

**Virginia Standards Of Learning Assessment Comparison - Subgroup - ALL**

Subgroup		Reading % Pass					Mathematics % Pass				
		18-19	20-21	21-22	22-23	4-year change	18-19	20-21	21-22	22-23	4-year change
All	Virginia	78%	69%	73%	73%	-5%	82%	54%	66%	69%	-13%
	Annandale HS	75%	73%	74%	79%	4%	77%	57%	80%	79%	2%
Black	Virginia	76%	70%	77%	77%	1%	77%	51%	70%	72%	-5%
	Annandale HS	73%	78%	90%	84%	11%	76%	57%	81%	65%	-11%
Hispanic	Virginia	75%	70%	74%	75%	0%	78%	54%	71%	72%	-6%
	Annandale HS	64%	63%	62%	71%	7%	69%	44%	75%	76%	7%
Economically Disadvantaged	Virginia	64%	54%	59%	59%	-5%	72%	37%	52%	55%	-17%
	Annandale HS	68%	65%	67%	78%	10%	73%	53%	77%	77%	4%
English Learners	Virginia	35%	24%	32%	32%	-3%	59%	21%	36%	41%	-18%
	Annandale HS	25%	21%	26%	30%	5%	50%	29%	66%	68%	18%
Students w/ Disabilities	Virginia	47%	40%	43%	44%	-3%	55%	31%	39%	43%	-12%
	Annandale HS	44%	51%	51%	51%	7%	61%	40%	63%	65%	4%
White	Virginia	92%	87%	92%	91%	-1%	91%	74%	87%	87%	-4%
	Annandale HS	88%	95%	89%	90%	2%	87%	78%	89%	93%	6%

Virginia standardized testing was canceled in the 2019-2020 school year due to the pandemic. Participation in standardized testing in 2020-2021 was voluntary and so the data from that year does not accurately reflect students' performance, when compared to previous and subsequent years. For this reason, we have compared pre-pandemic (2018-2019 school year) results to 2022-2023, as indicated in '4-year change' column.

We are so proud that, as a result of our laser-like focus on our priorities of relationships & support, high quality instruction, and strong collaboration in order to support students post pandemic, Annandale High School students **outperformed** pre-pandemic results and **outperformed** state results across nearly every subgroup in Reading and in Math.

We also know we have more work to do to continue getting better at supporting our students' learning needs. As a result of our students' data, we are continuing to ensure we are paying close attention to our most vulnerable students - our English Learners, students with disabilities, and our economically disadvantaged students. Something we were surprised by, when we examined our data in this way, was our Black students' performance in Math in the 2022-23 school year when compared to the year(s) prior. While we have yet to determine why this occurred, our Math collaborative teams are examining their approach both with instructional planning and within instructional implementation to help ensure instruction is more culturally responsive, which will serve to benefit all students.

Additionally, while they have made growth, we are very attuned to the fact that our English learners and our students with disabilities are performing significantly lower in Reading when compared to our overall student performance. However, our English collaborative teams have made tremendous instructional shifts just this year with a specific focus on providing Tier 2 support within Tier 1 instruction by regularly providing targeted small group instruction in order to better meet students' needs. Team members are regularly bringing evidence of student learning to collaborative team meetings so teams can examine together what students know and decide what students need next. We anticipate this more targeted support will have a big impact on students' learning toward grade-level standards and are excited to see this impact!

In order to assess our impact, we also consider our passrates in the context of similar demographic schools. See below for additional context data and reflection.

<b>Virginia SOL Comparison -- Similar Demographic FCPS High Schools</b>											
	<b>% Econ Dis</b>	<b>Reading % Pass</b>					<b>Mathematics % Pass</b>				
	<b>22-23</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>4-year change</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>4-year change</b>
Virginia	n/a	78%	69%	73%	73%	-5%	82%	54%	66%	69%	-13%
Annandale HS - FCPS	71%	75%	73%	74%	79%	4%	77%	57%	80%	79%	2%
Justice HS - FCPS	74%	73%	68%	64%	73%	0%	79%	63%	78%	79%	0%
Lewis HS - FCPS	68%	79%	53%	75%	79%	0%	71%	48%	78%	67%	-4%

Over the past few years, the percent of students living in poverty has increased. For example, in the 2021-22 school year, Annandale High School's free and reduced meal percentage equaled 68%. That percent has increased since to 71%. When we compare our students' Reading and Math pass rates to the other high schools in our division with the greatest percent of students living in poverty, our students' scores have demonstrated growth since before the pandemic, whereas the other schools' scores remained stagnant or decreased. We anticipate, due to our continued commitment to ensuring our collaborative teams are moving through the instructional cycle with frequency and depth, as well as our more targeted approach to intervention, that our scores will continue to increase.

In addition to student achievement data, we also consider graduation rates when evaluating our impact on student success beyond high school. Below are the percentage of students at Annandale High School who are living in poverty (FRM) as well as the Graduation Completion Index (GCI) for each year for which we have data. Note: Rates for 2020 and 2021 are not calculated because accreditation was waived due to the pandemic.

Graduation Completion Index with Free & Reduced Lunch Rates								
School	18-19		21-22		22-23		4 year change	
	FRM	GCI	FRM	GCI	FRM	GCI	FRM	GCI
Annandale HS	66%	87%	67%	92%	71%	88%	5%	1%

Once again the data shows that our percentage of students living in poverty has increased over the last four years. However, due to our focus on high quality instruction and strong collaboration, we have not seen a corresponding drop in graduation rates. In fact, our Graduation Completion Index (GCI) has increased slightly from 87% in 2019 to 88% in 2023, despite disruptions in learning caused by the pandemic. We anticipate that our graduation rates will only continue to increase in the coming years due to our continued commitment to ensuring our collaborative teams are moving through the instructional cycle with frequency and depth, as well as our more targeted approach to intervention.