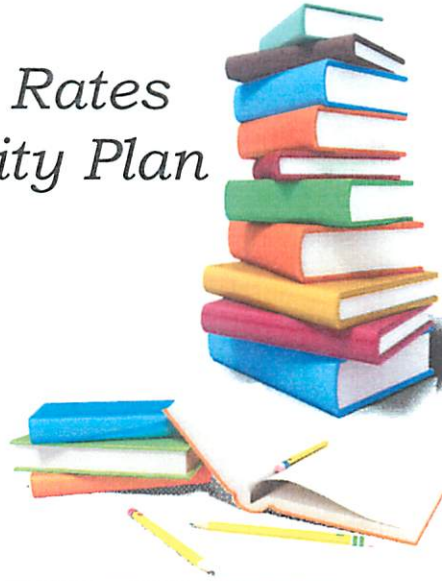


RPS' SOL Pass Rates and Accountability Plan



Victoria Oakley
Chief Academic Officer
August 20, 2012

Regional Breakdown of SOL Performance 2011-2012

School District	Increased	Decreased	Maintained
Richmond	13	19	2
Chesterfield	14	17	3
Hanover	10	20	4
Henrico	13	14	6

Overall, 34 tests were administered. Of these core subject areas, our students posted gains in 13 areas, including 91 percent of fifth-graders meeting the English/Reading benchmark score, surpassing the statewide average of 89 percent.



English/Reading SOL Pass Rates

	2010 - 2011		2011-2012	
	State	RPS	State	RPS
Grade 3	83	79	86	81
Grade 4	87	83	88	82
Grade 5	89	90	89	91
Grade 6	87	68	89	70
Grade 7	89	74	88	72
Grade 8	90	79	89	69
End of Course	94	89	94	89



Writing SOL Pass Rates

	2010 - 2011		2011-2012	
	State	RPS	State	RPS
Grade 5	87	88	87	85
Grade 8	88	81	88	76
End of Course	93	80	93	85



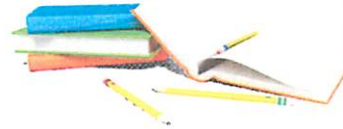
Math SOL Pass Rates

	2010 - 2011		2011-2012	
	State	RPS	State	RPS
Grade 3	91	85	64	58
Grade 4	89	83	70	56
Grade 5	89	87	67	61
Grade 6	73	43	74	31
Grade 7	77	58	58	26
Grade 8	82	68	60	32
End of Course Geometry	87	79	74	53
End of Course Algebra I	94	89	75	51
End of Course Algebra II	91	85	69	54



History/ Social Science SOL Pass Rates

	2010 - 2011		2011-2012	
	State	RPS	State	RPS
Grade 3	85	79	87	81
VA Studies (Grade 4)	89	81	89	87
US History I (Grade 6)	81	59	81	51
US History II (Grade 7)	85	70	84	73
Civics & Economics (Grade 8)	84	74	84	70
End of Course Geography	85	69	85	74
End of Course World History I	81	71	84	70
End of Course World History II	82	73	85	77
VA & US History	83	73	85	73



Science SOL Pass Rates

	2010 - 11		2011-12	
	State	RPS	State	RPS
Grade 3	90	84	90	85
Grade 5	87	78	88	80
Grade 8	92	77	92	78
End of Course Earth Science	89	87	90	83
End of Course Biology	90	80	92	75
End of Course Chemistry	93	87	93	92



Middle School New Hires

	2010 - 11	2011-12
English/Reading	8	9
Math	10	9
History/Social Science	3	3
Science	5	6
Exceptional Education	12	18

Total: 83



Middle School Teachers with Provisional Licenses

	2010 - 2011	2011-2012
English/Reading	7	3
Math	9	10
History/Social Studies	4	4
Science	2	2
Exceptional Education	22	17
Total:	44	36



District Support



Early Rapid Response and Support Extension of Charting the Course

- › District Teams provide on -site support to schools during the month of September to:
 - Analyze data with administrators and grade levels/departments
 - Determine needs and supports
 - Identify teachers who need additional support and training
 - Identify best practices, replicate and disseminate district-wide
- › Revamp Charting to include specific content “look-fors” with new SOL standards
- › Walkthroughs and side-by-side observations with school administrators



District Support Redesigning Principals' Meetings

- › Monthly training for administrators with an emphasis on conducting effective observations
 - use content specific “look-fors”
 - check for higher order thinking skills
 - confirm rigor and use of most effective resources
 - confirm creative use of technology
 - confirm student-generated learning and differentiation
- › Effective follow up with teachers in specific subject areas
- › Principals will participate in learning communities to share best practices and solve concerns



District Support

- › Implementation of New Teacher Evaluation Process
- › Strategic Administrative Placements
- › Teachers Attended Summer Partners in the Arts Training and developed interdisciplinary units of study
- › Science VISTA Training
- › Effective Utilization of Coaches and Tutors at Priority Schools
- › Expand emphasis on creativity and innovation in Middle School Renaissance Program to regular school day



