



Draft ACPS Priority Areas 2023-2024

School Board Work Session
August 24, 2023





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 addressing barriers to learning

Core Values



WELCOMING



EQUITY-FOCUSED



EMPOWERING



INNOVATIVE



RESULTS-DRIVEN

Anti-Racist Behaviors

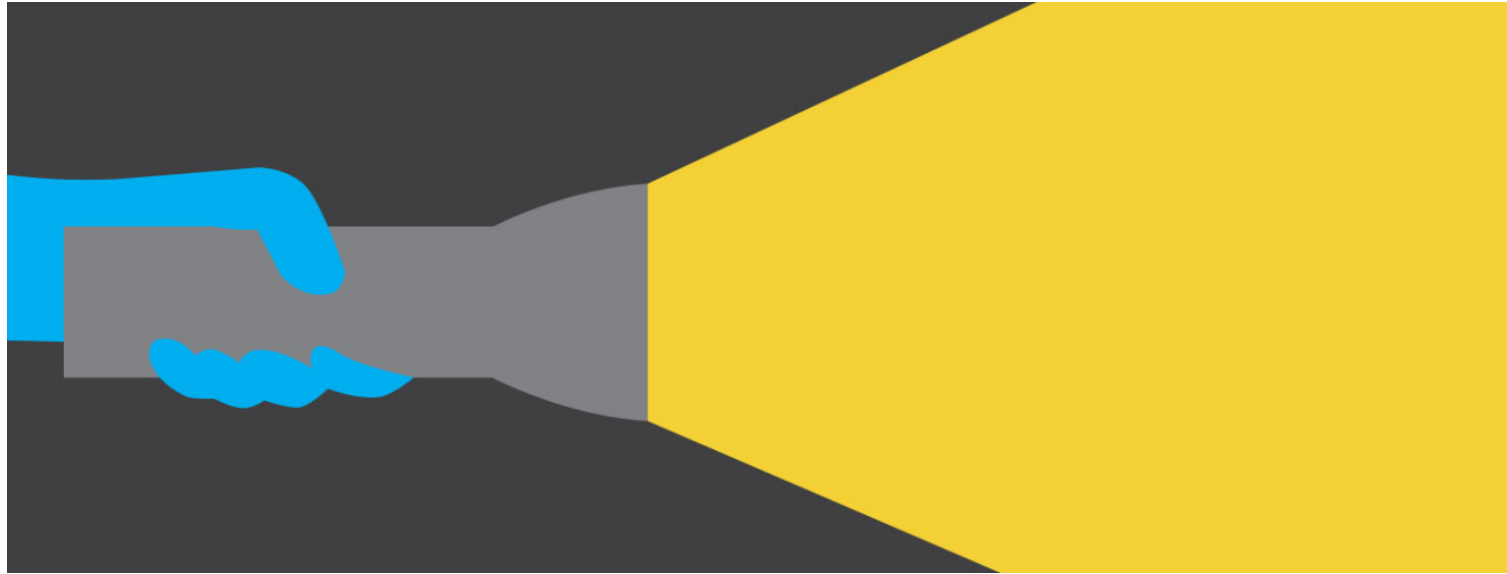


Comfortable





Where We Are







2022-2023 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
- **Staffing challenges persist** as attrition is on the rise within the education sector, available human capital is at a level lower than current demand, and thus hiring has lagged well behind the current need.²
- After showing initial signs of rebounding in SY 21-22³, **in SY 22-23 student academic growth stalled falling short of pre-pandemic trends in most grades**. The youngest grades bucked this trend and made above average achievement gains compared to their pre-pandemic peers.⁴
- **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 It is estimated that most students would need on average, an additional 4.5 months of mathematics instruction and 4.1 months of reading instruction to reach pre-pandemic norms.⁴

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 Bryant, J., Ram, S., Scott, D., & Williams, C. (2023). K-12 teachers are quitting. What would make them stay? McKinsey & Company.

³ Kuhfeld, M., & Lewis, K. (2022). Student achievement in 2021-22: Cause for hope and continued urgency. NWEA.

⁴ Lewis, K. & Kuhfeld, M. (2023). Education's long COVID: 2022-23 achievement data reveal stalled progress toward pandemic recovery. NWEA.



Connection



Before

Content





Equity Climate Survey

Areas of Strength

- A majority of staff and students have positive perceptions of the **learning environment, teachers, and school climate** overall.
- Respondents also report positive impressions of the **social-emotional environment and supports** at their school.

