Grounding: Equity for All 2025

Vision

Empowering all students to thrive in a diverse and ever-changing world

Mission

ACPS ensures success by inspiring students and address barriers to learning

Core Values

WELCOMING EQUITY-FOCUSED EMPOWERING INNOVATIVE RESULTS-DRIVEN
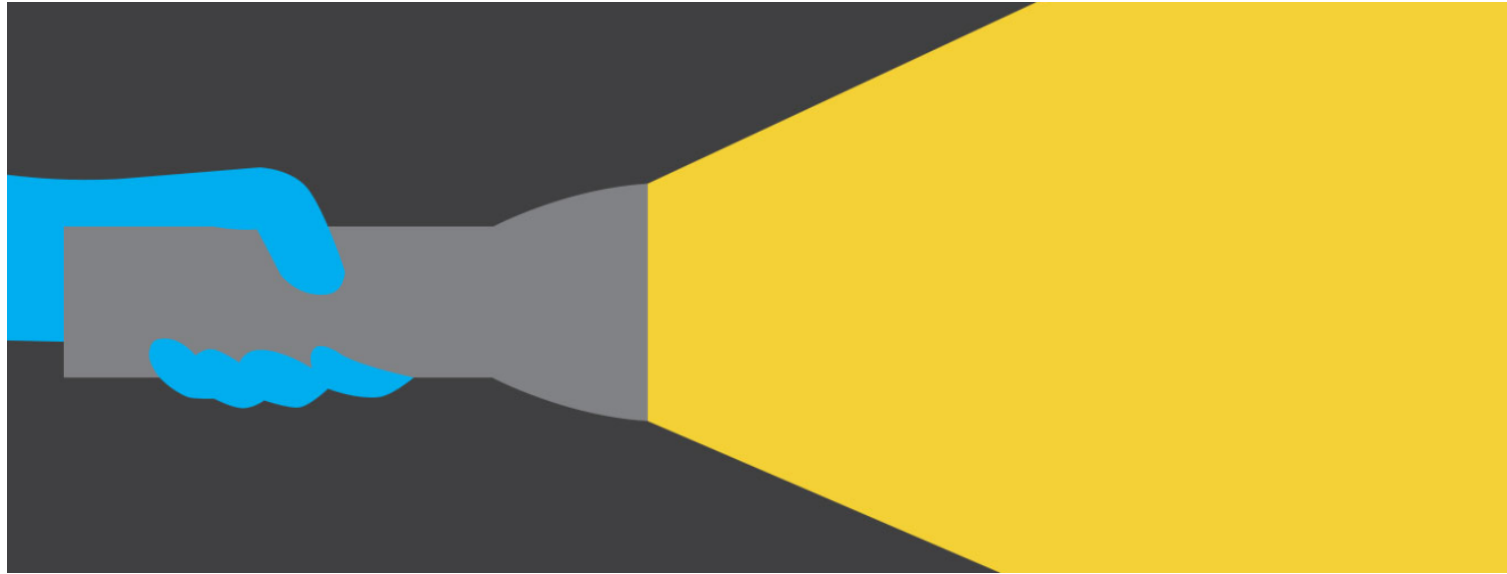
Anti-Racist Behaviors

CALL OUT

REFLECT then Respond

Comfortable

being uncomfortable

Where We Are

Every system is perfectly designed to achieve exactly the results it gets

2021-2022 National Educational Landscape

- Across the nation students and staff continued to struggle with **mental health** challenges, increases in student **externalizing behaviors**, lost instructional time to **increased absences**, and **difficulty finding substitute teachers**.[1]

- Initial research out of Auburn University has pointed to **large increases in low teacher morale** (54%) with almost **three out of four teachers reported considering leaving the profession** at the end of SY 21-22.[2]

- Student **achievement remained lower** than pre-pandemic years at the end of SY 21-22. However, **initial signs of rebounding** were seen in Reading and Mathematics. **High poverty schools have more ground to gain and a longer recovery period** expected because of disproportionate impact of pandemic and pre-existing disparities.[3]

[1] National Center for Education Statistics. (2022, July 6) *More than 80% of U.S. public schools report pandemic has negatively impacted student behavior and socio-emotional development* [Press release].
[2] Pressley, T., Marshall, D. T., Love, S. M., & Neugebauer, N. M. (2022). Teacher Morale and Mental Health Following the COVID-19 Pandemic [Preprint research paper].
[3] Kuhfeld, M., & Lewis, K. (2022). Student achievement in 2021-22: Cause for hope and continued urgency. NWEA.

