

SECOND DRAFT

Alexandria City Public Schools



Annual Report

**2008-2010 Division Goals
and Strategic Plan Goals
June 18, 2009**

Dear ACPS Community:

I am grateful for and humbled by the honor of serving as Superintendent of Schools in Alexandria. The remarkable history of Alexandria is a daily reminder of the importance of our community in setting high standards, in breaking down barriers, and in serving as a model for our country. Our strong foundation and commitment to individual rights sets the stage for us as we work together to meet the increasing demand of this new century.

Goal Setting and Strategic Planning

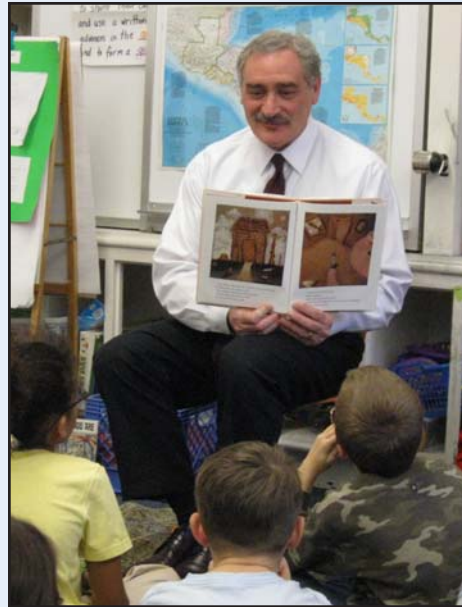
Even before I officially began my responsibilities last August 15th, I started meeting with students, community members, and members of the ACPS School Board. A year ago, on June 6, a T.C. junior conducted my first television interview. Alex well represented T.C. students (he is on the way to the University of Pennsylvania this fall). That same day I conducted exit interviews with graduating seniors from the class of 2008. These initial personal contacts affirmed what I had already begun to realize: we are a wonderful school division, with many exceptional students, and dedicated staff. In fact, the students with whom I spoke mentioned the quality and dedication of the staff. They also mentioned some unfulfilled dreams they had as students... giving me one of the first glimpses into the work which needs to be done.

In July, I met twice with school board members and several more times with staff. These conversations served as the beginning discussions about needed and possible school division goals.

In August more than a hundred school and central office leaders met with me at our annual Leadership Academy. Using Jim Collins' Good to Great concepts, we envisioned the attributes of an ACPS student in the 21st century...and also we drew a picture of the ideal school. Setting the tone of "raising the floor and blowing away the ceiling," the leaders agreed that the minimum goals of accreditation were not what we will aspire to. Working together as one school system (not a system of schools) we seek the highest achievement for each and every child.

In October the School Board approved the Division Goals for 2008-10. Following the unanimous approval of these goals, the School Board convened a strategic planning committee of community members who met for many weekend hours over the next several months, culminating in a Strategic Plan, approved by the Board in March 2009.

Given these two guiding documents, Division Goals and the



broad Strategic Plan, we have focused on a few areas, trying to use the Good to Great approach of being a "hedgehog" about focus on what can be accomplished rather than trying everything at once.

Higher Achievement for Each and Every Student

During this school year, I have visited nearly all ACPS classrooms, met with PTAs, community organizations, and had ongoing conversations with student focus groups. These conversations helped clarify the perception that some structural changes would help to move us ahead, with the full knowledge that structural changes (e.g., class or school size and organization) by themselves do not yield the kind of achievement results we want. Therefore, three significant structural changes only set the stage for the more important work of curriculum development, professional development, and accountability:

1. Incorporating the 9th grade school into T.C. Williams—Minnie Howard campus, with the goal of fully articulating programs, curriculum, and services into one unified school.
2. Expanding Jefferson-Houston Elementary School into a K-8 school and beginning the application process for the International Baccalaureate (IB) Primary Years Programme.
3. Transforming the two large middle schools into five autonomous middle schools and beginning the application process for IB Middle Years Programme as we create more personalized, customized, engaging environments.

