



Equity for All 2025 Dashboard: Mid-Year Update

March 16, 2023



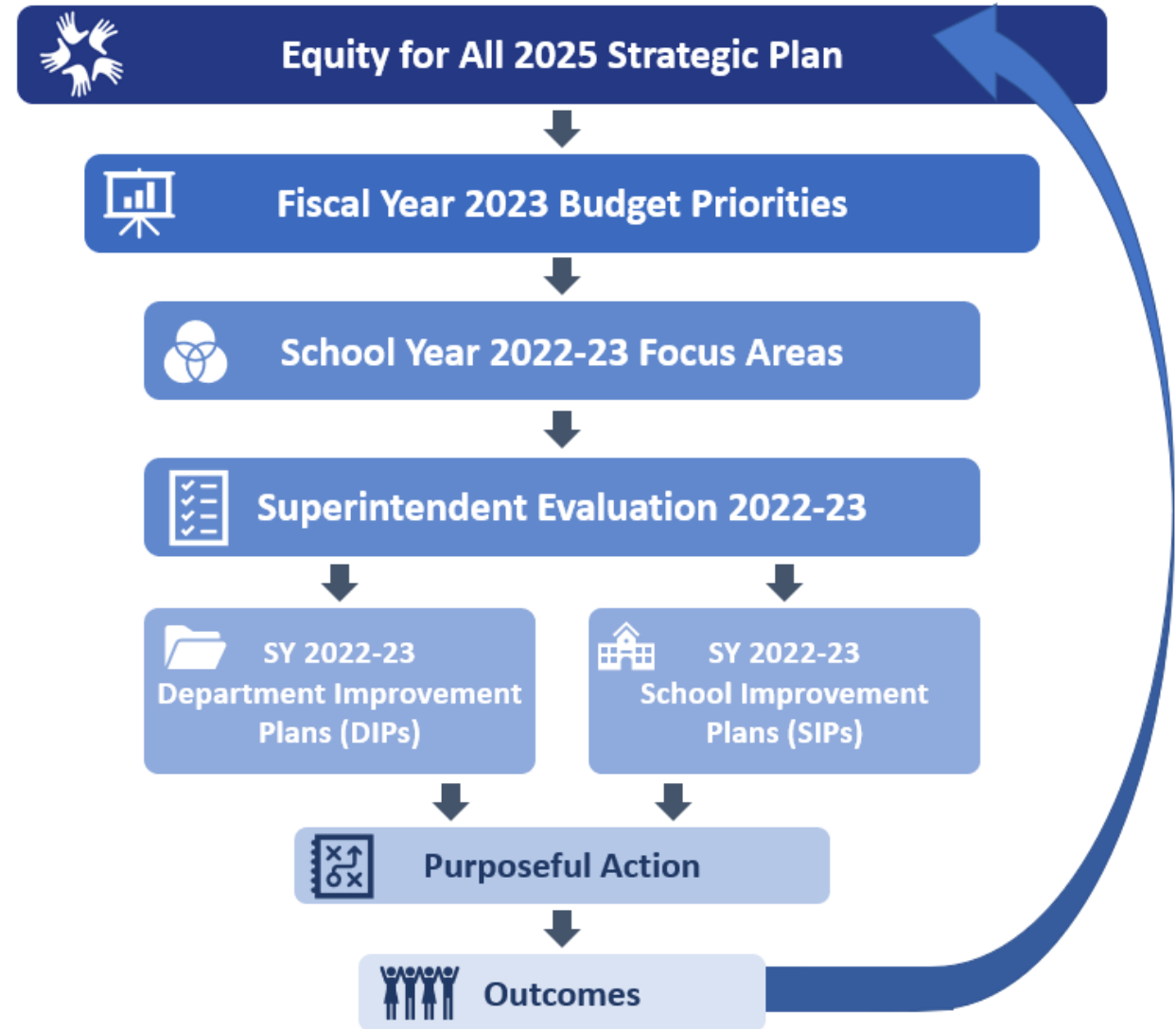


Essential Questions

1. What do formative KPIs suggest about the **trajectory of student outcomes** toward the end of the school year?
2. In what areas is ACPS seeing **progress in equity indicators**? In what areas do **inequities persist**?
3. How are these data used within the organization to **advance continuous improvement efforts** and creating alignment?