96% of staff have positive relationships with their students

76% of students report teachers provide extra support to students when needed

84% of families feel their students are welcome

- Staff report positive perceptions of their **relationships with other staff members, students, and supervisors.**



Equity Climate Survey

Areas of Continued Focus

- **Feeling of safety at school declined** between 2021 and 2023 with the largest decline of 28 percentage points within student respondents.
- There is still potential for **stronger engagement, professional learning, and growth opportunities.**
- There are opportunities to **address and identify inequities** across the division as well as to improve the use of **restorative practices.**

I feel safe during school.



The Central Office provides opportunities for support and collaboration.



Students respect other students from different backgrounds

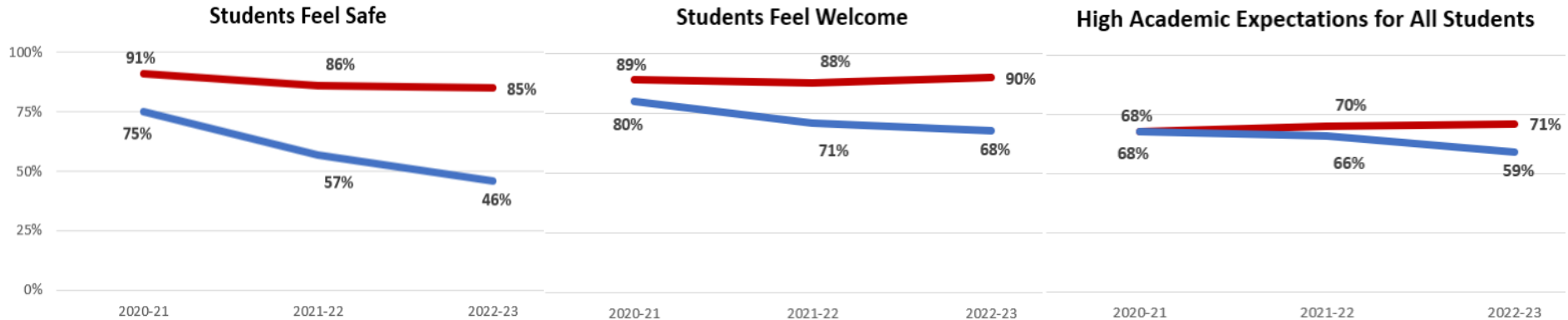




Equity Climate Survey

Additional Trend

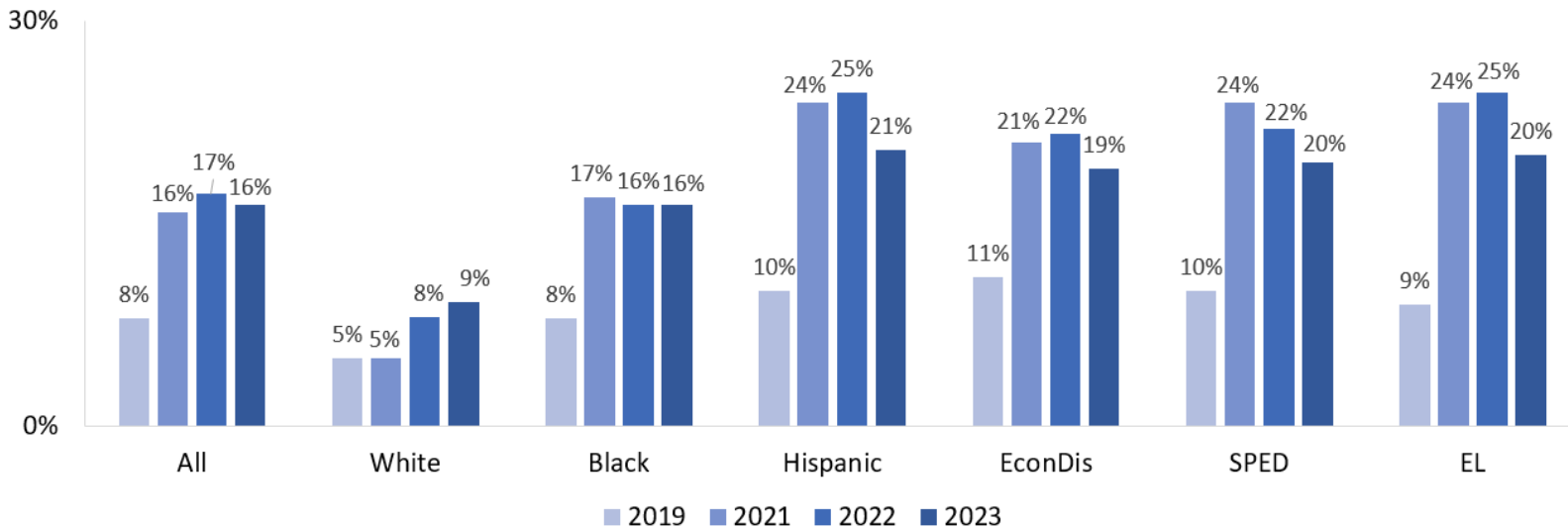
- Further analysis of the climate survey results revealed that perceptions at the **elementary level have remained steady** while **secondary level results are trending downward** since 2020-21.





