

Introduction

Alexandria City Public Schools (ACPS) recently formed a Strategic Planning Committee, including representatives from all stakeholder groups, to set priorities for the division across the next five years and to create a new ACPS 2025 Strategic Plan.

This report provides committee members with background knowledge of key metrics and evaluations that have taken place within the division during the previous strategic plan period. As the committee begins its work, members can use this document to gain an overview of the division. Information in this report is organized around five chapters:

- 1 Enrollment and demographics,
- 2 Academic achievement,
- 3 Behavior and social-emotional learning,
- 4 Stakeholder perceptions, and
- 5 Staffing and operations.

KEY REFLECTION:

As you review the chapters, take time to reflect on the concept of equity by considering the following questions: **What evidence or examples point to successes the division has had in addressing equity over the past five years? What opportunities still exist?**

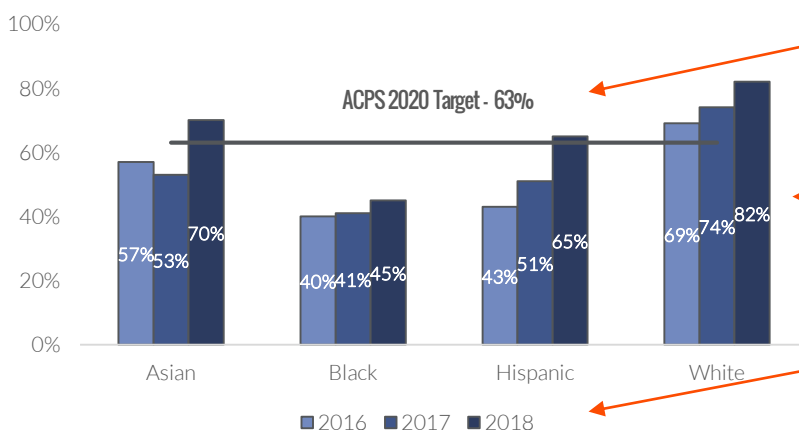
Chapter Contents

Each chapter begins with key indicators or findings used to evaluate progress and success in the area. Subsequent pages provide more detailed data and a brief written analysis of trends. The chapters also provide a summary of prior evaluations or audits undertaken in relevant programs or departments. Finally, the chapters conclude with a worksheet to offer committee members an opportunity for critical reflection and discussion.

Data Orientation & Example Graph

The report contains a range of graphs to visualize data trends over time and by student subgroup (e.g., race/ethnicity, economically disadvantaged students, English learners, and students with disabilities) or stakeholder group (e.g., parents, community members). When relevant, graphs also include targets from the ACPS 2020 strategic plan to show instances where the division met or fell short of its goals for 2020.

AP Exam Scores of 3, 4, or 5 - By Race/Ethnic



Data in graph - student subgroup listed, when applicable.

ACPS 2020 Target - dark grey line, when available. These targets were created for key metrics during the previous strategic plan as goals to reach by the year 2020.

Data included in graph - unsegmented data (all students) or segmented data by group (e.g., student race/ethnicity, stakeholder group).

Data Years - years, included typically range from 2015 to 2020 as available. Darker shade for more recent data; lighter shade for older data.

CHAPTER 1: ENROLLMENT & DEMOGRAPHICS

This chapter presents data related to enrollment and the demographic composition of ACPS.

| Data Source | Description |
|----------------------------------|---|
| ACPS Fast Facts | Used to gather key enrollment statistics for the 2019-2020 school year |
| Virginia Department of Education | Used to gather data on total enrollment and enrollment by race/ethnic group and special populations |

Enrollment & Demographics

ACPS PERFORMANCE SUMMARY

Key Findings

- Overall division enrollment has increased by approximately 12 percent since 2014.
- ACPS is currently serving more Hispanic students, English learners, and students with an economic disadvantage than it was in 2014.
- ACPS is currently serving about the same proportion of Asian and White students and students with disabilities as it was in 2014.

