

KWES Advisory Council

20 October 2026

KWES Advisory Council Purpose

- The KWES Advisory Council shall evaluate data, set priorities and provide input in the development of the school plan and the school budget.
- The KWES Advisory Council shall also monitor the school plan and the school budget.
- The KWES Advisory Council members shall act as representatives of the entire school community.



Agenda Overview

KWES PARENT ADVISORY COUNCIL MEETING

Date:	October 10th, 2026
Time:	5:30 pm
Purpose:	The KWES Parent Advisory Council shall evaluate data, set priorities and provide input in and monitor the development of the school plan and the school budget.
PWCS Strategic Plan Alignment	Objective 3.1: PWCS will engage families as authentic partners in education to support academic progress.

AGENDA

Welcome/Introductions

Council Position Representatives:
- Chairperson
- Secretary: Karen Manzano
- SACI Representative: Maya Claros
- PTO Representative
- Family Liaison: Zarela Mancil
- Stakeholders

SACI Representative Report

Principal's Report
- BOY Assessment Data
  - Math: Momentum
  - Reading; STAR

Informational Topics
- VDOE School Performance Framework
- Grading Regulation Update
- Community Preference Feedback

Citizen Comment Time

Set Agenda

Adjournment

INFORMATION/ACTION ITEMS:

- Next Meeting: 17 November

SACI Representative Report



Superintendent Advisory Council on Instruction (SACI) REPORT –October Meeting

Maya Claros

October 20, 2026

Grading Regulation Updates

PWCS implemented a new regulations in the grading system

- Greater consistency in grading practices across PWCS schools.
- Updated grading scales for grades 6–12, including minus letter grades.
- Clearer expectations for assessments, with consistent weighting by school level.
  - Elementary school: 40% formative (practice and feedback) / 60% summative (demonstration of learning).
  - Middle and high school: 30% formative / 70% summative.
- Clearer guidance for reassessment opportunities, homework practices, gradebook reporting, and final grade calculations.
- Continued alignment with student supports and accommodations, including IEPs, 504 Plans, and English learner services.
- Read more here
- Video

Code of Behavior Presentation

Code of Virginia § 22.1-78 states: "A school board may adopt bylaws and regulations, including but not limited to the proper discipline of students, including their conduct going to and returning from school." The School Board's rules governing student conduct are summarized in the Code of Behavior (COB) and are also addressed in the School Board's policies and Prince William County Public Schools (PWCS) regulations.

- Students rights: learn safely, be treated with respect, ask questions, and receive fair process
- Response and supports: pair consequences with support, reflection, and repair. Use preventive, age-appropriate responses before exclusion, and continue education and interventions outside of the classroom.
- Student Behavior and Administrative Responses (SBAR)
  - 6 tiered systems based on the behavior

*New or More Explicit in 2026-2027

- AI academic integrity
- Harassment, slurs and images: words, symbols, and images can contribute to harassment
- Peaceful student activism
- Clarified definitions via an appendix
- Distribution of substances
- Support and substance education

Due Process: student notified of misconduct, student has opportunity to be heard, appeals rights, emergency removal

Code of Behavior

Principal's Report

Enrollment

- Current State: 818
  - Pre-K: 38
  - K: 107
  - 1: 120
  - 2: 135
  - 3: 112
  - 4: 144
  - 5: 162

BOY Assessment Results

- STAR Reading
- Momentum



KWES STAR (Grades 3-5)

Renaissance
Star Reading

Star Reading Students Assessed

BOY-Fall 2026-2027

404

404 students completed one or more Star Reading assessment(s).