These initiatives and others emphasize continuity of instruction and connectedness of students, teachers, programs, and the community. They provide a framework for more personalized focus and creativity that will enable our students to solve problems, examine issues from a global perspective, employ higher level thinking strategies and make meaningful connections to their local and global communities.

Guiding Principles

In early June, an outside consultants' report on special education was presented to the School Board and community. The report looked through the lens of special education at our school division. When we couple this report with last summer's special education noncompliance report, this spring's high school drop out reports, and ongoing SOL results, we can not duck the reality that although we are a very fine school division, we have so much more to do before we can call ourselves great.

We must take to heart the call in the special education report that all students are our responsibility...we need to have ownership and accountability for all students. Our achievement gaps are too large. We should acknowledge that our promise gaps are also too large, that we can and must do better for all students, even those seemingly doing well now.

What comes next?

In addition to the Division Goals and Strategic Plan, we have made good progress in other areas. As with all public institutions, use of public dollars must be designed to support student achievement as we are mindful of economic conditions. A significant amount of my time during my first 10 months days in Alexandria has been spent on creating a financial roadmap which meets our increasing enrollments, increasing demands on students, aging facilities, and decreasing resources. We are very proud that we met these challenges while reducing the budget from the previous year and without raising class size or enforcing reductions in force. The first guiding principle for every budget decision was: Will it encourage higher achievement for every student?

Our technology efforts are seeing results as we move to integrate instructional technology into the classrooms, put lap tops on carts in wireless school environments, implement a new student information system, and redeploy our technology human resources towards directly supporting teachers in the classrooms.

Our increasing enrollment needs must be addressed as nearly all of our elementary schools approach capacity. The combination of increasing enrollments, a difficult economy, and aging facilities will require us to examine new ways of funding capital projects.

We have added three days to the school calendar for all school staff to attend a professional conference with the theme of Equity and Excellence: Every student prepared for college, work and life. The conference will "jump start" training and set the tone for the next school year. We must focus on the recommendations of outside experts to significantly improve our services to students with special needs.

The PreK efforts which are a necessary part of addressing needs of today's students have become formalized as the School Board has approved the hiring of an early childhood specialist, and as we begin to work closely with the city and local agencies to assure quality PreK education in Alexandria.

The completion of the strategic plan will include greater detail, timeframes, and accountability measures. Committing to the ACPS Strategic Plan as the guiding document for all future decisions and initiatives, we will achieve our vision to

*Set the international standard
for educational excellence, where **all** students
achieve their potential and actively contribute
to our local and global communities.*

ACPS in a Changing World

I believe that of all places in America, it is here in Alexandria that we can make dramatic and significant differences in the lives of our children. Through local, national, and international partnerships, ACPS will become a model for education. Key to our ongoing progress is open and honest conversation, based on data and evidence, with a laser-like focus on each student.

Thank you for the opportunity to serve the students of Alexandria.

Sincerely,

Morton Sherman, Ed.D.
Superintendent of Schools

Strategic Planning

The strategic planning initiative for the Alexandria City Public Schools has come a long way in a short period of time. The plan, adopted in March, became the guide for all we do on behalf of our students, parents, staff and community.

Actions Taken

- The 55-member Strategic Planning Team (SPT) comprising 28 diverse community organizations were invited to participate in the planning process.
- The Plexus Consulting Group was selected to assist ACPS with our strategic planning process.
- Multiple planning sessions for the SPT were held between October 2008 and January 2009.
- After a thorough Strengths, Weaknesses, Opportunities and Threats (SWOT) assessment, the SPT developed a vision statement, mission statement, guiding principles, goals and strategic objectives.
- The School Board conducted a work session on the strategic plan on Feb. 12, 2009.
- An electronic “town meeting” was held the first week in March 2009.
- The School Board held a public hearing on the strategic plan on March 5, 2009.
- The Strategic Plan was approved by the School Board on March 19, 2009.
- Phase one of a draft implementation/action plan was presented to the School Board on April 16, 2009.