INCLUDED IN THIS SECTION:

Key Indicators

- ✓ Enrollment of all students
- ✓ Enrollment by race/ethnic group
- ✓ Enrollment by special population

KEY STATISTICS (2019-2020)

NUMBER OF SCHOOLS

| Grade Level | Number of Schools |
|--------------|-------------------|
| Pre-K | 1 |
| Elementary | 12 |
| K-8 | 2 |
| Middle | 2 |
| High School | 1 (2 campuses) |
| Total | 18 |

ENROLLMENT IN SPECIAL PROGRAMS

| Special Program | Enrollment (%) |
|------------------------------|----------------|
| Free or Reduced Price Meals | 61.1% |
| English Learner | 31.6% |
| Special Education | 10.4% |
| Talented and Gifted Services | 7.2%* |

*2018-19

GRADUATES

| | |
|---------------------------------------|-------|
| Number of Graduates (June 2019) | 834 |
| National Merit Scholarship Recipients | 1 |
| National Merit Scholarship Finalists | 4 |
| AP Exams Taken | 2,051 |

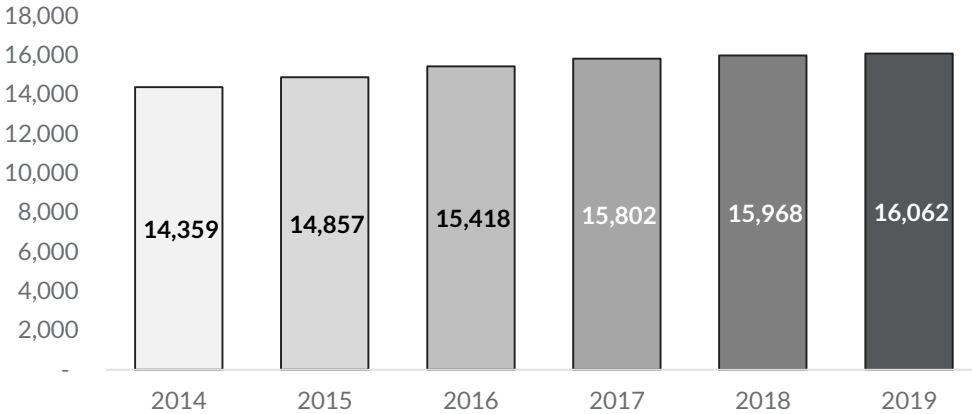
CLASS SIZE CAPS

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | 22 |
| Grades 1-2 | 24 |
| Grades 3-5 | 26 |

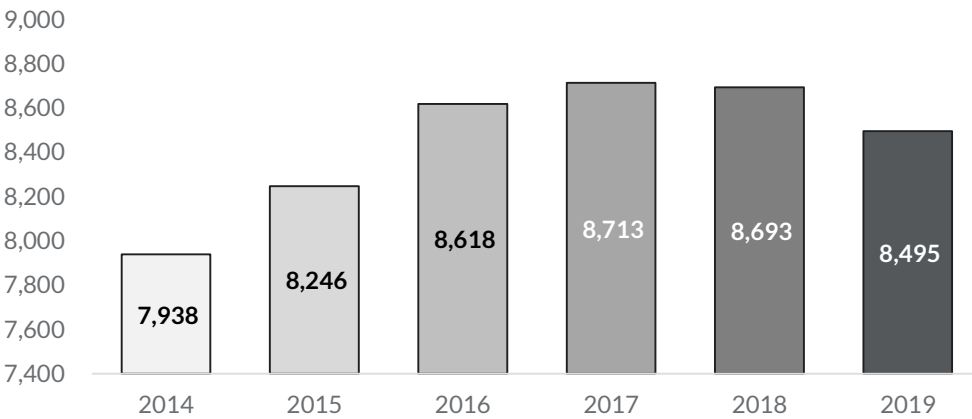
Source: "About ACPS - Fast Facts."

