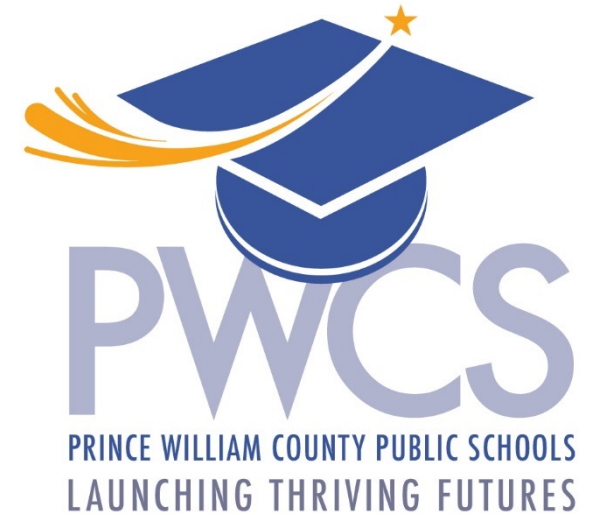


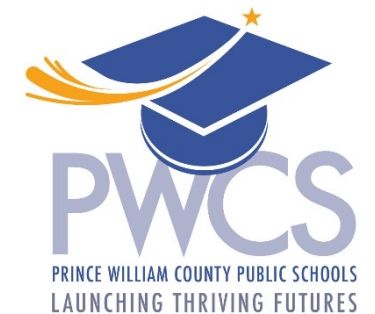
2022-23 Second Quarter Data Update

Dr. Michael Neall
Director of Research,
Accountability, and Strategic Planning



Purpose

- Purpose of this update is to provide data from the first two quarters
- Types of data included:
 - Enrollment
 - Attendance
 - Virginia Growth Assessment
 - Elementary Performance – Second Quarter Grades and Reading Level
 - Secondary Performance - Second Quarter Grades and Failing Course Analysis



Second Quarter Enrollment

End of Second Quarter Active Students		
Student Group	Quarter 1	Quarter 2
Total	91,456	91,464
Grades PK-5	41,590	41,787
Grades 6-8	20,448	20,437
Grades 9-12	29,418	29,227
EL	24,707	24,834
Special Education	12,102	12,148
Asian	9,714	9,810
Black	17,699	17,728
Hispanic	33,550	33,453
White	24,549	24,547