Next Steps

- Continue to refine and expand the implementation/ action plan in a phase two effort to provide more detail, clarification and direction.
- Provide awareness and training relative to the strategic plan for ACPS staff and the community.
- Ensure that the strategic plan is the guiding document for all we do on behalf of children in ACPS.
- Periodically review and revise the plan.

Identification of Student Needs

GOAL: Identify each and every student who is at promise in grades K-10. Identify the specific needs and strengths of each student.

- Defined “at-promise” in terms of student needs and our promise to support students
- Determined criteria and data sources that would identify at-promise students
- Developed a profile and definition of an at-promise student in ACPS
- Presented definition of an ACPS at-promise student to the School Board: An at-promise student is any student who is not presently reaching his or her fullest potential, but has the ability to do so with additional resources, additional time, or different instructional strategies.
- Developed and distributed student data “one pagers” to all principals
- Identified at-promise students by name at all school sites: 1,662 at-promise students identified in grades K-5; 1,453 at-promise students identified in grades 6-12
- Matched identified students with appropriate interventions

Next Steps

- Review progress of individual students who were identified as at-promise to determine effectiveness of interventions provided
- Review at-promise criteria and identification process with principals to determine gaps or necessary revisions
- Use feedback from building level teachers and administrators to revise “one pager” student data profiles as appropriate
- Transition current “one pager” student profiles to excel spreadsheet format to enable more effective and efficient use of data at the building level

GOAL: Develop Individual Achievement Plans (IAP) in mathematics for K-10 students with the goal in year one of making accreditation and AYP at both middle schools.

- Presented the IAP concept to central office and school-based administrators as an opportunity to develop an individualized, multi-tiered approach to build upon each student’s strengths, eliminate barriers to learning, and increase achievement
- Applied the Bena Kallick/Art Costa Feedback Spiral to previous individualized learning plan efforts to enable us to continue what worked and to discontinue ineffective practices

- Developed standardized, web-based template for creating IAPs. Key components include the identification of:
 - student strengths and learning challenges
 - supportive data
 - goals for higher achievement
 - appropriate interventions
 - progress monitoring tools and benchmarks
 - responsibilities and commitments of each stakeholder
- Developed consistent, division-wide procedural guidelines for:
 - involving students and parents in the creation of IAPs
 - identifying components of a successful IAP conference
 - ensuring all IAP interventions are made available when appropriate to students with disabilities
- Provided training on the IAP template and conference procedures to school-based administrators and division leadership
- Provided training on the IAP template and conference procedures to staff and faculty through a turn-around training process
- Commenced the scheduling of IAP conferences and the development of IAP documents
- Identified 1003 elementary students as at promise for math achievement, of which 982 students received specific interventions, and 423 students have Individualized Achievement Plans
- Identified 616 secondary students as at promise for math achievement, of which 595 students received specific interventions, and 455 have Individualized Achievement Plans

Next Steps

- Solicit feedback from school-based personnel as to strengths and challenges of current IAP template format and IAP conference procedural guidelines.
- Review the work of other school divisions who are attempting to create individualized learning plans for students
- Revise current template as appropriate
- Transition the current IAP web-based template to the new student information system
- Develop IAPs for all students who are at promise for math achievement

Math

The goal in 2008-2009 is to make accreditation and AYP for both middle schools.

Through enhanced curriculum in K-7, increase the percentage of students prepared for and enrolled in algebra in the 8th grade in the fall of 2009.