KEY INDICATOR - TOTAL ENROLLMENT

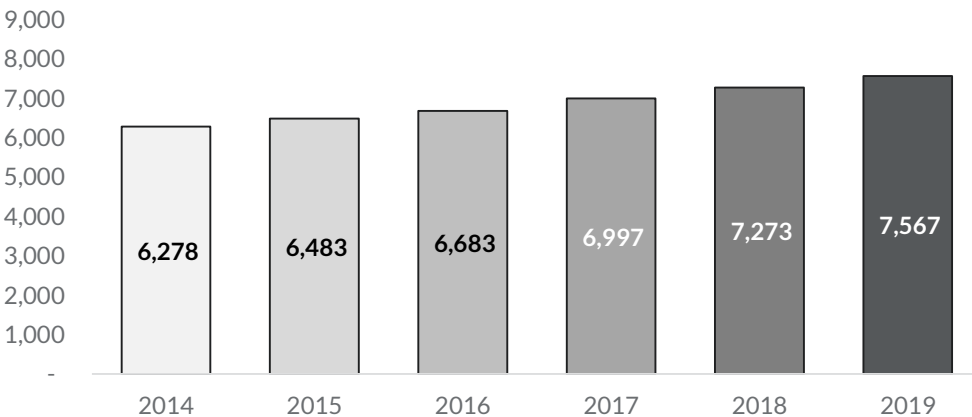
All Students



Elementary Students (Grades PreK-5)



Secondary Students (Grades 6-12)



Source: "Fall Membership Build-A-Table," Virginia Department of Education.

Trends in Enrollment

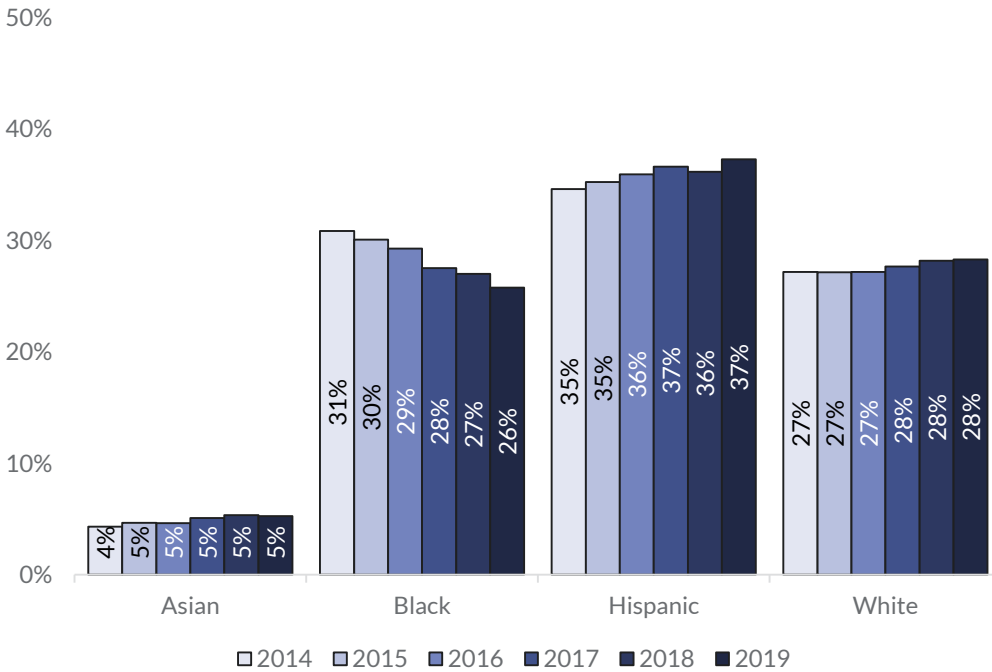
- Overall division enrollment has increased by approximately 1,700 students or 12 percent since 2014.
- Elementary student enrollment has increased by approximately 550 students or 7 percent since 2014.
- Secondary student enrollment has increased by approximately 1,300 students or 21 percent since 2014.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR - DEMOGRAPHICS