Connection

Before

Content

Equity Climate Survey
Areas of Strength

- Most families, staff, and students have positive perceptions of the **learning environment, teachers, and school climate** overall.

82 % of families feel their students are welcome

87% of staff feel adults care about all students

- Stakeholders also report positive impressions of the **social-emotional environment and supports** at their school.

82% of students report teachers provide extra support to students when needed

Equity Climate Survey

Areas of Continued Focus

- **Feeling of safety at school declined** between 2021 and 2022.
  - Fifty-eight percent of students agree that they feel safe at school, compared with 75% the previous year.
  - All stakeholder groups reported higher levels of agreement in 2022 that students are bullied at school (Family: 36%, Staff: 23%, and Students: 41%).
- There are opportunities to strengthen **student and staff relationships**.
  - About half (52%) of students agree that students respect those from different backgrounds, a 15-percentage point decline from 2021.
  - 66% of students reported that adults care about all students, down 13 percentage points from 2021.
  - Two-thirds of students report participating in community circles less than once a week (36% saying never).

Developmental Assets

- **Largest average gains in Positive Values** (*equality and social justice, caring, restraint, integrity etc.*) from 2010 baseline

- **Overall highest** assets were **positive peer influence** (83%) and **school engagement** (80%)

- **Largest average decline in Positive Identity** (*self-esteem, sense of purpose, personal power, positive view future*) from 2010 baseline

- **Lowest overall category continued to be Empowerment** (*community values youth, youth as resource, service to others, safety*)

Chronic Absenteeism

Rates of chronic absenteeism **nearly doubled or more** for most subgroups from 2019 to 2021 and remained high in 2022.
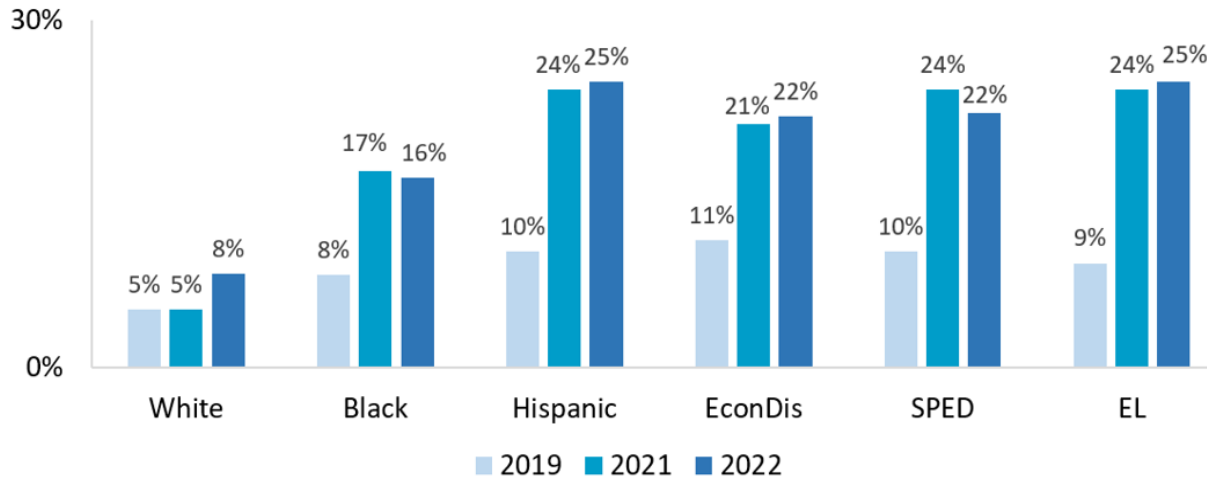
Staff Attendance

- **Staff absenteeism was significantly higher** in SY 21-22 than in pre-pandemic school years.