Actions Taken

- Implemented Ramp-Up to Pre-Algebra program for 100 sixth grade students at GW and Hammond Middle Schools. The program accelerates learning for students who perform significantly below grade level expectations by identifying current misconceptions, building conceptual understanding, and laying a foundation for algebra.
- Implemented Navigator math intervention program for at promise math students at George Washington and Francis C. Hammond middle schools, and William Ramsay Elementary and Mount Vernon Community Schools. Students were provided extra math time through participation in multiple 20 day intervention modules of instruction, covering key topics such as fractions, decimals and measurement.
- Revised the curriculum for English Language Learner (ELL) students to accelerate math achievement at the middle school and high school levels. ELL students will use Ramp-Up to Algebra for ELL Level 2 math, and Navigator and Fastt Math (a computer program to support the learning of basic facts) for ELL Level 1 math.
- Implemented inclusion model for ELL students in Algebra I classes to ensure the simultaneous teaching and learning of math content and English language skills.
- Provided Content Focused Coaching Professional Development to all ACPS math coaches and principals. Five day-long sessions were facilitated by nationally acclaimed mathematics instruction expert, Lucy West.
- Supported K-8 teachers in the successful implementation of the Virginia Grade Level Assessment (VGLA) program by developing a collection of work samples which teachers can use in preparing portfolio assessment collections for selected students with disabilities.
- Initiated efforts to align secondary mathematics curriculum and instruction through the identification of essential learnings and “big ideas” that transcend all courses and grade levels, with the goal of higher achievement for each and every student.

- Implemented the Fastt Math software program in grades 6-8 to support student mastery of basic math facts. Conducted a pilot program at one elementary school.
- Implemented recommendations of the state Academic Review Team to increase student achievement at the middle school level. Recommendations included the use of a standard lesson plan format, the creation of model math lessons, increased collaboration among general education, special education and ELL teachers, modification of school schedules to allow for math instruction every day and professional development for middle school math teachers.
- Achieved significant improvement in student performance on the VGLA. Initial results show an 85% pass rate among the 173 students with disabilities who participated
- Increased 8th grade enrollment in Algebra I and Geometry from last year’s (2007-2008) 17.5% to this year’s (2008-2009) 28.9%

Initial Results

- It is anticipated that both middle schools will make accreditation in math.
- Adequate Yearly Progress may be achieved through “safe harbor” but this will not be known for several weeks.

Next Steps

- Continue Ramp-Up to Pre-Algebra program in grade 6.
- Initiate Ramp-Up to Algebra program in grade 7.
- Expand Navigator Math Intervention program to all ACPS elementary and middle schools.
- Enhance secondary curriculum alignment work through the development of common units of instruction and assessments.
- Continue Content Coaching professional development program with Lucy West
- Review ACPS Algebra Readiness Plan and revise/update as warranted.
- Increase successful student participation in 8th grade algebra.
- Investigate the feasibility of expanding Fastt Math software to all ACPS elementary schools.

Language Arts/Literacy

The goal for 2008-2009 is 50% of the fall-identified students will meet the spring PALS benchmark.

- Reviewed and implemented recommendations from the most recent ACPS Monitoring and Evaluation PALS Report and CORE Audit report.
- Designed, introduced and implemented the English Language Learner Guidance Model for service delivery of all components of the Balanced Literacy framework.
- Initiated literacy interventions within the first two weeks of school for students who did not meet the spring 2008 PALS Benchmark.
- Implemented elementary literacy coach program, with a year one focus on guided reading to support quality classroom instruction.
- Implemented Book Buddies 1:1 tutoring program in 4 ACPS elementary schools and aligned training of community reading volunteers with PALS subtests.
- Trained all K-5 reading specialists in the PALS Quick Checks progress monitoring tool. Piloted administration at three week intervals to selected PALS-identified students.

- Sent team of five ACPS literacy leaders to PALS Symposium to study promising practices in literacy instruction and strategies used by other school divisions to accelerate the literacy progress of at-risk students.

Initial Results

- Preliminary data indicate that the division goal was not met (see table) with only 44% of fall-identified students meeting the spring PALS benchmark. However, 60% of ACPS kindergarten students met this goal, and six elementary schools met the goal.