Star Reading Proficiency Rate (District Benchmark)

Explain it

BOY-Fall 2026-2027

46%

186 of 404 students scored at or above the minimum district benchmark proficiency level

Star Reading Proficiency Rate (State Benchmark)

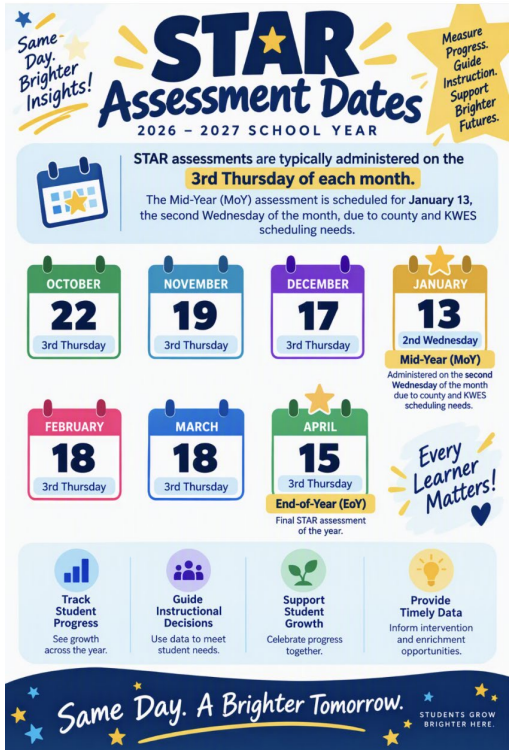
Explain it

BOY-Fall 2026-2027

65.3%

264 of 404 students estimated to score at or above the proficiency benchmark on the Reading state test

KWES STAR



WHAT CAN STUDENTS EXPECT ON THE TEST?

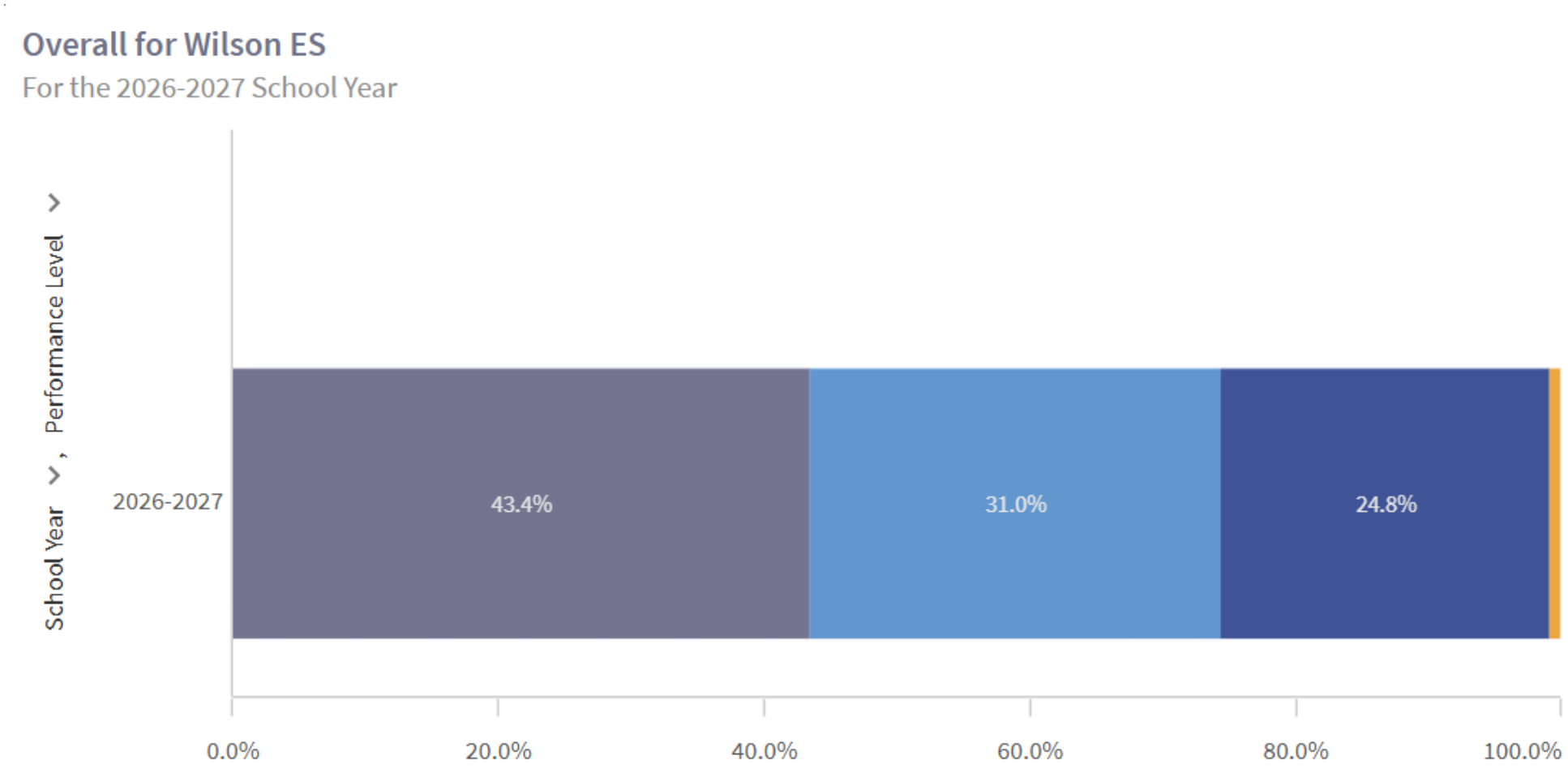
Item Time Limits	Standard Time Limit Per Item	Extended Time Limit Per Item
Practice* (3-7 questions)	60 seconds	180 seconds
Items 1-10 (Vocabulary)	105 seconds	315 Seconds
Items 11-34 (Reading)	150 seconds	450 Seconds