- Increased absenteeism and lack of available substitutes led to **volunteer school and central office staff** to fill vacant classrooms and other school-based positions during peak absenteeism periods.

Grade Level	Average Daily Absences
High School – All Campuses	22
K-8 Schools	14
Middle Schools	25
Early Childhood & Elementary Schools	76
Total	**145**

* Significantly higher daily absences were experienced during peaks of COVID-19 community spread.

Summative KPIs

Underrepresented ← → Overrepresented

		Total	Asian	Black/ African-American	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Academic Outcomes	40th Percentile or Higher on MAP Language Arts (Spring)	55%	56%	49%	34%	78%	83%	37%	81%	58%	52%	19%	68%	73%	20%	58%
	40th Percentile or Higher on MAP Math (Spring)	48%	55%	38%	28%	68%	76%	30%	72%	47%	48%	18%	56%	63%	17%	51%
	Met Projected Fall - Spring Growth Language Arts	45%	47%	42%	42%	51%	49%	41%	49%	45%	44%	40%	44%	47%	35%	45%
	Met Project Fall - Spring Growth Math	48%	48%	44%	46%	50%	52%	46%	50%	47%	48%	48%	45%	48%	46%	48%
	Grade 9 On Track	70%	71%	65%	56%	90%	91%	58%	89%	72%	68%	34%	71%	82%	44%	72%
	Successfully Completed All Honors, AP, DE courses	89%	93%	88%	83%	92%	94%	84%	94%	89%	90%	80%	86%	92%	86%	90%
Behavioral Outcomes	Over 90% Attendance	82%	84%	82%	75%	85%	91%	77%	89%	83%	82%	75%	88%	85%	75%	83%
Program Access	Identified as TAG (EOY 22)	13%	10%	7%	5%	23%	28%	5%	25%	13%	13%	1%	17%	22%	2%	14%
	Have Pre-K Experience	72%	63%	82%	59%	82%	80%	70%	76%	69%	75%	62%		81%	90%	70%

Risk Indicators

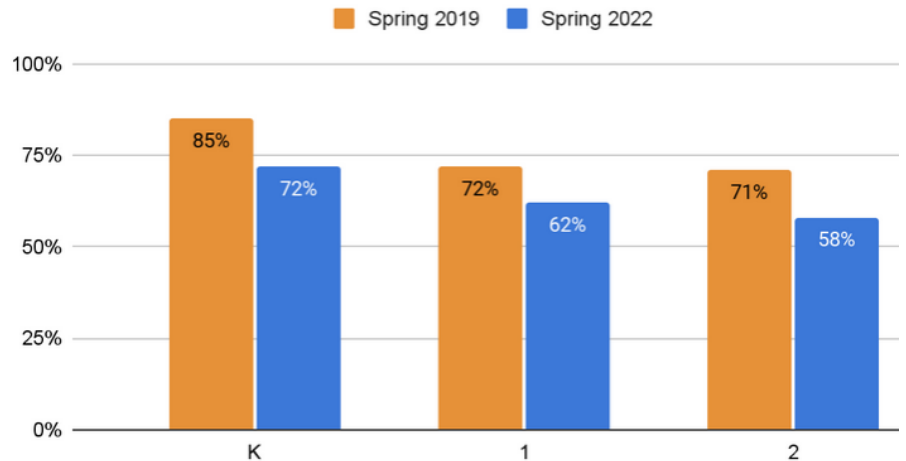|		Total	Asian	Black/ African-American	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Behavioral Outcomes	Student was Suspended	296	1	153	112	7	23	259	36	91	205	97	45	154	81	215
Program Access	Newly Referred for Disability Evaluation and Found Eligible	93	10	38	16	4	25	31	52	28	65	13	0	80		

Underrepresented ← → Overrepresented

PALS

Across grades K-2, the percentage of students meeting the PALS benchmark **increased between Fall** and **Spring**, however compared to pre-pandemic levels, the percentage of students meeting benchmark by Spring was **lower** across all grades.

