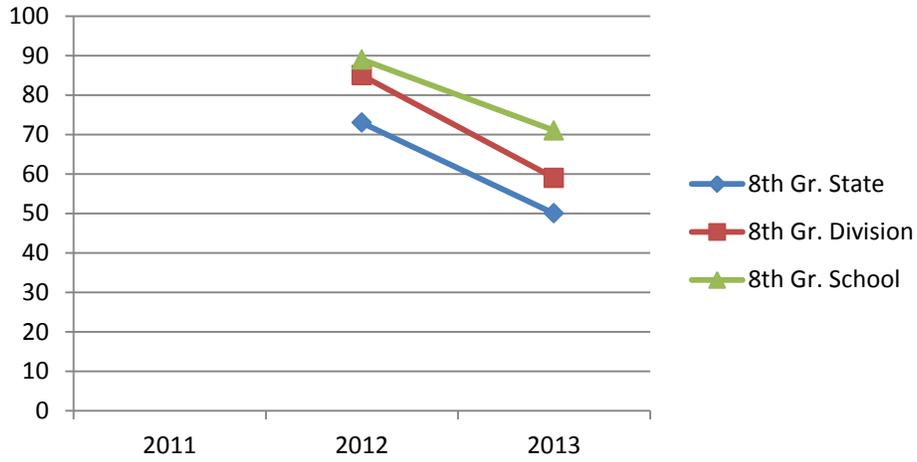
J-H Gr. 6 Reading SOL - All Students



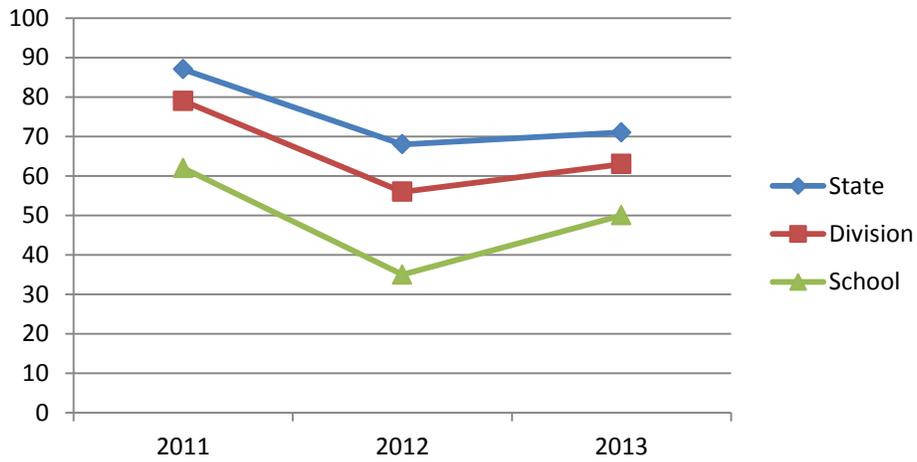
J-H Gr. 7 Reading SOL - All Students



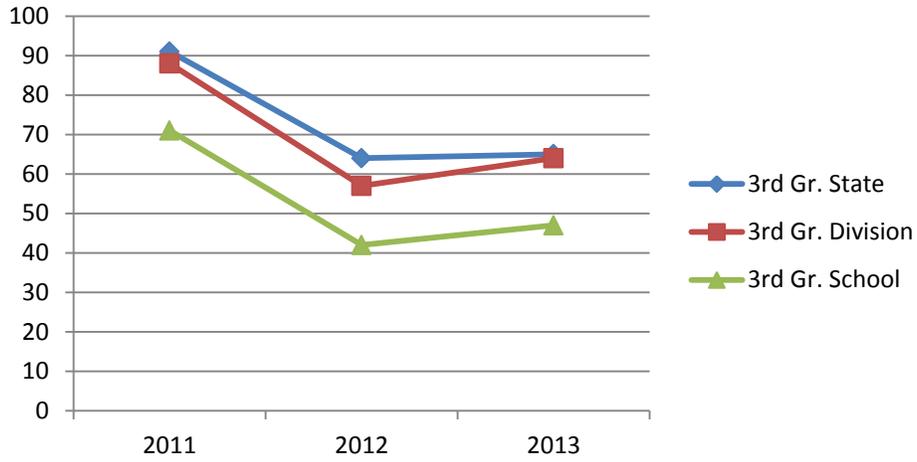
J-H Gr. 8 Reading SOL - All Students



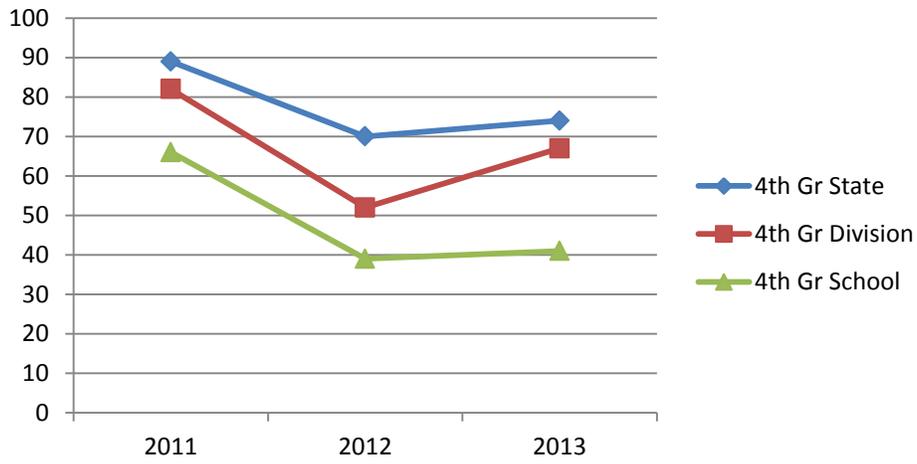
