

Board/ Superintendent	Strategic Goal	Goal 2: Eliminate the achievement gap.
	Board/ Superintendent Priority	Support all students to meet high expectations for performance and achievement through the consistent implementation of professional learning communities in all schools and departments.
Superintendent/Assessment Staff	Yearly Measurement Indicators	Division and all schools will make Adequate Yearly Progress (AYP). At this time, final SOL pass rates for 2008-09 are not available.
		90% of students in all NCLB populations will pass the SOL tests in English, math, science and social studies. (Goal) White students are the only NCLB group near this goal (they have a 90% pass rate on 13 of 16 tests), based on 2007-08 data. Hispanic students approach this pass rate on three math tests, but not in English; and black and socioeconomically disadvantaged student groups had a 90% pass rate on one math test, in high school. Furthermore, black, Hispanic, and socioeconomically disadvantaged students do not have equal mean scores with white students on either English or math SOL tests, which corroborates the diminished pass rates for these groups.
		The ratio of students in NCLB populations enrolled and successful in honors and AP courses mirrors or exceeds the ratio of students in NCLB populations in the Division. (Goal) Students who are successful in AP courses are nearly equally representative of the entire population as the enrolled group in general. However, there is a slight decrease in representation for Hispanic students, suggesting they are more likely to struggle in these classes. Enrollment in honors courses is more representative of the overall demographics for the division than AP courses, but still not a good representation, and that is similar in the demographics of students successful in these courses. In honors courses, it seems that black and socioeconomically disadvantaged students are most likely to struggle.
		The ratio of students in NCLB populations enrolled in all levels of courses mirrors the ratio of students in NCLB populations in the Division. As presented at the Achievement Gap Worksession in April, black students are under-represented in AP/Honors courses, as well as academic and advanced courses. They are over-represented in Standard and Practical level courses.
		The ratio of students in NCLB populations identified for gifted programming mirrors or exceeds the ratio of students in NCLB populations in the Division. (Priority) Black As presented at the Achievement Gap Worksession in April, black students are under-represented in AP/Honors courses, as well as academic and advanced courses. They are over-represented in Standard and Practical level courses.
		The ratio of students in NCLB populations identified for special education services does not exceed the ratio of students in NCLB populations in the Division. (Goal) The percentage of students identified for special education services has declined since the implementation of School-Based Intervention Teams, as presented at the April Worksession on Achievement Gap. At the same time, the number of black students identified as Developmentally Delayed or Mentally Retarded have declined significantly.
		Professional learning communities will be implemented and assessed in all schools and departments using the implementation rubric developed by DuFour, DuFour, Eaker, and Many (2006). Professional Learning Communities have been implemented in all schools based on the DuFour model.
Superintendent/Staff	Division-level High-yield Strategies July 2009 - June 2009	
	Develop and use high quality assessments in language arts, mathematics, science, and social studies/history to benchmark and analyze student achievement and inform instructional practices and interventions.	Approximately 669 assessments have been developed and administered in schools using SchoolNet to benchmark and analyze student achievement and inform instructional practice in mathematics, language arts, social studies/history, and science.
	Establish and implement guidelines for school-level professional learning community work, incorporating regular review of student achievement data from common assessments. Develop and incorporate effective research-based instructional strategies and interventions.	PLCs regularly review student achievement on common assessments at the school, feeder pattern, and/or division level. Additionally, the Division continued implementation of Response to Intervention.
	Review, and revise as necessary, gifted identification procedures as necessary to include improved processes for (1) increasing the identification of underrepresented populations, (2) ensuring use of psychometrically-sound selection instruments that provide useful information for all students, (3) collecting valid, reliable, and consistent teacher input, and (4) aligning screening and identification procedures with programming.	The Gifted Advisory Report will begin to include data related to under-represented populations. Greater emphasis will be placed on a collaborative services in order to increase the rigor of instruction for all students, providing not only services to identified students, but also to facilitate talent development.
	Establish mechanisms to monitor and provide consistent criteria for the identification of students for special education services. Use the Division's new web-based management system to monitor pre-referral interventions, and use an electronic Individual Education Plan (IEP) planning and monitoring tool to ensure consistent application of the criteria for special education services.	Electronic IEP planning and monitoring was implemented at all Albemarle County Schools during 2008-08 school year.
	Review criteria used for placement of students in all courses including documents related to transition from elementary to middle and middle to high school for potential barriers to access to classes. Determine appropriate revisions to remove barriers.	Barriers continue to be removed through annual revision of the middle school program guide and the high school program of studies, as summarized in presentations of these documents to the Board.

