

Alexandria City Public Schools

Excellence in Action



A Report on the Academic Progress at Jefferson-Houston PK-8 School **Dr. Alvin L. Crawley, Superintendent of Schools**

Learning to Live • Loving to Learn



Alexandria City Public Schools

www.acps.k12.va.us

Essential Questions

- 1. What are the characteristics of a high performing organization—and how is Jefferson-Houston becoming such an organization?**
- 2. Where is Jefferson-Houston now? What does the current student achievement data tell us?**
- 3. What are the Jefferson-Houston student achievement goals? What are the targets for this year?**
- 4. How are we monitoring attendance and discipline?**
- 5. How are we using STAT and other processes to monitor and analyze our progress?**
- 6. How can VDOE help us to continue our progress?**

Vision: Alexandria City Public Schools will be an excellent and high-performing school division characterized by:

- **Clear Focus:** Everyone knows what we are doing, how to do it and why
- **Expectations for All Students:** Belief that every student can learn
- **Strong Instructional Program:** Rising achievement of all students
- **Effective School Leadership:** Nurture an instructional program and school culture
- **Collaboration and Communication:** Strong teamwork among teachers, staff and parents
- **Alignment with State:** Staff understands the role of state assessments
- **Frequent Monitoring:** Different assessments identifying students who need help and assigning intervention
- **Ongoing System of Staff Training:** Training staff in areas of most need
- **Supportive Learning Environment:** The school has a safe, clean and intellectually stimulating learning environment
- **High Levels of Family and Community Involvement:** A sense that all have a responsibility to educate students

ACPS Tiered System

For “Not Accredited” Sites:

- Monthly monitoring of School Education Plans (with Professional Learning Plans)
- Review of reading and math instructional methods and supports
- Walkthroughs and documented feedback by central office and school team (Superintendent or designee, CAO-Instruction, Title I, Directors of Elementary and Secondary Instruction; Accountability, Student Services, Principal, AIR, OSI)
- Academic Reviews and monthly School Stat in areas of warning
- Required lesson planning and observations in the area(s) of warning
- Intervention Plan for students not meeting grade level standards

Part One

- **Demographics**
- **Attendance**
- **Discipline**
- **Student Achievement Data**
- **Progress Monitoring**
- **Targets**



Jefferson-Houston Basic Facts

School by Ethnicity

- 19% Hispanic
- 1% Asian
- 67% African American
- 11% White
- 2% Two or More Races

School Personnel

- 1 Lead Principal
- 2 Academic Principals
- 1 Assistant Principal
- 28 Classroom Teachers
- 6 Special Education Teachers
- 9 Encore Teachers
- 10 Paraprofessionals

Year	*Enrollment Numbers
2009-10	307
2010-11	335
2011-12	366
2012-13	377
2013-14	357
2014-15	445

*Source: Annual Fall Student Record Collection Report (includes Pre-K through 8th grade)

Attendance

Percent of students chronically absent through 11/06/2014				
School	Chronically Absent		Total Students	% Chronic Absent
	Yes	No		
Jefferson-Houston	51	339	390	13%

Number of students chronically absent by grade through 11/06/2014				
Grade level	K-3	4-5	6-8	Grand Total
Number of students	26	12	13	51

*Source: ACPS PowerSchool Student Information System

Chronic absenteeism is defined as any student who has missed 10% or more days of school from their original enrollment date for SY 14-15.

Discipline

Number of suspensions by month for System 13-14 and 14-15 (as of 11/5/14)

School	September		October		November**		Total	
	13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15
Jefferson-Houston (90)*	4	1	9	3	7	0	20	4

*Source: ACPS PowerSchool Student Information System

*In one instance, the entry data was used in lieu of the incident data recorded (November 2013)

** 13-14 data refers to the entire month of November while 14-15 data are through 11/05/14

Between September 2nd and November 5th (2014) there have been 4 suspensions at Jefferson-Houston.

SRI/SMI Summative Results

SRI	% Advanced/Proficient
Fall 2013	28%
Spring 2014	41%
Fall 2014	36%

SMI	% Advanced/Proficient
Fall 2013	9%
Spring 2014	28%
Fall 2014	6%

Areas of Improvement

- SRI & SMI increase in proficiency levels in SY 13-14
- Sustained one year growth in SRI

Areas of Continued Focus

- Overall low grade level proficiency levels in spring 2014.
- Maintaining growth in students mathematical abilities from year to year

Accreditation Data

Subject	2011-2012 Percent Pass	2012-2013 Percent Pass	2013-2014 Percent Pass	Benchmark
English	63%*	45%	47%	75%
Mathematics	38%	57%	46%	70%
History	50%	52%	51%	70%
Science	44%*	53%	36%	70%

Source: VDOE School Report Card for Jefferson-Houston SY 2014-2015

***These pass rates were achieved under the previous less rigorous SOL assessments in the areas of reading, writing, and science.**

Three-Year Target

“Movement to Achieve Accreditation”

Subject (Current)	SY14-15	SY15-16	SY16-17
English (47%)	56%	65%	75%
Math (46%)	54%	62%	70%
History (51%)	57%	63%	70%
Science (36%)	47%	58%	70%

Note: Targets established for Jefferson-Houston to achieve accreditation in core subject areas by SY 2016-17.