Next Steps

- Contract with consultants from the PALS office at the University of Virginia to review ACPS PALS intervention practices and provide recommendations for accelerating student achievement. Initial meeting will occur June 23, 2009.
- Ensure the provision of supplemental reading support to all fall-identified students regardless of AYP subgroup.
- Expand current professional development offerings to include training for reading specialists on strategies for teaching reading to English language learners and a differentiated professional learning program for elementary classroom teachers.

- Standardize use of Quick Checks and Aimsweb progress monitoring tools at all elementary schools.

- Expand Book Buddies 1:1 tutoring model to 10 ACPS elementary schools.

- Revise current PALS intervention plan template to reflect instructional service and delivery model.

Table 19 (Preliminary)

PALS Grades K-3 – Total Number (#) of Fall Identified Students and Percent (%) by School Who Succeeded in Meeting the Spring Benchmark, 2008-2009

School	K		1		2		3		Total	
	#	%	#	%	#	%	#	%	#	%
John Adams	19	37%	22	27%	25	24%	13	54%	79	33%
Charles Barrett	4	75%	5	0%	5	0%	2	0%	16	19%
Patrick Henry	15	47%	9	22%	10	20%	12	33%	46	33%
Jefferson-Houston	8	38%	13	15%	20	20%	8	13%	49	20%
Cora Kelly	19	47%	9	56%	6	100%	16	56%	50	58%
Lyles-Crouch	9	44%	5	60%	7	71%	4	75%	25	60%
Douglas MacArthur	7	71%	2	50%	11	46%	7	71%	27	59%
George Mason	10	80%	8	50%	5	40%	5	0%	28	50%
Maury	8	25%	10	50%	5	60%	5	20%	28	39%
Mt. Vernon	31	74%	17	18%	21	43%	18	33%	87	47%
James Polk	14	57%	10	10%	7	29%	8	75%	39	44%
William Ramsay	28	71%	19	37%	27	30%	17	71%	91	52%
Samuel Tucker	18	83%	12	50%	14	43%	15	33%	59	54%
ACPS	190	60%	141	32%	163	36%	130	45%	624	44%

Writing

The goal is to complete K-12 implementation of the writing regulations.

- Communicated Writing Regulations to principals, teachers, and Central Office staff.
- Identified strategies and resources to support the ACPS Writing Regulations across disciplines through curriculum committees.
- Contracted with the Teachers College Writing Project to provide professional development to K-5 Patrick Henry teachers and elementary literacy coaches in the Lucy Calkins writing program. Subsequent walk through observations revealed improved instruction and increased student engagement in the writing process. Student writing samples exhibited improved writing proficiency.
- Utilized the Critical Friends model to structure a collaborative review of K-12 student writing samples. Teachers, school-based and central office administrators participated in multiple Critical Friends groups. Evidence collected through these reviews will be used to determine next steps for improving writing instruction across the division.
- Implemented a year-long plan for a World Civilizations/ World Literature collaborative research paper for grade 9.
- Worked with English Language Arts leaders to improve the sequencing and instruction of research skills in grades 6-12.
- Secured School Board approval for allowing AP Language and Composition (the AP "writing course") to count for English credit at grade 11. This action will encourage more students to enroll in the more rigorous course of instruction.

Initial Results

- Preliminary 2009 SOL writing results for ACPS indicate that 9 elementary schools saw pass rate increases. The middle schools and T.C. Williams experienced slight decreases in pass rates.

Next Steps

- Expand Lucy Calkins professional development to include all ACPS elementary schools, beginning with August Summer Institutes for K-2 and 3-5 teachers, and continuing throughout the 2009-2010 school year.
- Utilize evidence collected through Critical Friends sessions to modify writing instructional program and writing regulations as warranted.