Goal 2
Artifact Portfolio Materials
Include:

SchoolNet Reports
Learning Walk Data
10 Year Data Chart for AYP/SOL Testing

Chart 1

The benchmark performance by subject report demonstrates Greer's thorough use of quick check assessments to regularly monitor student achievement via formative assessments. The data contained in the chart represent the students' achievement levels on each of the assessments, which are generally based on a single strand in mathematics. Using quick checks in SchoolNet, such as this example, gives teachers more timely and comprehensive feedback about their students' performance.

Benchmark Performance by Subject

Students Analyzed:
All Students

Report Selections:
School Year: 2008-2009
School Type: Elementary School
School: Mary C. Greer Elementary
Grade Level: 4th Grade
Subject: Mathematics

Viewing Format:
Output Type: Table
Report Dimensions: Benchmark
Administration, Benchmark
Performance Level
Result Type: Student Count

Benchmark Performance by Subject Report (Benchmark Administration by Benchmark Performance Level)				
	Advanced	Proficient	Near Proficiency	Not Proficient
03/24/09, GES 04 MATH 4.4 4.2c Fractions AKO 08-09	11	16	7	15
03/24/09, GES 04 MATH 4.9 FRACTION COMPUTATION 08-09	33	10	3	3
03/24/09, GES 04 MATH Fraction Sense 4.2 4.3 AKO 08-09	16	18	5	10
03/11/09, GES 04 Math Measurement Final AKO 08-09	5	21	13	12
02/12/09, GES 04 MATH Measurement Length AKO 08-09	22	9	9	8
02/12/09, GES 04 MATH measurement weight/mass AKO 08-09	9	28	7	4
02/11/09, GES 04 MATH Liquid Volume AKO 08-09	9	17	6	13
02/06/09, GES 04 MATH Geometry Test AKO 08-09	19	30	-	-
01/08/09, GES 04 MATH Division test AKO 08-09	30	11	1	6
12/16/08, 2007 04 Math Released SOL	12	19	9	9
12/09/08, NFP 04 Math Midyear 08-09	15	14	8	14
11/19/08, GES 04 MATH Comp/Estimate Mult/Divide AKO 08-09	31	10	3	5
11/14/08, GES 04 MATH mult/divide concept AKO 08-09	26	16	3	4
10/16/08, GES 04 MATH Quickcheck add/estimate AKO 08-09	19	22	2	5

Benchmark Performance by Subject Report (Benchmark Administration by Benchmark Performance Level)

	Advanced	Proficient	Near Proficiency	Not Proficient
10/08/08, GES 04 MATH Quickcheck place value 4.1c AKO 08-09	14	25	-	9
10/07/08, NFP 04 Math 1st Quarter 2008-09	18	15	5	9
10/02/08, GES 04 MATH Quickcheck Place Value 4.1b 08-09	27	13	3	5
09/25/08, GES 04 MATH place value 4.1a AKO 08-09	23	14	6	4
09/17/08, GES 04 MATH Quickcheck Line Graphs 08-09	18	10	7	12
09/09/08, GES 04 MATH Bar Graph AKO 08-09	15	23	-	10

Chart 2

The administrator in charge of Physical Science at Western Albemarle High School could run this report to see how students are doing by course in the Science Department. Data in this report shows students' performance on individual assessments, which are grouped by courses offered through the Science Department.