Percent of ACPS Students Meeting PALs Benchmark

Legend: Fall 2021 (light blue), Spring 2022 (blue)

Grade	Fall 2021	Spring 2022
K	66%	72%
1	57%	62%
2	55%	58%

% of ACPS Students Meeting PALS Benchmark

Legend: Spring 2019 (orange), Spring 2022 (blue)
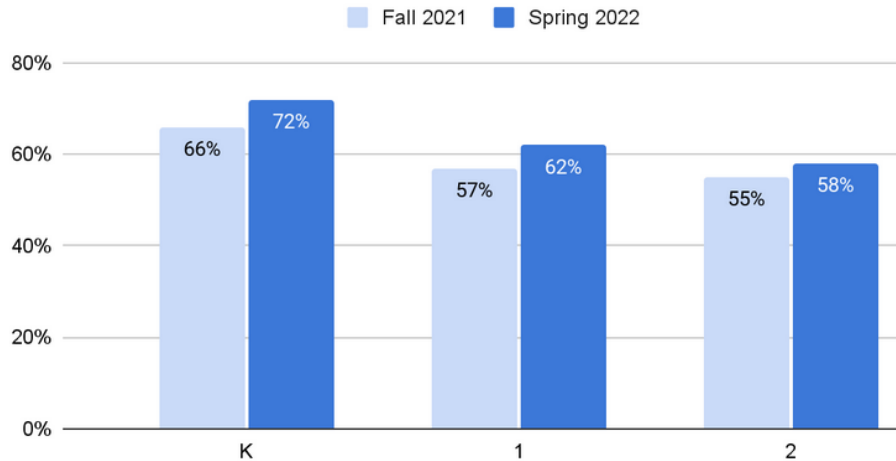
Grade	Spring 2019	Spring 2022
K	85%	72%
1	72%	62%
2	71%	58%

**Note that the above graphs are not a cohort analysis and represent all students taking the test in the given grade and time period.