Systemic Alignment





Adopted FY 2024 Combined Funds Budget Priorities



Systemic Alignment

- Full Implementation of Students with Disabilities Action Plan



Instructional Excellence

- Reduce Class Sizes
- K-4 Literacy



Student Accessibility and Support

- Target Chronic Absenteeism
- Restorative Practices Supports



Strategic Resource Allocation

- Develop plan and policy for Collective Bargaining
- Target planned compensation enhancements and staff retention efforts
- Increase support for Social and Emotional Learning



Family and Community Engagement

- Safe Routes to School coordination



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)



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:

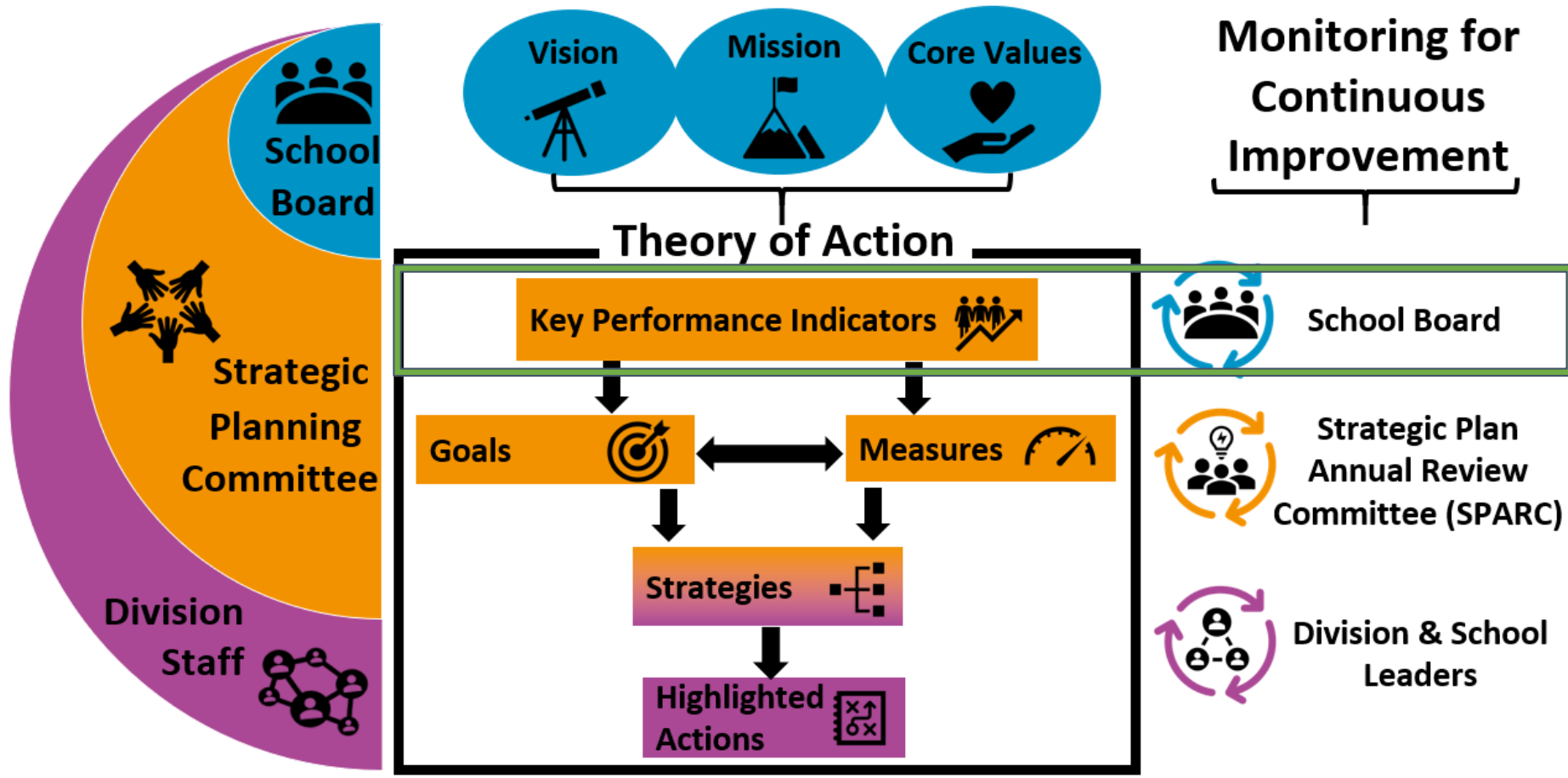
- Continued SST Support Expansion
- Strategic Plan Implementation
- Policy Equity Audit
- Implementation of Student with Disabilities Plan