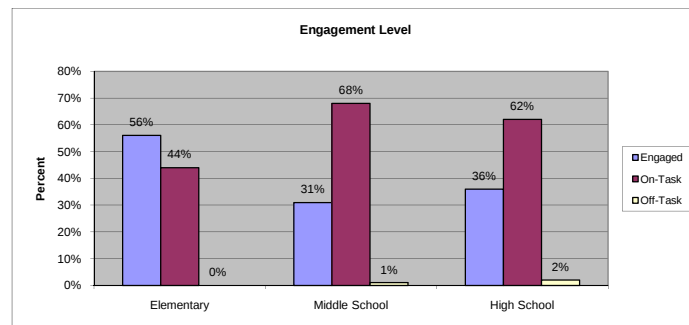
Benchmark Performance by Subject Report (Benchmark Administration by Benchmark Performance Level)

		Advanced	Proficient	Near Proficiency	Not Proficient
Earth Science	03/16/09, WAHS Earth Science 3rd Quarter 2008-09 Posovsky	18	52	16	15
	03/16/09, WAHS Earth Science 3rd Quarter 2008-09 Tacy	18	40	16	6
	01/12/09, WAHS Earth Science 2nd Quarter 2008-09 Tacy	25	87	26	33
	10/21/08, WAHS Earth Science 1st Quarter 2008-09 Posovsky	7	50	25	17
	10/13/08, WAHS Earth Science 1st Quarter 2008-09 Tacy	40	41	4	3
Biology	12/08/08, ACPS Science Biology Midterm 2008-09	58	117	29	32
	03/23/09, WAHS Science Biology 3rd Quarter 2008-09	47	76	31	93
	10/21/08, WAHS Science Biology 1st Quarter 2008-09	69	88	35	52
Chemistry	02/26/09, ACPS SCIENCE CHEMISTRY STOICHIOMETRY	57	23	8	25
	02/16/09, ACPS SCIENCE CHEMISTRY NOMENCLATURE, BONDS, SHAPES	93	75	14	19
	02/16/09, ACPS SCIENCE CHEMISTRY RXNS AND BALANCING EQNS	81	95	6	2
	01/13/09, ACPS Science Chemistry Periodic Table 2008-2009	37	90	48	23
	12/15/08, WAHS Grade 11 Chemistry Midyear 2008-2009	66	113	24	20
	11/12/08, ACPS Science Chemistry Solutions 2008-2009	56	112	15	31
	11/06/08, ACPS Science Chemistry Atomic Structure 2008-2009	93	79	22	27
	10/30/08, ACPS Science Chemistry Liquids and Solids 2008-09	100	92	4	2
	10/02/08, ACPS Science Chemistry Gases and KMT 2008-2009	59	106	15	19
	08/31/08, ACPS Science Chemistry Sci. Investigation 2008-09	54	137	17	21
	08/21/08, WAHS Chemistry Math Preassessment 2008-2009	22	25	31	149

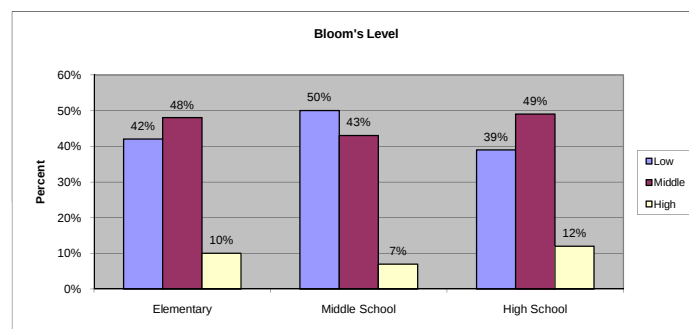
Charts 1 & 2

This chart shows the relative engagement level of students in elementary, middle, and high schools across the Division. This data is collected from learning walks conducted by school and Division administrators. The second chart on the page captures the level of rigor of the classroom based on Bloom's taxonomy. High levels of engagement and Bloom's would indicate a rigorous and relevant classroom.

