

Superintendents Advisory Council on Instruction (SACI)

Date: Thursday, November 14, 2024, 7:00 p.m. through 9:00 p.m.

APPROVED

Handouts: Meeting Agenda, October minutes, Vision 2025 PowerPoint

Start of meeting: 7:01pm Mrs. Vanessa Olson

Introduction of Dr. Ashely Cramp

Approval of minutes from October 10, 2024 meeting. Motion, second, and approved.

Instructions to locate SACI on website.

Voting for Secretary: Natasha Caulder. Voted and approved

Elementary Vice-Chair: Ashley Voted and approved.

Presentation by Vanessa Olson:

Introduction of Dr. Stephanie Soliven (Associate Superintendent for Teaching and Learning) and Dr. Tim Neal (Director Research, Accountability and Strategic Planning).

Dr. Stephanie Soliven's and Dr. Tim Neal's Presentation:

Vision 2025: Launching Thriving Futures – comprehensive overview. Fast facts regarding PWCS. Regional comparison of demographics and cost per pupil, we do recognize that we have to be content with this even though we have no control over this.

Q: Why is our per pupil cost lower?

A: We have a revenue sharing agreement with the county and that dictates what the spending looks like.

Accreditation system, there are 3 levels that can be awarded. 90% of our schools are accredited, 3 are accredited with conditions. Changes for SY 25-26, student mastery of content, attendance, graduation.

Q: Where can we get more information on those changes that are coming?

A: Google, but there is a site based off of VDOE for that. We look good based on the new system based on preliminary look.

Wildly Important Goals, 95% on time graduation rate for 2025, 5% decrease in chronic absenteeism, 10% decrease in EL drop-out, 85% SOL scores across core content areas.

Q: What were last year's stats for these?

A: Last year 94.3%.

Learning and achievement for all. We did better than the state but not as good as we wanted. Key ideas shared: Increase in graduation rates and significant growth in EL in LA. PSAT and SAT increase, still have a performance gap for EL and SPED. Reading SOL pass rate of 74.5%, 2% increase for EL, Black, and economically disadvantaged. The change from 21-22, 22-23, and 23-24 SY in reading shared. Math SOL pass rate of 71.5%, 3% increase for SPED. Science SOL pass rate at 68.9%. Phonological awareness (PALS) 78.9% met EOY benchmark, 12% increase for EL over the last two years.

Q: Why was there a change from PALS to VALLS?

A: Because of the Virginia Literacy Act, we will discuss this further later in the evening.

67.8% of second graders were on or above grade level in reading as measured by HMH.

Q: What is HMH? Is this HMH comparative to last year? What happened in K with HMH and DRA's? What is the validity of these metrics, compared to remote learning we should only be going up?

A: Most will be answered by Stephanie, tracking and monitoring to pre-covid. Tests change. There are things that change, we are only looking at the measure.

Q: Why is it a standards-based assessment with no accommodations? (HMH)

A: Dr. Cramp taking notes to address a lot of these questions.

EL progress is the shining star in the achievement progress last year, we had a 5% increase. There was also significant increase in placement of Gifted students, 17.2% increase for Black, 24.1% increase for Hispanic, 25.4% for SPED, and 60.4% increase for EL. Scarborough's Rope Overview: language comprehension and word recognition bound together. If one rope comes loose then the entire rope starts to untwine. This is imperative in 2nd grade. Hard focus on the letter associations. LOTS of teacher training and it started over the summer. On-going professional learning with UVA for K-8 teachers, online.

Next step is high quality, vetted instructional materials (HMH meets this). We did not have to buy new curriculum. We did purchase some supplementary curriculum to ensure that all teachers are outfitted with resources. We filled all the gaps and ensured that all the teachers were equipped equally. New curriculum guides, which are a new baseline of excellence. PWCS

is really excited about VALLS, PALS only looked at phonemic awareness. But VALLS looks at all the areas of concern, we just gave the first assessment.

Q: Why is our focus in summer school not on the reading gaps in phonemic awareness? We are spinning our wheels and not making a difference.

A: We changed this past year for summer school. We focused on reading and math, with a focus on Lexia and Zearn.