Continuous Improvement in KPI Disparities

- Suspensions of Black Male, Black Female, Hispanic Male students
- Chronic Absenteeism for Hispanic and Black Students



Implementation Structure





Formative Monitoring



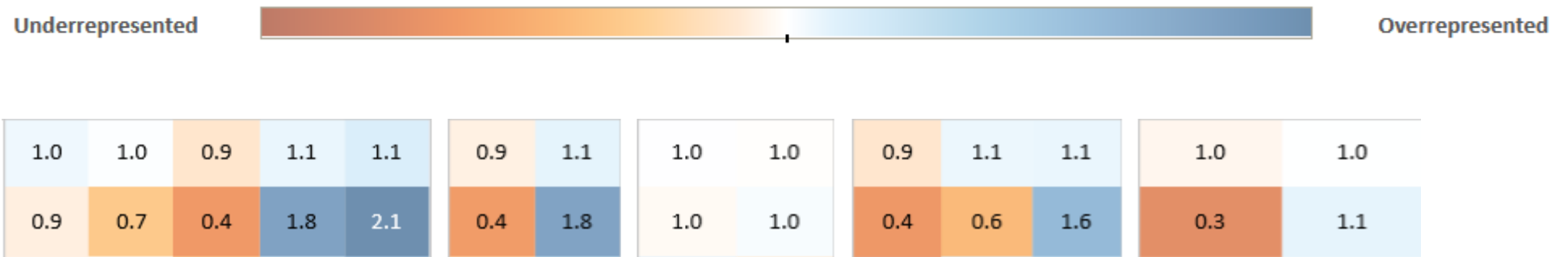
2020-2025 Strategic Plan: Equity for All

EQUITY- FOCUSED





Representation Index



1.0 = equitable representation
Transparent background = roughly equitable
More saturated colors = larger inequities

2022-23 Mid-Year - Representation Index



EQUITY-FOCUSED

		Asian	Black/ African- A.	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	Non-SWD	SWD	
Academic Outcomes	Met KPALS Readiness Benchmark	1.1	1.2	0.6	1.2	1.3	0.8	1.2	1.0	1.0	0.7		1.2	1.0	1.0	
	40th Percentile or Higher on MAP Language Arts	0.9	1.0	0.7	1.4	1.5	0.7	1.4	1.1	0.9	0.3	1.3	1.4	1.1	0.5	
	40th Percentile or Higher on MAP Math	1.0	0.9	0.6	1.4	1.6	0.7	1.4	1.0	1.0	0.4	1.2	1.4	1.1	0.4	
	Met Projected Fall - Winter Growth Language Arts	1.1	1.0	1.0	0.9	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	
	Met Projected Fall - Winter Growth Math	1.2	1.0	0.9	1.0	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	
	Grade 9 On-Track	1.5	0.8	0.8	1.6	1.6	0.8	1.4	1.0	1.0	0.8	1.0	1.2	1.0	0.7	
Behavioral Outcomes	Over 90% Attendance	1.0	1.0	0.9	1.0	1.1	1.0	1.0	1.0	1.0	1.0	1.1	1.0	1.0	0.9	
Program Access	Have Pre-K Experience	1.0	1.1	0.8	1.0	1.2	0.9	1.1	1.0	1.0	0.8		1.2	1.0	1.1	
	TAG Referral	1.0	0.8	0.7	1.2	1.5	0.7	1.4	1.0	1.0	0.6	1.0	1.4	1.1	0.4	
	Enrolled in an Honors, AP, or Dual Enrollment Course	0.9	1.0	0.7	1.3	1.5	0.8	1.3	1.1	0.9	0.4	1.2	1.3	1.1	0.3	
		Underrepresented													Overrepresented	
Behavioral Outcomes	Student was Suspended	0.6	2.4	0.8	0.4	0.2	1.4	0.4	0.6	1.4	0.8	1.0	1.1	0.8	2.6	
Program Access	Newly Referred for Disability Evaluation and Found Eligible	0.4	1.5	1.0	0.8	0.7	0.8	1.2	0.7	1.2	0.8	0.0	1.5			
		Underrepresented													Overrepresented	