	Elementary	Middle School	High School
Engagement Level			
Engaged	56%	31%	36%
On-Task	44%	68%	62%
Off-Task	0%	1%	2%



	Elementary	Middle School	High School
Bloom's Level			
Low	42%	50%	39%
Middle	48%	43%	49%
High	10%	7%	12%



Charts 3 – 9

These charts capture the SOL trends for students in reading and math across elementary, middle, and high schools. The charts are broken out by reading and math SOLs in each school type, and they show the last three years of trend data. Students are subdivided by NCLB subpopulations that tend to be most seriously underachieving on the SOLs as compared to the Division averages.

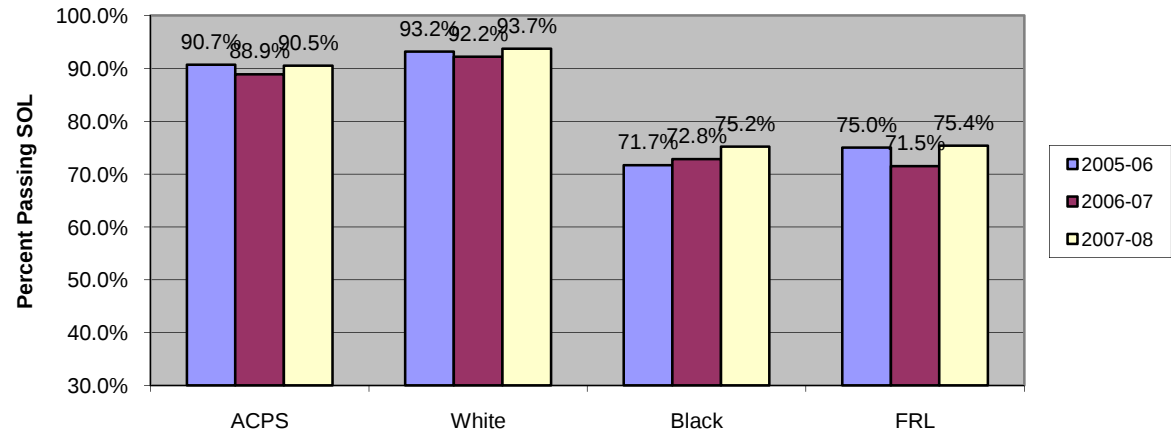
	SOL Trends 2006-08																						
	Subject	Year	Total			White			African American			Hispanic			Special Ed			ESOL			FRL		
			N	Pass	Adv	N	Pass	Adv	N	Pass	Adv	N	Pass	Adv	N	Pass	Adv	N	Pass	Adv	N	Pass	Adv
Elementary School	Reading	2007-08	2681	90.5%	51.5%	2038	93.7%	57.2%	339	75.2%	21.8%	128	79.7%	29.7%	369	75.9%	26.0%	232	85.3%	42.2%	577	75.4%	23.2%
		2006-07	2610	88.9%	51.2%	2000	92.2%	56.3%	327	72.8%	23.6%	119	74.8%	31.1%	319	72.4%	23.5%	210	81.9%	41.5%	508	71.5%	22.0%
		2005-06	2576	90.7%	51.7%	2016	93.2%	57.1%	307	71.7%	20.2%	107	90.7%	33.6%	353	79.3%	28.1%	187	91.5%	41.2%	500	75.0%	20.4%
	Math	2007-08	2684	90.8%	56.3%	2028	93.9%	61.8%	339	74.1%	27.2%	131	80.9%	32.1%	369	77.0%	30.1%	247	86.6%	50.6%	577	76.8%	27.4%
		2006-07	2638	87.8%	54.4%	1987	91.9%	59.3%	324	69.7%	30.3%	137	70.0%	27.8%	299	70.2%	24.8%	268	77.6%	42.9%	532	67.3%	24.8%