*Students will experience a minimum of three and maximum of seven practice items.
If successful, students will only experience the practice items once per year.
If students does not get three practice items correct, the assessment ends, no score is generated , and the attempt is reported as “Not completed due to failed practice” This information is available in the test activity report.

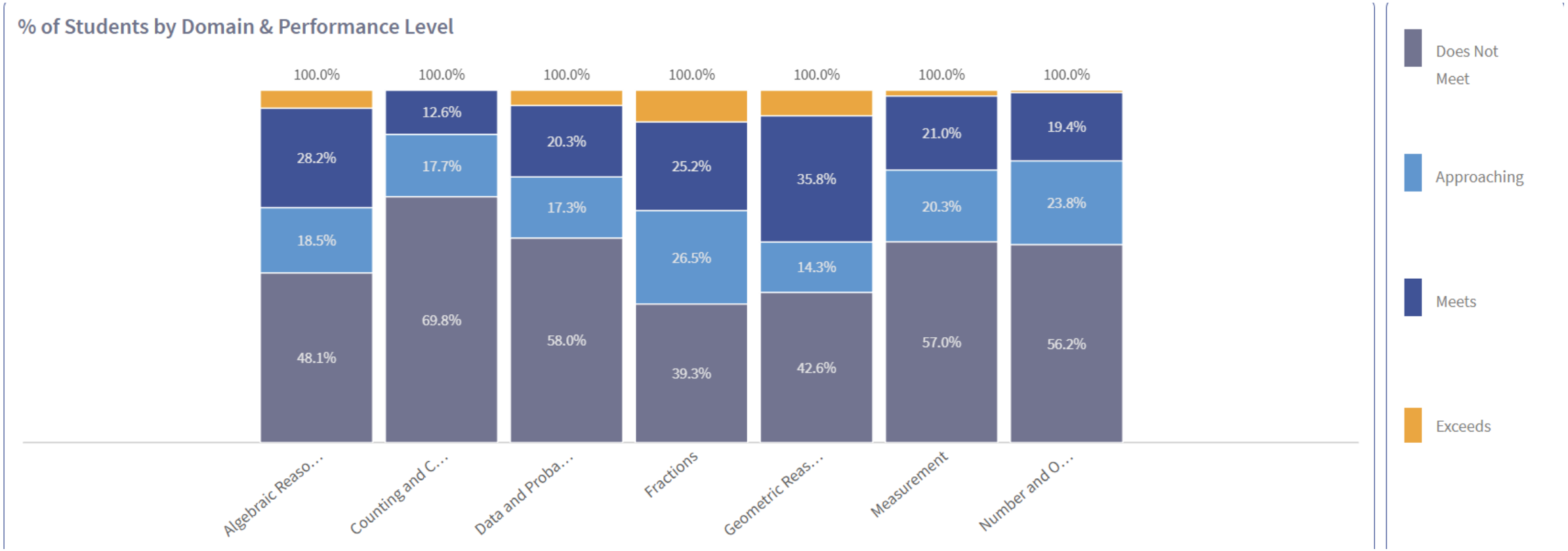
KWES Beginning of Year Momentum (Grades K-5)

