

Appendix B

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Classroom Assessment Scoring System (CLASS)

What is CLASS?

The Classroom Assessment Scoring System (CLASS) is a classroom observation tool developed at the University of Virginia's Curry School of Education. It aims to provide a common lens and language focused on classroom interactions that encourage student learning.

CLASS observations break down the complex classroom environment to help educators focus on boosting the effectiveness of their interactions with learners of all ages. Observations rely on categorizing interactions within the CLASS framework.

The CLASS tool organizes teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary tools include an additional domain, Student Engagement. Within all domains except Student Engagement, interactions are further organized into multiple dimensions. **Table 1** lists the domains and dimensions for each level.

Emotional Support: Students' social and emotional functioning in the classroom is increasingly recognized as an indicator of school readiness, a potential target for intervention, and even as a student outcome that might be governed by a set of standards similar to those for academic achievement. Students who are more motivated and connected to others are much more likely to establish positive trajectories of development in both social and academic domains. Teachers' abilities to support social and emotional functioning in the classroom are therefore central to ratings of effective classroom practices.

Classroom Organization: The classroom organization domain assesses a broad array of classroom processes related to the organization and management of students' behavior, time, and attention in the classroom. Classrooms function best and provide the most opportunities for learning when students are well-behaved, consistently have something to do, and are interested and engaged in learning tasks.

Instructional Support: The theoretical foundation for the instructional support domain is based on research on children's cognitive and language development. Thus the emphasis is on students' construction of usable knowledge, rather than rote memorization, and metacognition—or the awareness and understanding of one's thinking process. As a result, the instructional support domain does not make judgments about curriculum content; rather, it assesses the effectiveness of teachers' interactions with students that support cognitive and language development.

Student Engagement: Unlike other domains, student engagement focuses strictly on student functioning, and measures the overall engagement level of students in the classroom.

Table 1: CLASS Domains and Dimensions

Domain	Dimensions			
	Pre-K	Lower Elementary	Upper Elementary	Secondary
Emotional Support	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Teacher Sensitivity Regard for Adolescent Perspectives
Classroom Organization	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Negative Climate	Behavior Management Productivity Negative Climate
Instructional Support	Concept Development Quality of Feedback Language Modeling	Concept Development Quality of Feedback Language Modeling	Content Understanding Analysis and Inquiry Instructional Learning Formats Quality of Feedback Instructional Dialogue	Content Understanding Analysis and Inquiry Instructional Learning Formats Quality of Feedback Instructional Dialogue
Student Engagement	n/a	n/a	Student Engagement	Student Engagement

Based on research from the University of Virginia’s Curry School of Education and studied in thousands of classrooms nationwide, the CLASS

- focuses on effective teaching
- helps teachers recognize and understand the power of their interactions with students
- aligns with professional development tools
- works across age levels and subjects

CLASS-based professional development tools increase teacher effectiveness, and students in classrooms where teachers are observed to demonstrate and earn higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores.¹

¹ Teachstone Inc. <http://www.teachstone.org/about-the-class/>

CLASS and Program Evaluation

APS conducts CLASS observations for all program evaluation reports, starting in the 2010-11 school year. In the fall of 2010, the Office of Planning and Evaluation recruited retired teachers and administrators to become certified CLASS observers. Certification is managed by the University of Virginia. Trainees undergo in-depth training to help them use the tool effectively in the field. An assessment is used to ensure that the observers have demonstrated reliability with the CLASS tool.

Each observation lasts approximately 30 minutes and observers are instructed to view either the beginning or end of a class. Ten additional minutes are provided for coding of the observation. Self-contained classrooms that serve ESOL/HILT students or students with a disability, as well as mainstream classrooms with ESOL/HILT students or students with a disability, are included.

CLASS Scores

CLASS dimensions are scored on a 7-point scale consisting of Low (1, 2), Mid (3, 4, 5), and High (6, 7) ranges. A score in the low range indicates an absence or lack of the behaviors associated with a given dimension, while a score in the high range indicates a high presence of such behaviors. Scores in the high range are desirable for all dimensions except for Negative Climate. With this dimension, the goal is a low score, or an absence of negativity.

Research Foundations of CLASS

The CLASS framework is derived from developmental theory and research suggesting that interactions between students and adults are the primary mechanism of child development and learning.

Elementary CLASS

Research provides evidence about the types of teacher-student interactions that promote positive social and academic development. The Classroom Assessment Scoring System™ (CLASS) provides a reliable, valid assessment of these interactions²

Selected studies demonstrate:

- Higher levels of instructional support are related to preschoolers' gains in pre-reading and math skills.³
- High levels of emotional support contribute to preschoolers' social competence in the kindergarten year.⁴
- High levels of emotional support are associated with growth in reading and math achievement from kindergarten through fifth grade.⁵
- High levels of classroom organization are associated with gains in first graders' literacy.⁶
- Kindergarten children are more engaged and exhibit greater self-control in classrooms offering more effective teacher-child interactions.⁷

² Karen LaParo, Robert Pianta, and Meghan Stuhlman, "Classroom Assessment Scoring System (CLASS): Findings from the Pre-K Year," *Elementary School Journal*, 104:5, pages 409-426.

³ Mashburn, Pianta, Hamre, Downer et al., *Child Development*, 79, pages 732-749.

⁴ Timothy Curby, Jennifer Locasale-Crouch, Timothy Konold, Robert Pianta, Carolee Howes, Margaret Burchinal et al., "The Relations of Observed Pre-K Classrooms Quality Profiles to Children's Academic Achievement and Social Competence," *Early Education and Development*, 19, pages 643-666.

⁵ Robert Pianta, Jay Belsky, Nathan Vandergrift, Renee Houts, Fred Morrison, and NICHD-ECCRN, "Classroom Effects on Children's Achievement Trajectories in Elementary School," *American Education Research Journal*, 49, pages 365-397.

⁶ Claire Cameron Ponitz, Sara Rimm-Kaufman, Laura Brock, and Lori Nathanson, "Contributions of gender, early school adjustment, and classroom organizational climate to first grade outcomes," *Elementary School Journal*, 110, 142-162.

Appendix B1

- First-grade children at risk for school failure perform on par with peers, both socially and academically, when exposed to classrooms with effective teacher-student interactions.⁸

Moreover, studies conducted in over 6,000 classrooms provide evidence that students in PK–5 classrooms with higher CLASS ratings realize greater gains in achievement and social skill development.⁹

Secondary CLASS

Research using the more recently developed secondary CLASS tool has shown that teachers' skills in establishing a positive emotional climate, their sensitivity to student needs, and their structuring of their classroom and lessons in ways that recognize adolescents' needs for a sense of autonomy and control, for an active role in their learning, and for opportunities for peer interaction were all associated with higher relative student gains in achievement.¹⁰

Alignment with APS Initiatives

Differentiation

The four domains measured by the CLASS are essential in effectively differentiated classrooms. In addition, dimensions such as teacher sensitivity, regard for student/adolescent perspectives, and instructional learning formats specifically address behaviors necessary for effective differentiation.

Teacher Evaluation (Danielson)

The CLASS tool is heavily aligned with Charlotte Danielson's Framework for Teaching¹¹, which sets forth standards for teaching behaviors in the areas of planning, instruction, classroom environment, and professional responsibility. Danielson's Levels of Performance rubrics are the foundation for all T-Scale staff evaluation in APS.

Cultural Competence

There is strong alignment between Gay's Exemplars of Culturally Responsive Behaviors¹² and classroom behaviors identified in the CLASS tool. The APS Council for Cultural Competence was established in 2003 to develop the framework for permanent, systemwide cultural competence activities including ongoing cultural competence training for all staff. Cultural competence is a set of attitudes, skills, behaviors, and policies that enable organizations and staff to work effectively in cross-cultural situations.

⁷ Sara Rimm-Kaufman, Timothy Curby, Kevin Grimm, Lori Nathanson and Laura Brock, "The Contribution of Children's Self-Regulation and Classroom Quality to Children's Adaptive Behavior in Kindergarten," *Developmental Psychology*, in-press. See also NICHD ECCRN, "A Day in Third Grade: A Large-Scale Study of Classroom Quality and Teacher and Student Behavior," *Elementary School Journal*, 105, pages 305-323.

⁸ Bridget Hamre and Robert Pianta, "Can Instructional and Emotional Support in First Grade Classrooms Make a Difference for Children At Risk of School Failure?" *Child Development*, 76, pages 949-967.

⁹ Website http://curry.virginia.edu/uploads/resourceLibrary/CLASS-MTP_PK-12_brief.pdf Center for Advanced Study of Teaching and Learning Charlottesville, Virginia, **Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning**

¹⁰ Joseph P. Allen, Anne Gregory, Amori Mikami, Janetta Lun, Bridget Hamre, and Robert C. Pianta, "Observations of Effective Teaching in Secondary School Classrooms: Predicting Student Achievement with the CLASS-S." Submitted.

¹¹ Charlotte Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, Alexandria, VA: ASCD.

¹² Geneva Gay (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

SIOP

Many of the dimensions of the CLASS are aligned with components of the Sheltered instruction Observation Protocol (SIOP)¹³, an approach to teaching that promotes content-area learning and language development for English language learners. SIOP encourages teachers to adapt grade-level content lessons to the students' levels of English proficiency, while focusing on English language development to help students increase their proficiency in academic English.

¹³ Website <http://siop.pearson.com/about-siop>

Alignment of the Classroom Assessment Scoring System (CLASS) With APS Best Instructional Practices

Domain/ Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation ¹	Responsive Education ²	Danielson ³	SIOP ⁴
Emotional Support						
Positive Climate	Pre-K - 12	Reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.		X	X	
Teacher Sensitivity	Pre-K - 12	Encompasses the teacher's awareness and responsiveness to the academic, social-emotional, and developmental needs of individual students and the entire class. At the younger levels, it also includes the teacher's ability to consistently provide comfort, reassurance, and encouragement.	X	X	X	X
Regard for <i>Student/Adolescent</i> Perspective	Pre-K – 3	<i>Student:</i> At the younger levels, it captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.	X	X	X	X
	4-12	<i>Adolescent:</i> At the older levels, it focuses on the extent to which the teacher is able to meet and capitalize on the social and developmental needs and goals of (pre)adolescents by providing opportunities for student autonomy and leadership. Also considered are the extent to which student ideas and opinions are valued and content is made useful and relevant to (pre)adolescents.	X	X	X	X
Classroom Organization						
Behavior Management	Pre-K - 12	Encompasses the teacher's use of clear behavioral expectations and effective methods to prevent and redirect misbehavior.		X	X	
Productivity	Pre-K - 12	Considers how well the teacher manages time and routines so that instructional time is maximized.			X	
Negative Climate ⁵	Pre-K - 12	Reflects the overall level of expressed negativity among teachers and students in the classroom; the frequency, quality, and intensity of teacher and student negativity are important to observe.		X	X	
Instructional Support						
Concept Development	Pre-K – 3	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.	X		x	X

¹ Differentiation or differentiated instruction is an approach that recognizes that all students must master a common body of knowledge and skills, but each student learns a different way and needs an approach most appropriate to his or her learning needs. Differentiation relates to content (what students learn), process (how students learn), and product (how students demonstrate what they've learned). Students differ in readiness (prior mastery of knowledge, understandings, and skills), interest (curiosity and passion to know, understand, or do more), and how they prefer to learn (Tomlinson, 1999).

² Responsive education or culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

Alignment of the Classroom Assessment Scoring System (CLASS) With APS Best Instructional Practices

Domain/ Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation ¹	Responsive Education ²	Danielson ³	SIOP ⁴
Content Understanding	4-12	Refers to both the depth of the lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.		X	X	X
Analysis and Inquiry	4-12	Assesses the degree to which the teacher facilitates students' use of higher-level thinking skills, such as analysis, problem solving, reasoning, and creation through the application of knowledge and skills. Opportunities for demonstrating metacognition, i.e. thinking about thinking, are also included.	X	X		X
Instructional Learning Formats ⁶	Pre-K - 12	Focuses on the ways in which the teacher maximizes students' interest and engagement in learning. This includes the teacher's use of interesting and engaging lessons and materials, active facilitation, and clarity of learning objectives.	X	X	X	X
Quality of Feedback	Pre-K - 12	Assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. (At the secondary level, significant feedback may be provided by peers)		X	X	X
Language Modeling	Pre-K-3	Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.			X	X
Instructional Dialogue	4-5	Captures the purposeful use of dialogue- structured, cumulative questioning and discussion which guide and prompt students- to facilitate students' understanding of content and language development. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.			X	X
Student Engagement	4-12	Intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.		X	X	X

³ Danielson's Domains of Teaching Responsibility frame the APS teacher evaluation process and are based on Charlotte Danielson's Enhancing Professional Practice. The domains are the areas in which T-Scale employees are evaluated and are the foundation for Best Instructional Practices. For classroom based teachers they include: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. For non-classroom-based teachers the domains are: Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities.

⁴ Sheltered instruction Observation Protocol (SIOP) is an approach to teaching that promotes content-area learning and language development for English language learners. Teachers adapt grade-level content lessons to the students' levels of English proficiency, while focusing on English language development to help students increase their proficiency in academic English.

⁵ This dimension falls under the Emotional Support domain at the pre-K and lower elementary levels.

⁶ This dimension falls under the Classroom Organization domain at the pre-K and lower elementary levels.

Classroom Assessment Scoring System

Domain and Dimension Scores

CLASS is an observation tool developed at the University of Virginia's Curry School of Education to analyze the interactions between teachers and their students. Research shows that students in classrooms where teachers earn higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores.¹

CLASS observations were conducted across levels and content areas during nine weeks throughout the 2014-15 school year. Observations were conducted to inform the program evaluations for both Professional Development and Minority Achievement. For purposes of the Minority Achievement evaluation, secondary CLASS observations have been analyzed to assess whether there are differences in average CLASS scores depending on the race/ethnicity of the students enrolled in the observed course. This analysis was not possible at the elementary level due to a lack of detailed course schedule information.

The CLASS tool organizes teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary (grades 4–5) and secondary tool includes a fourth domain: Student Engagement. The secondary dimensions are as follows:

- **Emotional Support Domain** contains three dimensions: Positive Climate, Teacher Sensitivity, and Regard for Adolescent Perspectives.
- **Classroom Organization Domain** contains three dimensions: Behavior Management, Productivity, and Negative Climate.
- **Instructional Support Domain** contains five dimensions: Content Understanding, Analysis and Inquiry, Instructional Learning Formats, Quality of Feedback, and Instructional Dialogue
- **Student Engagement Domain** contains no dimensions.

Scores are assigned for each dimension within a domain on a scale of 1 to 7, with 7 being the best possible score. However, the dimension of Negative Climate uses a reverse scale, with a score of 1 considered the best, as it indicates a lack of negativity.

A total of 386 middle school and 356 high school classes were observed during the 2014-15 school year. **Table 1** lists the number of observations and the margin of error for each level.

The margin of error is calculated at a 95% confidence interval, meaning that we can be 95% confident that the results reflect the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the observations were repeated multiple times employing the same methodology

¹ Observations of effective teacher-student interactions in secondary school classrooms: predicting student achievement with the classroom assessment scoring system – Secondary (<http://files.eric.ed.gov/fulltext/ED556047.pdf>)

and sampling method across the same population. A sample of data is generally considered representative of the overall population when the margin of error is 5 or less.

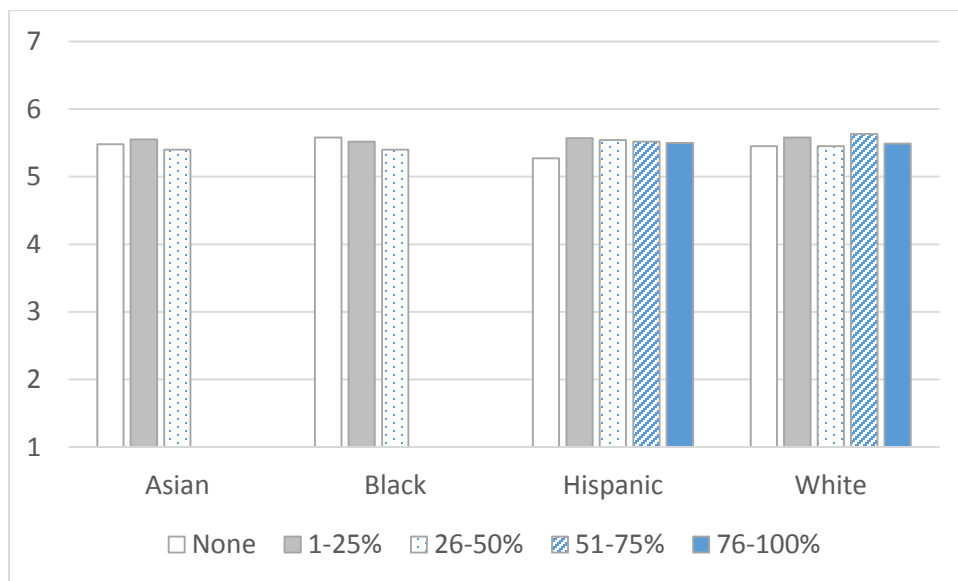
Table 1: Sample Size of CLASS Observations, 2014-15 School Year

Response Group	Number of Classes	Number of Observations	Percent Observed	Margin of Error (95% Confidence Level)
Middle School	1,853	386	21%	4.4
High School	2,387	356	15%	4.8

Based on enrollment data, each observed class was categorized as having the following percentages of Asian, black, Hispanic, or white students: none, 1-25%, 26-50%, 51-75%, or 76-100%. Average CLASS scores were then disaggregated by these ranges to determine if there were **educationally significant** differences in CLASS scores depending on the racial/ethnic makeup of the class. Typically, half a point to a point difference is considered to be educationally significant; in other words, a difference that would impact outcomes for students².