Chronic Absenteeism

Overall rates of chronic absenteeism **remain elevated** in 2023. However, **subgroups with the highest rates are showing improvement.**





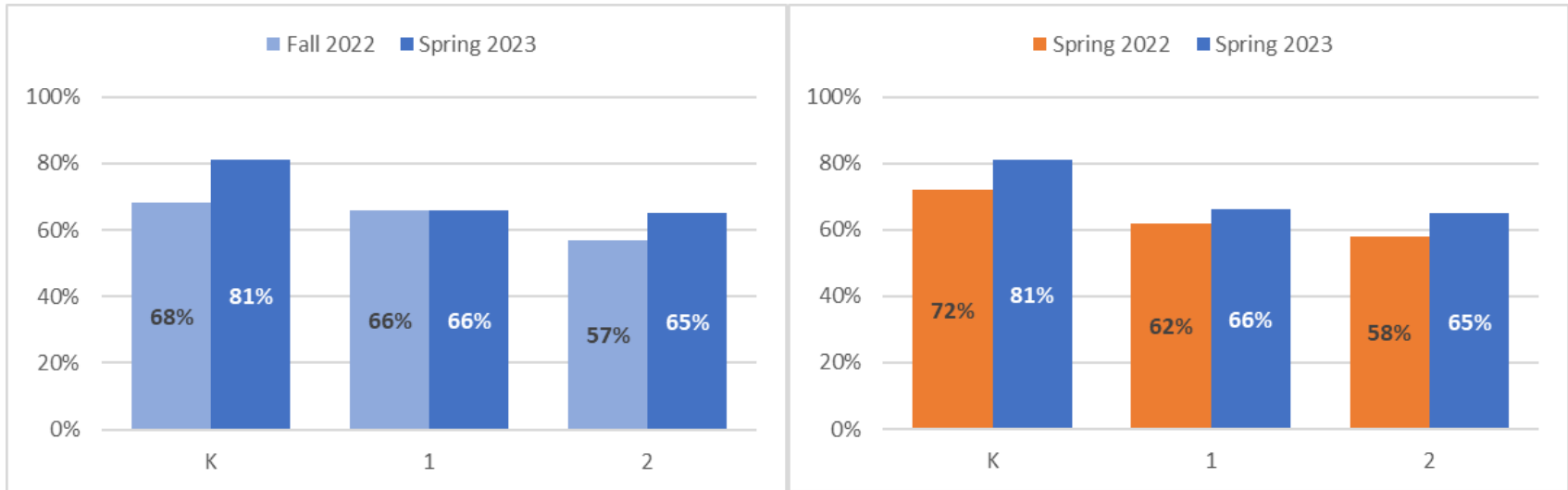
Summative KPIs 2022-2023

		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
Academic Outcomes	40th Percentile or Higher on MAP Language Arts (Spring)	51%	46%	50%	33%	72%	75%	36%	76%	54%	49%	18%	70%	72%	54%	22%
	40th Percentile or Higher on MAP Math (Spring)	46%	47%	40%	28%	65%	72%	30%	70%	44%	48%	20%	56%	64%	49%	18%
	Met Projected Fall - Spring MAP Growth Language Arts	48%	54%	46%	45%	50%	51%	45%	50%	48%	47%	46%	46%	49%	48%	43%
	Met Project Fall - Spring MAP Growth Math	51%	58%	46%	49%	52%	54%	49%	52%	50%	51%	52%	48%	50%	51%	46%
	Grade 9 On Track	76%	77%	74%	67%	88%	90%	68%	89%	76%	76%	37%	84%	85%	77%	67%
	Successfully Completed All Honors, AP, DE courses	92%	98%	91%	85%	96%	98%	87%	97%	93%	92%	82%	91%	95%	92%	92%
Behavioral Outcomes	Over 90% Attendance	83%	83%	82%	79%	84%	90%	79%	90%	83%	83%	79%	89%	85%	84%	76%
Program	Have Pre-K Experience	77%	74%	82%	62%	80%	90%	69%	90%	77%	78%	63%		90%	76%	84%
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	Non-SWD	SWD
Behavioral Outcomes	Student was Suspended	535	19	249	213	12	42	438	78	191	344	199	75	261	413	122
Program Access	Newly Referred for Disability Evaluation and Found Eligible	296	12	105	118	11	50	175	109	104	192	110	2	184		