NWEA MAP Fall 2021 to Spring 2022 Growth by Achievement

▲ Language Arts ● Mathematics

ALEXANDRIA CITY PUBLIC SCHOOLS
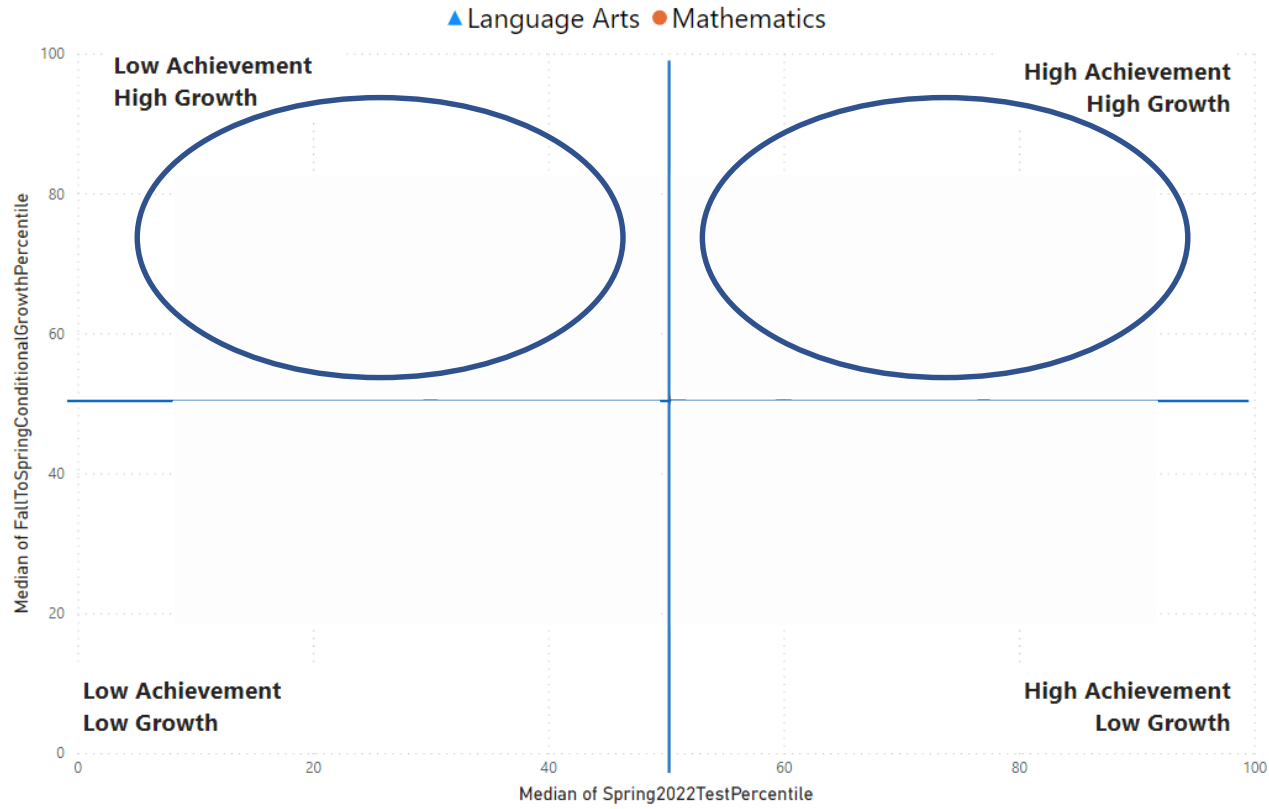
SOLs

- **Thirteen of 17 ACPS schools are Fully Accredited** for the 2022-23 school year.
  - John Adams
  - Charles Barrett
  - Naomi Brooks
  - Cora Kelly
  - Lyles-Crouch
  - Douglas MacArthur
  - George Mason
  - Mount Vernon
  - James K. Polk
  - Samuel Tucker
  - Patrick Henry
  - Francis C. Hammond
  - George Washington

- Ferdinand T. Day, William Ramsay, Jefferson-Houston and Alexandria City HS are **Accredited with Conditions**.

SOLs

- Student pass rates **increased in the Reading, Mathematics, and Science**; however, pass rates remain lower than pre-pandemic levels.

Federally Adjusted SOL Results
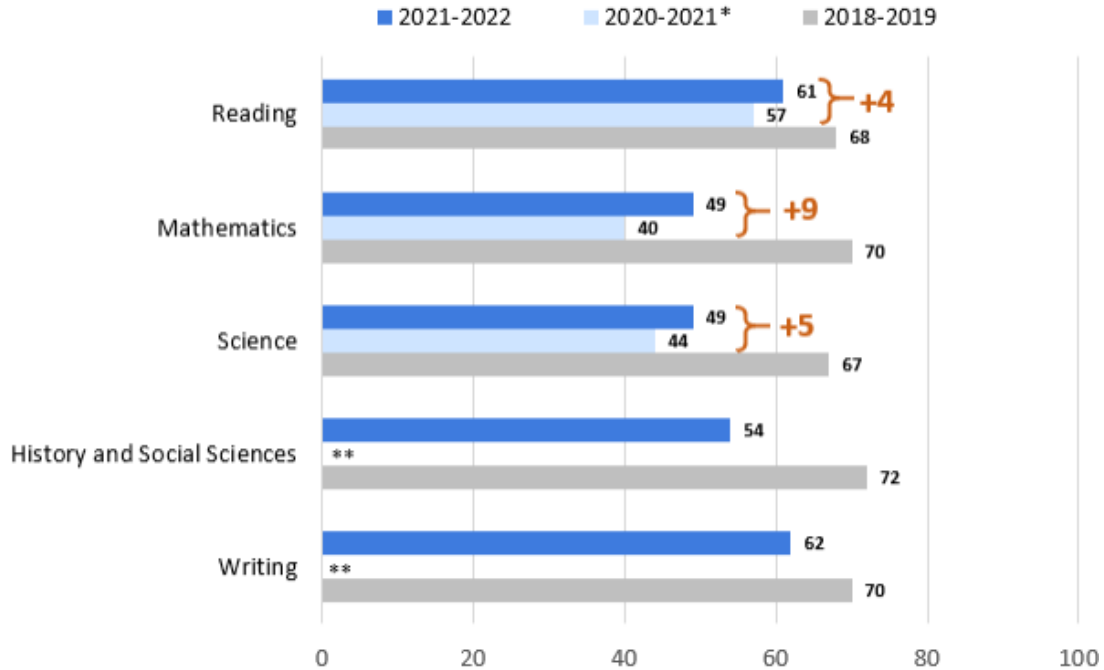
Legend: ■ 2021-2022 ■ 2020-2021* ■ 2018-2019