Figure 1 shows the Emotional Support CLASS scores for middle school classes, by the percent of racial groups in observed classrooms.

Figure 1: Middle School Emotional Support CLASS Scores by Race



² Teachstone, personal communication, June 13, 2014 and January 5, 2016

Table 2 shows the Emotional Support CLASS scores and samples sizes for middle school classes, by the percent of racial groups in observed classrooms.

Table 2: Middle School Emotional Support CLASS Scores and Sample Sizes by Race

Middle School Emotional Support	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	91	5.48	92	5.58	24	5.27	17	5.45
1-25%	282	5.55	252	5.52	183	5.57	67	5.58
26-50%	13	5.40	39	5.4	125	5.54	128	5.45
51-75%	<5	*	<5	*	44	5.52	117	5.63
76-100%	<5	*	<5	*	8	5.50	54	5.49

*No scores are reported because the sample size is less than 5

Figure 2 shows the Classroom Organization CLASS scores for middle school classes, by the percent of racial groups in observed classrooms.

Figure 2: Middle School Classroom Organization CLASS Scores by Race

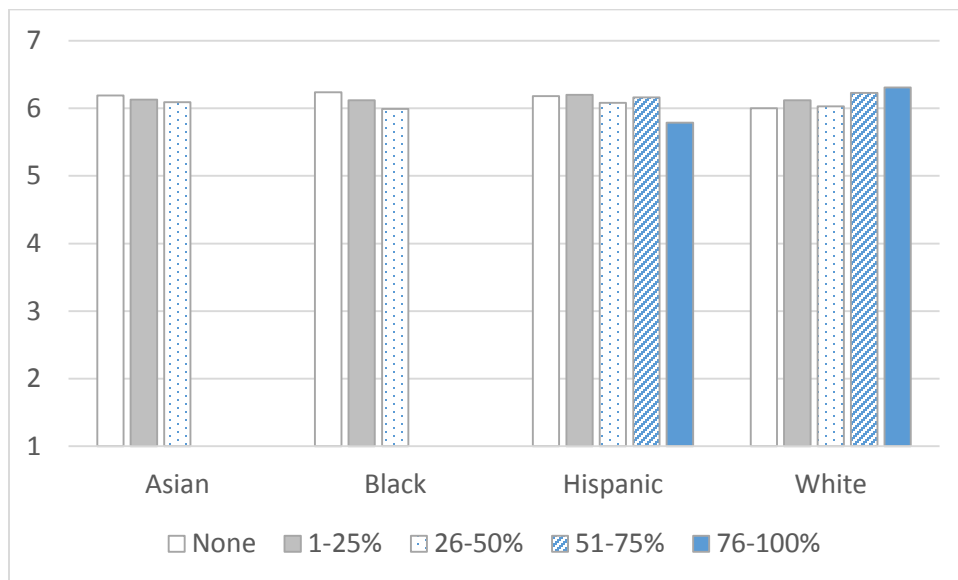


Table 3 shows the Classroom Organization CLASS scores and samples sizes for middle school classes, by the percent of racial groups in observed classrooms.

Table 3: Middle School Classroom Organization CLASS Scores and Sample Sizes by Race

Middle School Classroom Organization	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	91	6.19	92	6.24	24	6.18	17	6.00
1-25%	282	6.13	252	6.12	183	6.2	67	6.12
26-50%	13	6.09	39	5.99	125	6.08	128	6.03
51-75%	<5	*	<5	*	44	6.16	117	6.23
76-100%	<5	*	<5	*	8	5.79	54	6.31

*No scores are reported because the sample size is less than 5

Figure 3 shows the Instructional Support CLASS scores for middle school classes, by the percent of racial groups in observed classrooms.

Figure 3: Middle School Instructional Support CLASS Scores by Race

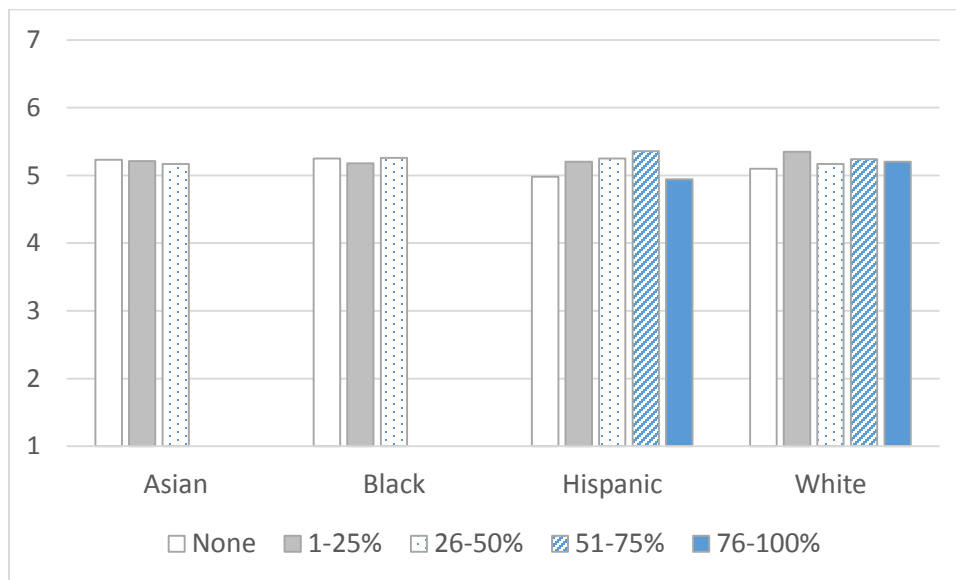


Table 4 shows the Instructional Support CLASS scores and samples sizes for middle school classes, by the percent of racial groups in observed classrooms.

Table 4: Middle School Instructional Support CLASS Scores and Sample Sizes by Race

Middle School Instructional Support	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	91	5.23	92	5.25	24	4.98	17	5.10
1-25%	282	5.21	252	5.18	183	5.20	67	5.35
26-50%	13	5.17	39	5.26	125	5.25	128	5.17
51-75%	<5	*	<5	*	44	5.36	117	5.24
76-100%	<5	*	<5	*	8	4.94	54	5.20

*No scores are reported because the sample size is less than 5

Figure 4 shows the Student Engagement CLASS scores for middle school classes, by the percent of racial groups in observed classrooms.

Figure 4: Middle School Student Engagement CLASS Scores by Race

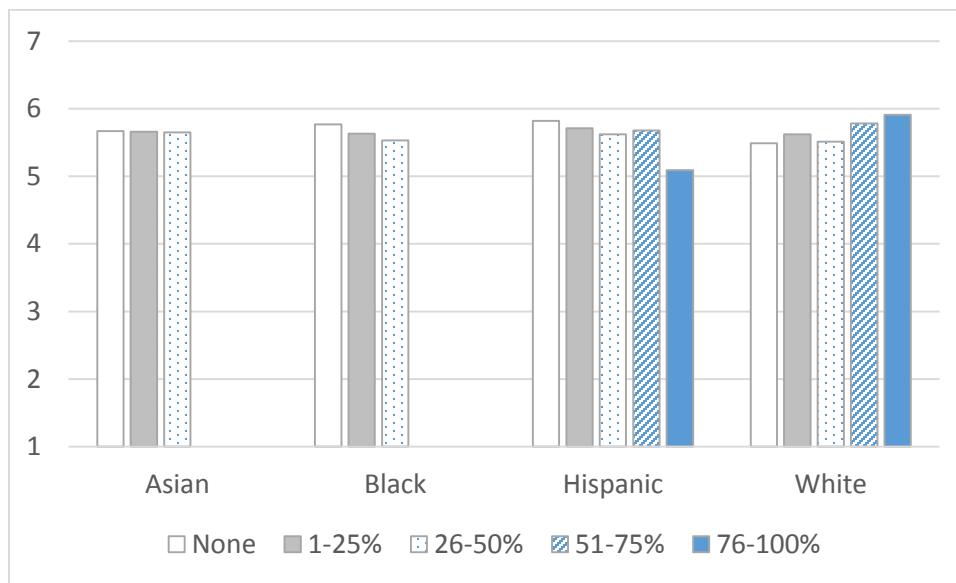


Table 5 shows the Student Engagement CLASS scores and samples sizes for middle school classes, by the percent of racial groups in observed classrooms.

Table 5: Middle School Student Engagement CLASS Scores and Sample Sizes by Race

Middle School Student Engagement	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	91	5.67	92	5.77	24	5.82	17	5.49
1-25%	282	5.66	252	5.63	183	5.71	67	5.62
26-50%	13	5.65	39	5.53	125	5.62	128	5.51
51-75%	<5	*	<5	*	44	5.68	117	5.78
76-100%	<5	*	<5	*	8	5.09	54	5.91

*No scores are reported because the sample size is less than 5

Figure 5 shows the Emotional Support CLASS scores for high school classes, by the percent of racial groups in observed classrooms.

Figure 5: High School Emotional Support CLASS Scores by Race

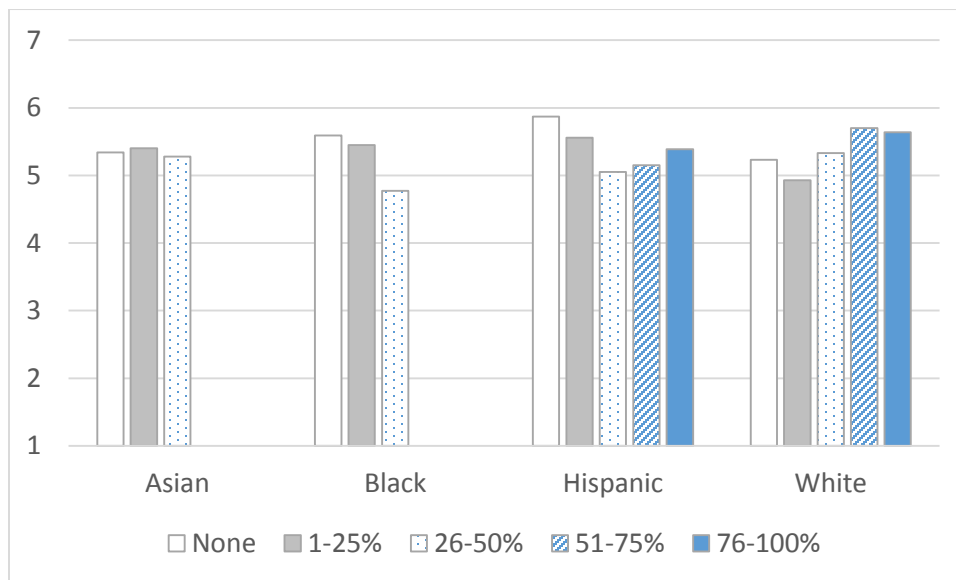


Table 6 shows the Emotional Support CLASS scores and samples sizes for high school classes, by the percent of racial groups in observed classrooms.

Table 6: High School Emotional Support CLASS Scores and Sample Sizes by Race

High School Emotional Support	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	5.34	106	5.59	23	5.87	42	5.23
1-25%	263	5.4	200	5.45	164	5.56	86	4.93
26-50%	6	5.28	44	4.77	92	5.05	67	5.33
51-75%	<5	*	<5	*	40	5.15	119	5.70
76-100%	<5	*	<5	*	32	5.39	41	5.64

*No scores are reported because the sample size is less than 5

Figure 6 shows the Classroom Organization CLASS scores for high school classes, by the percent of racial groups in observed classrooms.

Figure 6: High School Classroom Organization CLASS Scores by Race

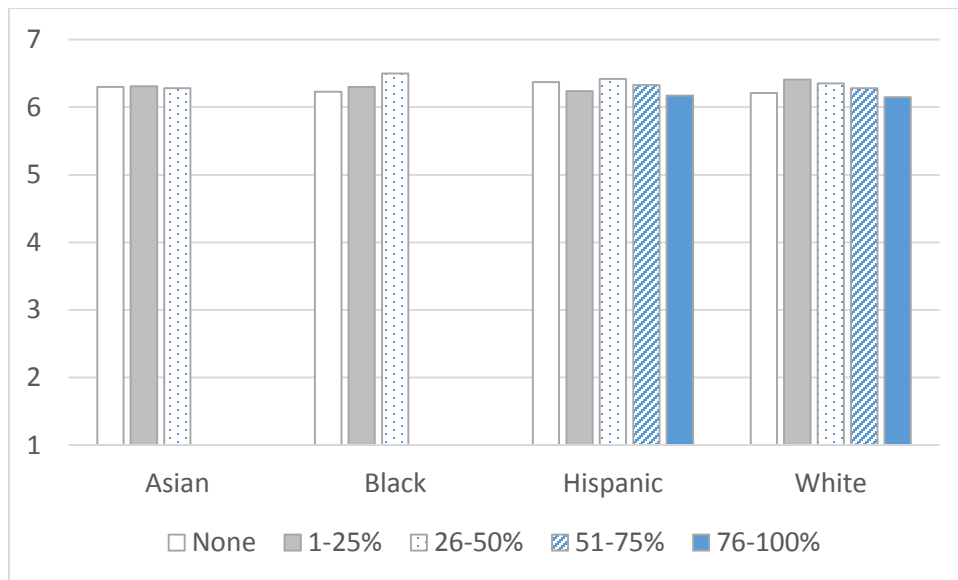


Table 7 shows the Classroom Organization CLASS scores and samples sizes for high school classes, by the percent of racial groups in observed classrooms.

Table 7: High School Classroom Organization CLASS Scores and Sample Sizes by Race

High School Classroom Organization	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	6.30	106	6.23	23	6.37	42	6.21
1-25%	263	6.31	200	6.30	164	6.24	86	6.41
26-50%	6	6.28	44	6.50	92	6.42	67	6.35
51-75%	<5	*	<5	*	40	6.33	119	6.28
76-100%	<5	*	<5	*	32	6.17	41	6.15

*No scores are reported because the sample size is less than 5

Figure 7 shows the Instructional Support CLASS scores for high school classes, by the percent of racial groups in observed classrooms.

Figure 7: High School Instructional Support CLASS Scores by Race

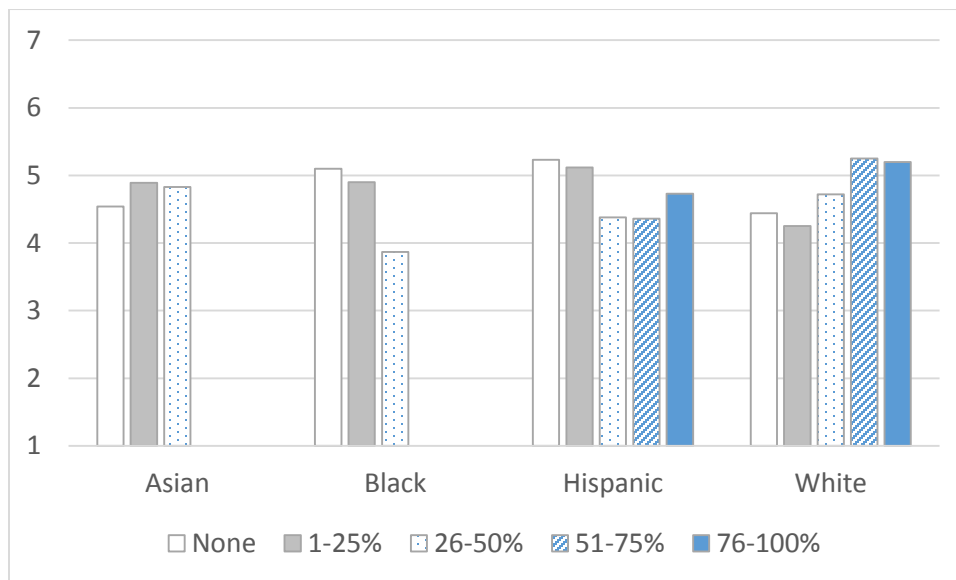


Table 8 shows the Instructional Support CLASS scores and samples sizes for high school classes, by the percent of racial groups in observed classrooms.