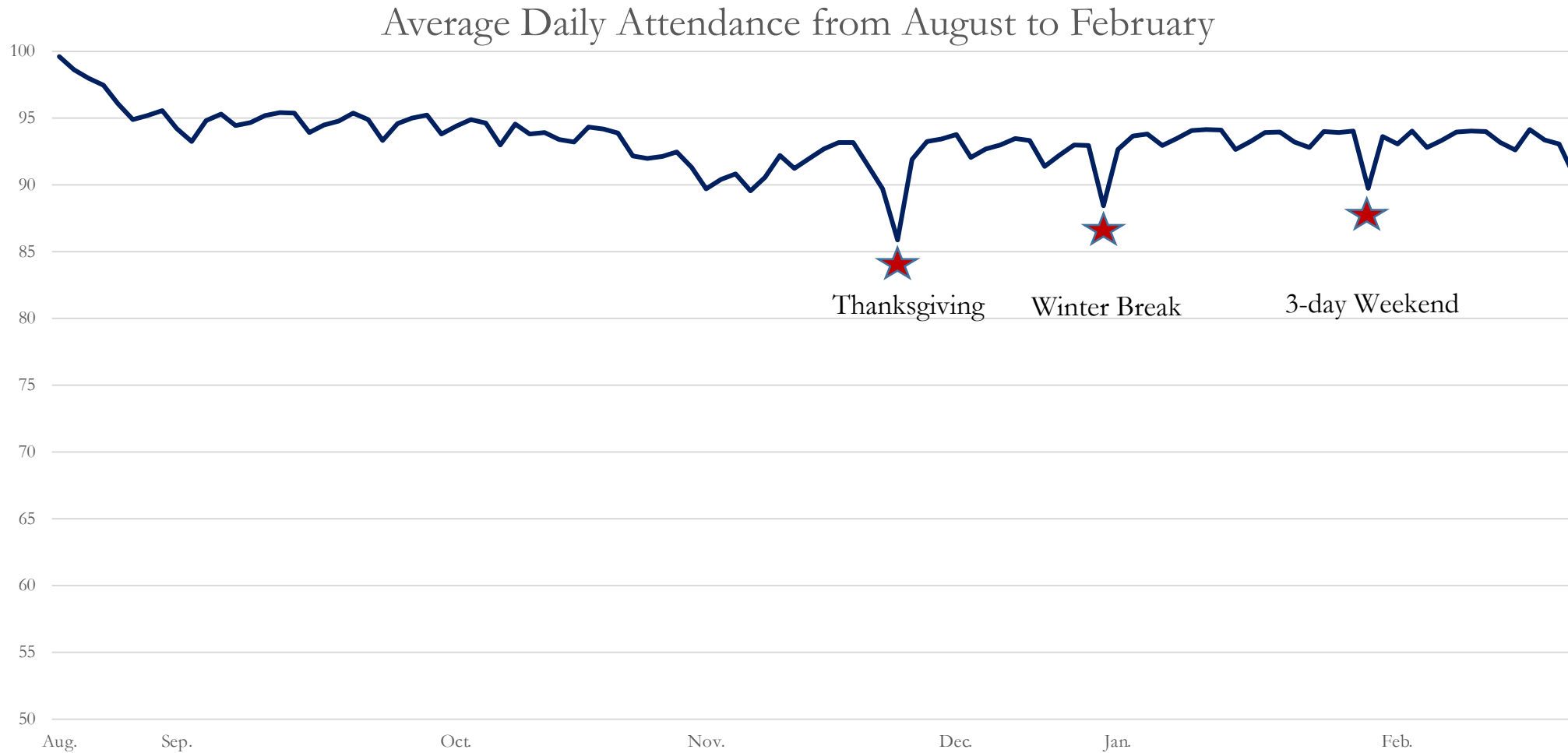


Second Quarter Attendance

% Attendance for SY2022-23			
Grade	Q1	Q2	Q1 & Q2
KG	92%	91%	92%
01	94%	92%	93%
02	95%	93%	94%
03	95%	93%	94%
04	95%	93%	94%
05	96%	94%	95%
06	95%	93%	94%
07	95%	93%	94%
08	94%	92%	93%
09	93%	91%	92%
10	92%	91%	92%
11	93%	91%	92%
12	92%	89%	90%
Total	94%	92%	93%



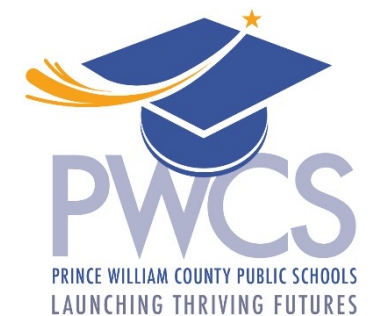
Second Quarter Attendance



Second Quarter Absenteeism

Percent of Students by Absence Totals			
# Absences	SY2022-23 Q1 (44 days)	SY2022-23 Q2 (46 days)	SY2022-23 YTD (90 days)
0	31.17%	21.37%	11.09%
1	19.34%	15.83%	10.57%
2	14.34%	13.79%	10.53%
3	10.05%	11.53%	9.96%
4	7.40%	9.34%	8.93%
5	8.94%	7.04%	8.00%
6	3.55%	5.31%	6.99%
7	2.37%	3.74%	5.80%
8	1.67%	2.77%	4.76%
9 or more	1.18%	9.27%	23.38%