Student Achievement Goals:

What Are Our Targets for This Year?

By June 2015, Jefferson-Houston will have an increase in the pass rate of at least 8% on the Math SOL to 54% or more students scoring proficient on the SOL.

By June 2015, Jefferson-Houston will have an increase in the pass rate of at least 9% on English SOLs to 56% or more students scoring proficient on the SOL.

Goals

By June 2015, Jefferson-Houston will have an increase in the pass rate of at least 11% on the Science SOL to 47% or more students scoring proficient on the SOL.

By June 2015, Jefferson-Houston will have an increase of at least 6% on the History SOL to 57% or more students scoring proficient on the SOL.

Progress Monitoring Tools

- Classroom Assessments (Math Expressions)
- Scholastic Reading Inventory (SRI)
- Scholastic Math Inventory (SMI)
- Phonological Awareness Literacy Screening (PALS)
- Daily Attendance
- Discipline Reports
- UPD's School Stat Process
- Classroom Assessment Scoring System (CLASS [AIR])

Part Two

- **School Improvement Strategies**
- **Organizational Enhancements**
- **Jefferson-Houston & VDOE**



The Data Led Us to Implement Key Action Steps:

- 1. Reading:** Modify the reading model to enhance achievement through a Balanced Literacy approach emphasizing guided reading, academic vocabulary, progress monitoring, tiered interventions, and literacy centers
- 2. Math:** Use the Guided Math Model and concept-based math resources (including our new text series) with ongoing progress monitoring, professional development, and one-on-one and small group tutorials
- 3. Science:** Use Student Performance by Questions (SPBQs) as an analytical tool to improve instruction and learning, including alignment of vocabulary and science skills
- 4. Social Studies:** Expand emphasis upon reading in the content areas, reinforcing students' work with a range of informational text, field experiences, and cross-curriculum connections (e.g., Civics and Economics) as well as student monitoring of their understanding

The Data Also Led Us to Take These Action Steps:

- 5. Attendance:** Use counselors and social workers to identify and reach out to families and develop attendance plans
- 6. Discipline:** Enhance services and processes to reinforce a positive and engaging classroom environment, including Classroom Buddies, mediation conferences, and parent/student conferences
- 7. Capacity Building:** Sustain collaboration with state-approved partner (AIR) and continue to implement turnaround plan

We Are Also Actively Engaged in:

- 8. Parent & Community Outreach:** Collaborate with Family and Community Engagement (FACE) Centers to provide ongoing outreach as well partnerships with civic organizations within the Alexandria community
- 9. Progress Monitoring:** Facilitate academic reviews and monthly school School Stat sessions (Reading and Math) to address areas of warning and use multiple data points to assign students to academic tiers (monitoring growth within the tier and movement outside the tier)

Jefferson-Houston STAT Process

- **Monthly training and data review meetings with administration, school staff, central office staff, and UPD staff**
- **Review key levers and progress towards achieving goals**

Jefferson-Houston will use extended time during the school day to support the acceleration of middle school students' math learning

Jefferson-Houston will support the growth of Tier II and III students with targeted, multi-tiered interventions

- **Focus on 2nd-3rd grade reading - Goal: Increase Proficiency Rates on Grade 2 PALS and Grade 3 Reading SOL**
- **Focus on 6th-8th grade math - Goal: Increase Proficiency Rates for Grades 6-8 on Math SOL**
- **Review the metrics by which we are measuring growth**

- **% score on interim assessments**
- **% score on common classroom assessments**
- **% students who move between differentiated instructional period**

- **% score on assessments to evaluate growth of Tier II and Tier III students aligned to specific interventions**
- **% of students moving quarterly between different tiers of instruction**
- **Time allocated to differentiated instruction/ intervention**
- **Correlation between tiers and test scores (benchmarks and intervention-related assessments)**

Finally, We Restructured Our Schedule and Approach to Leadership:

- 10. Extended Day:** Providing remediation **and** enrichment activities to reinforce the core curriculum
- 11. Collaboration with VDOE, AIR and UPD:** Look-fors, data analysis, STAT meetings, coaching and lesson alignment
- 12. Revised Administrative and Team Structure:**
 - 1 Lead Principal
 - 2 Academic Principals
 - 1 Assistant Principal for Data

How Can VDOE Help Us to Continue Our Progress?

1. **Continue** to provide **funding** to sustain our school's progress
2. **Continue** to **partner with ACPS** to ensure adequate technical assistance (e.g., LTP, UPD, AARPE, OSI Consultant)
3. **Provide** us with **continuing access to state-recognized experts** in key content areas

Questions?