Table 8: High School Instructional Support CLASS Scores and Sample Sizes by Race

High School Instructional Support	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	4.54	106	5.10	23	5.23	42	4.44
1-25%	263	4.89	200	4.90	164	5.12	86	4.25
26-50%	6	4.83	44	3.87	92	4.38	67	4.72
51-75%	<5	*	<5	*	40	4.36	119	5.25
76-100%	<5	*	<5	*	32	4.73	41	5.20

*No scores are reported because the sample size is less than 5

Figure 8 shows the Student Engagement CLASS scores for high school classes, by the percent of racial groups in observed classrooms.

Figure 8: High School Student Engagement CLASS Scores by Race

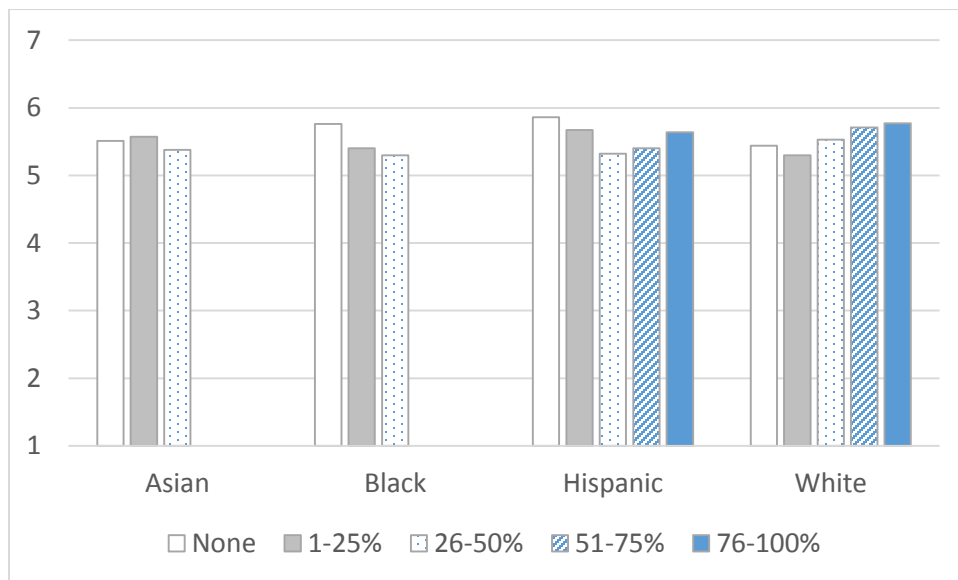


Table 9 shows the Student Engagement CLASS scores and samples sizes for high school classes, by the percent of racial groups in observed classrooms.

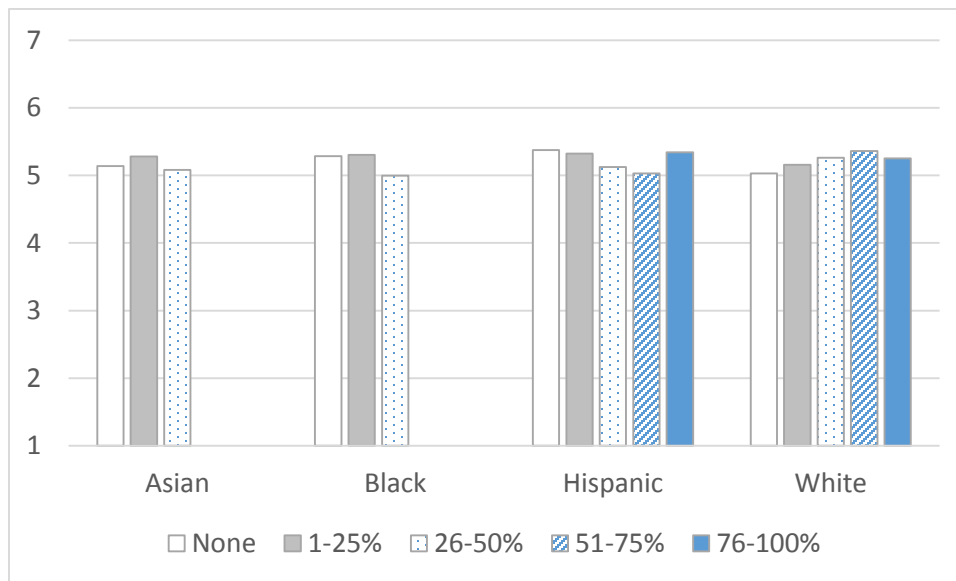
Table 9: High School Student Engagement CLASS Scores and Sample Sizes by Race

High School Student Engagement	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	5.51	106	5.76	23	5.86	42	5.44
1-25%	263	5.57	200	5.4	164	5.67	86	5.30
26-50%	6	5.38	44	5.3	92	5.32	67	5.53
51-75%	<5	*	<5	*	40	5.40	119	5.71
76-100%	<5	*	<5	*	32	5.64	41	5.77

*No scores are reported because the sample size is less than 5

Figures 9 through 13 show the five dimension scores within the Instructional Support domain for observed high school classes, disaggregated by the percent of racial groups.

Figure 9: High School Instructional Learning Formats CLASS Scores and Sample Sizes by Race



Tables 10-14 show the five dimension scores and sample sizes within the Instructional Support domain for observed high school classes, disaggregated by the percent of racial groups.

Table 10: High School Instructional Learning Formats CLASS Scores and Sample Sizes by Race

High School Instructional Learning Formats	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	5.14	106	5.28	23	5.38	42	5.03
1-25%	263	5.28	200	5.30	164	5.32	86	5.16
26-50%	6	5.08	44	4.99	92	5.12	67	5.26
51-75%	<5	*	<5	*	40	5.03	119	5.36
76-100%	<5	*	<5	*	32	5.34	41	5.25

*No scores are reported because the sample size is less than 5

Figure 10: High School Content Understanding CLASS Scores and Sample Sizes by Race

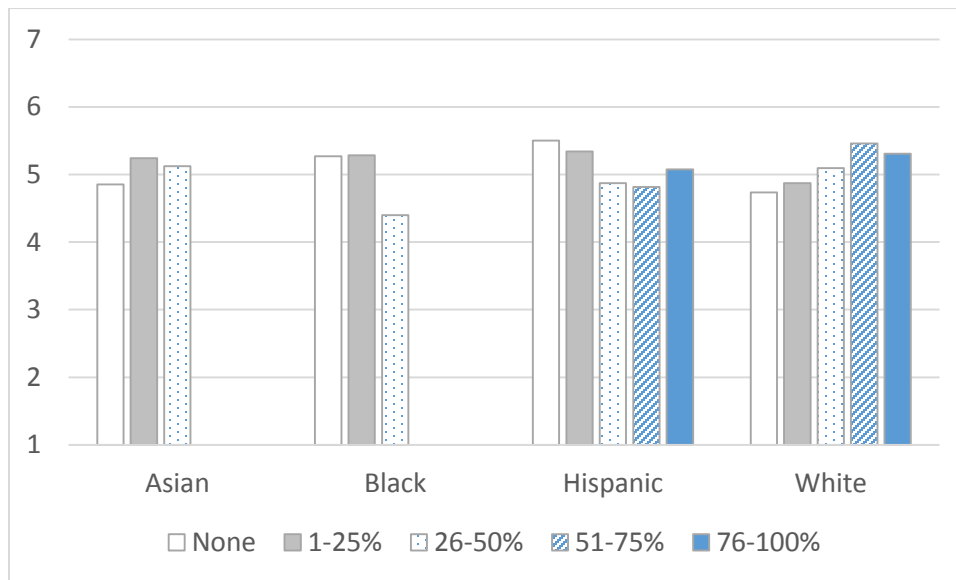


Table 11: High School Content Understanding CLASS Scores and Sample Sizes by Race

High School Content Understanding	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	4.85	106	5.27	23	5.50	42	4.73
1-25%	263	5.24	200	5.29	164	5.34	86	4.87
26-50%	6	5.13	44	4.40	92	4.87	67	5.09
51-75%	<5	*	<5	*	40	4.81	119	5.46
76-100%	<5	*	<5	*	32	5.08	41	5.31

*No scores are reported because the sample size is less than 5

Figure 11: High School Analysis and Inquiry CLASS Scores and Sample Sizes by Race

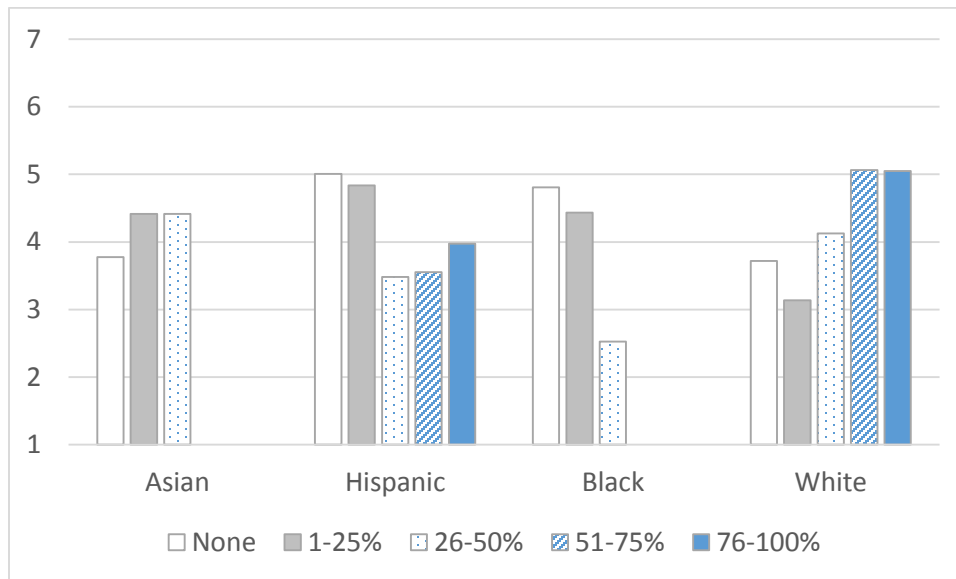


Table 12: High School Analysis and Inquiry CLASS Scores and Sample Sizes by Race

High School Analysis and Inquiry	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	3.77	106	4.81	23	5.01	42	3.72
1-25%	263	4.41	200	4.43	164	4.84	86	3.14
26-50%	6	4.42	44	2.52	92	3.48	67	4.13
51-75%	<5	*	<5	*	40	3.55	119	5.07
76-100%	<5	*	<5	*	32	3.97	41	5.05

*No scores are reported because the sample size is less than 5

Figure 12: High School Quality of Feedback CLASS Scores and Sample Sizes by Race

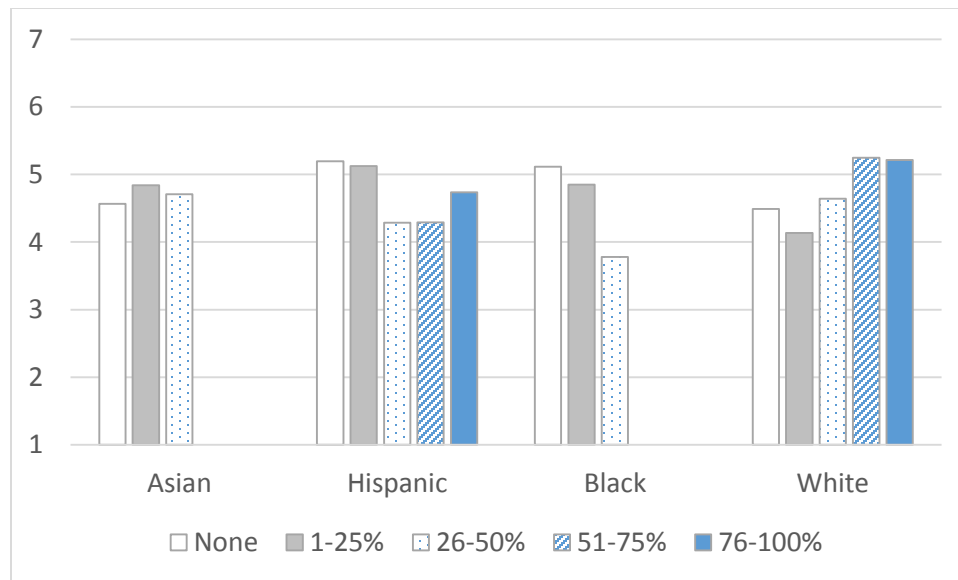


Table 13: High School Quality of Feedback CLASS Scores and Sample Sizes by Race

High School Quality of Feedback	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	4.57	106	5.12	23	5.20	42	4.49
1-25%	263	4.84	200	4.85	164	5.13	86	4.13
26-50%	6	4.71	44	3.78	92	4.29	67	4.64
51-75%	<5	*	<5	*	40	4.29	119	5.25
76-100%	<5	*	<5	*	32	4.73	41	5.21

*No scores are reported because the sample size is less than 5

Figure 13: High School Instructional Dialogue CLASS Scores and Sample Sizes by Race

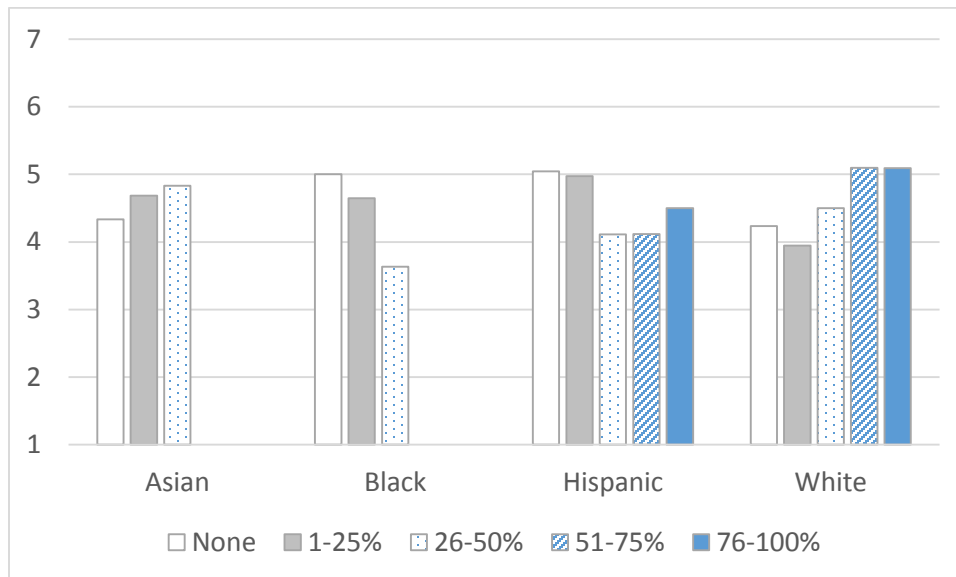


Table 14: High School Instructional Dialogue CLASS Scores and Sample Sizes by Race

High School Instructional Dialogue	Asian		Black		Hispanic		White	
	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score	No. Observations	Avg. Score
None	86	4.34	106	5.00	23	5.04	42	4.23
1-25%	263	4.68	200	4.65	164	4.98	86	3.95
26-50%	6	4.83	44	3.64	92	4.11	67	4.50
51-75%	<5	*	<5	*	40	4.11	119	5.10
76-100%	<5	*	<5	*	32	4.50	41	5.09

*No scores are reported because the sample size is less than 5

Site-Based Survey and Community Satisfaction Survey

The biannual Site-Based Survey (SBS) is designed to provide school-level feedback from students, teachers, and parents on issues including school climate, instructional support, and cultural competence. In alternating years, the Community Satisfaction Survey (CSS) provides a district-level snapshot, focusing on similar questions with a smaller sample of respondents. For purposes of the Minority Achievement evaluation, an analysis of selected SBS and CSS questions was conducted to determine if there are differences among parents and students by race/ethnicity, and to gauge teachers' perceptions on issues relating to cultural competence and the achievement gap. Information about survey methodology and response rates is included in pages 12-16.

Parents

Parent responses to select 2012 and 2014 CSS questions are shown in **Table 1**. The parent version of the SBS did not include questions about the respondent's race/ethnicity during the years included in this analysis, so data from the SBS years has not been included. The responses included in this report are from the CSS, but this data does not include information about the grade level of the respondent's child (elementary, middle school, or high school). Unless otherwise specified, **Table 1** shows the percentage of parents responding "somewhat agree" and "strongly agree" to each question.