District Support

- › Offered “Awaken the Spanish Within” to teachers to support the ESL population
- › Virginia Initiative for Science Teaching Achievement (VISTA):
 - 4 of the 5 first- year science teachers will receive 2 years of training and mentor support
 - 5 school teams (Munford, Ginter Park, Jones, Greene, Swansboro) attended summer training
 - 18 students (Carver, Ginter Park, Clark Springs, Cary) attended summer camp



District Support

- Richmond Teacher Residency Program-partnership with VCU
 - 8 residents have been hired for 2012-2013 school year
 - 3 social science-Boushall, Henderson, Armstrong
 - 1 science-Franklin
 - 4 English-Thompson, Henderson, Armstrong, Jefferson
 - 16 residents are in the second cohort (3-social science; 8 science; 1 math; 4 English)



Support for Principals of Priority Schools

- Conduct weekly charting visits
- Provide content coaches
- Develop RPS' leadership seminar series – “Breakthrough to Innovation”
- Provide additional oversight and monitoring by the Executive Directors



Core Content Area Support

- › Conduct data meetings with teachers to complete an item analysis report for each student's needs and gaps in instruction
- › Develop strategic intervention plans
- › Provide tiered monthly training for high priority schools
- › Create live binders for each content area
 - Live binders are electronic 3-ring binders that contain effective content resources
- › Provide technology enhanced questions for each content area



Core Content Area Support

- › Provide updated pacing charts and curriculum compasses to reflect the new standards and the Common Core Standards
- › Give intensive support to teachers on plans of assistance
- › Provide tiered assistance for teachers



English/ Reading



English Highlights 2011-2012

- › Implemented District Literacy Plan
- › Supported the development of school-based literacy plans
- › Provided training on the 2010 English Standards of Learning



English 2012-2013

- › Implement the 2012-2013 District Literacy Plan
 - Provide instructional and assessment strategies to address the increased rigor of the 2010 English Standards of Learning
 - Provide professional development and monitor the implementation of effective vocabulary instruction
 - Maximize student engagement through professional development and classroom coaching
- › Establish writing portfolio review teams for high priority schools



Elementary English Highlights 2011-2012

- › Provided content area leveled texts for all schools and trained stakeholders in reading instruction across the content areas through the use of text structures
- › Modeled instructional best practices in reading
- › Conducted professional development to increase fluency in targeted schools
- › Monitored writing portfolios and provided support as needed



Elementary English 2012-2013

- › Intensify support for schools below benchmarks through targeted professional development, monitoring, and coaching
- › Support and monitor data analysis to ensure instruction and interventions are aligned to students' needs
- › Provide training during the Title I Institute to increase district focus on vocabulary and writing instruction



Secondary English Highlights 2011-2012

- › Completed the T3 Writing Academy co-sponsored by VCU and the Podium Foundation (31 teachers)
- › Provided training in the use of technology enhanced items for the online writing assessment
- › Trained principals and teachers on the use of effective content area reading strategies
- › Provided district-wide biweekly assessments for English
- › Created remediation plans for reading and writing
- › Provided small group and one-on-one tutoring for students with intensive needs



Secondary English 2012-2013

- › Train English teachers in the use of content area leveled texts
- › Train content area teachers in the use of reading strategies with expository text
- › Provide intensive training for middle school English teachers every three weeks
- › Utilize literacy coaches at the middle school level
- › Increase student engagement with authentic text
- › Provide training on the writing process across all grade levels



SCIENCE



Science Highlights 2011-2012

- › Introduced the 2010 science SOL standards
- › Provided professional development in content to all teachers emphasizing the increased rigor and inquiry
- › Provided training on technology enhanced questions
- › Enrolled teachers in the VISTA program at VCU to develop inquiry skills



Elementary Science 2012-2013

- › Conduct tiered training for teachers based on data, specifically force, motion and matter
- › Create Professional Learning Communities
 - Elementary specialists will train lead teachers in content and instructional delivery
- › Provide simulations of hands on experiments to enhance curriculum
- › Utilize inquiry-based learning and real world applications
- › Provide coaches and tutors for high priority schools

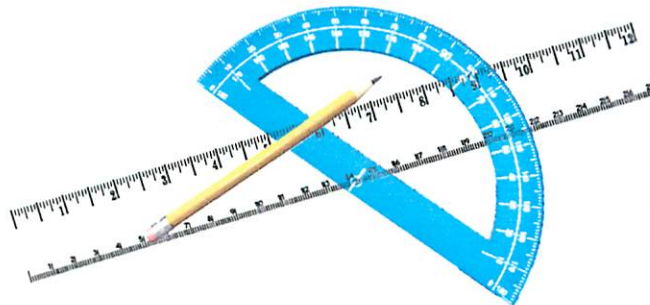


Secondary Science 2012-13

- › Conduct inquiry-based labs five times a month
- › Provide tiered training based on students' needs
- › Provide tutors for schools in need of student remediation
- › Develop an authentic PLC model of collaboration by using common assessment data to drive instruction and assist all students not meeting benchmark standards
- › Mandate and monitor the usage of science simulations, hands on activities and the collection of real world data
- › Increase the number of students participating in METRO Richmond