Subject	2021-2022	2020-2021*	2018-2019	Change
Reading	61	57	68	+4
Mathematics	49	40	70	+9
Science	49	44	67	+5
History and Social Sciences	54	**	72	
Writing	62	**	70	

*Due to the COVID-19 pandemic, SOL testing in 2020-21 was not census; therefore, comparisons to 2021-22 testing should be made with caution.

**Participation was less than 50% of student population typically assessed and comparisons to other years are not valid.

SOLs

- **Results increased across all student groups** in Reading, Mathematics, and Science **except students with disabilities**.

Federally Adjusted Mathematics SOL Results
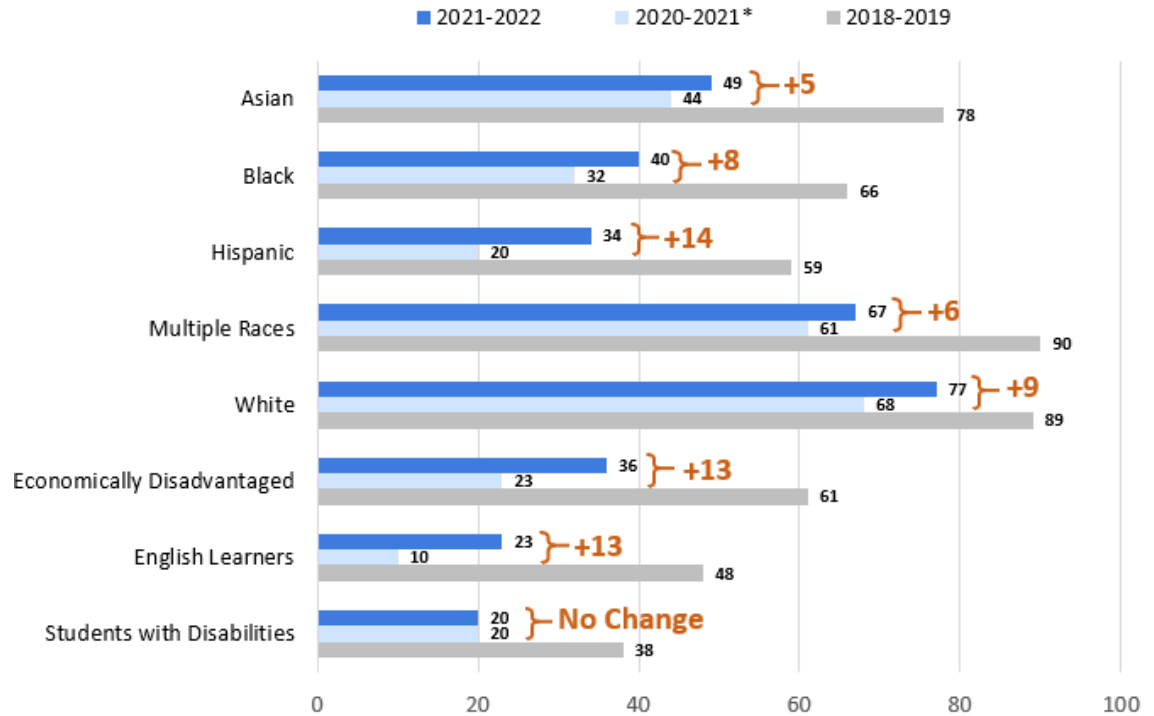
Legend: ■ 2021-2022 ■ 2020-2021* ■ 2018-2019

Group	2021-2022	2020-2021*	2018-2019	Change
Asian	49	44	78	+5
Black	40	32	66	+8
Hispanic	34	20	59	+14
Multiple Races	67	61	90	+6
White	77	68	89	+9
Economically Disadvantaged	36	23	61	+13
English Learners	23	10	48	+13
Students with Disabilities	20	20	38	No Change

*Due to the COVID-19 pandemic, SOL testing in 2020-21 was not census; therefore, comparisons to 2021-22 testing should be made with caution.