Table 1: Percentage of Parents Selecting Somewhat/Strongly Agree: Selected CSS Responses by Race/Ethnicity, 2012 and 2014

Survey Question	2012					2014				
	Asian	Black	Hispanic	White	Other	Asian	Black	Hispanic	White	Other
My child's teachers maintain consistent and high expectations for my child.*	n/a	n/a	n/a	n/a	n/a	91%	97%	90%	95%	90%
My child likes to go to school.	97%	84%	93%	87%	93%	95%	90%	95%	91%	100%
My child feels safe at school.	98%	94%	92%	98%	100%	98%	93%	92%	96%	90%
I feel welcomed at my child's school	95%	93%	95%	94%	93%	91%	97%	98%	96%	100%
The principal is responsive to the concerns of parents and the community.*	n/a	n/a	n/a	n/a	n/a	86%	83%	84%	81%	90%
I have an opportunity to provide input on policies, practices, and programs.*	n/a	n/a	n/a	n/a	n/a	82%	75%	78%	72%	80%
There is an atmosphere of open communication at my child's school.*	n/a	n/a	n/a	n/a	n/a	93%	90%	91%	90%	100%
In your opinion, how respectful is your child's school of cultural differences?*** (Very/Somewhat Respectful)	87%	89%	91%	92%	93%	100%	93%	95%	92%	100%
In your opinion, how respectful is your child's school of racial or ethnic differences?*** (Very/Somewhat Respectful)	85%	89%	88%	92%	93%	98%	97%	93%	91%	97%

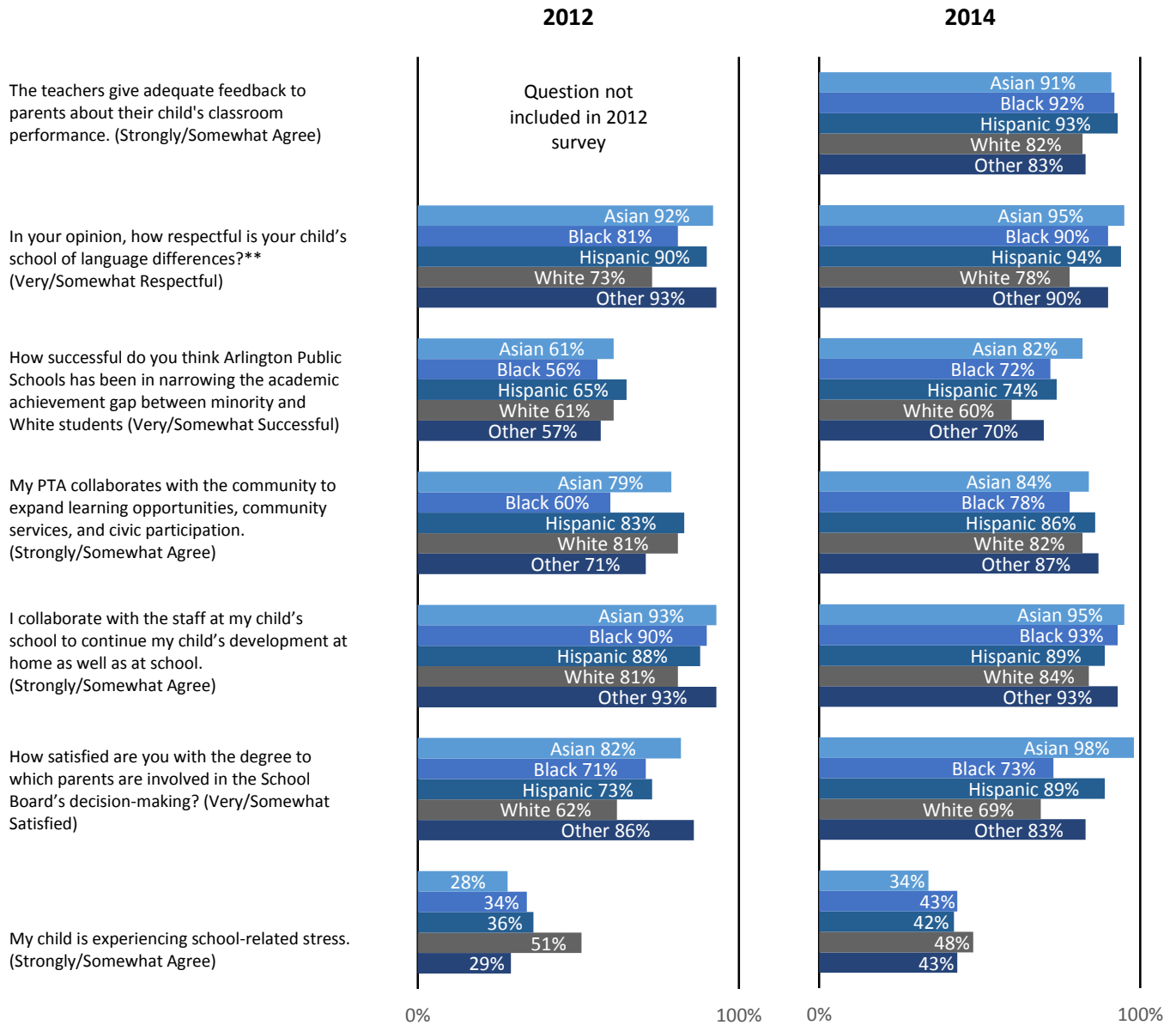
*not included in 2012 survey

**2012 survey included the response option, "neither respectful nor disrespectful." 2014 survey did not include this option.

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Figure 1 displays parent responses for CSS questions for which there were multiple differences of 10 percentage points or greater between racial/ethnic groups.

Figure 1: CSS Parent Responses by Race/Ethnicity, 2012 and 2014 – Questions with large differences



**2012 survey included the response option, "neither respectful nor disrespectful." 2014 survey did not include this option.

Students

Student responses to select SBS questions from 2013 and 2015 are shown in **Table 2**. Responses from the 2012 and 2014 CSS are not reported as not all selected questions were included in those surveys.

Table 2: Percentage of Students Selecting Somewhat/Strongly Agree: Selected SBS Responses by Race/Ethnicity, 2013 and 2015

Survey Question	Level	2013					2015				
		Asian	Black	Hispanic	White	Other	Asian	Black	Hispanic	White	Other
My teachers give me feedback about how well I am learning.	Elem	82%	83%	80%	75%	78%	78%	75%	81%	73%	71%
	MS	65%	69%	68%	62%	59%	55%	66%	65%	48%	46%
	HS	67%	63%	60%	55%	51%	61%	63%	49%	48%	40%
I feel supported by the adults in my school.	Elem	89%	85%	88%	85%	85%	88%	80%	89%	87%	84%
	MS	76%	75%	75%	78%	66%	70%	71%	71%	68%	58%
	HS	75%	73%	72%	80%	76%	70%	69%	68%	76%	61%
I know I will graduate from HS.	Elem	92%	95%	92%	96%	90%	94%	89%	91%	94%	95%
	MS	93%	92%	89%	95%	92%	91%	91%	85%	95%	91%
	HS	89%	90%	90%	96%	89%	89%	92%	90%	95%	91%

Figures 2-10 display student responses to select SBS/CSS questions from 2012 through 2015 for which there were multiple differences of 10 percentage points or greater between racial/ethnic groups. Responses are disaggregated by race/ethnicity and by school level.

Alternative sites were included in each survey administration, but these survey responses are not included in this analysis due to the inconsistency between the SBS and the CSS in terms of which Career Center students participate in the survey. During SBS years, part-time Career Center students are included in the survey, while during CSS years, only full-time students are included.

Figure 2: Percentage of Students Selecting Somewhat/Strongly Agree: I feel respected at school.

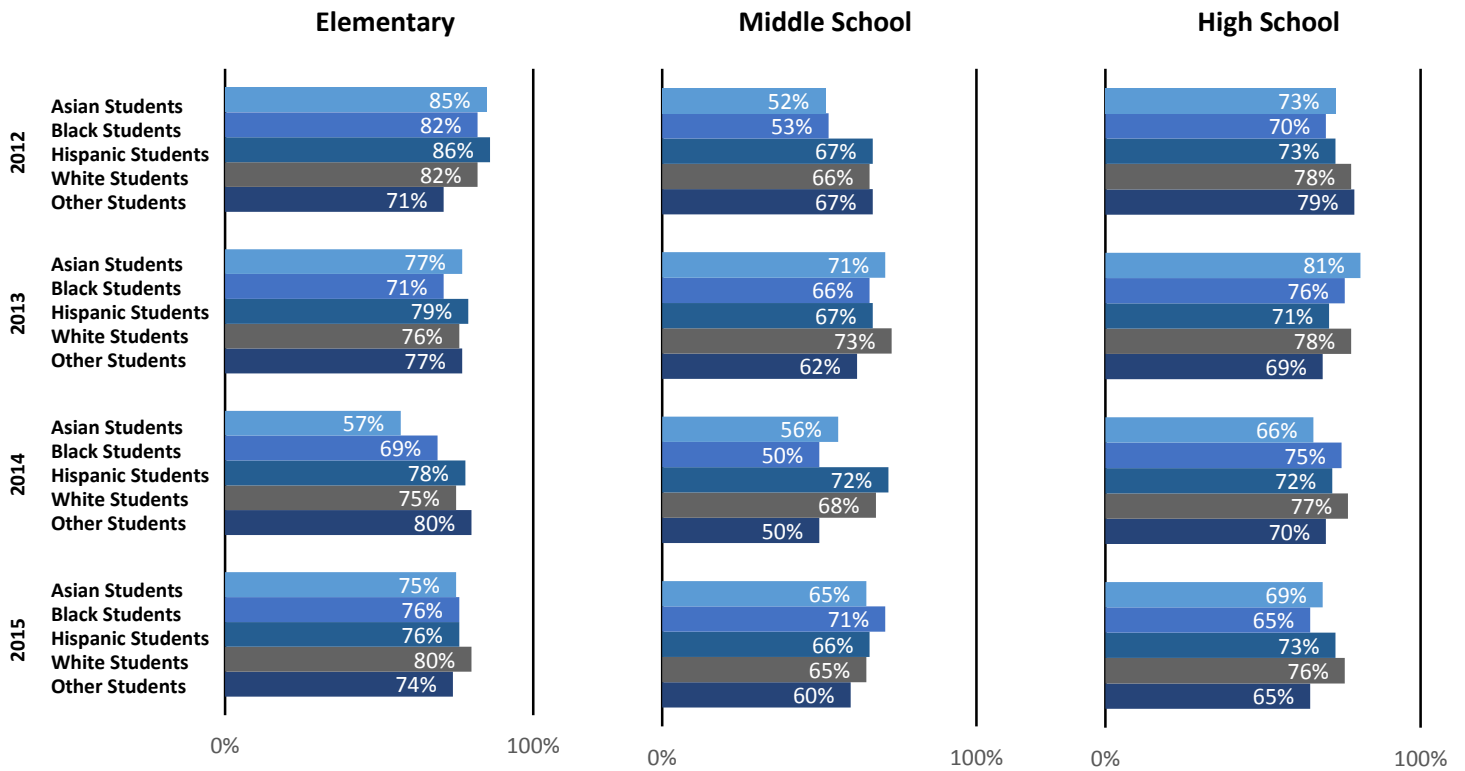


Figure 3: Percentage of Students Selecting Somewhat/Strongly Agree: I feel welcomed at school.

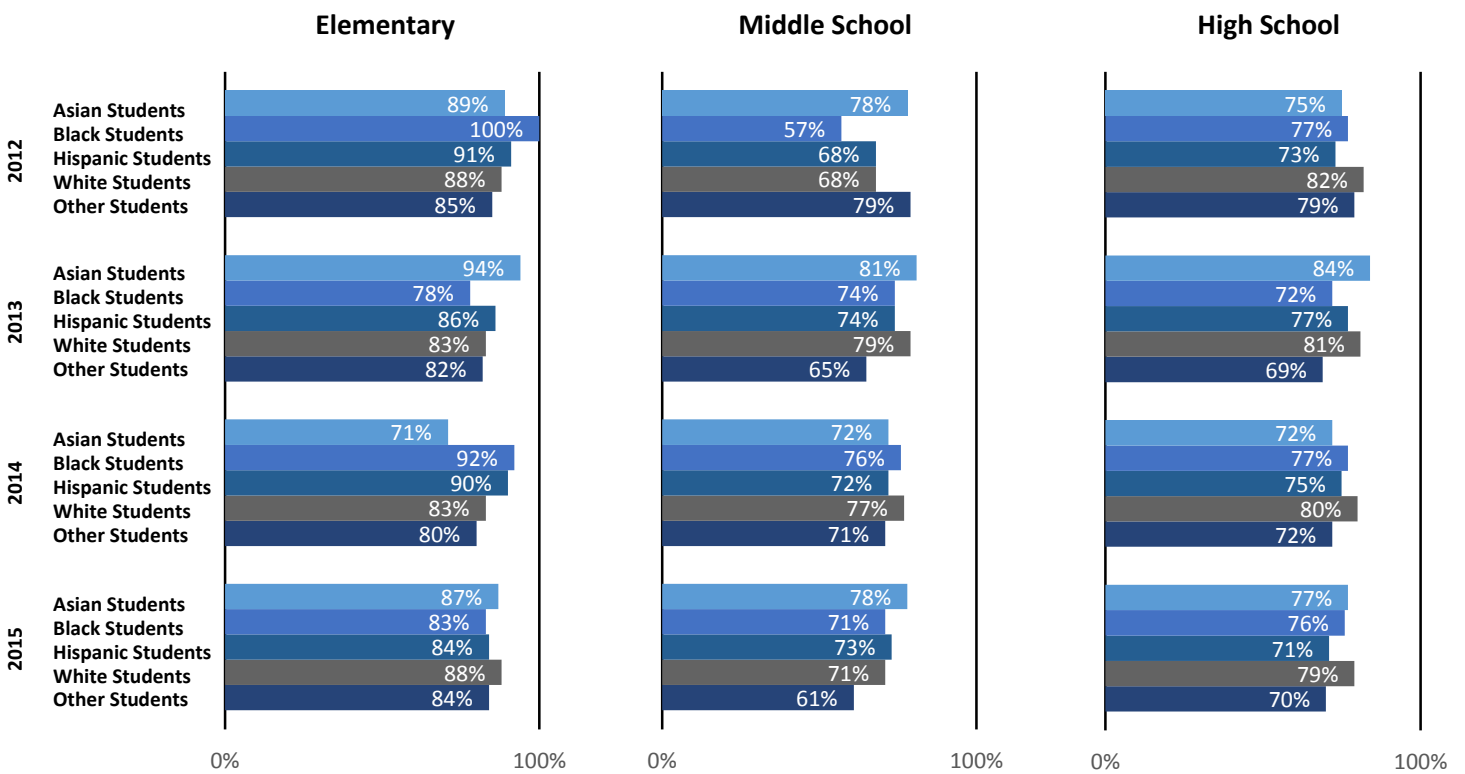


Figure 4: Percentage of Students Selecting Somewhat/Strongly Agree: I feel safe at school.

