

BOARD MEMO

Date: October 22, 2021

For ACTION

For INFORMATION

Board Agenda: Yes

No

FROM: Jennifer Whitson, Ed.D., Evaluation and Assessment Analyst
Angela Green, Assessment and Improvement Analyst

THROUGH: Clinton Page, Ed.D, Chief of Accountability and Research
Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

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

TOPIC: Equity for All Summative KPI Reporting

ACPS 2025 STRATEGIC PLAN GOAL:

Goal 1: Systemic Alignment

Goal 2: Instructional Excellence

Goal 3: Student Accessibility and Support

SY 2021-2022 FOCUS AREA: (remove those that do not apply)

Focus Area 1: Social Emotional and Academic Learning Recovery

Focus Area 2: Hispanic Males

Focus Area 5: Talented and Gifted

FY 2022 BUDGET PRIORITY: (remove those that do not apply)

Implementation of 2025 Strategic Plan

Reduce Disproportionality in TAG and Advanced Courses

Continue Engagement with Hispanic Families to Improve Graduation and Chronic Absenteeism

SUMMARY:

Equity for All 2025 identifies seven key performance indicators (KPIs) that define what success looks like for ACPS. An Equity for All 2025 dashboard launched in March 2021 to present our formative student outcome data as of mid-year. Summative indicators for 2020-2021 are added to the updated dashboard and show Hispanic, Economically Disadvantaged, current English Learners (but not former ELs), and Student with Disabilities student groups show the greatest rates of underrepresentation across KPIs. Within KPIs the Talented and Gifted Program Identification has the largest disproportionalities across student groups.

BACKGROUND:

The strategic plan provides a road map to guide the division toward achieving Equity for All by 2025. Starting with the end in mind, seven KPIs were identified by the Strategic Planning Committee to be used to monitor progress with a focus on disparities across student groups. Reported in this memo and attachment are end-of-year summative equity indicators. Moving forward, the dashboard will continue to be updated twice annually to measure progress of strategic plan implementation.

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The Equity for All 2025 Dashboard displays all KPIs across student groups simultaneously to allow school and division leaders to see a broad picture of student performance outcomes. A representation index is used to assess equity by allowing for comparisons across groups relative to group size to more easily display disproportionalities in outcomes. In this summative presentation of end-of-year KPIs, disproportionately fewer Hispanic, economically disadvantaged, and *current* (but not former) ELs are meeting KPIs similar to mid-year formative indicators. Disproportionalities are also observed for Black students and students with disabilities within specific KPIs. These patterns of inequities, relatively consistent with mid-year reporting, point to systemic issues targeted in the Equity for All 2025 Strategic Plan.

Notable in this end-of-year reporting are a few measures only available at the end of the academic year. The percentage of students meeting the NWEA MAP Winter to Spring growth projection is presented along with proficiency data reviewed in mid-year. In the first year of administration division-wide, disparities in growth are not as pronounced across student groups. Given the emergency guidelines from VDOE for locally-awarded verified credits (LAVC) under conditions related to COVID, the dashboard includes outcomes based on the pre-COVID definition of being on-track to graduate at the end of 9th grade as well as a 2021 definition. As a result, 34% of Hispanic students were on-track to graduate using the pre-COVID definition and 81% of students are considered on-track using the LAVC (division average was 88%). In the mid-year update, the KPI for students enrolled in an Honors, AP, or DE course was included in the dashboard measuring access to advanced coursework. As of end-of-year, the percentage of students who remained enrolled to successfully complete the course with a grade of D or higher is provided. As an example, out of 3,087 Hispanic students, 41% (roughly 1,257) enrolled in advanced coursework. Of those Hispanic students who enrolled in advanced coursework, 72%, or roughly 905 students successfully completed those courses.

The Equity for All 2025 Dashboard is posted on the ACPS website and is dynamic so users can filter by academic year, by mid-year or end-of-year results, and by grade-band. School and division leaders have received training and access to relevant data to do deeper dives to incorporate learnings into their school and department improvement plans.

RECOMMENDATION:

The Superintendent recommends that the School Board review this information to inform future budgetary and programmatic decisions.

IMPACT:

The purposeful and aligned implementation of the Equity for All 2025 strategic plan strategies and the continuous formative and summative monitoring processes serve as the most consequential efforts within ACPS to ensure success by promoting data driven actions to better support students with what they need to be successful.

ATTACHMENTS:

1. Equity dashboard screenshot

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