Overview

• This report shares information on progress toward Strategic Plan goals during the 2018-19 school year and over time

• For each measure, the discussion will focus on success on the measure and/or opportunity for growth

• KEY:
  - Success on the measure
  - Opportunity for growth
School performance measured on multiple indicators:
- Overall proficiency and growth in English and mathematics;
- Overall proficiency in science;
- Achievement gaps among student groups in English and mathematics;
- Chronic absenteeism;
- Graduation (high school only); and
- Dropout rate (high school only).

System is leveled (Levels One, Two, or Three).

Performance Levels
- Level One
  - Meets or exceeds standard or shows sufficient improvement
- Level Two
  - Near standard or making sufficient improvement
- Level Three
  - Below standard

Schools with All Indicators at Level One or Two are Accredited
Accreditation

1.1.1 – “All schools will be fully accredited.”

PWCS met this target.
Pass Rates: Reading and Math

1.1.2 – “..Demonstrate growth and improvement in student achievement by increasing their pass rates..”

Reading performance in Prince William County Public Schools (PWCS) continues to mirror state averages.

Math performance in PWCS increased from 2017-18 to 2018-19 and continues to mirror state averages.
Pass Rates: Reading

1.1.2 – “..Demonstrate growth and improvement in student achievement by increasing their pass rates..”

Reading performance of Black, Hispanic, and White students in PWCS exceeds state averages but remains level.
Pass Rates: Reading

1.1.2 – “..Demonstrate growth and improvement in student achievement by increasing their pass rates.”

Reading performance of Economically Disadvantaged students, English Learners, and Students with Disabilities exceeds state averages. Reading performance of Students with Disabilities increased.
Pass Rates: Math

1.1.2 – "..Demonstrate growth and improvement in student achievement by increasing their pass rates."

Math performance of Black, Hispanic, and White students in PWCS increased and exceeds state averages.
Pass Rates: Math

1.1.2 – “Demonstrate growth and improvement in student achievement by increasing their pass rates.”

Math performance of Economically Disadvantaged students, English Learners, and Students with Disabilities increased and exceeds state averages.
Achievement gaps are getting smaller for Economically Disadvantaged students as compared to Non-disadvantaged students, English Learners as compared to native English speakers, Students with Disabilities compared to non-disabled peers in reading and math. Gaps do remain across groups.
Pass Advanced

1.1.3 – “..Will increase the percentage of students scoring at the pass advanced level on the SOL tests.”

Pass Advanced rates for PWCS mirror those of the state. Increase was shown for Science but not in other areas.
Graduates with Advanced Exams

1.1.4 – “The percentage of graduates...on one or more advanced exams, will increase.”

Graduates in PWCS continue to earn qualifying scores on one or more advanced exams at greater rates than state and national averages.

The percent of graduates earning a qualifying score increased slightly from 2017-18 to 2018-19.
SAT and ACT: SAT

1.1.5 – “SAT and ACT scores will meet or exceed state and national average scores.”

SAT scores for PWCS graduates increased and are closer to Virginia averages than in 2017-18. SAT scores exceed national averages. Scores for Black students exceed state and national averages.
ACT scores for PWCS graduates increased and are closer to Virginia averages than in 2017-18. ACT scores for PWCS graduates exceed national averages.
Average Daily Attendance (ADA)

1.1.6 – “The ADA for individual schools and the Division will be at least 95%.”

PWCS continues to meet this attendance target.
On-Time Graduation Rate

1.1.7 – “90% of 12th grade students will graduate within four years of beginning 9th grade.”

On-Time Graduation Rates in PWCS continue to increase annually.

**Axis Adjusted**
1.1.7 – “90% of 12th grade students will graduate within four years of beginning 9th grade.”

<table>
<thead>
<tr>
<th>STATE</th>
<th>2019 On-Time Graduation Rate (Four Year)</th>
<th>Cost Per Pupil*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Black</td>
</tr>
<tr>
<td>Prince William</td>
<td>92.4%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Alexandria</td>
<td>83.5%</td>
<td>88.7%</td>
</tr>
<tr>
<td>Arlington</td>
<td>92.5%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Fairfax</td>
<td>91.3%</td>
<td>93.5%</td>
</tr>
<tr>
<td>Loudoun</td>
<td>94.7%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Manassas</td>
<td>77.9%</td>
<td>84.7%</td>
</tr>
<tr>
<td>Manassas Park</td>
<td>89.3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

On-Time Graduation Rate in PWCS for English Learners is the highest in the state for Divisions with over 100 English Learners in their cohort.

PWCS continues to increase the number of students receiving qualifying scores recognized by Northern Virginia Community College for credit. The percent of graduates receiving dual enrollment credit continues to increase.
The percent of students meeting college readiness benchmarks increased in 2018-19. These charts display the percentage of students meeting college readiness benchmarks defined by the Virginia Community College system. In coming years, VDOE will be including their own college readiness benchmark in accreditation.
Advanced Studies Diploma

1.1.10 – “The percentage of students from all student groups who earn an Advanced Studies Diploma will increase over the prior year.”