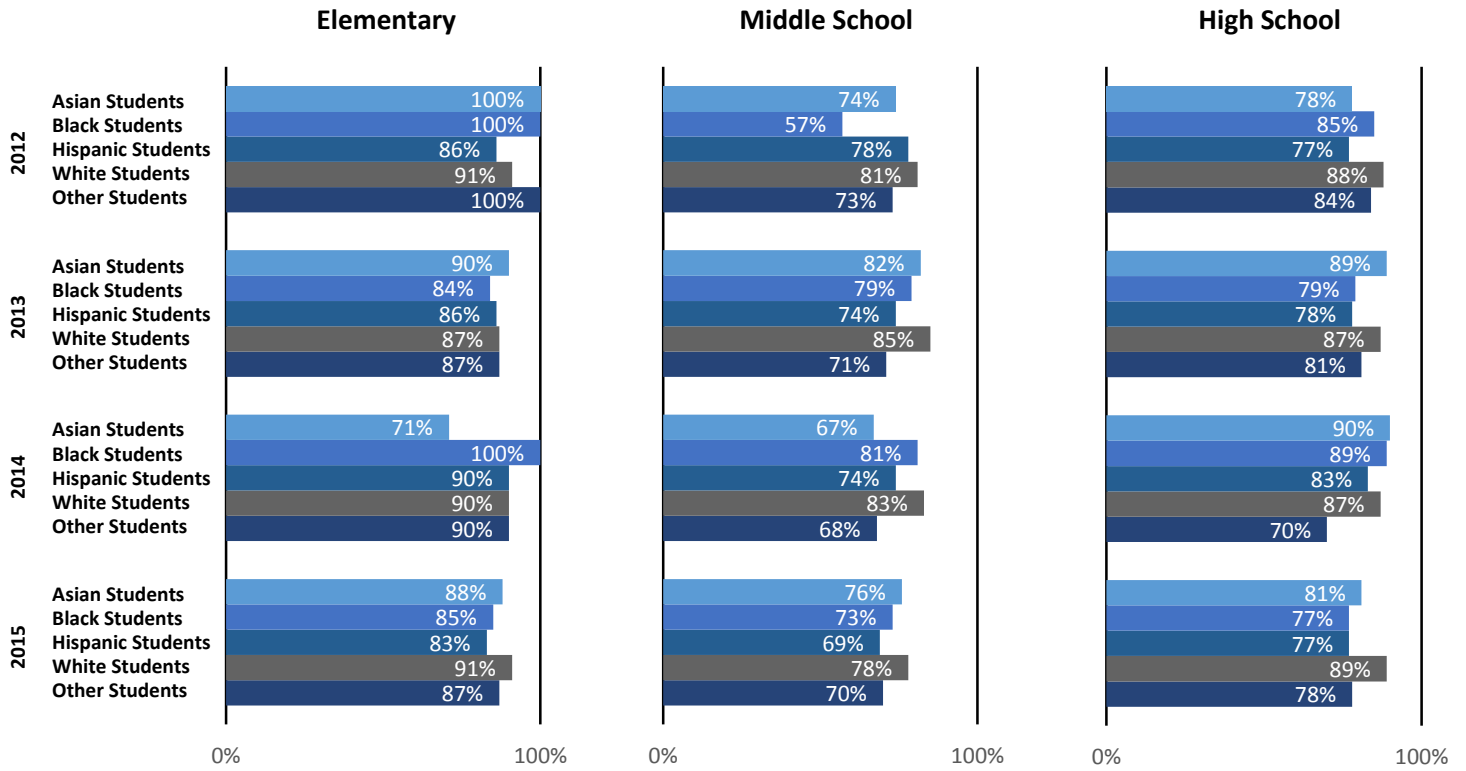
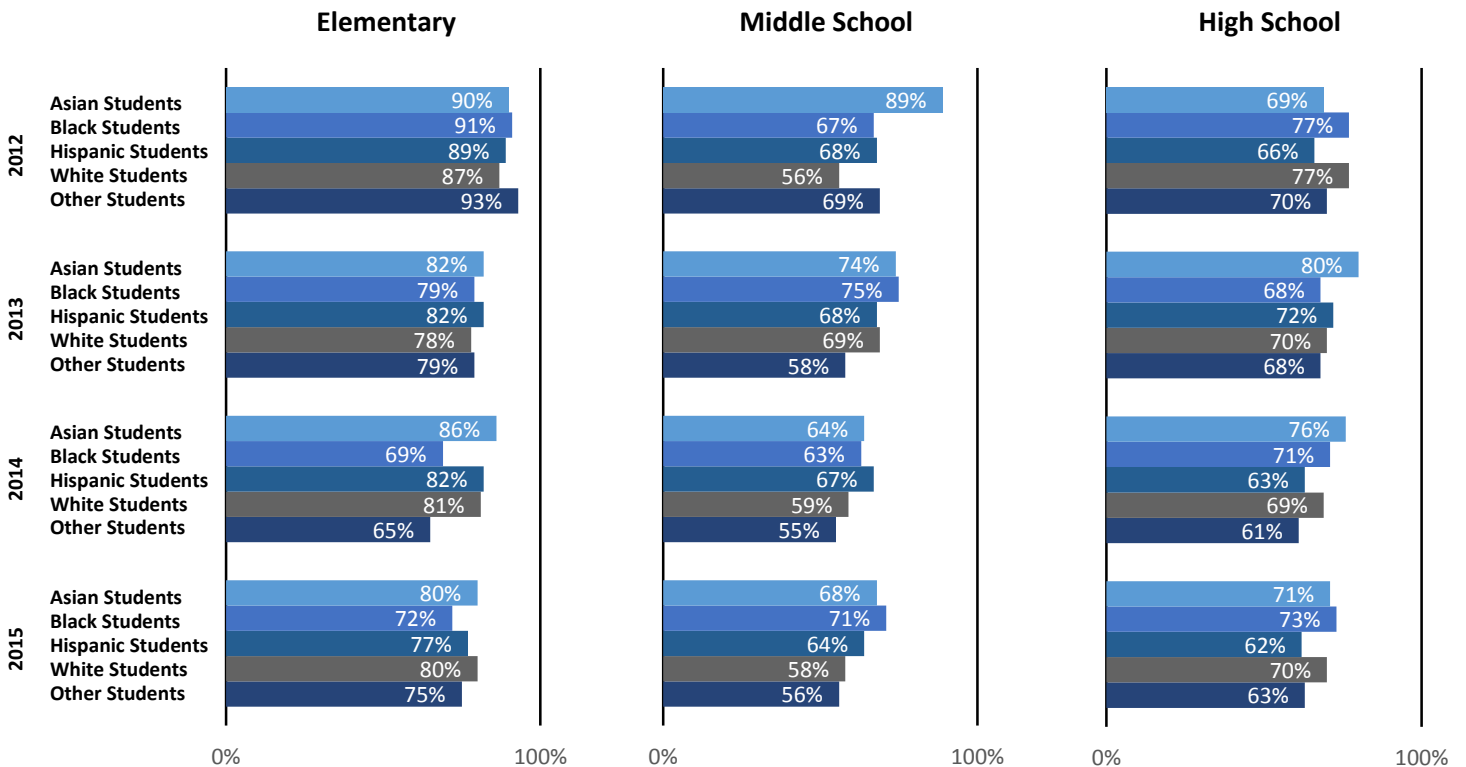


Figure 5: Percentage of Students Selecting Somewhat/Strongly Agree: When I have a problem at school, I am able to get help.



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Figure 6: Percentage of Students Selecting Somewhat/Strongly Agree: There is at least one adult in the school with whom I can discuss things that are important to me.

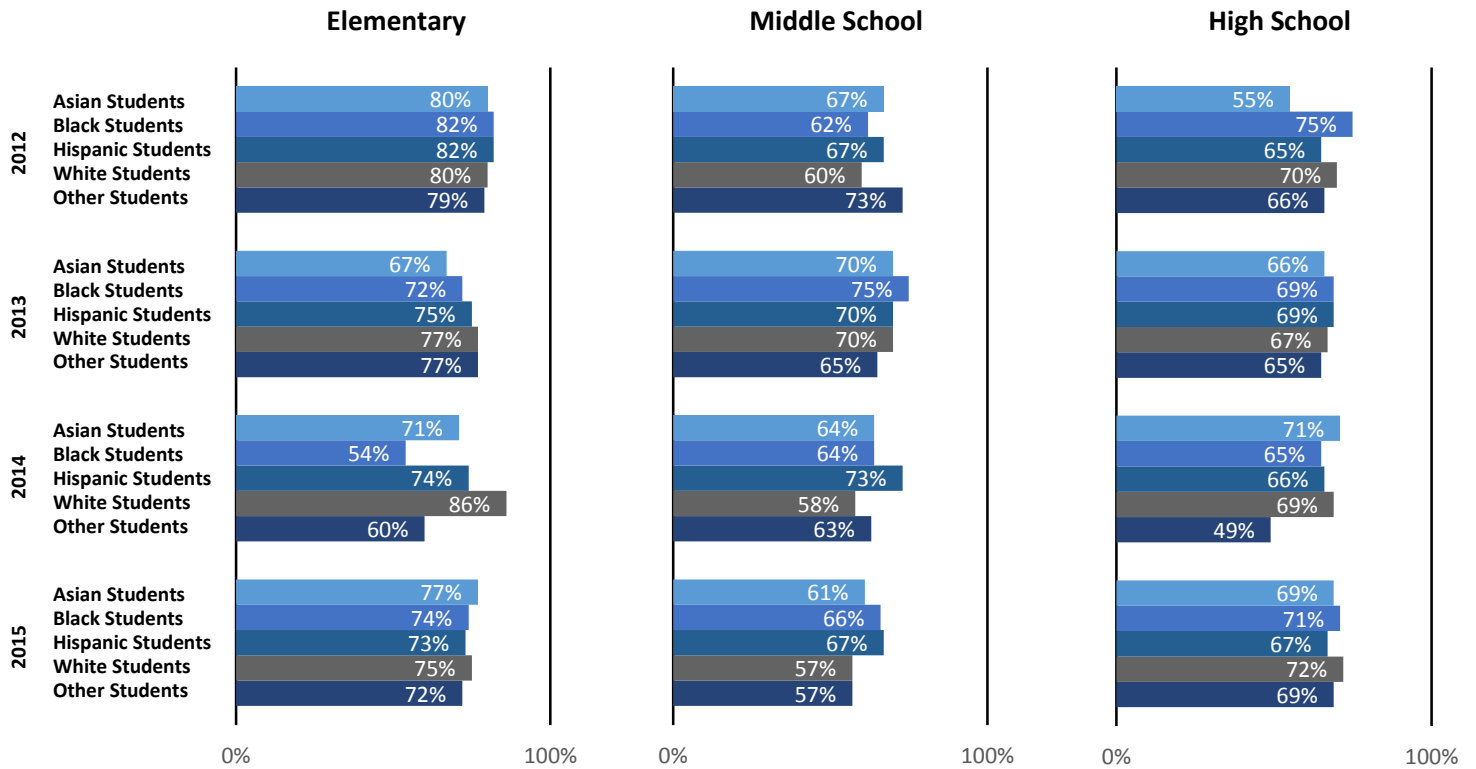
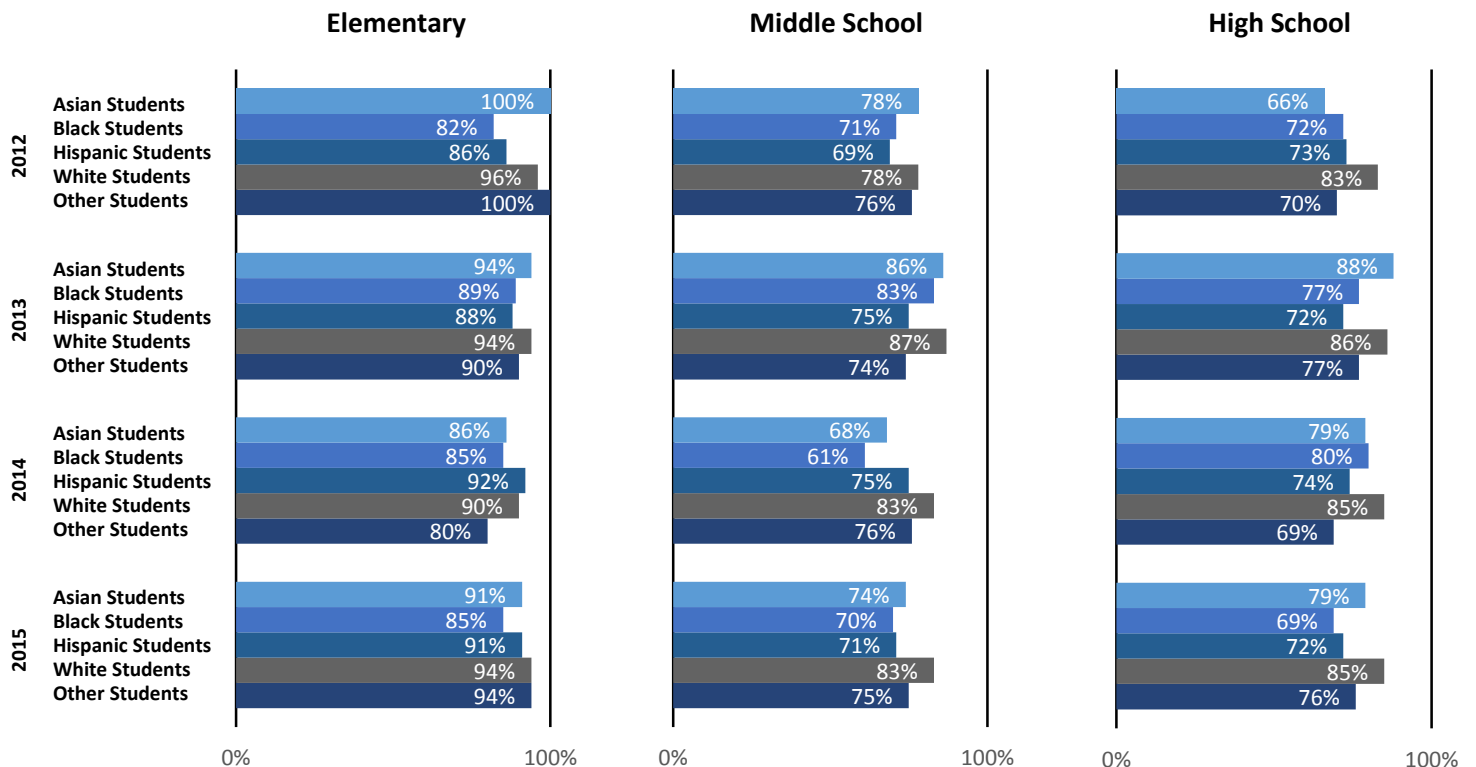


Figure 7: Percentage of Students Selecting Somewhat/Strongly Agree: My teachers treat students fairly, regardless of race, culture, or language.



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Figure 8: Percentage of Students Selecting Somewhat/Strongly Agree: I feel students of my race or culture are accepted by *students* at school.

