

**ARLINGTON PUBLIC SCHOOLS**  
School Board Work Session on Academic Performance Data  
December 12, 2018

**Item C-1-b**

The Arlington School Board convened on Wednesday December 12, 2018, at 7:02 PM at 2110 Washington Blvd., Arlington, Virginia.

**Present were:**

Reid Goldstein, Chair  
Tannia Talento, Vice Chair  
Barbara Kanninen, Member  
Monique O’Grady, Member  
Nancy Van Doren, Member  
Melanie Elliott, Clerk

**Also present were:**

Dr. Patrick K. Murphy, Superintendent  
Dr. Tara Natrass, Assistant Superintendent, Teaching and Learning  
Lori Silver, Supervisor, English/Language Arts  
Chloe Chin, English/Language Arts Advisory Committee Chair  
Dr. Lori Wiggins, Principal, Gunston Middle School  
Kati Costar, Elementary Specialist, ESOL/HILT  
Breonna McClain, Principal, Ashlawn Elementary School  
Paul Jamelske, Director, Special Education  
Shannan Ellis, Supervisor, Mathematics  
Sam Klein, Supervisor, ESOL/HILT  
Margaret Chung, Principal, Arlington Career Center  
Eileen Delaney, Carlin Springs Elementary School  
Wendy Pizer, ASEAC Chair  
Mark Hill, Mathematics Advisory Committee Chair  
Kris Martini, Director, Career, Technical and Adult Education  
Kerri Hirsch, Supervisor, Social Studies  
Dr. Dat Le, Supervisor, Science  
Dr. Chris Wilmore, Principal, Wakefield High School  
Carolyn Jackson, Supervisor, Equity and Excellence  
Claudia DeBose, Secondary Specialist, ESOL/HILT  
Sarah Putnam, Director, Curriculum and Instruction

Mr. Goldstein called the work session to order and welcomed attendees. He explained that the Board would look at current trends in academic performance, particularly for subgroups, to see how to address issues that are identified. Dr. Natrass then reviewed the work session structure, which included three breakout sessions focused on English/Language Arts, Mathematics, and Profile of a Graduate. She summarized the work session objectives and confirmed that the discussion will focus on the three key areas of growth, engagement and proficiency.

Ms. Putnam briefly reviewed recent changes to the Virginia Standards of Accreditation and how progress and proficiency are measured through SOLs. She detailed factors that will be discussed under growth, engagement, and proficiency in each focus area and the metrics to be reviewed for

each area. The conversations will be linked to the strategic plan, and Dr. Natrass confirmed that performance objectives #1 and #2 will be the focus of the discussions.

### Rotations

Board members then rotated between three stations to discuss English/Language Arts, Math and the Profile of a Graduate. Discussions were facilitated by staff and included representatives from some advisory committees.

### Synthesizing the Conversation

Dr. Natrass introduced the closing discussion, which pulled together the results of the discussions in the three focus areas. Assigned staff members for each area reviewed key themes discussed at their respective stations and some key considerations that were identified for addressing the themes.

#### English/Language Arts (ELA) – Dr. Wiggins

Dr. Wiggins shared the overarching theme of the ELA conversations, confirming the groups felt that the data was helpful. There was interest in seeing additional data and using multiple filters to explore the data. Topics discussed included the reading inventory screener and using data from that tool, identifying the most effective interventions, and how to know if interventions are moving students in the right direction. Additional areas of interest were looking deeper at gap data and at second grade performance data, and identifying the best interventions for struggling readers.

#### Mathematics – Sam Klein

Mr. Klein confirmed that the mathematics discussion focused on the wide variety and effectiveness of interventions, and there was a recognition that advanced learners may also need interventions. The groups were interested in comparing data for various subgroups and discussed professional learning and how to assess its effectiveness. The groups recognized that there is consistent support and messaging from the Math office, and appreciated the strong focus on numbers and number sense, as well as the concrete representational abstract instructional approach

#### Profile of a Graduate - Carolyn Jackson

Ms. Jackson stated that a key area of focus was graduation rates for Spanish speakers/ELLs, and whether more should be done to help these students develop workplace and language skills. The discussions also focused on the need for more support for ELLs in science and better support for counselors so they can guide students to ensure they are enrolling in appropriate classes. Also noted were changes to SOLs and the move towards performance assessments. Additional topics discussed were helping ELLs enroll in CTE courses, looking at performance data for world history, and looking more deeply at the types of diplomas students are earning. Sufficient time and support for professional learning was also a topic of interest.

Dr. Natrass thanked the staff and participants, and the group discussed some of the ideas shared. Ms. Talento encouraged providing opportunities to subgroups focused on a robust education rather

than limiting the focus to workplace skills. She reiterated the need for guidance to help students graduate, and commented on the types of diplomas that students are encouraged to pursue. Ms. Van Doren wanted more data about testing and how the results from the assessments are used to help address students' needs. Ms. O'Grady encouraged staff to look outside the box to reach each child, and she looked forward to more consistent data. Dr. Kanninen encouraged continued work with ELLs and students with disabilities, to ensure that they advance. She agreed with focusing on helping students achieve a year of growth and looking to better assess growth that is occurring.

Mr. Goldstein noted a concern about how to help struggling students achieve more than a year of progress, and asked for information on how that can be accomplished. He was also interested in having work sessions and monitoring updates on progress towards goals, and noted the importance of identifying the most effective action steps to guide future work. Also requested was an update on the Deep Equity certification program that has been provided to some staff. All recognized the challenge of meeting the needs of each student.

Dr. Murphy appreciated the thorough discussions and confirmed that staff will continue to address the topics of interest. He highlighted three philosophical ideas to guide further work. These are that all students can achieve and should hear the message of high expectations; that all students can achieve more than a year's progress with the appropriate support; and finally, that there are many assets and opportunities available to students to help them progress. He proposed that the next steps include showing consistency in data and how it is used; looking at the effectiveness of some assessments; focusing on Kindergarten to Grade 2 as well as ELL levels 1 and 2; operationalizing a 'year of growth,' and focusing on student groups. He suggested updating the Board on these later in the spring, and he looked forward to continuing this work.

Mr. Goldstein thanked staff and all participants for the discussion.

## **ADJOURNMENT**

The meeting adjourned at 9:15 PM.

### **ATTEST:**

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Melanie Elliott, Clerk  
Arlington School Board

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Reid Goldstein, Chair  
Arlington School Board