2009 SOL Writing Results
Preliminary Unadjusted Passing Percentages by School

School	Unadjusted % Passing
John Adams	81% (n=75)
Charles Barrett	86% (n=36)
Patrick Henry	91% (n=56)
Jefferson-Houston	52% (n=31)
Cora Kelly	77% (n=61)
Lyles-Crouch	90% (n=50)
MacArthur	85% (n=82)
George Mason	87% (n=60)
Maury	64% (n=25)
Mount Vernon	91% (n=57)
James Polk	96% (n=70)
William Ramsay	72% (n=104)
Samuel Tucker	89% (n=80)
Francis C. Hammond	81% (n=379)
George Washington	80% (n=290)
T.C. Williams	83% (n=660)

Science

The goal is to transition during the next two years to a standard elementary model that provides parity in resources and staffing among schools.

- Completed external audit of elementary science instruction. Observations conducted by a George Mason University (GMU) professor Dr. Wendy Frazier revealed limited hands-on experiences for ACPS K-5 students. This baseline data will guide efforts to infuse inquiry-based learning in all elementary classrooms.
- Reallocated five positions and added one elementary science teacher position to provide all elementary schools with a consistent level of science support beginning in September 2009.
- Created a standard elementary science visiting teacher model for ACPS.
- Placed science graduate students from GMU at two elementary schools as part of a grant from the National Science Foundation.
- Developed a three-tiered system of science professional development to begin this summer and continue through next school year.
- Expanded the Summer Science Institute program to three weeks and doubled enrollment for summer 2009.
- Received a grant from Boeing to support additional materials and opportunities for the Earth/Space Summer Science Institute to be held in partnership with Arlington Public Schools.
- Received the 2009 Programs that Work award from the Virginia Mathematics and Science Coalition for the Summer Science Institutes.

Next Steps

- Implement new elementary science visiting teacher program to provide increased hands-on science learning experiences for all students in grades K-5.
- Initiate elementary science Lead Contact program to building school level leadership in science
- Complete follow-up evaluation of level of student engagement in elementary science instruction to monitor progress
- Continue implementation of FOSS kit training in grades K-8

At the secondary level, we will introduce the Intel Science Program at T.C. and develop plans over the next two years to increase student internships and mentorships.

Intel Science Program

- Added a new course focused on independent science research projects to the Program of Studies for T.C. Williams science students.
- Expanded the option for T.C. Williams students to select a 30-hour science internship with a science organization or company in lieu of the science fair project based on the success of the pilot program last year. More than 20 students chose this option.
- Had three high school students recommended to the state-level science fair, one student continue on to the Intel International Science and Engineering Fair and one middle school student selected to participate in the Discovery Young Scientist Challenge.
- Nominated two teachers to Boeing, who were subsequently selected for an all expense paid trip to Space Camp this summer.

Mentorships

- Met with various experts to discuss successful mentor programs and obtained copies of their released documents
- Identified three students for mentors based on standing in the regional science fair and nomination to the state science fair.
- Aligned the Senior Experience program at T.C. with the mentorship program
- Contacted various organizations to find mentors specializing in the students' fields of interest



International Baccalaureate and Other Exemplary Programs

This goal offers an organizational framework for implementing 21st century global education that will include the Virginia Standards of Learning. These programs will be phased in as part of the long-range plan.

Actions Taken in interim period:

- Principals continue to explore exemplary program models. Ramsay has chosen Habits of Mind and the SIOP model. Several other elementary schools are exploring Habits of Mind. John Adams is interested in expanding the art/music focus and become an exemplary arts integration school. Cora Kelly will expand its science, math, technology focus to include engineering and offer a model STEM curriculum.
- Mount Vernon Community School will propose becoming a PYP school.
- Jefferson Houston has been approved to become a IBO-PYP school. Sixteen teachers will attend PYP conferences this summer.
- George Mason University will present an overview of its FAST TRAIN program to ACPS middle school teachers and Jefferson Houston and Mount Vernon teachers. FAST TRAIN offers teachers certification as an IBO teacher.
- Initial planning has begun to write one PYP unit in June to be implemented in 09-10 school year. This is a collaborative effort between Mount Vernon and Jefferson Houston.
- The Curriculum Committee for the new middle schools continues to research the IB-Middle Years Programme, including a teleconference with teachers at a highly successful IB-MYP school. Initial staff training will occur this summer and throughout this coming school year. Included will be an orientation to the IB-MYP framework and development of interdisciplinary units of study.
- The principals of the five middle schools will lead the effort to reach full IB-MYP certification in the 2011-2012 school year.



