

BOARD BRIEF

Date: May 20, 2021

BOARD INFORMATION: X

MEETING PREPARATION:

FROM: Clinton Page, Ed.D., Chief of Accountability and Research

THROUGH: Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: The Honorable Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: 2022 Developmental Assets Survey Results

ACPS 2025 STRATEGIC PLAN GOAL:

Goal 2: Instructional Excellence
Goal 3: Student Accessibility and Support

SY 2021-2022 FOCUS AREA:

Focus Area 1: Social Emotional and Academic Learning Recovery

FY 2022 BUDGET PRIORITY:

MTSS Implementation with Restorative Practices and PBIS
Stress/Counseling Support especially around Trauma

SUMMARY:

Alexandria City Public Schools (ACPS) administered the Search Institute's Developmental Assets Survey during winter 2021-22 to students in grades 8, 10, and 12. Overall, results showed growth from the 2010 administration in 52% of assets, relative stability in 20% of assets, and decline in 38% of assets. Results compared to the 2018-19 administration showed a greater ratio of assets declining and variability in how assets are reported across student race/ethnic groups.

BACKGROUND:

In partnership with the Children, Youth, and Families Collaborative Commission (CYFCC), Alexandria City Public Schools (ACPS) administered the Search Institute's Developmental Assets Survey during winter 2021-22 to students in grades 8, 10, and 12 (n = 1,538). The survey is administered once every three years to ACPS students with results being used to inform the efforts of city agencies, local non-profits, community leaders, and schools in ensuring the health and wellbeing of tomorrow's citizenry.

The Search Institute's framework of Developmental Assets measures the external supports and internal strengths young people need to grow into successful citizens. The assets represent 40

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research-based positive experiences and qualities that influence young people's development helping them to become caring, responsible, and productive adults. Youth with high asset levels are less likely to engage in high-risk behaviors (such as violence, sexual activity, drug use, and suicide), and more likely to engage in thriving behaviors (such as helping others, doing well in school, and taking on leadership roles).

The Department of Accountability created two summary tables displaying results for external (Table 1) and internal (Table 2) assets across the five most recent survey administrations occurring in school years 2009-10, 2012-13, 2015-16, 2018-19, and 2021-22.

Overall, results showed growth (> 2 percentage points) from the 2010 administration in 21 assets, relative stability (+/- 2 percentage points) in 4 assets, and decline in 15 assets. The majority (n=12) of assets that improved were internal assets and specifically in the categories of "Positive Values" (ex. caring, equality and social justice, integrity etc.) The largest gains across internal assets were in the areas of "school engagement" (+32 percentage points) and "equality and social justice" (+17 percentage points). While the overall trend from 2010 skews toward current students reporting higher level of assets, the change from 2019 to 2022 saw a decline in 25 of the assets. Some areas of continued focus fall within internal assets and specifically the categories of "Positive Identity" (ex. self-esteem, sense of purpose etc.) where all four assets have declined since 2010. The assets with the overall lowest performance in 2022 were all found in external assets and included: "creative activities", "community values youth", and "parent involvement in schooling."

Along with the summary tables, the Search Institute's full report for the division as well as two tables containing 2021-22 results by respondent race/ethnicity are included. Results reported by race/ethnicity illuminate areas of consistency and variability in how youth reported experiencing assets across race/ethnic groups and compared to the overall division average.

RECOMMENDATION: The Superintendent recommends the School Board review the 2021-2022 Search Institute Developmental Assets Survey results and historical trends for an understanding of ACPS student health and well-being.

IMPACT:

These data represent a clarion call to continue to emphasize the need to focus on student social emotional and academic learning to meet students where they are so all students can thrive in a diverse and ever-changing world.

ATTACHMENTS:

- (1) *Historical Developmental Assets Survey Summary Tables*
- (2) *Division Assets Executive Summary & Complete Report*
- (3) *Developmental Assets Survey Race/Ethnicity Summary Tables*

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