% Attendance = Average Daily Attendance / Average Daily Membership



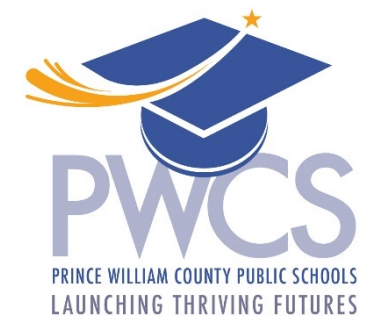
Second Quarter Attendance for SY2022-23

% Attendance by Level	
Level	9 or more Absences
Combined*	14.91%
Elementary	21.81%
Middle	20.04%
High	28.74%

% Attendance by Student Group	
Student Group	9 or more Absences
English Learner	26.5%
Gifted	14.75%
Special Education	28.48%

*Combined schools have grades K-8 (Nokesville, Pennington, and Porter).

% Attendance by Ethnicity	
Ethnicity	9 or more Absences
Asian	21.45%
Black	18.11%
Hispanic	29.94%
Multiple Races	20.42%
White	20.15%



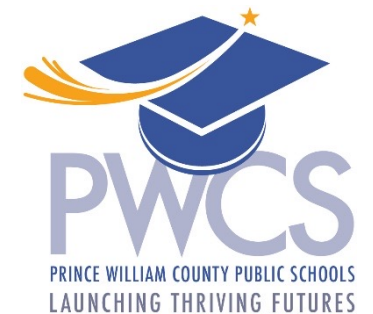
Why Focus on Chronic Absences?

There is a correlation between absenteeism and classroom performance.

- Better attendance is associated with higher grades.

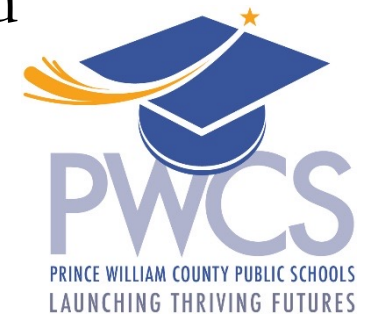
Absenteeism is a factor in school accreditation.

- The Virginia Board of Education recently changed the criteria for accreditation and are using the **ONLY** the current year's rate.



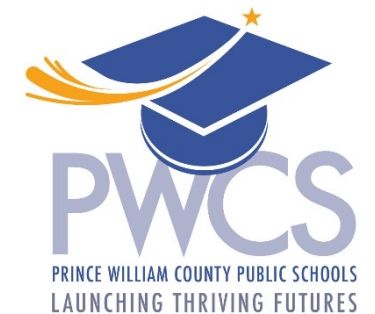
Virginia Growth Assessment

- In 2022-23, most grade 3-8 students are expected to participate in both a fall and winter administration of the VGA.
- VDOE is in the process of establishing interpretation resources for vertical scaled scores based on current versions of the VGA.
- Individual item level performance is available for each student to help guide instruction.
- **Key Takeaway:** Vertical Scaled Scores show a significant and substantive change from fall to winter, but VDOE has not provided interpretative guidance at this point.



Virginia Growth Assessment-Reading

<i>Grade</i>	<i>Fall 2022 VGA Reading Average Vertical Scaled Score</i>	<i>Winter 2023 VGA Reading Average Vertical Scaled Score</i>
<i>3</i>	1402	1442
<i>4</i>	1491	1521
<i>5</i>	1538	1565
<i>6</i>	1579	1593
<i>7</i>	1611	1626
<i>8</i>	1628	1638