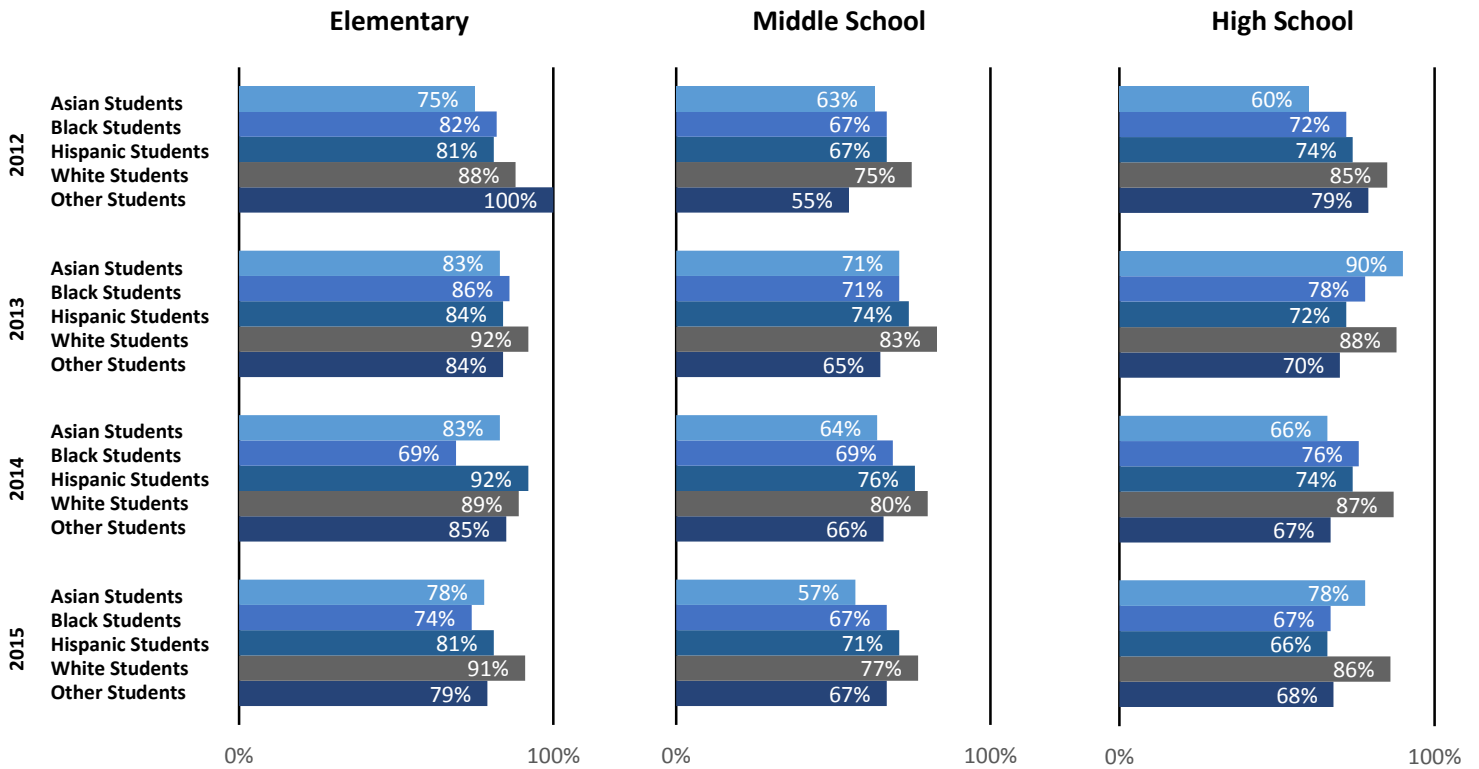
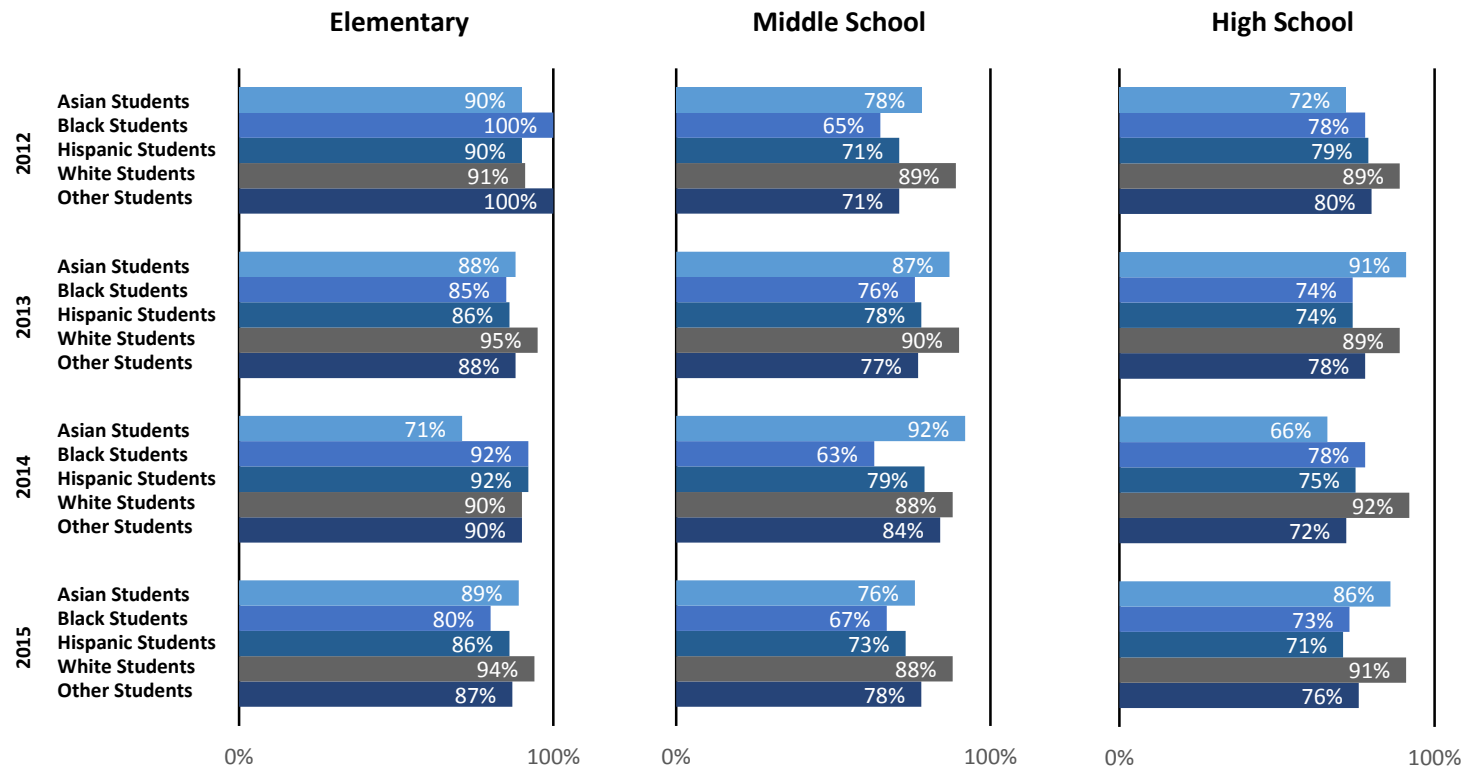
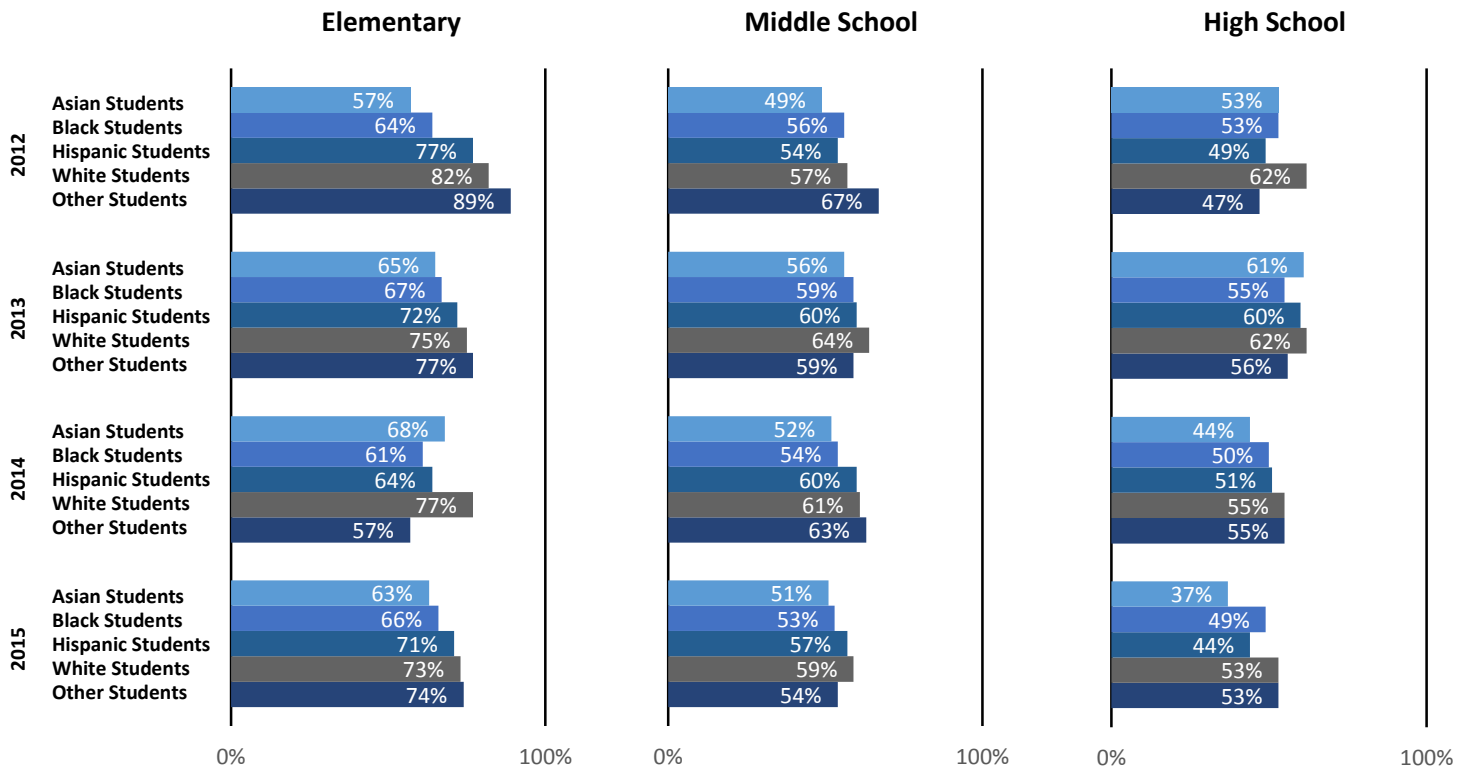


Figure 9: Percentage of Students Selecting Somewhat/Strongly Agree: I feel students of my race or culture are accepted by *staff* at school.



Appendix B4

Figure 10: Percentage of Students Selecting Somewhat/Strongly Agree: In the last seven days, a teacher has given me recognition or praise for doing good schoolwork.*

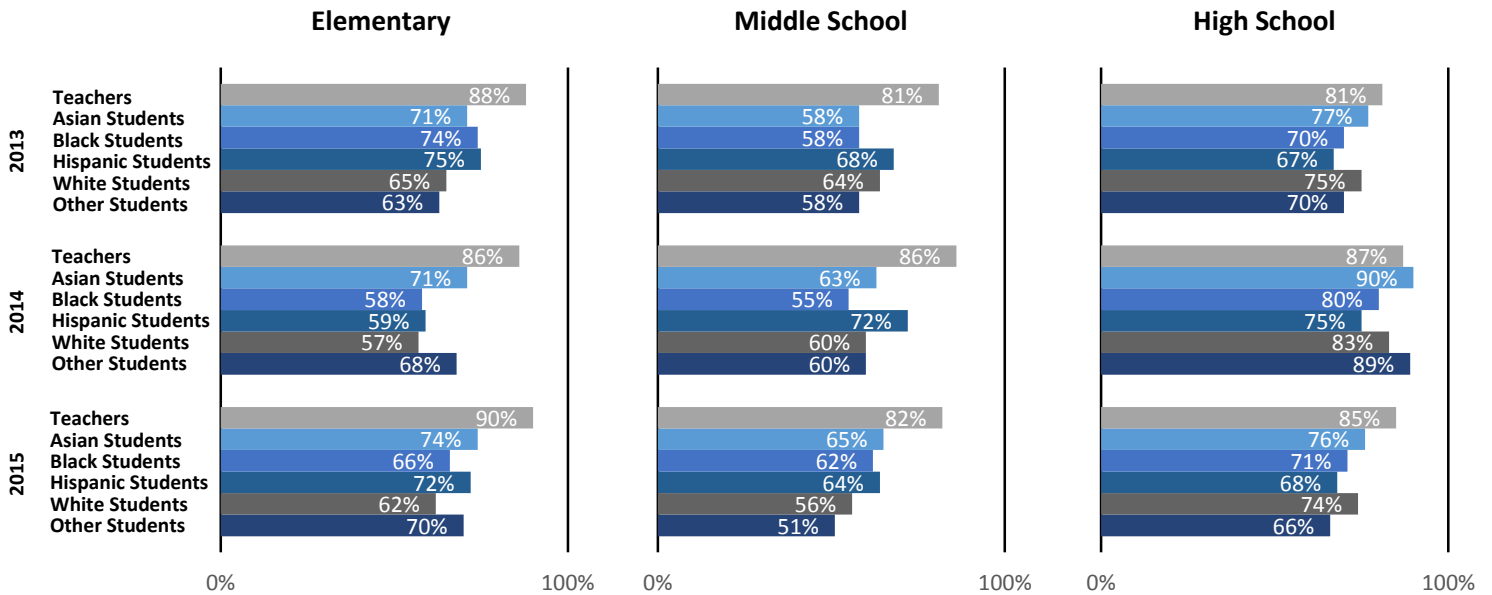


*2012 survey included "N/A" response option; other years did not.

Teachers and Students

Figures 11 and 12 display teacher and student responses to parallel questions asked on both the teacher and student version of each survey. Data about race/ethnicity of teachers is not collected in the SBS or CSS, but student responses are disaggregated by race/ethnicity. All responses are disaggregated by school level.

Figure 11: The Arlington Public Schools curricula are challenging for all students (Teachers)*/I am challenged by the lessons taught by my teachers (Students)



*2014 & 2015 teacher surveys included "N/A/No Basis to Judge" option. 2013 survey did not.

Figure 12: The principal is responsive to the concerns of schools and student needs (Teachers)/My principal takes action on concerns or problems that students share with him or her. (Students)

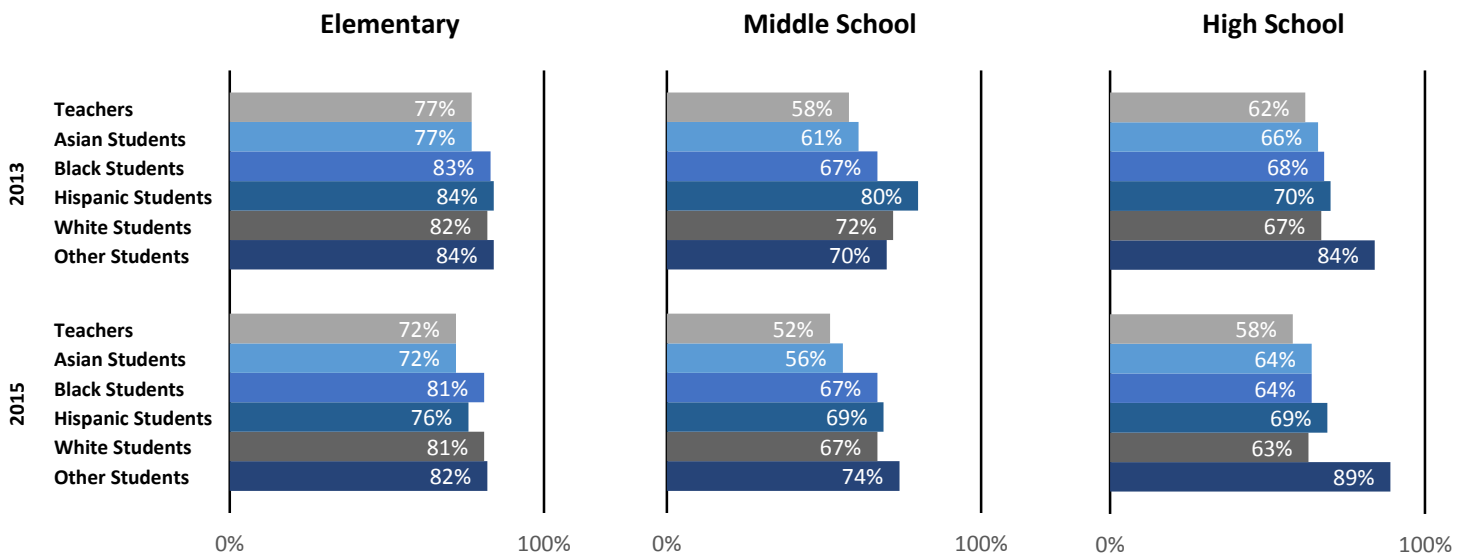


Figure 14: In your opinion, how important do you think it is to close the academic achievement gap between White students and Black and Hispanic students?

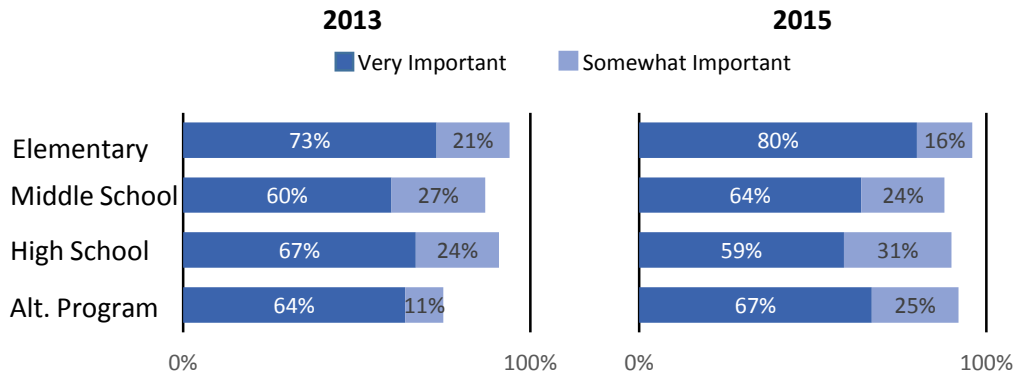


Figure 15: Do you believe that the achievement gap can be narrowed substantially while maintaining high standards for all children?