Where We Are Going

Systemic Alignment

Equity for All 2025 Strategic Plan

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Fiscal Year 2023 Budget Priorities

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School Year 2022-23 Focus Areas

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Superintendent Evaluation 2022-23

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SY 2022-23 Department Improvement Plans (DIPs)   SY 2022-23 School Improvement Plans (SIPs)

↓   ↓

Purposeful Action

↓

Outcomes
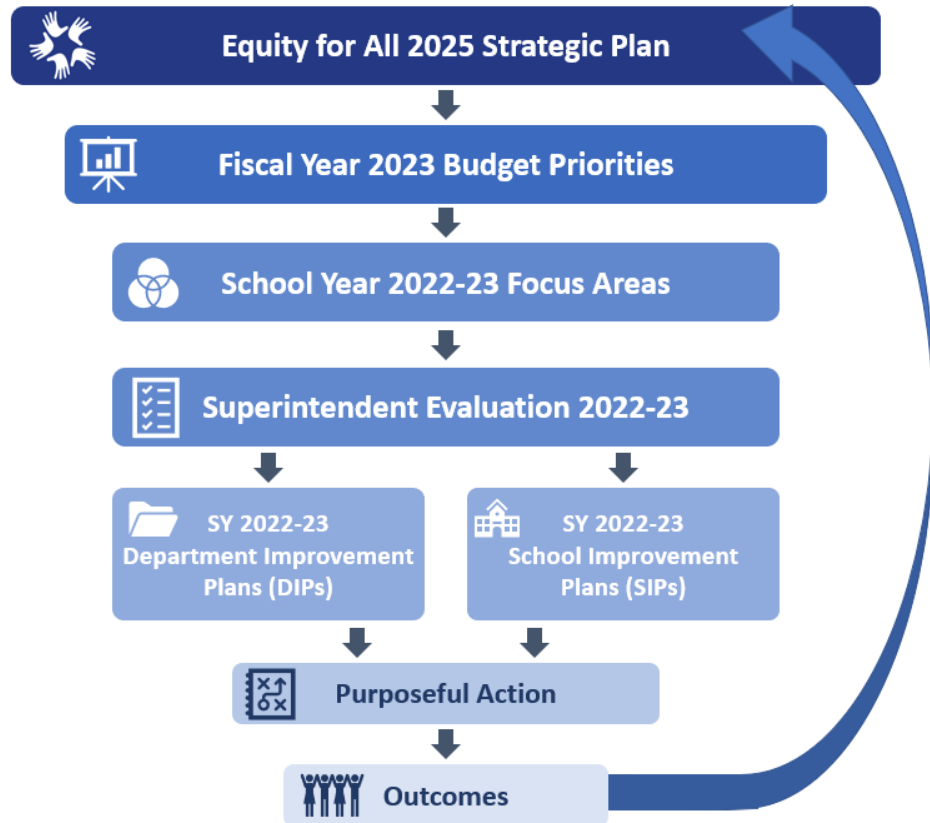
Adopted FY 2023 CF Budget Priorities

Systemic Alignment:
- Special Instruction evaluation implementation as a part of the Strategic Plan
- Staff evaluations

Instructional Excellence:
- K-4 Literacy
- Equitable TAG identification of Black and Hispanic students
- Address chronic absenteeism & high school graduation rate among Hispanic male students

Student Accessibility and Support:
- Social and Emotional supports for students
- Expand access and improve quality of out-of-school learning

Strategic Resource Allocation:
- Implementation of Customer Relationship Management System

Family and Community Engagement:
- Development of a comprehensive ACPS communication plan that incorporates all modes of communication
- Expand cultural competency training to ACPS families