Going back to the teachers being supplied, who was supplied? Our focus is on ELA, but ELA k-12. So, all ELA k-12 teachers. All shipped directly to the school. They filled out a request and sent it to us. We then sent it directly to the school. New math curriculum for next year, Adoption cycle for math. Need parent committees for math curriculum for next year.

Q: Back to VALLS, is there positive feedback from teachers or principals? Using nonsense words in testing seems counter intuitive and students who are really good readers, did not test well.

A: Positive feedback would be a stretch. We looked at a pilot division, Loudon. Not smooth sailing because it is a lot, and it is a change. But we believe it will get there. Based on the state release, teachers had to train and immediately begin to test. We expect to smooth out things as we go along.

We discovered through conversation that one school sent home VALLS reports without translation.

Q: Why does the VALLS system not allow teachers to use leveled reading?

A: Leveled reading should not replace core instruction.

On-time graduation rates: All rates have increased in the last school year. Significant increases in ELL and Hispanic. Enhanced monitoring of students and early warning system, cross dept collaboration (high schools and central office). Advanced course placement: 53.8% participation in high school students, 5.2% increase in EL, 6.5% increase in Hispanic students. Participation in advanced courses increased over the past year; increase is substantial because students who take advance courses are more likely to attend college.

Q: Where is dual enrollment data?

A: We are changing programs for dual enrollment. This is a growth area for PWCS. We do have a multi-tiered program in place. If a teacher teaches dual enrollment, they must be accredited to teach at the college level. Parents were paying for dual enrollment and doing online courses, and the students weren't approved. We have now cross walked to ensure that students will get credit for their courses.

Q: Why can't we get more teachers in the building instead of expecting students to make it to the campus, especially since some parents can't transport?

A: We are looking and working on fixing this. Freedom was easy because the college is across the street.

SAT and 8/9 PSAT participation: increase because of in school day administration. Caused almost a doubling of SAT. Post-secondary preparation: 100% of graduates have a post-graduation plan before they graduate. 74% plan on attending 2- or 4-year college. Advanced Courses: subscribed to Khan academy for all high school students.

Positive Climate and Culture (2): Dropout rates decreased across the board; chronic absenteeism decreased for the division. Chronic absenteeism is 10% of missed days, it doesn't matter if excused or unexcused. Overview of dropout rate: 2.9% decrease (6.9% to 4%), 9.8% decrease (28.7% to 18.9%) in EL, 6.2% decrease (14.6% to 8.4% in Hispanic. Employee retention remains steady, it is over 90% for teachers and all employees. Some of the critical actions and next steps we have been addressing are chronic absenteeism: incentive to students to come to school, telehealth. You Belong Here: teacher shortage, so we take a proactive approach. Employee recognition.

Family and Community Engagement (3):

Key ideas, high priority in all areas. We want parents involved in the decision making. The climate and culture survey shows high engagement and trust, these measures increased from last year. CIP for all schools and central office departments, 100% no exceptions. We progress monitor those plans after Dr. McDade reads and approves the plans.

Instructions on how to access the PWCS Interactive Dashboard were given.

Summary: Closing achievement gaps and we know we need to continue, addressing VLA, on-time graduation task force, engaging families in a positive and proactive way, CIP remains a linchpin with a focus on data and outcomes.

Q: Positive environment for children, 1 issue that was brought up was the uptick in racially charged language.

A: This is being actively addressed.

15-minute break

Work Session: All tables have post it notes. Write down any questions you have for:

Instructional shifts: VLA, New Standards of Learning, Updated Resources

Assessments: Overview of Federal, State, and local assessments.

Questions at the end:

Q: Pals was federal, and VALLS is just VA? Is it because PALS was more expensive?

A: VALLS has everything that PALS had, and then some, it is more comprehensive.

Q: Why with VALLS are we only assessing high-risk at the end of the year?

A: We are going to get more answers regarding VALLS coming soon.

A question was asked about seeing an increase in behaviors such as racial slurs and hate speech by students. These students may not understand the damage caused by this kind of speech. A request was made for a more proactive approach from the county to address these kinds of behaviors.

The answer was provided that they are working on this. It was mentioned that the county is working n adding climate and culture representatives at schools.

Meeting closed at 8:58 pm. Motion, second, and approved.