PALS

Across grades K-2, the percentage of students meeting the PALS benchmark **increased or remained consistent between Fall and Spring** and also **increased between Spring 2022 and Spring 2023**.

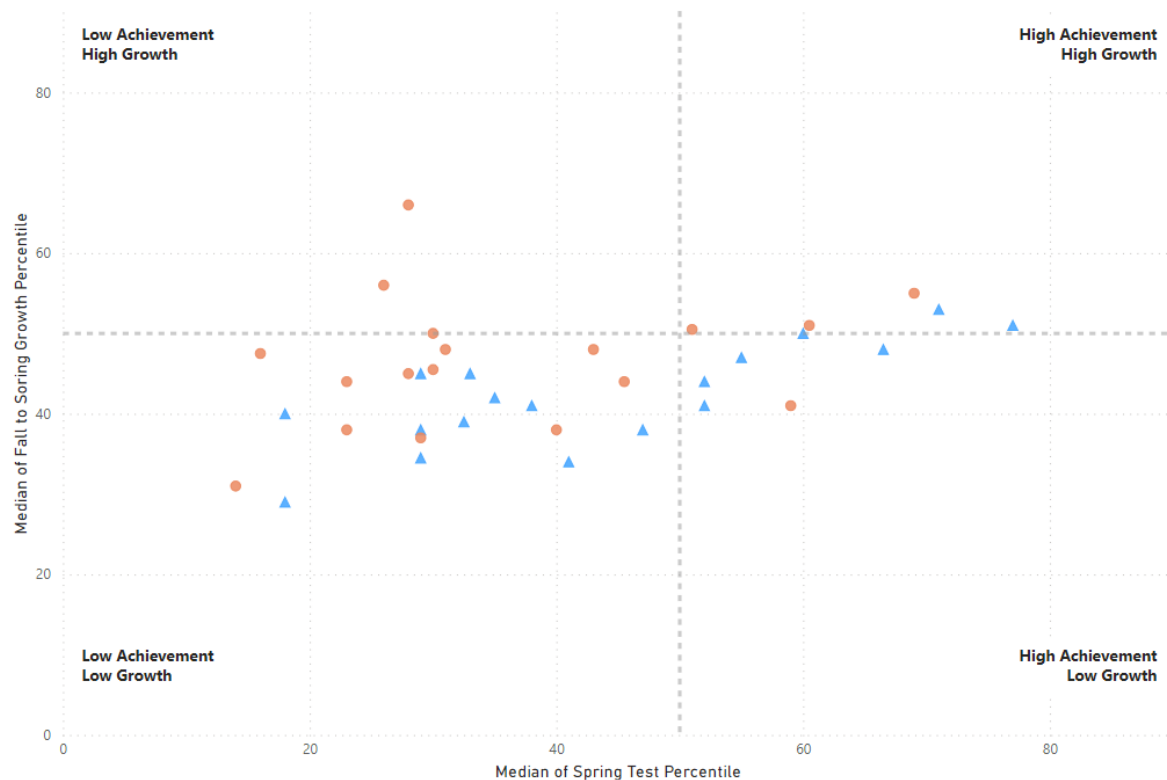


***Note that the above graphs are not a cohort analysis and represent all students taking the test in the given grade and time period.*



MAP Fall 2021 to Spring 2022 Achievement and Growth

▲ Language Arts ● Mathematics



Students' performance improved in both language arts and math from 2021-2023, as seen in the shift upwards in *growth* percentile and to the right in *achievement* percentile.