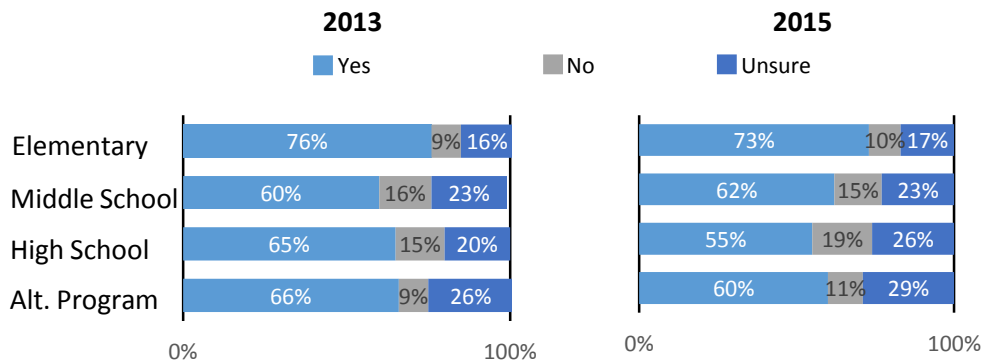
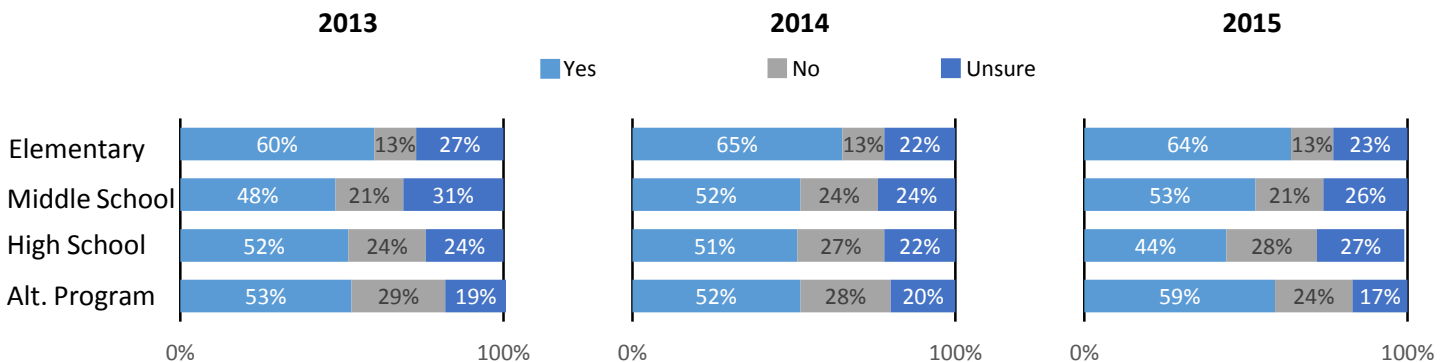


Figure 16: In your opinion, is it the responsibility of the public schools to close the achievement gap between White students and Black and Hispanic students?



Methodology and Response Rates

The margin of error for both surveys and all respondent groups are included in **Tables 3 and 4**.

Table 3: Margin of Error for Site-Based Survey

Survey	Response Group	Population Size	Number of Responses	Percentage of Population	Margin of Error (95% Confidence Interval)
SBS 2013	5th grade students	1,642	1,514	92%	± 0.7%
	Middle school students	4,202	1,592	38%	± 1.9%
	High school students	5,121	1,222	24%	± 2.5%
	Teachers	2,247	1,256	56%	± 1.8%
SBS 2015	5th grade students	1,846	1,683	91%	± 0.7%
	Middle school students	4,695	1,668	36%	± 1.9%
	High school students	5,488	1,218	22%	± 2.5%
	Teachers	2,372	1,048	44%	± 2.3%

Table 4: Margin of Error for Community Satisfaction Survey

Survey	Response Group	Population Size	Number of Responses	Percentage of Population	Margin of Error (95% Confidence Interval)
CSS 2012	All parents	15,440	603	4%	± 3.9%
	5th grade students	1,617	185	11%	± 6.8%
	Middle school students	4,171	457	11%	± 4.3%
	High school students	5,698	477	8%	± 4.3%
CSS 2014	All parents	15,891	600	4%	± 3.9%
	5th grade students	1,699	191	11%	± 6.7%
	Middle school students	4,647	401	9%	± 4.7%
	High school students	5,944	540	9%	± 4.0%
	Teachers	2,405	1,167	49%	± 2.1%

The margin of error is calculated at a 95% confidence interval, meaning that we can be 95% confident that the sample result reflects the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution.

Tables 5-10 show the number of responses by race/ethnicity for each student and parent survey included in this analysis. Race/ethnicity data is self-reported in each survey. Student tables also include information about the percentage of the total APS population disaggregated by race/ethnicity. This data is taken from the civil rights statistics on the APS website¹.

¹ <http://www.apsva.us/site/Default.aspx?PageID=1116>

Table 5: 2012 Parent Community Satisfaction Survey, Number of Respondents by Race/Ethnicity

Race/Ethnicity	N	Percentage of Sample
Asian	61	10%
Black	70	12%
Hispanic	229	39%
White	216	37%
Other	14	2%
Total	590	n/a

Table 6: 2012 Student Community Satisfaction Survey, Number of Respondents by Race/Ethnicity

Level	Race/Ethnicity	N	Percentage of Sample	Percentage of Population
Elementary	Asian	20	12%	9%
	Black	11	7%	10%
	Hispanic	44	27%	27%
	White	76	46%	49%
	Other	14	8%	6%
	Total	165	n/a	n/a
Middle School	Asian	27	7%	9%
	Black	21	6%	12%
	Hispanic	131	36%	28%
	White	136	37%	47%
	Other	49	13%	6%
	Total	364	n/a	n/a
High School*	Asian	59	11%	11%
	Black	61	11%	14%
	Hispanic	172	31%	31%
	White	187	34%	40%
	Other	70	13%	4%
	Total	549	n/a	n/a

*High School includes all H-B Woodlawn survey responses. In the total population data, H-B Woodlawn students are included in both the middle school and high school categories.

Table 7: 2013 Student Site-Based Survey, Number of Respondents by Race/Ethnicity

Level	Race/Ethnicity	N	Percentage of Sample	Percentage of Population
Elementary	Asian	78	6%	9%
	Black	81	6%	10%
	Hispanic	466	35%	27%
	White	489	37%	49%
	Other	199	15%	6%
	Total	1313	n/a	n/a
Middle School	Asian	141	9%	10%
	Black	129	8%	11%
	Hispanic	506	32%	27%
	White	605	38%	47%
	Other	209	13%	5%
	Total	1590	n/a	n/a
High School*	Asian	111	9%	11%
	Black	111	9%	13%
	Hispanic	369	31%	30%
	White	494	41%	42%
	Other	120	10%	5%
	Total	1205	n/a	n/a

*High School includes all H-B Woodlawn survey responses. In the total population data, H-B Woodlawn students are included in both the middle school and high school categories.

Table 8: 2014 Parent Community Satisfaction Survey, Number of Respondents by Race/Ethnicity

Race/Ethnicity	N	Percentage of Sample
Asian	44	7%
Black	60	10%
Hispanic	243	41%
White	217	37%
Other	30	5%
Total	594	n/a

Table 9: 2014 Student Community Satisfaction Survey, Number of Respondents by Race/Ethnicity

Level	Race/Ethnicity	N	Percentage of Sample	Percentage of Population
Elementary	Asian	7	5%	9%
	Black	13	8%	10%
	Hispanic	51	33%	27%
	White	63	41%	49%
	Other	20	13%	6%
	Total	154	n/a	n/a
Middle School	Asian	25	7%	10%
	Black	38	10%	11%
	Hispanic	111	30%	27%
	White	152	40%	47%
	Other	50	13%	6%
	Total	376	n/a	n/a
High School*	Asian	29	6%	12%
	Black	56	11%	31%
	Hispanic	157	32%	42%
	White	194	39%	5%
	Other	61	12%	10%
	Total	497	n/a	n/a

*High School includes all H-B Woodlawn survey responses. In the total population data, H-B Woodlawn students are included in both the middle school and high school categories.

Table 10: 2015 Student Site-Based Survey, Number of Respondents by Race/Ethnicity

Level	Race/Ethnicity	N	Percentage of Sample	Percentage of Population
Elementary	Asian	112	8%	9%
	Black	107	7%	9%
	Hispanic	445	31%	27%
	White	538	37%	49%
	Other	250	17%	6%
	Total	1452	n/a	n/a
Middle School	Asian	103	7%	9%
	Black	125	8%	11%
	Hispanic	504	33%	28%
	White	572	38%	47%
	Other	209	14%	6%
	Total	1513	n/a	n/a
High School*	Asian	103	7%	9%
	Black	125	9%	13%
	Hispanic	388	27%	33%
	White	637	45%	40%
	Other	171	12%	5%
	Total	1424	n/a	n/a

*High School includes all H-B Woodlawn survey responses. In the total population data, H-B Woodlawn students are included in both the middle school and high school categories.

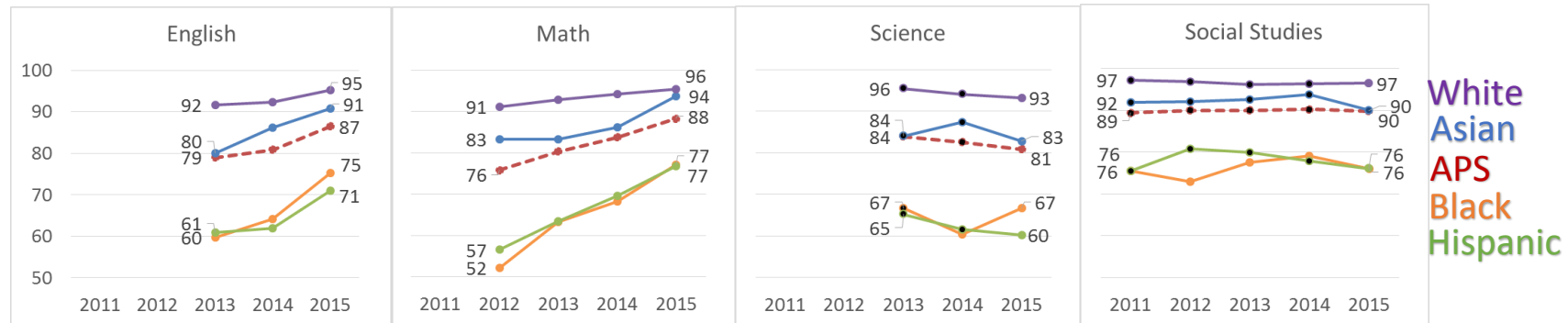
2015 Results on Strategic Plan KPIs, Goals 1 & 2

Standards of Learning KPIs

Elementary School SOL Passing Rates, Grades 3, 4 & 5

Beginning with years when new subject standards were assessed

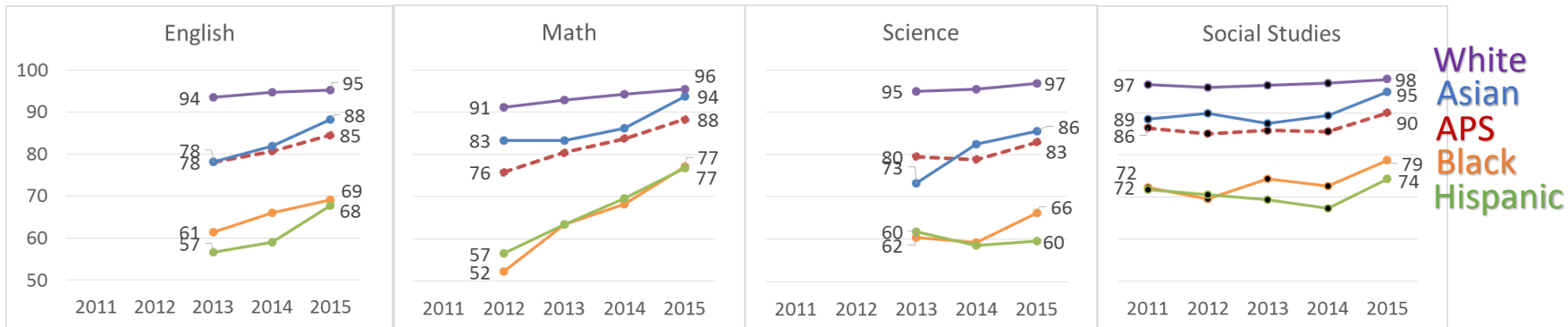
Note: The Virginia General Assembly eliminated the Grade 3 Science and Grade 3 History and Social Science SOL assessments. 2015 passing rates for Science and Social Studies exclude the Grade 3 Science and Grade 3 History and Social Science SOL assessments.



Middle School SOL Passing Rates, Grades 6, 7 & 8

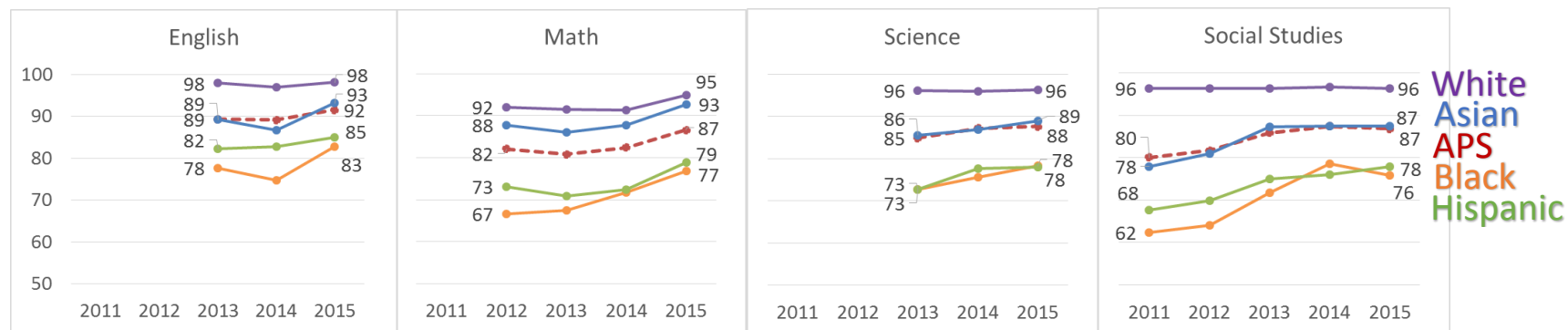
Beginning with years when new subject standards were assessed

Note: The Virginia General Assembly eliminated the United States History I and II assessments given to students in grades 6 and 7. 2015 passing rates for Social Studies is limited to Grade 8 World Geography.



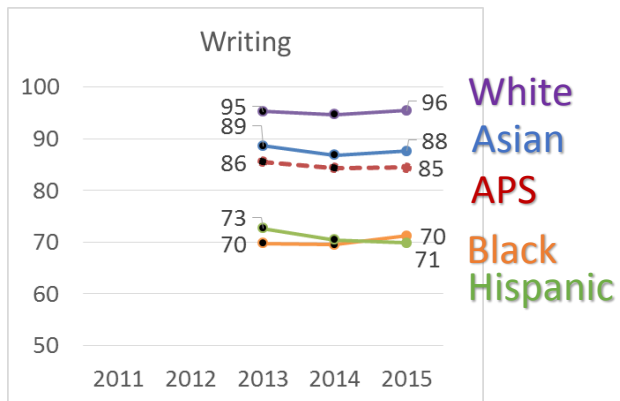
High School EOC SOL Passing Rates, Grades 9, 10, 11 & 12 (or list subjects tested?)

Beginning with years when new subject standards were assessed



Writing SOL Passing Rates, Grades 5, 8 & 11

Note: The Virginia General Assembly eliminated the Grade 5 Writing SOL. The 2015 passing rates include Grade 8 and High School End-of Course writing assessments.