Draft Areas of Focus for SY 22-23

- **Social Emotional and Academic Learning Recovery**
  - SEAL Lessons Daily PreK-12 ▶
  - Literacy Grades K-4 ▶
  - Addressing Unfinished Learning in Math K-12 ▶▶
- **Hispanic Males**
  - Academic Enrichment and Advancement ▶
  - Early Warning System ▶
  - Internships, Externships, and Workforce Development ▶

- **Staff Wellness and Growth**
  - Targeted and enhanced recruitment ▶
  - Career growth and pipeline opportunities ⏻
  - Staff wellness program ▶
- **Middle School Educational Experience**
  - Scheduling ⏻
  - Math Pathways ⏻
  - Middle School Transitions (Grades 5-6 & 8-9) ▶

Stage 1 Plan & Prepare ⏻ | Stage 2 Initiate & Refine ▶ | Stage 3 Sustain & Scale ▶▶

Draft Areas of Focus for SY 22-23

- **Early College**
    - Course Sequencing
    - Program Development

- **Talented and Gifted**
    - Identification Process
   - Service Model
    - Update Local Plan for the Gifted

Also Continuing Work from SY 20-22:

- Continued SST Support Expansion
- Strategic Plan Implementation
- Policy Equity Audit
- Implementation of Student with Disabilities Plan

Stage 1 Plan & Prepare Stage 2 Initiate & Refine Stage 3 Sustain & Scale

Strengthening Tier 1 Social Emotional Learning

- **Explicit social emotional learning time** 30 minutes daily for PreK-12

- **Monitoring and accountability** through SEL "Look Fors" in walk-thru forms and explicit indicators within the annual evaluation process

- Fall and Spring administration of the **Devereux Student Strengths Assessment** (DESSA) **social-emotional tool** to assess and develop individual and collective strengths
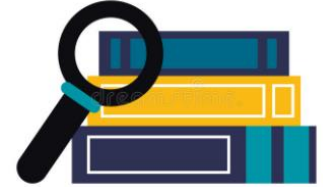

Tier 3 Intensive

Tier 2 Secondary

Tier 1 Universal
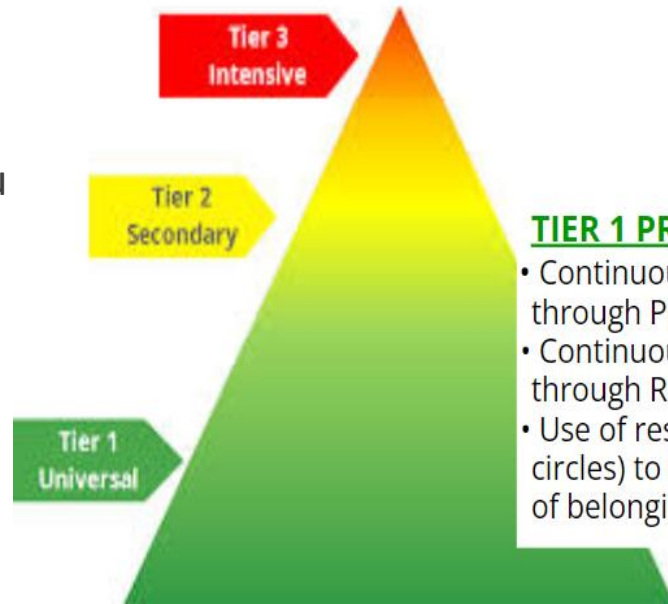
TIER 1 PRACTICES and SUPPORTS
- Continuous, explicit behavior instruction through PBIS
- Continuous, explicit SEL instruction through RULER lessons
- Use of restorative practices (community circles) to build community and a culture of belonging

Focus on K-4 Literacy

- **Enhance core phonics instruction** in K-2 classrooms by sustaining and strengthening implementation of Really Great Reading's explicit and systematic sequence of instruction.

- **Facilitate continuous improvement of high quality Tier 1 instruction** by supporting collaborative communities of practice in learning together, studying classroom practice, and employing instructional resources grounded in the latest reading research.

- **Build educator capacity in use of differentiated assessment** protocols to efficiently diagnose, progress-monitor, and accelerate student acquisition of critical foundational literacy skills.

Questions?

Superintendent
Dr. Gregory C. Hutchings, Jr.

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