Preliminary SOL Data

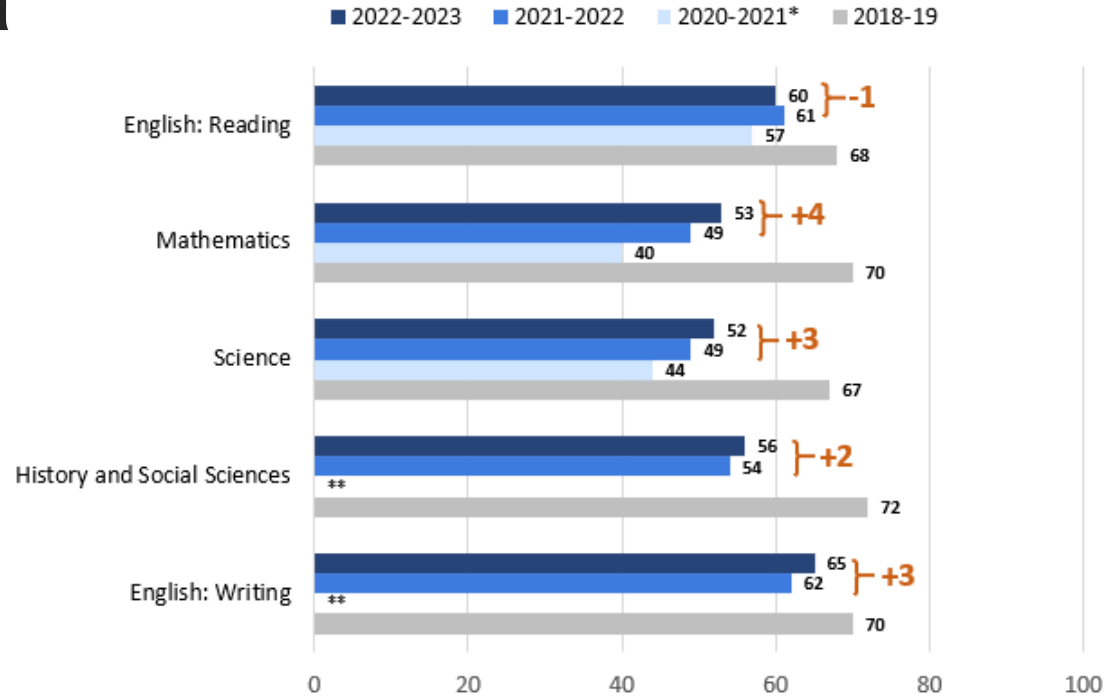
- **Fifteen of 17 ACPS schools are Fully Accredited** for the 2023-24 school year.
 - John Adams
 - Charles Barrett
 - Naomi Brooks
 - Ferdinand T. Day
 - Cora Kelly
 - Lyles-Crouch
 - Douglas MacArthur
 - George Mason
 - Mount Vernon
 - James K. Polk
 - William Ramsay
 - Samuel Tucker
 - Patrick Henry
 - Francis C. Hammond
 - George Washington
- Jefferson-Houston and Alexandria City HS are **Accredited with Conditions**.



Preliminary SOL Data

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

Annual SOL Pass Rates



*Due to the COVID-19 pandemic, SOL testing in 2020-21 had significantly lower participation than other years; therefore, comparisons to 2021-22 testing should be made with caution.

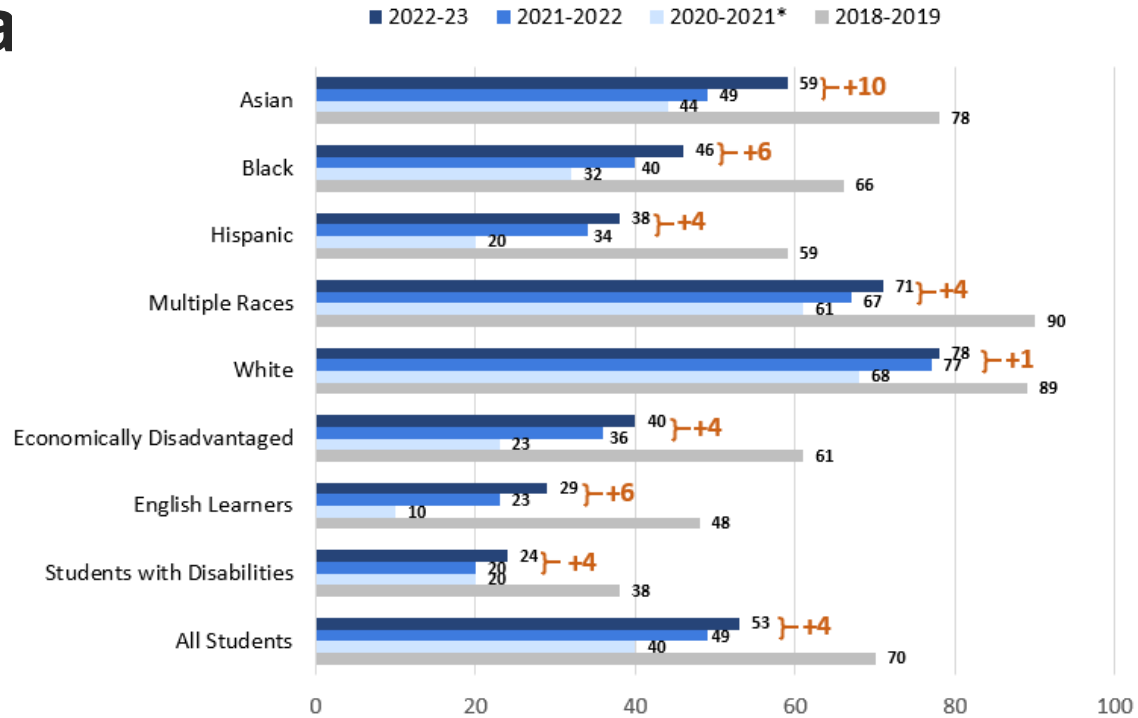
**Participation was less than 50% of student population typically assessed; comparisons to other years are not valid.