Advancement Via Individual Determination

The mission of AVID is to ensure that students “in the middle” who have the potential and determination to master college preparatory coursework will:

- Succeed in a rigorous curriculum
- Enroll in four-year colleges and universities
- Participate in extracurricular activities
- Become educated and responsible participants and leaders in a democratic society

2009-2010 AVID Implementation

- School Board unanimously voted to implement AVID in grades 7, 8, and 9 during the 2009-2010 school year.
- AVID presentations have been made to the faculties at both middle schools, as well T.C. Williams High School - Minnie Howard Campus.

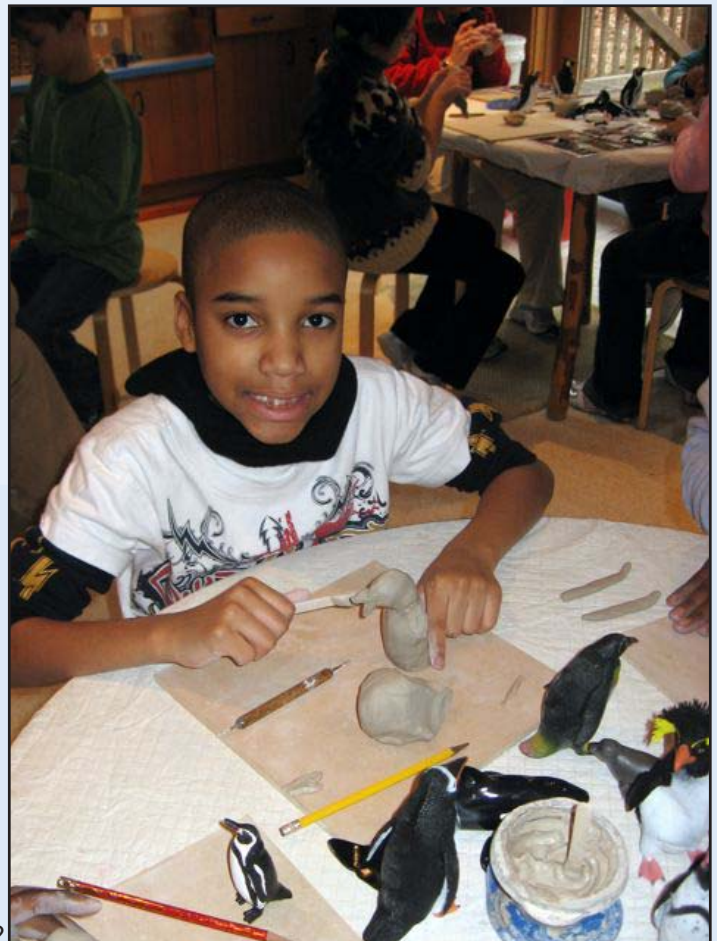
- Grade level meetings have been held at both middle schools to inform students of the program.
- AVID presentations have been made to the Special Education and TAG advisory committees, and to the Superintendent’s Latino and African-American Student Achievement advisory committees.
- AVID presentation has been made to the School Board.
- AVID parent informational meeting held at T.C. Williams High School.
- AVID individual student interviews to select students are near completion at F.C. Hammond Middle School and are beginning at G.W. Middle School. So far, 120 students have been accepted.
- AVID site team selection (administrator, counselor, and teachers) is in process at both middle schools and T.C. Williams High School – Minnie Howard Campus.
- Professional development will take place this summer at the AVID conference and will include all site team members.
- Hiring and selection of qualified tutors will take place in July and August.



