Agenda

Strategic Action Update
Balanced Scorecard
Virginia School Quality Profiles
Building Blocks for Deeper Learning
Achievement Gaps
Progress Underway
## Strategic Action

**LCPS Strategic Plan**

**Goal 1:** Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors.

### Topic: Assessment and Internal Accountability Framework

<table>
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<th>STRATEGIC ACTION</th>
<th>PERFORMANCE MEASURE</th>
<th>DESIRED OUTCOME</th>
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| LCPS will develop and implement an assessment and internal accountability framework to measure student outcomes regarding knowledge, competencies, and dispositions and to guide the ongoing work of the school division. | Complete balanced assessment framework that includes required components with metrics | FY 16 Baseline  
Create LCPS Assessment Continuum and Assessment Framework blueprint defining measures of success. |
| FY17 Identify and initiate use of metrics for the Balanced Score Card. | | |
| FY18 Publish trend data on metrics reported out on the Balanced Score Card. | | |
| FY19 Report data on metrics published on the Balanced Score Card. | | |
| FY20 Report data on metrics reported Balanced Score Card. | | |
Online reports for all divisions and schools were updated September 27, with information about:

- Demographics
- Student achievement
- College and career readiness
- Program completion
- School safety
- Teacher quality
Empowering all students to make meaningful contributions to the world

AUTHENTIC CHALLENGING PROBLEMS
Strategic Goal #1

Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors
Focus on Deeper Learning

Deeper Learning

- Performance Assessments
- PBL
- Student Agency

Technology Enabled
Blended/Personalized Learning
Assessment & Internal Accountability

Safe & Supportive Learning Environment
Data to Support Student Success
Powerful Planning
LCPS Five Cs

Professional Learning
Focus on Deeper Learning

- Performance Assessments
- PBL
- Student Agency
- Technology Enabled
- Blended/Personalized Learning
- Assessment & Internal Accountability
- Safe & Supportive Learning Environment
- Data to Support Student Success
- Powerful Planning
- LCPS Five Cs

Professional Learning
Building Blocks for Deeper Learning

Data We’re Using
- Review of Annual Staff Survey
- Summary of schools’ Comprehensive Needs Assessments

Examples of Work Underway
- Division Instructional Facilitator Support
- Developing strong CLTs
- Professional learning focused on PBL, PBA, and personalized learning

97% of teachers view themselves as facilitators of student learning.
Building Blocks for Deeper Learning

90% of teachers view assessment as feedback on student learning (for teachers and students).

Data We’re Using

- Review of Annual Staff Survey
- Summary of schools’ Comprehensive Needs Assessment
- Variety of formative and summative assessment data

Examples of Work Underway

- Ongoing PD on using MAP to drive instruction
- PD on performance based assessment
- LCPS Assessment Calendar provides clear guidance for using multiple assessments to inform instruction.

Data to Support Student Success

90% of teachers view assessment as feedback on student learning (for teachers and students).
Building Blocks for Deeper Learning

96% of teachers believe that faculty consistently consider how teaching/learning can be improved.

Data We’re Using

- Review of Annual Staff, Student, Parent Surveys
- Data in School Quality Profiles
- Data on Balanced Scorecard

Examples of Work Underway

- Comprehensive needs assessments
- Action plans
- State of the Schools
- Learning walks/ongoing support from principal supervisors/DOI/DPS/HRTD
Addressing Achievement Gaps

- Powerful Planning
- Data to Support Student Success
- Assessment & Internal Accountability
SOL Achievement Gap in Reading: Economically Disadvantaged Students
SOL Achievement Gap in Reading: Students with Disabilities
SOL Achievement Gap in Math: Economically Disadvantaged Students
SOL Achievement Gap in Math: English Learners
SOL Achievement Gap in Math: Students with Disabilities
Utilizing MAP Data

Schools utilized MAP to differentiate instruction to maximize student growth.

11 schools showed conditional growth percentiles in math above the national average.
The Specialized Reading program helped to close the Reading achievement gap between all students and students with disabilities in eight of the 11 participating schools (73%).

73% of Specialized Reading schools closed their achievement gap.
Closing Achievement Gaps in Math

Powerful Planning:

Loudoun County High School leveraged an instructional model for English learners (ExC-ELL) and instructional coaching strategies to achieve significant gains in Math performance.
Deeper Learning
- Project-based learning
- Personalized learning
- Performance-based assessments

Implementation of MAP in all elementary and middle schools

Principal Supervision & Support:
- Expanded State of the Schools
- Learning Walks

Maximizing Use of Surveys to Guide Practice

Division-level Professional Learning Plan

Expansion of Division Instructional Facilitator program to include High Schools

Clarified EL staffing standard

ExC-ELL cohorts for English Learner

Cohorts:
- Response to Intervention (RtI)
- Specialized Reading
- Math Workshop

Addressing Areas of Opportunity