Overview

• New format for Strategic Plan report;
• Data shared from 2017-18 school year, plus trends over time;
• Virginia has a new accreditation system for 2018-19; and
• Responses from level associate superintendents to follow data presentation.
New Accreditation System

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.”

All schools met accreditation standards in 2018-19. The last time all schools were fully accredited was 2011-12.
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.

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.
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.
Pass Rates: Math

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

Math performance of black and white students in PWCS 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 was slightly below state averages.
Pass Rates: Reading and Math

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

Achievement gap for students with disabilities compared to non-disabled peers in reading and math remained stable. Other gaps increased slightly in both reading and math.
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 in reading, math, and science mirror those of the state.

Pass Advanced rates for PWCS in history/social studies exceed state averages.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>18%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>Math</td>
<td>17%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>PW</td>
<td>18%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>VA</td>
<td>15%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Science</td>
<td>16%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>PW</td>
<td>26%</td>
<td>28%</td>
<td>26%</td>
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<tr>
<td>Social Studies</td>
<td>26%</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>History</td>
<td>26%</td>
<td>29%</td>
<td>24%</td>
</tr>
</tbody>
</table>

**Axis Adjusted**
Graduates with Advanced Exams

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

Graduates in PWCS earn qualifying scores on one or more advanced exams at increasing rates and at greater rates than state and national averages.
Average Daily Attendance (ADA)

1.1.6 – “The ADA for individual schools and the Division will be at least 95%.”
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.
On-Time Graduation Rate

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

<table>
<thead>
<tr>
<th></th>
<th>2018 On-Time Graduation Rate (Four Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
</tr>
<tr>
<td>STATE</td>
<td>91.6</td>
</tr>
<tr>
<td>Prince William</td>
<td>92.1</td>
</tr>
<tr>
<td>Alexandria</td>
<td>80.6</td>
</tr>
<tr>
<td>Arlington</td>
<td>92.5</td>
</tr>
<tr>
<td>Fairfax</td>
<td>91.9</td>
</tr>
<tr>
<td>Fauquier</td>
<td>96.1</td>
</tr>
<tr>
<td>Loudoun</td>
<td>95.5</td>
</tr>
<tr>
<td>Manassas</td>
<td>78.2</td>
</tr>
<tr>
<td>Manassas Park</td>
<td>89.4</td>
</tr>
<tr>
<td>Stafford</td>
<td>94.7</td>
</tr>
</tbody>
</table>

PWCS On-Time Graduation Rates for all student groups exceed state averages as well as the averages of many surrounding jurisdictions.
Dual Enrollment

1.1.8 – “The percentage of graduates receiving dual enrollment credit in one or more classes will increase.”

PWCS continues to increase the number of students earning dual enrollment credit and receiving qualifying scores recognized by Northern Virginia Community College for credit.
College Readiness

1.1.9 – “The percentage of students receiving college readiness scores...will increase.”

Students Meeting College Readiness

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, just over half the graduates in PWCS received advanced diplomas in 2018. Percentages vary by student group.
Program Participation

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 of traditionally underrepresented students in gifted programs in elementary and middle schools has been relatively stable.
Program Participation

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 of traditionally underrepresented students in advanced courses, CTE, and gifted programs at high schools have been relatively stable.
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.”

Overall, 10 percent of the student population in PWCS is identified for special education. Very slight variation occurs across student groups.
Discipline Referrals

2.2.1 – “The disproportionate number of discipline referrals will decrease.”

Overall, 13 percent of students in PWCS had at least one discipline referral in PWCS. The percentages for students with disabilities and black students are higher.
Chronic Absenteeism

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

Virginia Department of Education defines chronic absenteeism for accreditation purposes as students who miss 10 percent or more of school days.

PWCS had 11 percent of students meet this definition in 2017-18, down from 13 percent in 2016-17.
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.”

Performance on state wellness tests remained stable, with a slight decrease in the aerobic category.
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.”

Performance of boys in PWCS exceeds state averages. This chart displays performance on abdominal and aerobic tests at grades five, eight, and 10.
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.”

Performance of girls in PWCS exceeds state averages. This chart displays performance on abdominal and aerobic tests at grades five, eight, and 10.
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."

Satisfaction rates for all stakeholder groups in 2017-18 met or exceeded satisfaction rates in 2016-17.

All groups had satisfaction rates above 90 percent except for middle and high school students, with an 87 percent satisfaction rate.
Highly Qualified Teachers

4.1.1 – “All students will be taught by highly qualified teachers.”

Percent of students taught by highly qualified teachers in all classes was at a three-year high.
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 decreased slightly. The count shown only includes those NBCT serving as teachers, not those serving as administrators in schools or central office.
Teacher Turnover

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

The teacher turnover percentage continues to decrease slightly and is 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)
  • FY2018 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>
</tr>
<tr>
<td>FY 2023</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2024</td>
<td>2.8%</td>
</tr>
<tr>
<td>FY 2025</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
Next Steps

• ACT and SAT data are shared with the School Board and public as they become available for release.

• Equity Report will be published in early 2019 that will include data about access and performance of students from all student groups.

• Development of new Strategic Plan (covering FY2021-25) will begin in spring 2019.
Level Associates

• Responses to Strategic Plan data to be shared by each level associate superintendent, including plans for addressing areas of need.
Elementary School Level

• Collaborative Team Meetings with principals to share best practices and strategies to include:
  • Focus on working to increase student achievement for our students with disabilities;
  • Professional Performance Process focusing on effective feedback to educators;
  • Continuous improvement and working to enhance our Collaborative Learning Team process; and
  • Ongoing focus on instructional best practices.

• Our ongoing visits to schools include monitoring student data, planning improvement with principals, and visiting classrooms in walk through or instructional rounds formats. We are also identifying outstanding teachers and teaching practices and helping principals make connections between schools.
Elementary School Level (cont.)

- To support School Improvement Process and School Improvement Plan development, a 10-step process has been developed as a guideline that includes a root cause analysis and identification of research-based strategies to support improvement.

- Language Arts instruction has been an ongoing focus at Level meetings.

- In partnership with the Office of Student Learning and the Office of Professional Learning, we have worked to create enhanced opportunities for professional development in math, language arts, and science. We have worked to provide more widespread professional development in a variety of formats to meet teachers’ needs. We have also worked with schools to identify additional professional development opportunities at the school level.
Middle School Level

• Professional Growth Plan conferences;
• School Improvement Plans;
• Instructional rounds;
• Coordinated Services and Support Plan;
• Summer Middle School Conference on Exclusionary Discipline; and
• Middle School Level meetings.
High School Level

• Monitoring and ensuring high quality differentiated standards-based first instruction in all classes and for all students.
• Enhancing and improving aligned services and support to students with disabilities.
• Monitoring and ensuring there is a focus on content literacy in all subject areas.
• Monitoring the effective implementation of research-based interventions in the core subjects.