Minority Student Achievement Network

ACPS is now a member of MSAN (the Minority Student Achievement Network), a national coalition of multiracial, suburban-urban school districts that have come together to study achievement gaps that exist in their districts.

- The Curriculum Specialist for Reading / Literacy participated in a webinar on Motivating, Supporting & Monitoring the Achievement of our READ180 students: Are we making optimal use of this tool?
- The Executive Director of Student Services and the Compliance Officer attended the two day conference on Disproportionate Representation of Students of Color in Special Education.
- A team of four people, including one School Board member, will attend the MSAN Annual Conference during the last week of June. The conference theme is: Accelerating Growth: Aligning Beliefs and Actions.
- Additional workshops include: Engaging Minority Students in Algebra and Using Support and Press to Create the Motivating Classroom.
- Throughout the month of July we will take what we have learned from these four presentations / workshops and determine how these recommendations can support both the new middle schools and the high school.



Special Education

- Completed comprehensive qualitative independent assessment of the Special Education Program (Virginia Association of School Superintendents presented findings to School Board on June 2, 2009).
- Submitted a Corrective Action Plan to the Virginia State Department of Education (VDOE) in October 2008 to address citations of the 2008 Federal Monitoring Report. Identified areas of need are monitored on a regular basis by the Student Services Coordinator of Monitoring and Compliance.
- Met with staff from the VDOE Office of Federal Monitoring on June 12, 2009 to review progress on the implementation of the Corrective Action Plan. The initial verbal report indicates that ACPS has made "outstanding" progress. Two areas of concern remain: (1) the number of students who are over-age for the classes in which they are currently placed; (2) adherence to triennial assessment timeline.
- Developed a monitoring system to verify consistent implementation of Individual Education Plans (IEP) in 2008-09. Compliance teams reviewed records in every school.
- Reviewed all IEPs and data collection sheets. Notified principals of specific areas of concern with a timeline for correction. Follow-up monitoring will occur every 3 months.
- Provided every special education teacher with guidance documents for Prior Written Notice. Posted on Blackboard a training module on Least Restrictive Environment.
- Created procedural checklists to assist building administrators and teachers with requirements for eligibility, reevaluation, IEP meetings, and an IEP Review Checklist.
- Developed plan for addressing space issue of students who have been transported out-of-district.

Initial Results

- Preliminary estimates of the 2009 unadjusted VGLA scores indicate progress. All of the scores below are for special education except reading, which also includes ELL scores. As is typical for VGLA, approximately 10% of the binders have been pulled for state audit and are not included in these preliminary results.

2009 Unadjusted VGLA scores

	Reading (Spec. Ed. and ELL)	Math	History	Writing	Science	Total Unadjusted % Passing
2008	56%	28%	17%	25%	0%	25%
2009	91%	85%	92%	68%	80%	89%

- In the preliminary reports, the following schools have 100% passing: Jefferson-Houston, Cora Kelly, Lyles-Crouch, Douglas MacArthur, George Mason, Maury, Samuel Tucker.

Next Steps

- Implement recommendations of the VASS Special Education Study. Convene a group of outside experts in the field of special education to monitor division progress.
- Continue implementation of the Corrective Action Plan in response to the Federal Monitoring Report.
- Expedite move towards educating students with disabilities in inclusive settings.
- Intensify efforts to increase achievement of students with disabilities through professional development, targeted interventions, short term progress monitoring, and utilization of alternative assessment opportunities.
- Initiate a cohort professional development program for ACPS administrators in critical issues in Special Education.
- Offer multiple professional development sessions for July to include the following: The ABCs of Behavior, Continuous Improvement and Accountability: Data Collection Leading to Student Success, and the Three CCC's: Consistency, Compliance, and Continuous Improvement of Writing and Implementing IEPs.
- Continue quarterly monitoring of IEP documents.

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2000 N. Beauregard St., Alexandria, VA 22311
Please call 703-824-6635 for more information.

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