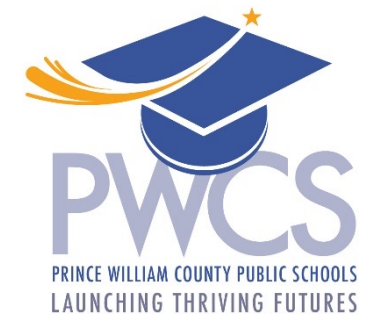


Virginia Growth Assessment-Math

<i>Grade</i>	<i>Fall 2022 VGA Math Average Vertical Scaled Score</i>	<i>Winter 2023 VGA Math Average Vertical Scaled Score</i>
<i>3</i>	1301	1373
<i>4</i>	1378	1408
<i>5</i>	1428	1471
<i>6</i>	1473	1505
<i>7</i>	1516	1546
<i>8</i>	1523	1544

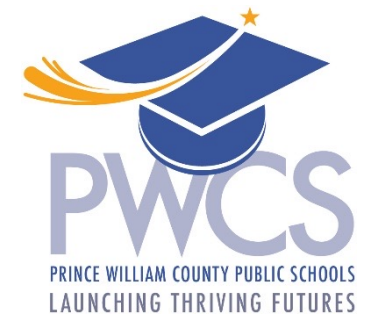
Notes:

- Grade 3-8 students that are enrolled in Geometry or Algebra II do not participate in VGA testing.



Grading Context

- PWCS grading policies and regulations have been developed using the philosophy and approach of standards-based grading.
- Standards-based grading is focused on students mastering standards and allows for remediation and grade replacement.
- Grades may be amended if students demonstrate mastery of the material.
- PWCS grading regulations allow teachers to override the mathematical average of a student's final grade if the teacher believes the student has demonstrated improvement in the mastery of the standards over the course of the year.

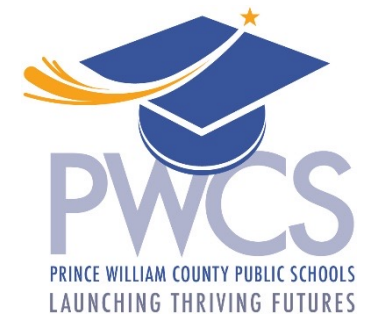


Second Quarter Grades – ES Students (3-5)

Subject	Quarter	A	B+ / B	C+ / C	D+ / D	F
Reading	Q1	41.11%	42.01%	13.81%	2.84%	0.24%
	Q2	34.47%	43.43%	17.45%	4.22%	0.43%
Writing	Q1	46.27%	39.40%	11.97%	2.05%	0.30%
	Q2	44.78%	39.79%	12.75%	2.31%	0.36%
Math	Q1	37.31%	41.15%	16.77%	4.40%	0.37%
	Q2	35.94%	42.19%	17.17%	4.29%	0.40%
Science	Q1	45.29%	41.28%	11.55%	1.71%	0.16%
	Q2	44.45%	41.51%	12.09%	1.72%	0.23%
Social Studies	Q1	53.23%	33.92%	10.26%	2.15%	0.44%
	Q2	51.60%	35.15%	10.50%	2.36%	0.40%

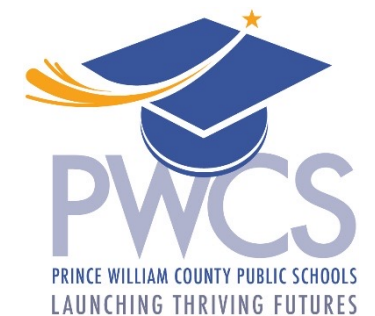
Elementary Reading Level

- PWCS uses multiple sources of information to assess reading proficiency.
 - **Report Cards:** Using multiple sources of data (classroom formative assessments, oral reading records, CBM, etc.) to determine if students are reading below, on, or above grade level.
 - **HMH Literacy Assessment:** Administered in grades 2-5 3x per year and provides a grade level equivalency and Lexile interval for reading.
 - **Phonological Awareness Literacy Screening (PALS):** Fall and spring benchmark assessments, Mid-year Diagnostic Assessment.