Overall, half of the graduates in PWCS received advanced diplomas in 2019. Percentages vary by student group.
1.2.1 – “The participation of economically disadvantaged, minority, students with disabilities, and English learners in gifted programs, specialty programs, AP, IB, or AICE courses, and CTE programs will increase.”

Participation has been trending upward in ES and MS gifted programs. Participation in these programs overall is 18% at ES and 20% at MS.
1.2.1 – “The participation of economically disadvantaged, minority, students with disabilities, and English learners in gifted programs, specialty programs, AP, IB, or AICE courses, and CTE programs will increase.”

Participation has been level in HS gifted programs. Gaps do remain across groups.

Gaps starting to get smaller across groups in HS Advanced Program participation. Gaps do remain across groups.
Identification for Special Education

1.2.2 – “The over-classification of economically disadvantaged students, English learners, and students from each racial/ethnic category as students with disabilities...will decrease.”

Compared to the overall percentage, no groups in PWCS are over-identified for special education. Overall, the percent of students identified for special education increased slightly.
The percent of students receiving discipline referrals is decreasing, overall, and for all student groups. Higher rates of referrals do remain for students with disabilities and Black students, but numbers are trending downward.
Chronic Absenteeism

2.2.2 – “The percentage of students who are chronically absent will decrease.”

The percent of students classified as chronically absent in PWCS continues to decrease.
Wellness

2.2.3 – “The percentage of students...will meet or exceed state averages for the physical education requirements in all four categories, with a goal of increasing annually.”

Wellness scores in PWCS remain level, with the highest scores for abdominal, and the lowest score for aerobic.
Wellness

2.2.3 – “The percentage of students...will meet or exceed state averages for the physical education requirements in all four categories, with a goal of increasing annually.”

Wellness scores for boys in PWCS exceed state averages.
Wellness

2.2.3 – “The percentage of students...will meet or exceed state averages for the physical education requirements in all four categories, with a goal of increasing annually.”

Wellness scores for girls in PWCS exceed state averages.
Satisfaction Rates

3.2.1 – "Survey data will show that student, parent/guardian, and employee satisfaction with the School Division meets or exceeds the previous year's survey results."

During 2018-19, PWCS students participated in Virginia climate surveys instead of PWCS surveys. Comparing trends is not possible as a result. When compared to statewide results, student engagement scores in PWCS were higher for emotional engagement and the same for academic and behavioral engagement as state averages.
Satisfaction Rates

3.2.1 – "Survey data will show that student, parent/guardian, and employee satisfaction with the School Division meets or exceeds the previous year's survey results."

Survey results indicate that parent satisfaction in PWCS increased in 2018-19.

School staff members participated in VDOE surveys during 2018-19 instead of PWCS surveys. As with students, comparing trend results is not possible. Teachers as well as other school staff showed higher satisfaction rates in PWCS than in the state as a whole.
4.1.1 – “All students will be taught by highly qualified teachers.”

Highly Qualified Teachers

Percent of students taught by highly qualified teachers in all classes remains high.

- 2016-17: 97%
- 2017-18: 98%
- 2018-19: 97%
National Board Certified Teachers

4.1.2 – “The total number of National Board Certified Teachers (NBCT) in PWCS will increase annually.”

The number of NBCT in PWCS has remained stable over the past three years. The count shown includes all NBCT in PWCS.

The process for obtaining National Board certification has become more complex in recent years, requiring more than one year to complete.
Teacher Turnover

4.4.2 – “The teacher turnover rate will not exceed 12%.”

The teacher turnover percentage continues to remain below 10 percent.

PWCS continues to have lower turnover than national averages, which range from 12-16 percent, depending on how figures are calculated.
Equitable Use of Funds

- Class size reduction (5.2.1)
  - *FY2020 budget includes new teachers and support staff to reduce class sizes.*
- Funding ratios are reviewed to ensure current needs are met within budgetary constraints (5.2.3).
- Internal Audits are conducted on a regular basis (5.2.4).

<table>
<thead>
<tr>
<th>Year</th>
<th>% Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>3.4%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>2.2%</td>
</tr>
<tr>
<td>FY 2017</td>
<td>3.4%</td>
</tr>
<tr>
<td>FY 2018</td>
<td>2.2%</td>
</tr>
<tr>
<td>FY 2019</td>
<td>2.5%</td>
</tr>
<tr>
<td>FY 2020</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2021</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2022</td>
<td>2.8%</td>
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<tr>
<td>FY 2023</td>
<td>2.8%</td>
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<tr>
<td>FY 2024</td>
<td>2.8%</td>
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<tr>
<td>FY 2025</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2026</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

Funding for Renovations/Renewals will Average 3% of Replacement Value (5.2.2)
Next Steps

• Current results and recent trends provide many reasons to celebrate, as well as many opportunities for reflection and growth

• New Strategic Plan (covering FY2021-25) will be presented to the Board for approval in winter-spring 2020
  • Public comment will be solicited online starting this month