		2005-06	2600	85.2%	50.4%	1997	89.4%	55.5%	303	60.4%	18.8%	134	72.4%	26.9%	348	70.7%	27.0%	246	77.7%	43.5%	533	64.2%	20.7%
Middle School	Reading	2007-08	2735	89.7%	51.3%	2096	92.7%	57.3%	352	76.1%	24.5%	144	79.2%	22.9%	376	71.8%	27.7%	162	74.7%	21.6%	521	72.0%	20.2%
		2006-07	2740	85.6%	50.7%	2108	89.8%	57.1%	372	65.8%	19.6%	124	66.9%	26.6%	354	60.5%	21.5%	160	71.3%	34.4%	505	59.4%	18.0%
		2005-06	2770	87.5%	48.8%	2177	93.0%	53.7%	375	68.8%	21.9%	95	82.1%	27.4%	387	66.7%	19.4%	123	82.9%	31.7%	483	68.5%	18.4%
	Math	2007-08	2044	78.1%	42.4%	1489	82.7%	47.2%	328	61.6%	21.6%	129	65.1%	28.7%	341	59.8%	24.3%	144	66.7%	40.5%	493	58.8%	19.3%
		2006-07	2105	64.9%	29.0%	1540	72.0%	33.9%	342	40.3%	9.9%	126	44.5%	14.3%	326	41.1%	13.8%	163	47.3%	23.3%	499	33.4%	9.4%
		2005-06	2787	70.0%	36.5%	2148	75.3%	40.7%	376	40.7%	9.8%	119	46.2%	14.3%	399	38.1%	12.3%	148	50.7%	22.3%	457	36.8%	8.8%
High School	Reading	2007-08	1050	96.5%	58.5%	831	98.0%	66.8%	142	87.3%	16.9%	36	94.4%	25.0%	143	86.7%	30.1%	46	93.5%	19.6%	139	89.2%	23.7%
		2006-07	923	91.8%	55.5%	741	94.1%	61.4%	112	80.4%	28.6%	29	82.8%	27.6%	122	75.4%	29.5%	41	75.6%	26.8%	106	75.5%	23.6%
		2005-06	896	92.4%	59.4%	744	94.5%	64.9%	108	79.6%	25.0%	20	75.0%	25.0%	118	73.7%	22.9%	33	75.8%	30.3%	94	75.5%	24.5%
	Math	2007-08	2427	92.9%	23.8%	1875	94.4%	25.0%	331	82.8%	9.3%	94	92.6%	10.6%	317	84.5%	10.4%	130	95.4%	24.6%	336	85.1%	8.3%
		2006-07	2827	90.5%	30.1%	2248	92.8%	31.9%	323	74.0%	9.9%	88	81.8%	13.7%	315	78.4%	14.0%	134	85.1%	36.6%	322	79.8%	14.3%
		2005-06	2776	89.9%	31.1%	2261	92.8%	33.3%	301	68.1%	8.0%	78	78.2%	14.1%	302	77.2%	13.9%	130	85.4%	27.7%	294	75.9%	12.6%