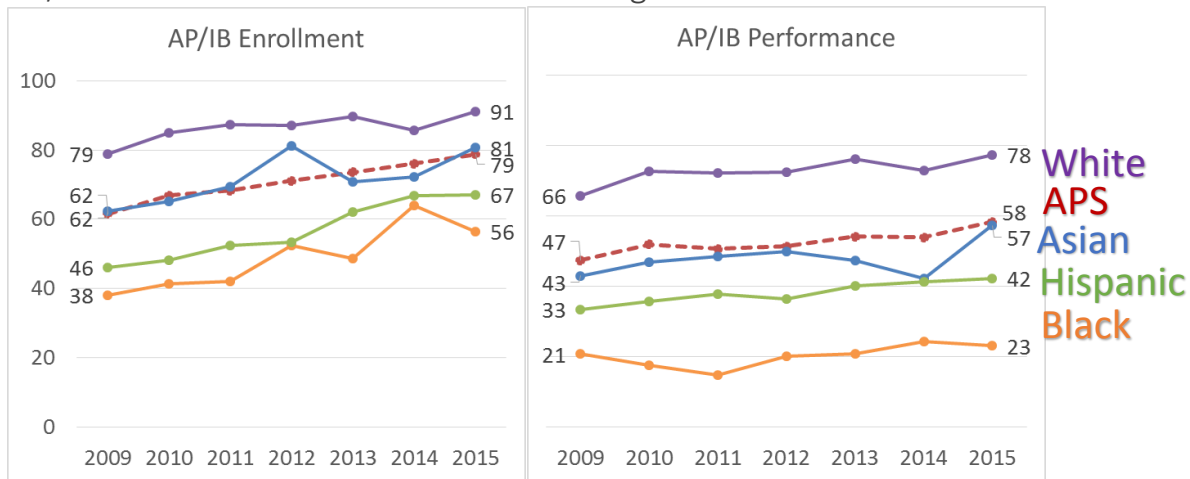


On-Time Graduates

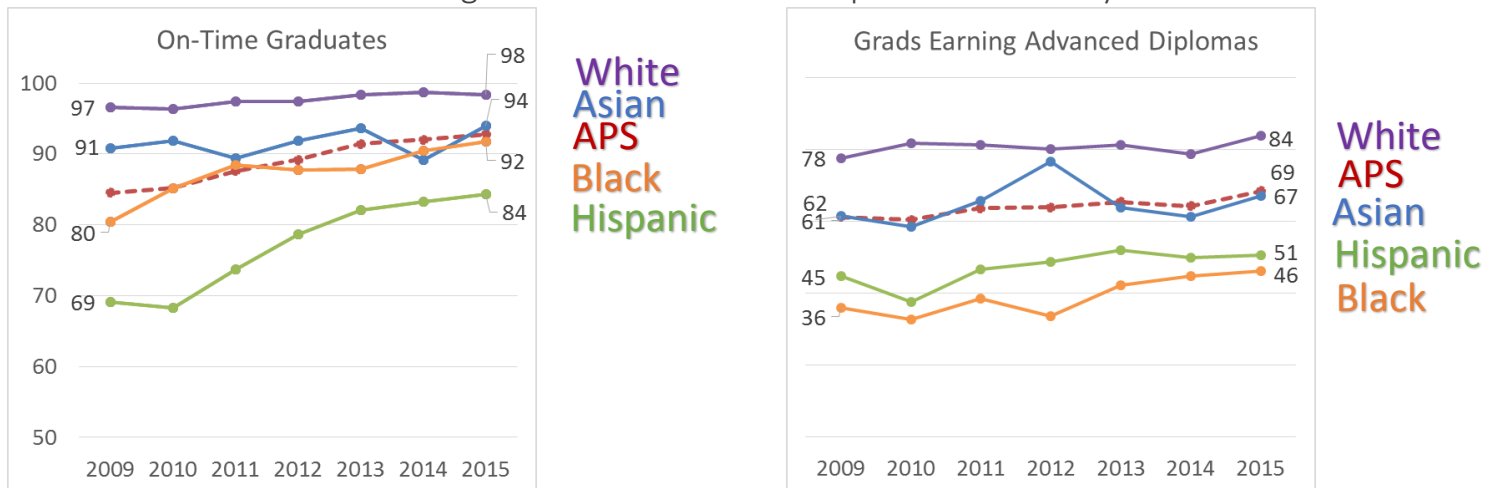
The Virginia On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.

Source: http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

AP/IB Enrollment and Performance Among Graduates

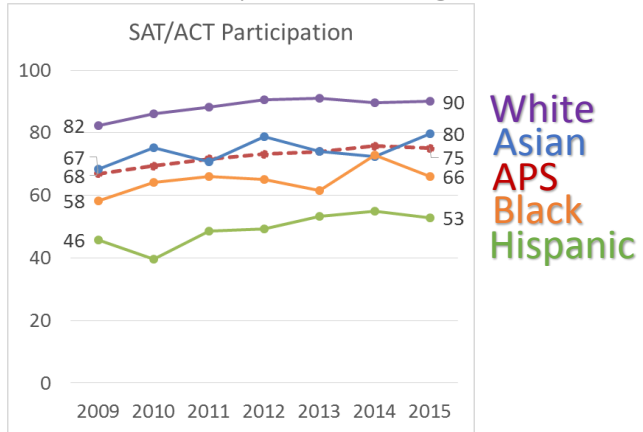


On-Time Graduate Rate Among Cohort and Advanced Diplomas Earned by Graduates

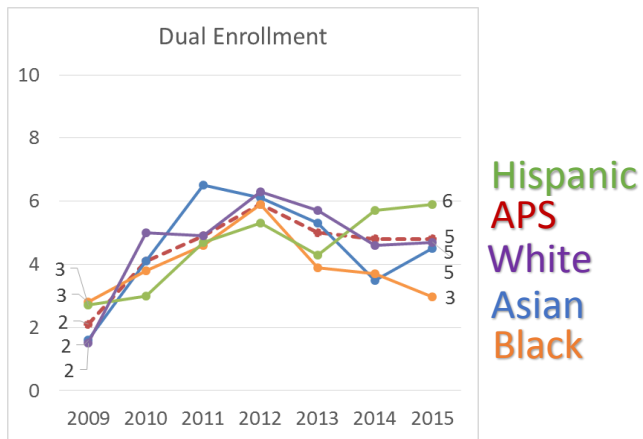


Appendix B5

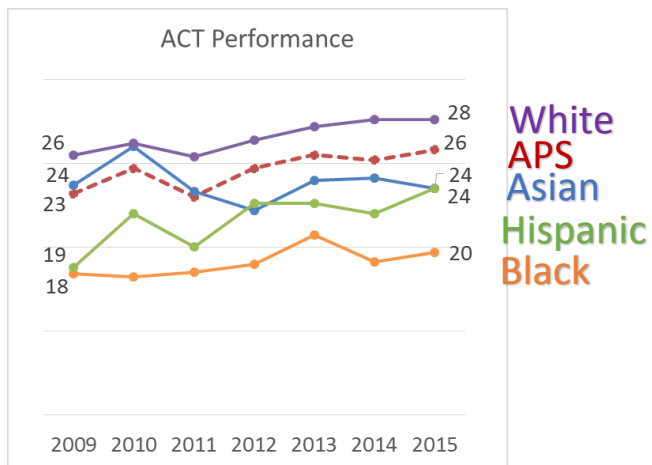
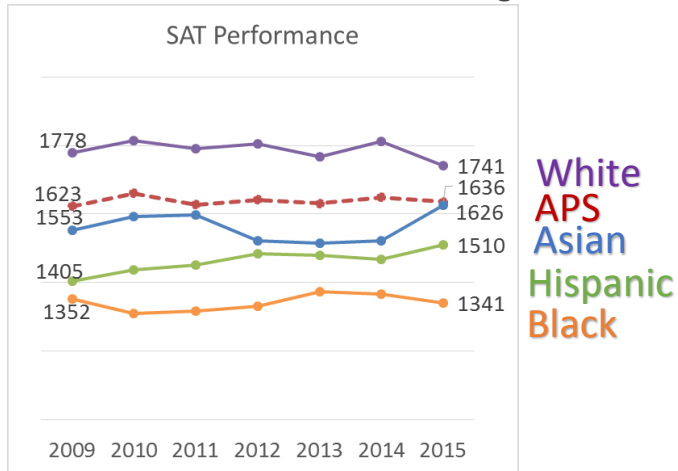
SAT/ACT Participation Among Graduates



Graduates Completing Dual Enrollment Course

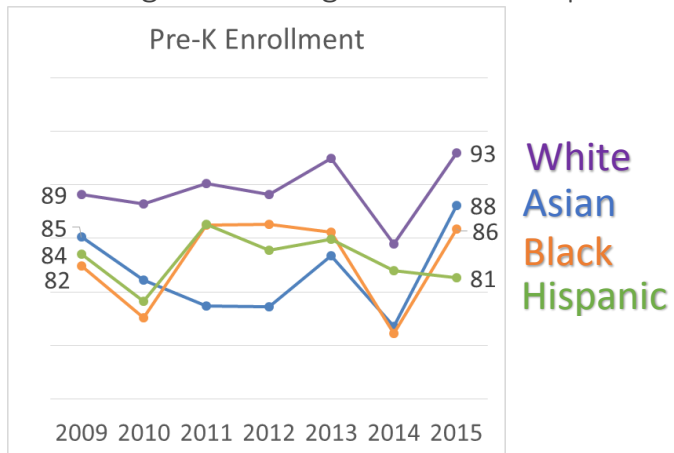


SAT and ACT Performance Among Graduates

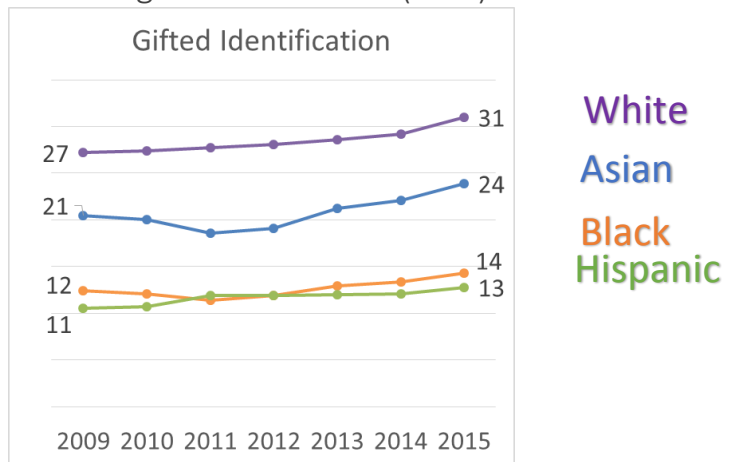


Other Strategic Plan Gap KPIs

Percentage of Kindergarten students previously enrolled in a Pre-K program



Percentage of all students (k-12) students identified for gifted services



Civil Rights Statistics

Civil rights statistics are compiled each October for students in grades K–12. The data represents student race as self-reported by each student’s family. Starting in 2010-11, the U.S. Department of Education required that school districts change the collection and reporting of student race and ethnicity information. Schools now ask families to answer two questions: (1) their child’s ethnicity as Hispanic or non-Hispanic, and (2) their child’s race as one or more of the following categories: American Indian/Alaskan Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, and White. Students whose ethnicity is Hispanic are reported as Hispanic. Students whose ethnicity is not Hispanic are reported as the race designated. If more than one race is indicated, a student’s race is reported as multiple. For local reporting, APS collapses the following race categories into an “other” category: multiple, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander.

Figure 1: Race/Ethnicity of APS students, 1998 through 2015

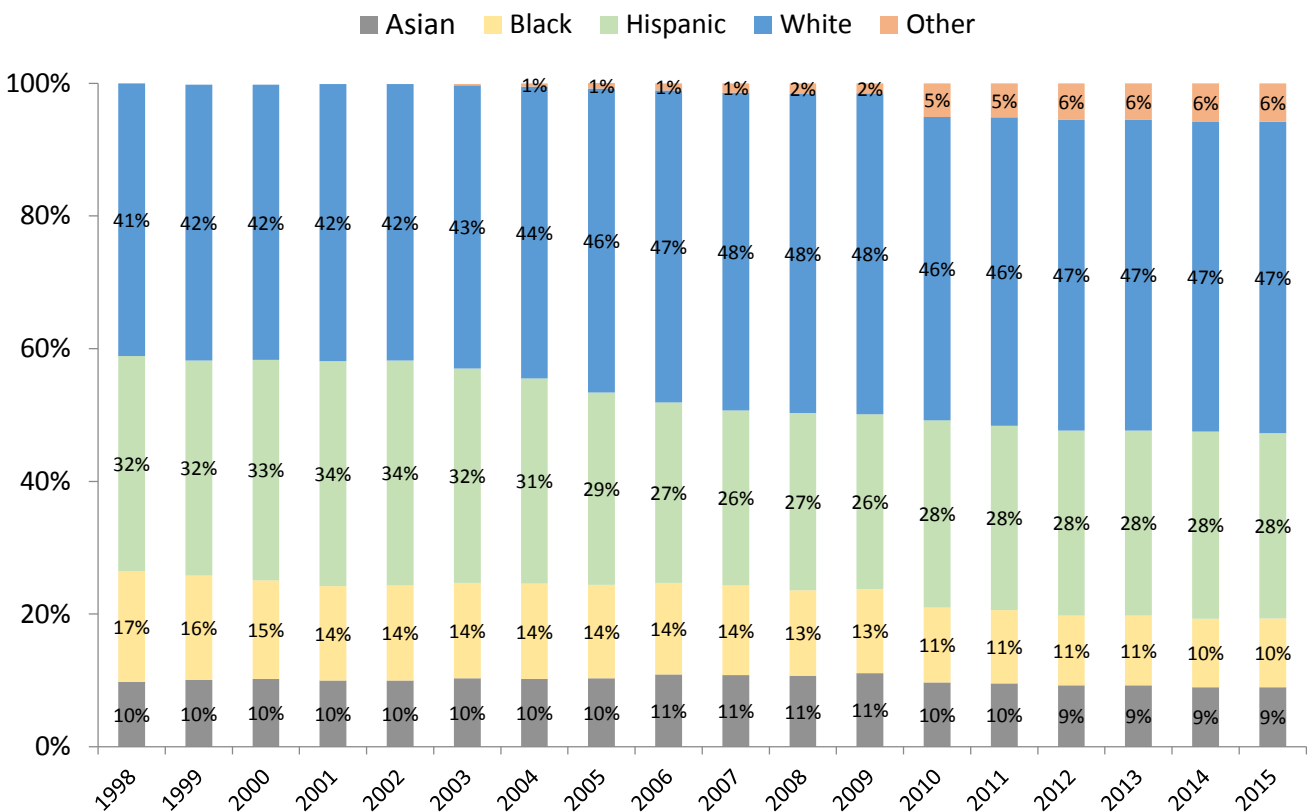


Figure 2: Race/Ethnicity of APS Elementary Students by School, 2015-16

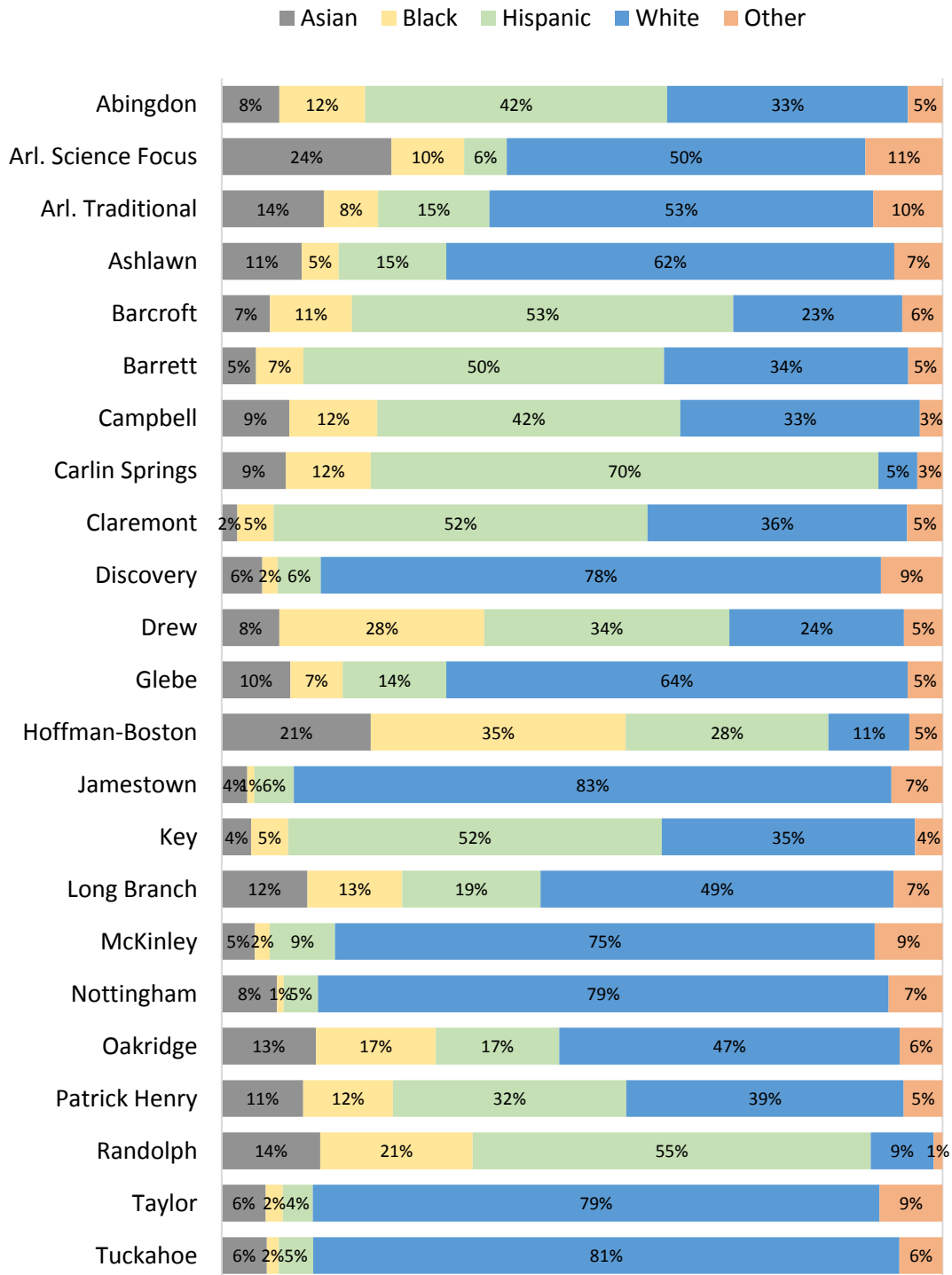


Figure 3: Race/Ethnicity of APS Secondary Students by School, 2015-16