By Race/Ethnicity



Trends in Demographic Composition

By Race/Ethnicity

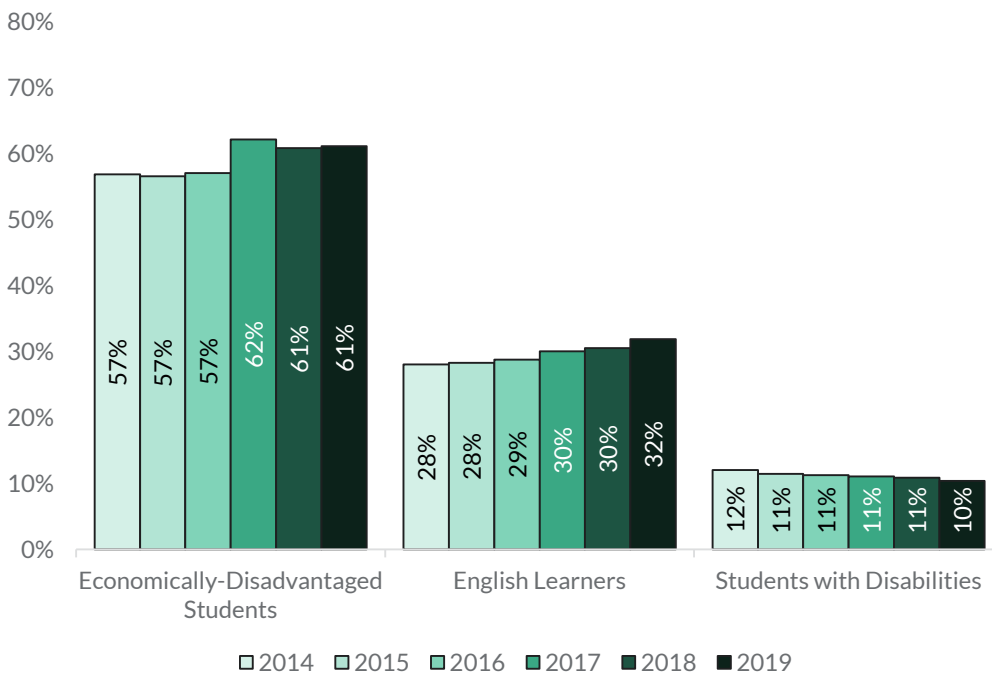
- The percentage of Asian and White students in the division has remained relatively stable since 2014.
- The percentage of Black students in the division has decreased from 31% in 2014 to 26% in 2019.
- The percentage of Hispanic students in the division has increased from 35% in 2014 to 37% in 2019.

By Sub-Group

- The percentage of students with disabilities in the division has declined slightly since 2014.
- The division is now serving more English learners (28% in 2014 to 32% in 2019) and economically-disadvantaged students (57% in 2014 to 61% in 2019) than it was in 2014.

KEY INDICATOR - DEMOGRAPHICS

By Sub-Group



WHAT ELSE DO YOU NOTICE?

Write your observations here.

Note: English Learners includes currently classified students only (i.e., excludes former English Learners)
 Source: "Fall Membership Build-A-Table," Virginia Department of Education.

QUESTIONS FOR REFLECTION AND DISCUSSION

What notable patterns or trends do you observe in the data? Which results surprise you?

What should be ACPS' top three priorities for supporting increases in enrollment and/or changing demographics?

As you consider the division's path forward, what additional questions or wonderings do you have?

Enrollment & Demographics

SOURCES

“About ACPS – Fast Facts.” Alexandria City Public Schools. <https://www.acps.k12.va.us/Domain/1030>

“Fall Membership Build-A-Table.” Virginia Department of Education.
<https://p1pe.doe.virginia.gov/apex/f?p=180:1:7595043985903:::>

CHAPTER 2: ACADEMIC ACHIEVEMENT

This chapter presents data related to the academic achievement of ACPS students.