Elementary SOL Trends 2006-08

Reading SOLs

	2005-06	2006-07	2007-08
ACPS	90.7%	88.9%	90.5%
White	93.2%	92.2%	93.7%
Black	71.7%	72.8%	75.2%
FRL	75.0%	71.5%	75.4%

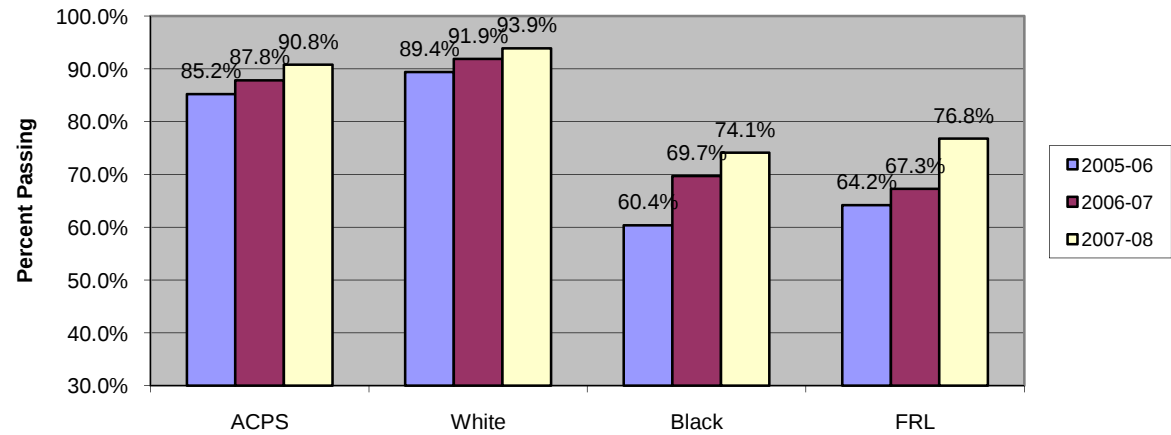
Elementary Reading SOLs



Math SOLs

	2005-06	2006-07	2007-08
ACPS	85.2%	87.8%	90.8%
White	89.4%	91.9%	93.9%
Black	60.4%	69.7%	74.1%
FRL	64.2%	67.3%	76.8%

Elementary Math SOLs

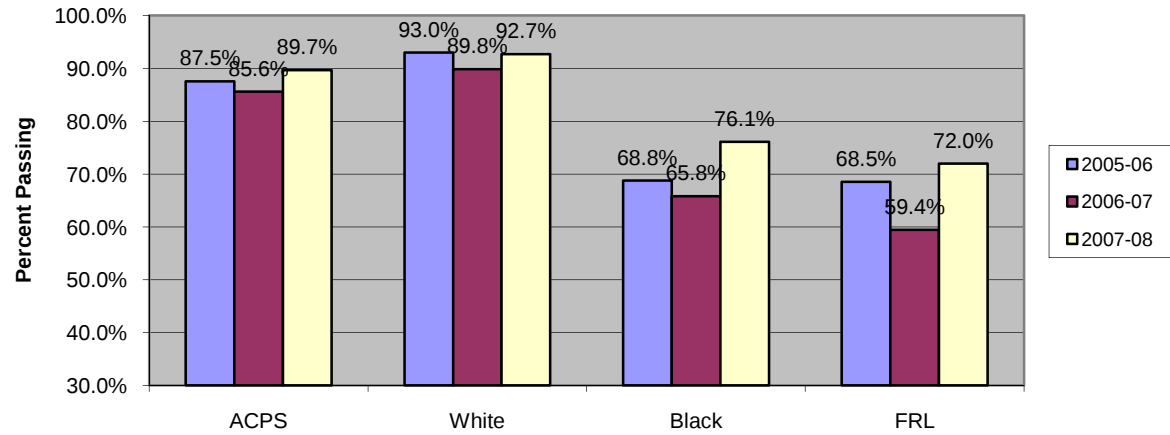


Middle School SOL Trends 2006-08

Reading SOLs

	2005-06	2006-07	2007-08
ACPS	87.5%	85.6%	89.7%
White	93.0%	89.8%	92.7%
Black	68.8%	65.8%	76.1%
FRL	68.5%	59.4%	72.0%