J-H Math SOL - All Students



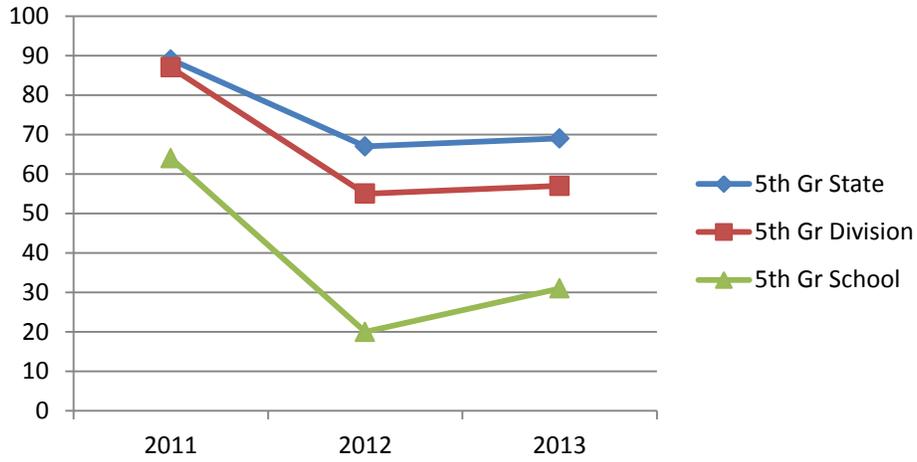
J-H Math SOL - 3rd Gr. Students



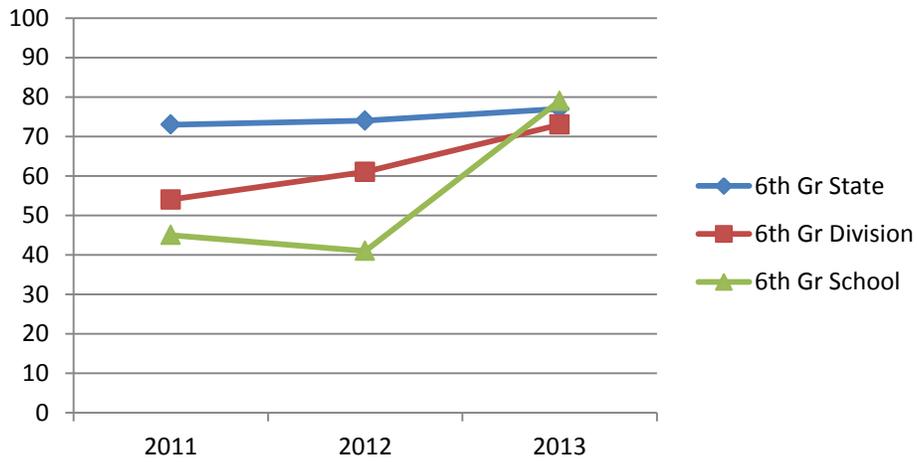
J-H Math SOL - 4th Gr. Students



J-H Math SOL - 5th Gr. Students



J-H Math SOL - 6th Gr. Students



J-H Math SOL - 7th Gr. Students