Elementary Reading Level: Report Cards

Grade	Below Grade Level		On Grade Level		Above Grade Level		On or Above Grade Level	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
1	35%	34%	54%	49%	12%	17%	66%	66%
2	43%	37%	35%	37%	21%	26%	56%	63%
3	35%	31%	41%	41%	24%	28%	65%	69%
4	33%	27%	44%	46%	23%	27%	67%	73%
5	32%	26%	47%	50%	20%	24%	67%	74%
Grades 1-5	36%	31%	44%	45%	20%	24%	64%	69%



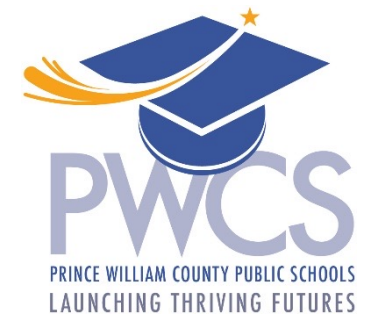
Elementary Reading Levels - Q2 HMH

Grade	Far Below Level	Below Level	Approaching	On Level	Above Level	On or Above	
	Q2	Q2	Q2	Q2	Q2	Q1	Q2
2	0.30%	13.72%	22.87%	33.54%	29.57%	43.90%	63.11%
3	5.26%	8.05%	23.22%	40.56%	22.91%	45.91%	63.47%
4	9.35%	18.69%	20.09%	32.71%	19.16%	41.71%	51.87%
5	8.13%	19.09%	22.12%	29.68%	20.98%	39.23%	50.66%
Grades 2-5	6.28%	15.67%	21.95%	33.46%	22.64%	42.62%	56.09%

Elementary Mid-Year PALS

	Rhyme		Beginning Sounds		Alphabet Recognition		Letter Sounds		Spelling	
	Below Target	On Target	Below Target	On Target	Below Target	On Target	Below Target	On Target	Below Target	On Target
Kindergarten	31%	69%	20%	80%	17%	82%	18%	82%	31%	69%

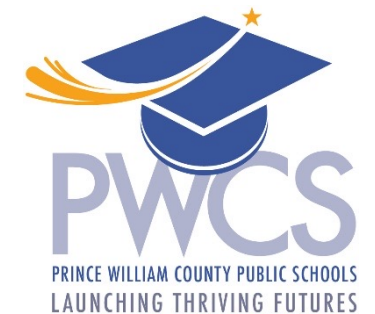
- Mid-year PALS serves as a diagnostic for student progress.
- PALS provides mid-year ranges for each domain.
- Students scoring within the mid-year ranges for each domain are likely on target to meet end of year benchmarks.



Elementary Mid-Year PALS

Grade	Word Recognition		Spelling	
	Below Target	On Target	Below Target	On Target
1	34%	66%	35%	65%
2	32%	68%	26%	74%
3*	54%	46%	68%	32%

*Mid-year PALS was only administered to a portion of third grade students.