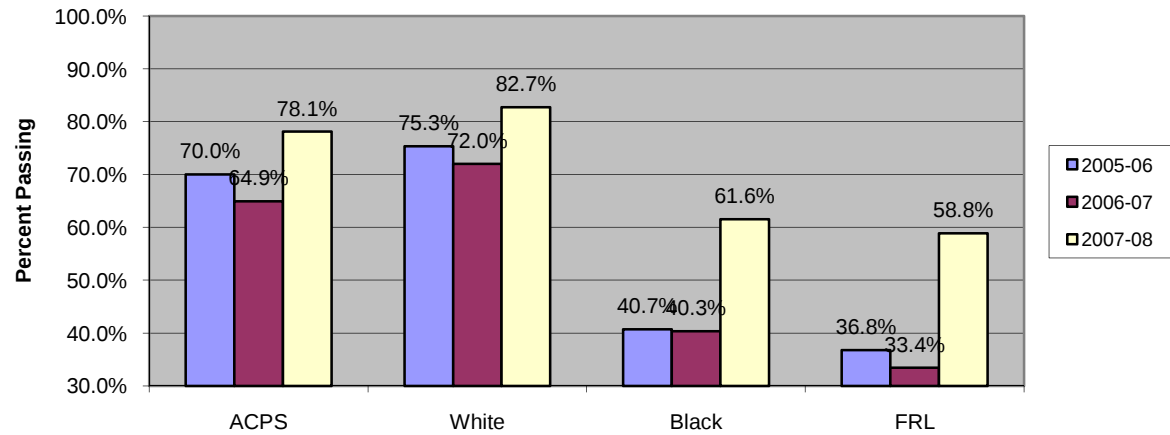
Middle School Reading SOLs



Math SOLs

	2005-06	2006-07	2007-08
ACPS	70.0%	64.9%	78.1%
White	75.3%	72.0%	82.7%
Black	40.7%	40.3%	61.6%
FRL	36.8%	33.4%	58.8%

Middle School Math SOLs

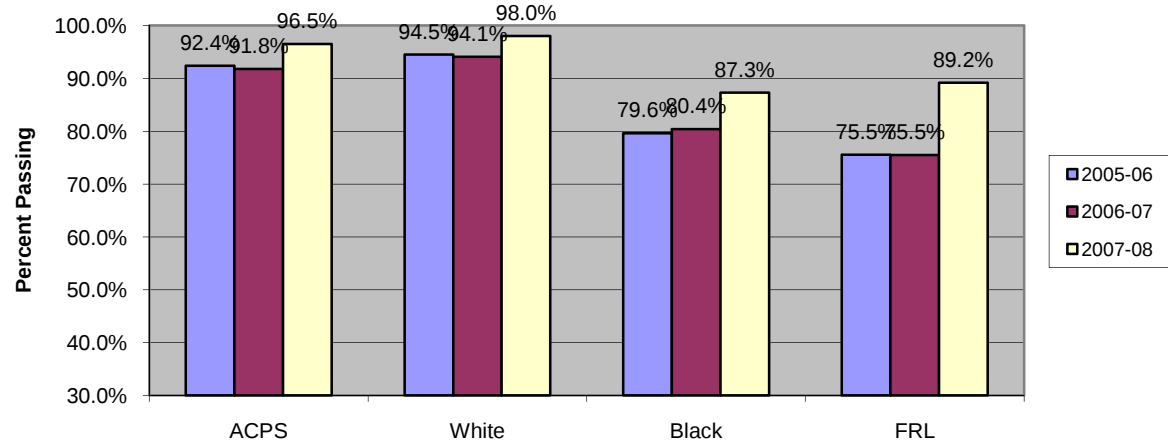


High School SOL Trends 2006-08

Reading SOLs

	2005-06	2006-07	2007-08
ACPS	92.4%	91.8%	96.5%
White	94.5%	94.1%	98.0%
Black	79.6%	80.4%	87.3%
FRL	75.5%	75.5%	89.2%

High School Reading SOLs



Math SOLs

	2005-06	2006-07	2007-08
ACPS	89.9%	90.5%	92.9%
White	92.8%	92.8%	94.4%
Black	68.1%	74.0%	82.8%
FRL	75.9%	79.8%	85.1%