2022-23 Mid-Year - Representation Index



EQUITY-FOCUSED

	Asian	Black/ African- A...	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	Non-SWD	SWD
Academic Outcomes														
Met KPALS Readiness Benchmark	1.1	1.2	0.6	1.2	1.3	0.8	1.2	1.0	1.0	0.7		1.2	1.0	1.0
40th Percentile or Higher on MAP Language Arts	0.9	1.0	0.7	1.4	1.5	0.7	1.4	1.1	0.9	0.3	1.3	1.4	1.1	0.5
40th Percentile or Higher on MAP Math	1.0	0.9	0.6	1.4	1.6	0.7	1.4	1.0	1.0	0.4	1.2	1.4	1.1	0.4
Met Projected Fall - Winter Growth Language Arts	1.1	1.0	1.0	0.9	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9
Met Projected Fall - Winter Growth Math	1.2	1.0	0.9	1.0	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9
Grade 9 On-Track	1.5	0.8	0.8	1.6	1.6	0.8	1.4	1.0	1.0	0.8	1.0	1.2	1.0	0.7
Behavioral Outcomes														
Over 90% Attendance	1.0	1.0	0.9	1.0	1.1	1.0	1.0	1.0	1.0	1.0	1.1	1.0	1.0	0.9
Have Pre-K Experience	1.0	1.1	0.8	1.0	1.2	0.9	1.1	1.0	1.0	0.8		1.2	1.0	1.1
Program Access														
TAG Referral	1.0	0.8	0.7	1.2	1.5	0.7	1.4	1.0	1.0	0.6	1.0	1.4	1.1	0.4
Enrolled in an Honors, AP, or Dual Enrollment Course	0.9	1.0	0.7	1.3	1.5	0.8	1.3	1.1	0.9	0.4	1.2	1.3	1.1	0.3
Behavioral Outcomes														
Student was Suspended	0.6	2.4	0.8	0.4	0.2	1.4	0.4	0.6	1.4	0.8	1.0	1.1	0.8	2.6
Program Access														
Newly Referred for Disability Evaluation and Found Eligible	0.4	1.5	1.0	0.8	0.7	0.8	1.2	0.7	1.2	0.8	0.0	1.5		

2022-23 Mid-Year - Outcomes



RESULTS-DRIVEN

	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	Non-SWD	SWD
Met KPALS Readiness Benchmark	68%	74%	79%	42%	81%	86%	54%	81%	68%	68%	49%		85%	68%	67%
40th Percentile or Higher on MAP Language Arts	52%	48%	50%	34%	72%	75%	36%	72%	55%	49%	18%	69%	71%	55%	23%
40th Percentile or Higher on MAP Math	45%	47%	40%	28%	65%	72%	30%	66%	44%	47%	19%	55%	63%	48%	17%
Met Projected Fall - Winter Growth Language Arts	47%	53%	45%	45%	45%	50%	45%	49%	47%	47%	47%	47%	47%	47%	43%
Met Projected Fall - Winter Growth Math	53%	65%	51%	49%	54%	56%	50%	55%	52%	53%	52%	55%	53%	54%	47%
Grade 9 On-Track	51%	79%	42%	39%	81%	83%	39%	71%	54%	49%	39%	52%	61%	53%	34%
Over 90% Attendance	80%	82%	80%	75%	81%	88%	77%	84%	80%	81%	77%	86%	81%	81%	76%
Have Pre-K Experience	77%	77%	82%	62%	81%	90%	72%	83%	77%	78%	64%		89%	76%	87%
TAG Referral	13%	13%	11%	8%	16%	20%	8%	18%	12%	13%	7%	13%	17%	13%	6%
Enrolled in an Honors, AP, or Dual Enrollment Course	56%	52%	56%	40%	72%	82%	44%	73%	61%	51%	20%	70%	72%	60%	18%
	Total	Asian	Black/ African- American	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	Non-SWD	SWD
Student was Suspended	188	7	111	55	3	12	147	34	55	133	57	28	103	137	51
Newly Referred for Disability Evaluation and Found Eligible	116	3	45	42	4	22	52	61	41	75	33	0	83		



Moving Forward

- **Data-based inquiry** and learning to inform continuous improvement
- **Incorporation of learning** into department and school improvement planning processes
- **Develop three-year KPI trends** through an equity lens within the Equity for All Dashboard





Questions?

Dr. Clinton Page
clinton.page@acps.k12.va.us



Interim Superintendent
Dr. Melanie Kay-Wyatt

School Board
Meagan L. Alderton, Chair
Jacinta Greene, Vice Chair

Willie F. Bailey, Sr.
Kelly Carmichael Booz
Abdel-Rahman Elnoubi

Christopher Harris
Tammy Ignacio

Michelle Rief
Ashley Simpson Baird