| Data Source | Description |
|---|---|
| College Board SAT Digest and State and District Integrated Report | Used to gather SAT data |
| ACPS 2020 Scorecard | Used to obtain data on various academic indicators as well as performance targets |
| AP Test Summary Results | Data provided by the district that Hanover Research used to obtain Advanced Placement (AP) test results |
| Curriculum Audit Final Report | Used to obtain information on ACPS' Curriculum Audit |
| Comparison of Four Year Cohort Dropout Rates for 2011-2019 by Subgroups | Used to obtain longitudinal dropout rates by student subgroups |
| Comprehensive Review of Special Education | Used to obtain information on ACPS' Special Education Program Evaluation |
| ECEW Baseline Indicators Reported by ACPS and 2018-19 PALS Tables | Used to gather data on Pre-Kindergarten participation and Phonological Awareness Literacy Screening (PALS) benchmarks for Kindergarten students |
| Virginia Department of Education | Used to obtain Standards of Learning (SOL) test results and on-time graduation rates |
| Evaluation Report on the TAG Program | Used to obtain information on ACPS' Talented and Gifted (TAG) Program Evaluation |

Academic Achievement

ACPS PERFORMANCE SUMMARY

Progress Made

- ✓ Some achievement gaps have narrowed. Gaps between White and Black students' SOL pass rates and on-time graduation rates narrowed over the past five years. Black students have similar Kindergarten readiness levels as White and Asian students.

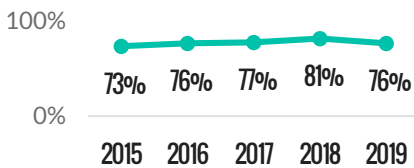
Areas for Improvement

- ❑ Many achievement gaps persist. White and Asian students tend to outperform black and Hispanic students in terms of SOL pass rates, average SAT scores, and on-time graduation rates. Gaps between White and Hispanic and English Learner students' SOL pass rates and on-time graduation rates have widened. Large gaps remain between White and Hispanic Kindergarten students who meet fall PALS benchmarks.

KEY STATISTICS (ALL STUDENTS)

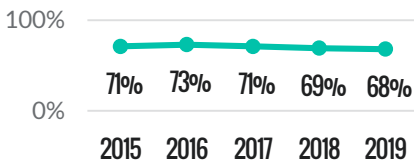
PRE-K PARTICIPATION (2015-19)

ACPS 2020 Target: 82%

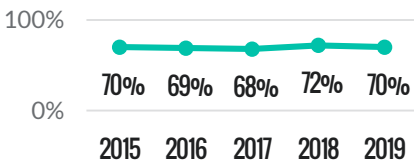


SOL PASS RATES (2015-19)

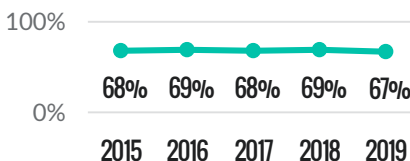
Reading ACPS 2020 Target: 81%



Writing ACPS 2020 Target: 82%

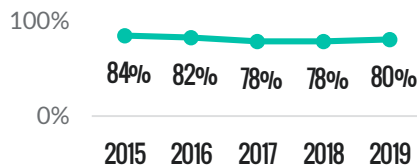


Science ACPS 2020 Target: 80%

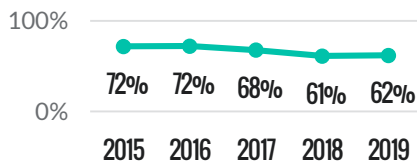


PALS BENCHMARKS (2015-19)

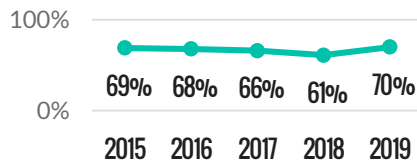
Meeting K-Readiness Standards in Fall
ACPS 2020 Target: 91%



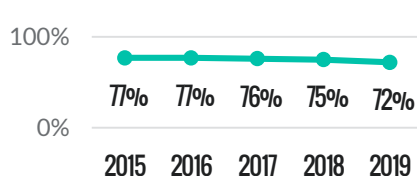
Grade 3 Reading ACPS 2020 Target: 81%



Math ACPS 2020 Target: 80%



History ACPS 2020 Target: 87%



INCLUDED IN THIS SECTION:

Key Indicators

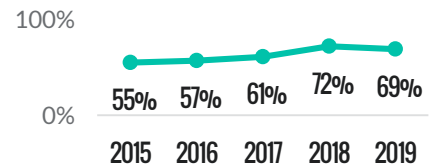
- ✓ Pre-Kindergarten participation
- ✓ PALS benchmarks for Kindergarten students
- ✓ SOL pass rates in Reading, Writing, & Math
- ✓ SAT and AP scores
- ✓ On-time graduation rates and dropout rates

ACPS Program Audits & Evaluation Results

- ✓ Curriculum Audit (September 2016)
- ✓ Students with Disabilities Evaluation (October 2018)
- ✓ Evaluation of Gifted and Talented Program (October 2017)

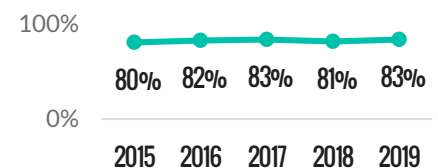
AP SCORE of 3 to 5 (2015-19)

ACPS 2020 Target: 63%



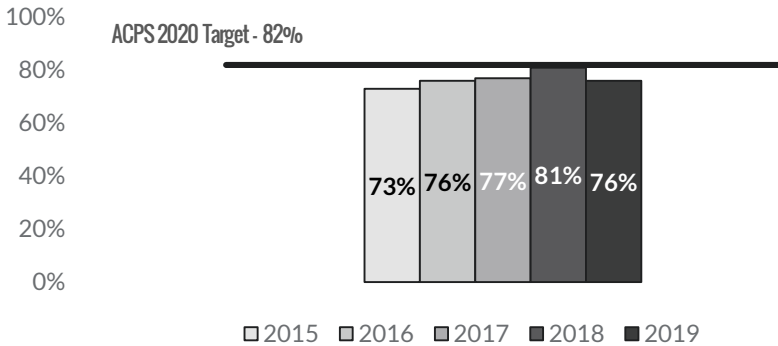
GRADUATION RATES (2015-19)