High School Math SOLs

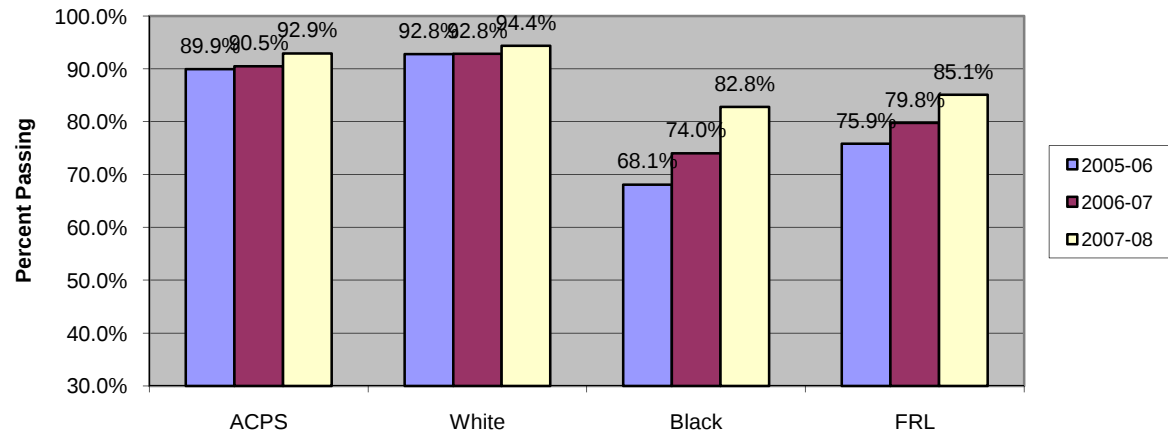
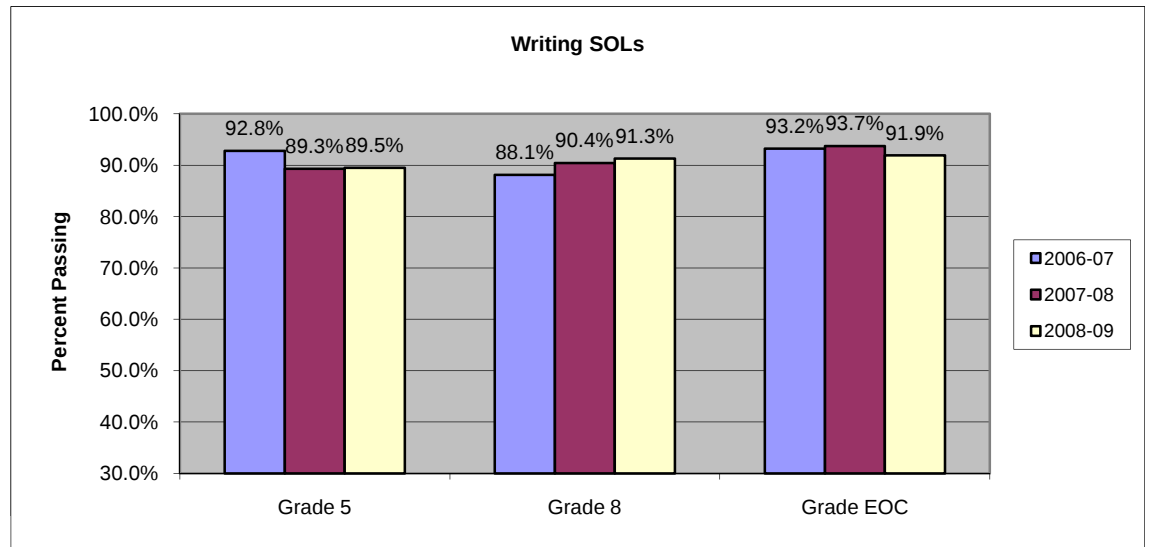


Chart 10

This chart shows the preliminary writing data for 2008-09, as well as the two previous years of data for writing. Only grades 5, 8, and end of course (generally 11th grade) take writing assessments for the SOLs. These data are still preliminary and do not include students who took the VGLA or VAAP to satisfy the writing SOL.

	Writing SOLs		
	2006-07	2007-08	2008-09
Grade 5	92.8%	89.3%	89.5%
Grade 8	88.1%	90.4%	91.3%
Grade EOC	93.2%	93.7%	91.9%



Barrier Tests
Ten Year Data Chart for AYP/SOL Related to Graduation

<i>Content Area</i>	<i>1998 Pass Rates (African-American)</i>	<i>2008 Pass Rates (African-American)</i>
<i>Algebra I</i>	20.6%	94.1%
<i>Algebra II</i>	20.5%	78.4%
<i>Geometry</i>	32.5%	75.4%
<i>11th Grade Reading</i>	36%	87.3%
<i>11th Grade Writing</i>	33.7%	79.5%
<i>11th Grade U.S. History</i>	16.0%	86.6%