BOY Result	Practical interpretation
Exceeds	Student is entering the year demonstrating skills **above the BOY expectation** and is likely ready for enrichment/extension.
Meets	Student is entering the year **at the expected starting point** for the grade and appears prepared to access grade-level instruction.
Below	Student is entering with some unfinished learning that may require targeted support while continuing grade-level instruction.
Well Below	Student has more substantial prerequisite skill gaps requiring closer diagnosis and targeted intervention/support.

KWES Beginning of Year Momentum



KWES Beginning of Year Momentum



VDOE School Performance Framework

SPSF | SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK

VIRGINIA DEPARTMENT OF EDUCATION

The School Performance and Support Framework (SPSF) is Virginia's school accountability system. It is the state's way of evaluating the Commonwealth's public schools. Developed with the input of Virginia's educational community, the multi-measure framework supports high-quality education by measuring how well schools are supporting our students to meet high expectations.

Weighting of SPSF Components

The SPSF includes up to four areas of focus, or components, but most schools are evaluated on three of them. Depending on the grade levels within a school, each component is weighted differently to match the academic priorities of the school. Each component consists of multiple indicators, or specific outcome measures.

Elementary School

Mastery	Growth	Readiness
65%	25%	10%

Middle School

Mastery	Growth	Readiness
60%	20%	20%

High School

Mastery	Readiness	Graduation
50%	35%	15%

School Performance Categories

Schools earn points based on how they do on each indicator, in each component. The component scores are then added to calculate an overall score. Schools are placed in one of four performance categories based on their overall score. A school's performance category may be lowered by one level, however, if an individual group of students in the school, like students from low-income backgrounds or students with disabilities, is struggling.