Preliminary SOL Data

- **Results increased across all student groups** in Mathematics and most groups in Science.
- In Reading, Writing, and History/Social Sciences pass rates for most student groups were within two percentage points of SY 21-22.

Annual Mathematics SOL Pass Rates



*Due to the COVID-19 pandemic, SOL testing in 2020-21 had significantly lower participation than other years; therefore, comparisons to 2021-22 testing should be made with caution.

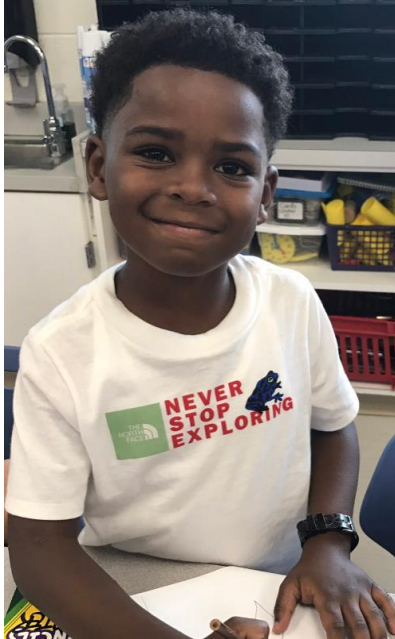


Key Takeaways

- **School climate** measures at the elementary level remained stable or improved, while the secondary level saw continued declines across a majority of indicators (i.e. safety, welcoming, instructional climate)
- **Chronic absenteeism** remains elevated, while improvements were seen in the student groups with the highest rates.
- **Academic growth** data showed increases in the rate of student learning within the 2022-23 school year.
- **Academic proficiency** rates saw incremental increases across most content areas.
- **Academic achievement gaps** in Mathematics and Science, widened by the pandemic, began to narrow with most historically underserved student groups increasing proficiency at rates greater than all students.



Where We Are Going





“

**You do not rise to the level
of your goals. You fall to
the level of your systems.**

JAMES CLEAR
Atomic Habits



PELP Coherence Framework





Draft ACPS Priority Areas SY 23-24

Instructional Core



- **Academic Achievement**
 - Tier 1 Instruction: Alignment, Rigor, Engagement
 - The High School Project
- **Student Supports**
 - CASEL Social Emotional Learning Competencies
 - Student Connection and Attendance
- **Staff Supports**
 - Continue Culture Building
 - Recruitment and Retention

Governance



- Policies Equity Audit
- Redistricting
- Collective Bargaining
- K-8 School Analysis
- Class Sizes & Capacity Transfers
- Board Composition and Election Cycles



Systems Supporting Improvement

- Improved cohesion through **Priority Improvement Planning** structure at the department level.
- Meeting schools where they are through a differentiated, responsive, and ongoing **Monitoring and Support System for School Improvement** efforts.
- Increased analytic capacity through use of **formative dashboards** at the school and division level.
- Using innovative approaches through the **Student Success System pilots** to systematically identify, diagnose, and redress student concerns looking at the whole child.



Alexandria City Public Schools

Questions?

Dr. Clinton Page
Chief of Accountability & Research
clinton.page@acps.k12.va.us



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Dr. Melanie Kay-Wyatt

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