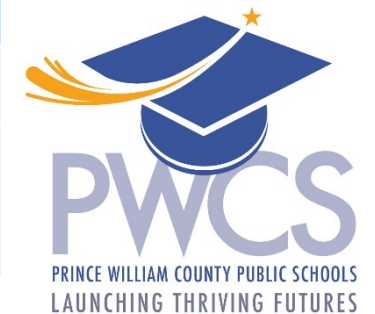


Second Quarter Grades - MS

Subject	Year	A	B+ /B	C+ /C	D+ /D	F
Career and Technical Education	Q1	61.64%	23.40%	9.84%	3.40%	1.72%
	Q2	58.25%	24.49%	10.57%	4.40%	2.29%
Fine Arts	Q1	71.40%	19.17%	6.48%	2.15%	0.80%
	Q2	67.00%	21.13%	7.81%	2.79%	1.27%
Health and PE	Q1	83.76%	12.32%	2.81%	0.73%	0.38%
	Q2	74.74%	17.30%	5.00%	1.93%	1.03%
History and Social Science	Q1	47.31%	27.89%	14.43%	6.51%	3.86%
	Q2	40.83%	29.40%	16.37%	8.34%	5.06%
Language Arts	Q1	41.23%	32.80%	15.89%	6.21%	3.87%
	Q2	35.65%	34.36%	17.94%	7.67%	4.38%
Mathematics	Q1	32.53%	33.35%	19.62%	10.13%	4.37%
	Q2	30.40%	32.55%	19.96%	10.79%	6.28%
Science and FLE	Q1	42.33%	31.78%	15.71%	6.83%	3.34%
	Q2	36.79%	32.15%	18.30%	8.48%	4.28%
World Languages	Q1	50.53%	27.67%	12.63%	4.51%	4.66%
	Q2	45.44%	27.56%	14.57%	6.50%	5.94%

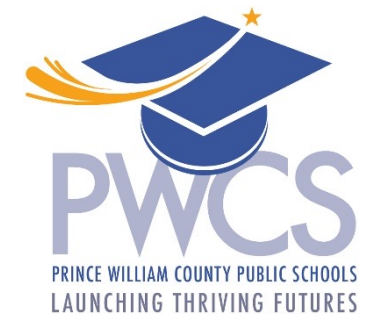
Second Quarter Grades - HS

Subject	Year	A	B+ /B	C+ /C	D+ /D	F
Career and Technical Education	Q1	51.49%	21.68%	10.86%	6.23%	9.74%
	Q2	45.07%	22.47%	13.24%	7.22%	12.01%
	Semester	45.66%	24.35%	13.13%	8.21%	8.65%
Fine Arts	Q1	65.54%	16.40%	7.22%	4.09%	6.75%
	Q2	63.31%	15.14%	8.20%	5.00%	8.35%
	Semester	63.44%	16.58%	8.97%	5.43%	5.58%
Health and PE	Q1	60.23%	19.78%	9.24%	5.07%	5.68%
	Q2	57.85%	20.32%	9.91%	5.17%	6.74%
	Semester	58.25%	21.31%	10.28%	5.59%	4.57%
History and Social Science	Q1	36.04%	28.74%	16.37%	8.79%	10.07%
	Q2	32.18%	28.63%	17.04%	10.31%	11.84%
	Semester	32.62%	30.06%	17.64%	10.73%	8.95%



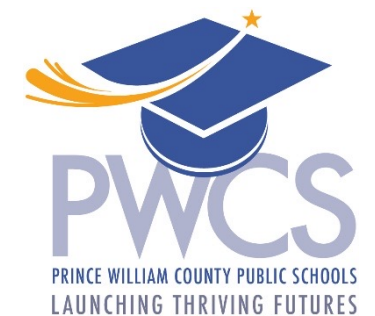
Second Quarter Grades - HS

Subject	Year	A	B+ /B	C+ /C	D+ /D	F
Language Arts	Q1	31.61%	31.68%	16.63%	7.77%	12.31%
	Q2	29.10%	30.74%	17.41%	9.42%	13.33%
	Semester	28.37%	32.18%	18.47%	10.76%	10.22%
Mathematics	Q1	28.57%	27.07%	18.34%	11.37%	14.64%
	Q2	25.26%	26.41%	19.68%	12.17%	16.48%
	Semester	25.01%	27.70%	20.44%	13.64%	13.22%
Science and FLE	Q1	31.07%	28.93%	17.90%	10.14%	11.96%
	Q2	27.28%	27.77%	19.26%	11.68%	14.01%
	Semester	27.72%	29.34%	19.71%	12.30%	10.93%
World Languages	Q1	41.16%	30.52%	13.97%	6.94%	7.41%
	Q2	34.62%	29.92%	17.11%	8.60%	9.76%
	Semester	35.53%	32.14%	17.12%	8.63%	6.58%