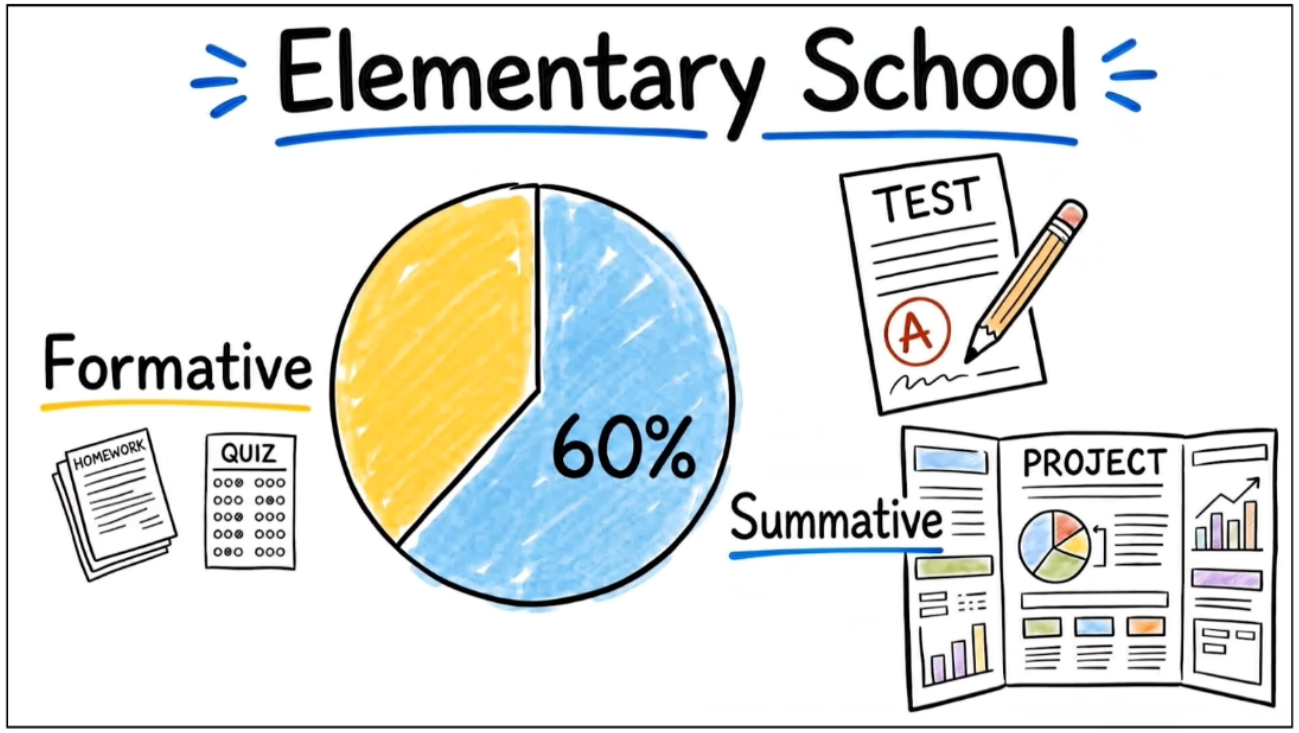
Distinguished (90+ points):	**Meets Expectations** (formerly **On Track**) (80–89 points):	**Approaching Expectations** (formerly **Off Track**) (65–79 points):	**Needs Intensive Support** (<65 points):
Exceeding expectations for students.	Meeting expectations for students.	Not yet meeting expectations for students.	Schools significantly not meeting expectations for students.

Scoring Breakdown

Elementary School

MASTERY 65%	• **Reading Performance**: SOL (Standards of Learning) and Virginia Alternate Assessment Program (VAAP) assessments: 22.5% • **Math Performance:** SOL and VAAP assessments: 22.5% • **Science Performance:** SOL and VAAP assessments: 10% • **English Learner (EL) Progress:** Growth toward English Language Proficiency on WIDA ACCESS and Alternate ACCESS assessments: 10%
GROWTH 25%	• **Reading Growth:** SOL and VAAP assessments: 12.5% • **Math Growth:** SOL and VAAP assessments: 12.5%
READINESS 10%	• **Chronic Absenteeism:** Students missing 10% or more of the school year: 10%

PWCS Grading Regulation



Regulation 661-1
Attachment I

Prince William County Public Schools Elementary School Descriptive Grading Scales

Kindergarten, First Grade, and Second Grade Core Subjects, and All Students in Grades Kindergarten Through Fifth Grade for Physical Education and the Arts

Simplified Scale	Letter Grade	Overall Descriptor Performance
4.0	S+	Consistently meets grade level standards
3.0	S	Adequately meets grade level standards
2.0	S-	Progressing towards meeting grade level standards
1.0	N	Inconsistent progress towards meeting grade level standards

Third, Fourth, and Fifth Grade Core Subjects

Grading Scale	Letter Grade	Overall Descriptor Performance
3.50-4.00	A	Consistently meets grade level standards
3.30-3.49	B+	Consistently meets grade level standards
2.50-3.29	B	Adequately meets grade level standards
2.30-2.49	C+	Progressing towards meeting grade level standards
1.50-2.29	C	Progressing towards meeting grade level standards
1.30-1.49	D+	Inconsistent progress towards meeting grade level standards
0.50-1.29	D	Inconsistent progress towards meeting grade level standards
0.00-0.49	F	No evidence that the student has an understanding of the standards



Questions

Citizen Comment Time








Adjournment

Thank you for joining us tonight!