MATHEMATICS



Elementary Math Highlights 2011-2012

- › Provided staff development utilizing VDOE SOL Institute professional development resources
- › Conducted staff development for Exceptional Education teachers on content standards
- › Provided content workshops for classroom teachers
- › Trained Lead Teachers, Math Resource and Title I Teachers on content and pedagogy
- › Provided quarterly workshops at high priority schools
- › Provided multiple resources to schools



Elementary Math 2012-2013

- Train teachers on new online test format for elementary (began in July, 2012)
- Utilize PD360 for on demand training for teachers
- Provide teachers with multistep word problems for daily usage
- Create test questions that are fully aligned for teacher use
- Train teachers on early numeracy program
- Develop a staff development plan with definitive dates and flexible delivery options



Secondary Math Highlights 2011-2012

- Trained teachers on format of the new SOL test
- Provided feedback through classroom observations
- Attended departmental meetings to provide strategies and instructional support
- Utilize ARDT scores to place students in Algebra Readiness/Applied Algebra
- Provided teacher training based on data
- Modeled best practices
- Provided resources for every school
 - Tutors
 - Graphing Calculators
 - Instructional Resources



Secondary Math 2012-13

- Implement district numeracy plan at each school and support schools in developing their own numeracy plan based on the district plan
- Provide teachers with sample technology enhanced questions and training
- Provide teachers with SmartBoard© training
- Provide teachers with Calculator keystrokes training



Secondary Math 2012-2013

- Utilize the lessons/CD from the Council of the Great City Schools on fraction progression and other topics
- Meet monthly with new math teachers to provide them with additional support
- Train teachers to provide instruction that:
 - engages students through relevant context
 - connects algorithmic procedures to mathematical concepts
 - incorporates appropriate technology
 - communicates mathematical thinking



HISTORY/SOCIAL SCIENCE



History/ Social Science Highlights 2011 –2012

- Conducted ongoing staff development for all teachers and administrators with a focus on incorporating rigor and effective delivery of instruction
 - Training included specific ways to help students apply higher order thinking skills including analyze, interpret, make connections, sequence, cause and effect, etc., with essential knowledge, maps, primary sources, images, and visuals



History/ Social Science Highlights 2011 –2012

- Provided feedback and coaching to teachers following observations
- Created rigorous bi-weekly assessments for U. S. History I, U. S. History II, and Civics & Economics



Elementary History/Social Science 2012 -2013

- › Implement American Experience, a fifth grade course, which focuses on geography, skills, and aligns with the first half of USI
- › Integrate historical fiction and non-fiction through literature units for the teaching of reading and social science
- › Provide coaches for high priority schools who will model best practices with teachers



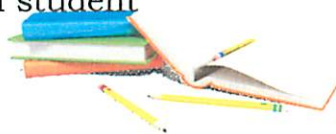
Secondary History/Social Science 2012 – 2013

- › Coordinate training with participants in the Teaching American History Academy
- › Train sixth grade USI teachers every three weeks. Training will be conducted by the instructional specialist and coaches. Topics will include:
 - Challenging students with rigor in instruction and assessment
 - Effective lesson planning and delivery of instruction
 - Project-based learning that reflects student creativity and innovation



Secondary History/ Social Science 2012 – 2013

- Conduct training on the best use of social science vocabulary and key terms
- Conduct training for administrators emphasizing the components of effective observations
- Train teachers to bridge the gap between the text in the Essential Knowledge and the rigorous nature of SOL questions
- Provide intensive support to teachers on plans of assistance
- Provide tutors to schools in need of student remediation



Exceptional Education and Student Services



Exceptional Education Highlights 2011-2012

- › Modeled instruction for classroom teachers who work with students with disabilities (SWD) using researched-based instructional strategies (emphasis on reading and math at the secondary level)
- › Provided coaching and modeling for general education and special education teachers on how to maximize instruction in co-taught classes
- › Provided professional development on math aids and accommodations that may be considered by IEP teams to enable SWD to access the general education curriculum and demonstrate their knowledge in mathematics



Exceptional Education Highlights 2011-2012

- › Provided differentiated activities aligned with the SOL that enabled SWD to demonstrate knowledge in a variety of ways
- › Participated in co-planning to enhance differentiated instruction, unpacking Standards of Learning (SOL), and technology integration
- › Provided coaching and modeling for teachers implementing Tier III reading interventions
- › Analyzed academic data and provided tiered support for staff
- › Provided professional development for general education staff on working with SWD



Exceptional Education 2012-2013

- › Share best practices used by teachers with documented success in working with SWD with other teachers
- › Model the use of authentic examples to help students access prior knowledge
- › Provide professional development on problem solving skills that students can apply across the curriculum
- › Provide monthly professional development on researched-based instructional strategies for working with students with varying disabilities