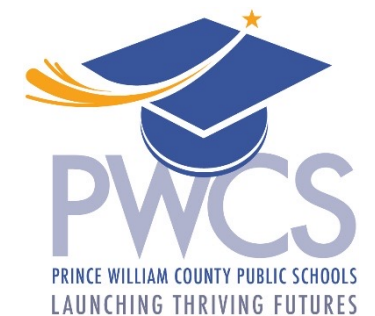
Percent of Students Failing Courses

Quarter	Failing 0 Courses	Failing 1 Course	Failing 2 or More Courses
Middle School Students			
Q1	87.2%	8.0%	4.8%
Q2	84.5%	8.9%	6.6%
High School Students			
Q1	68.2%	14.6%	17.2%
Q2	66.0%	14.3%	19.6%
Semester	72.9%	12.2%	14.8%



Percent of Students Failing Courses

Quarter	Failing 0 Courses	Failing 1 Course	Failing 2 or More Courses
Middle School Students			
Q1	87.2%	8.0%	4.8%
Q2	84.5%	8.9%	6.6%
High School Students			
Q1	68.2%	14.6%	17.2%
Q2	66.0%	14.3%	19.6%
Semester	72.9%	12.2%	14.8%



Percent of Students Failing Courses

Middle School Students Q2			
Group	Failing 0 Courses	Failing 1 Course	Failing 2 or More Courses
English Learner	72.8%	14.8%	12.3%
Special Education	77.7%	12.6%	9.7%
Asian	91.9%	4.8%	3.2%
Black	84.7%	9.1%	6.3%
Hispanic	68%	14.5%	17.4%
Multiple Races	93.9%	3.6%	2.5%
White	91.3%	5.0%	3.7%

Percent of Students Failing Courses

High School Students				
Group		Failing 0 Courses	Failing 1 Course	Failing 2 or More Courses
English Learner	Q2	46.6%	18.5%	34.8%
	Semester	65.5%	14.4%	20.1%
Special Education	Q2	58.0%	15.6%	26.4%
	Semester	68.26%	13.0%	18.7%

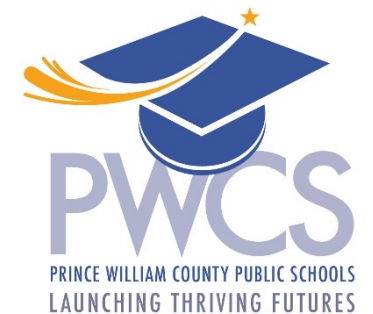
Percent of Students Failing Courses

High School Students

Group		Failing 0 Courses	Failing 1 Course	Failing 2 or More Courses
Asian	Q2	77.7%	11.1%	11.1%
	Semester	83.4%	9.2%	7.4%
Black	Q2	65.9%	15.5%	18.7%
	Semester	75.1%	12.7%	12.2%
Hispanic	Q2	52.0%	17.6%	30.3%
	Semester	60.0%	16.3%	23.7%
Multiple Races	Q2	72.4%	12.8%	14.8%
	Semester	79.1%	10.4%	10.5%
White	Q2	80.0%	10.4%	9.5%
	Semester	85.7%	7.8%	6.5%

Student Support Strategies

- Division continues to implement the Unfinished Learning Plan and Continuous Improvement Plans.
- Middle school counseling and administrative teams are meeting with families to ensure they understand current student progress and the available academic supports (e.g., tutoring, extended learning opportunities, before- and after- school help sessions, etc.).
- High schools are providing family information nights and tiered student supports for students in the 2023 graduation cohort who are currently "off cohort" (e.g., credit recovery, continued high-dosage tutoring, and after-school remediation).



Student Support Strategies

- A division work group with school representatives from every level is currently looking at ways to revise the grading regulations and norm best grading practices across schools and teachers at each level.
- Every school is implementing a specific and targeted attendance plan to address chronic absenteeism.
- Implementing Attention to Attendance in 54 schools to improve fidelity of chronic attendance notifications.
- Launched multimedia attendance communication campaigns divisionwide and special focus on schools with high absences.