ACPS 2020 Graduation Rate Target: 90%



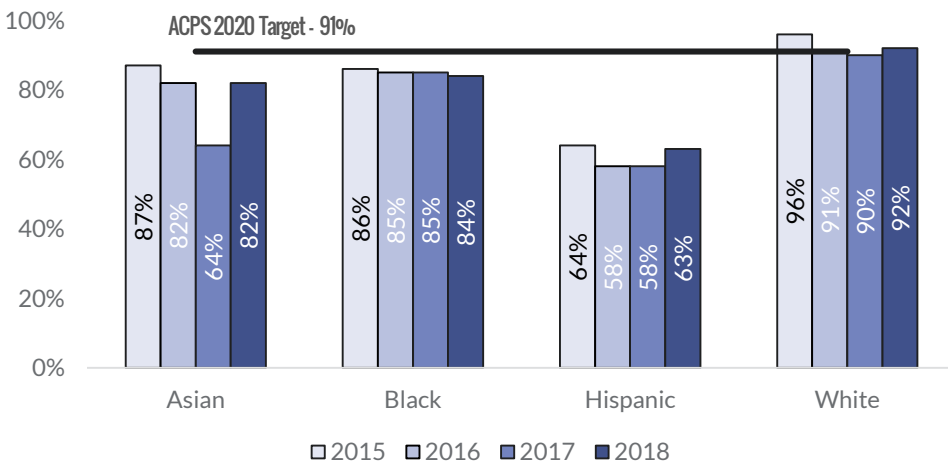
KEY INDICATOR - PRE-K PARTICIPATION

Kindergarten Students with Pre-Kindergarten Experiences - All Students

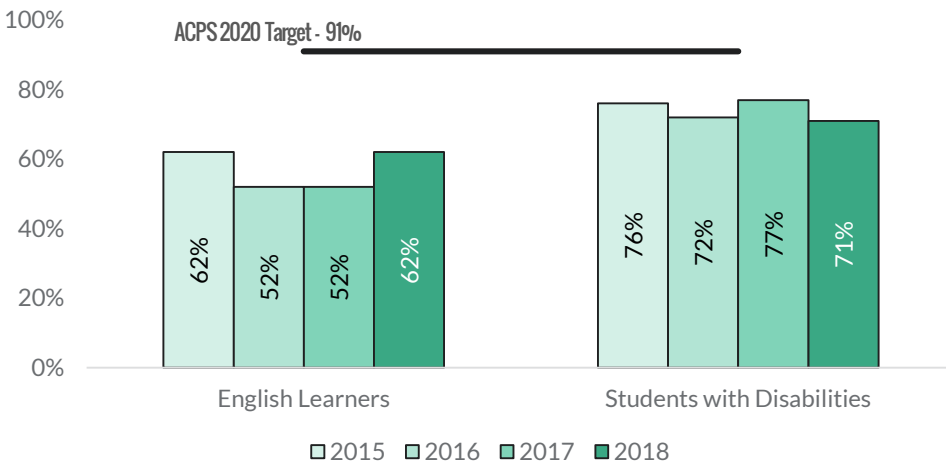


KEY INDICATOR - PALS BENCHMARKS

Students Meeting Kindergarten Readiness Standards in Fall - By Race/Ethnicity



Students Meeting Kindergarten Readiness Standards in Fall - By Sub-Group



Trends in Early Education

- About three-fourths of Kindergarten students enter with Pre-K experiences.
- For Kindergarten readiness, Black and Asian students outperformed Hispanic students in Fall 2018.
- Kindergarten students with disabilities have a higher proportion of students meeting readiness standards in the fall compared to English Learners.

WHAT ELSE DO YOU NOTICE?

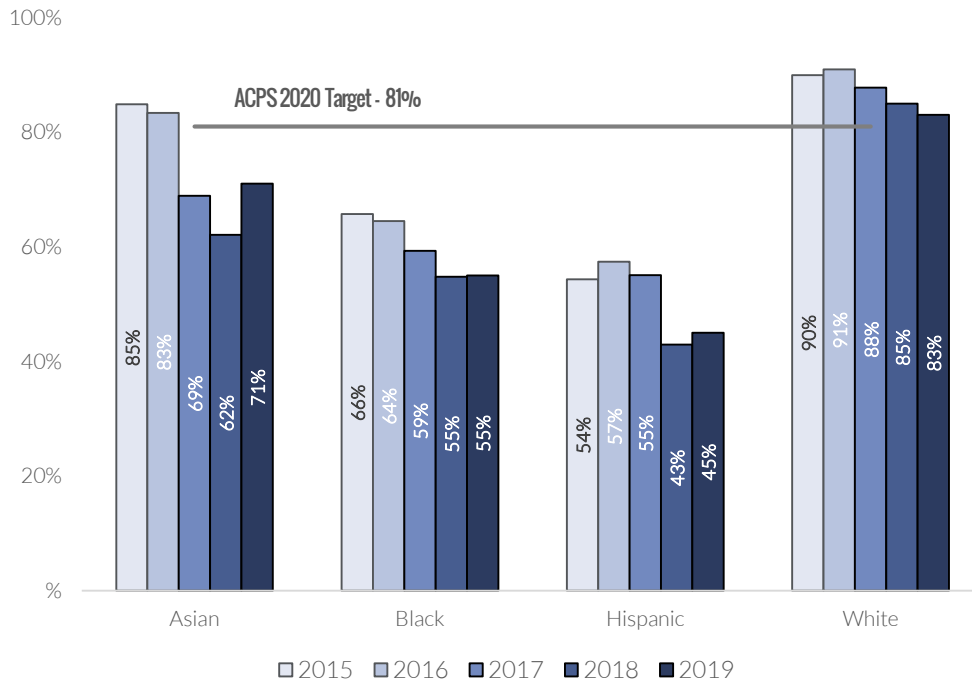
Write your observations here.

Note: Targets come from the ACPS 2020 Strategic Plan.

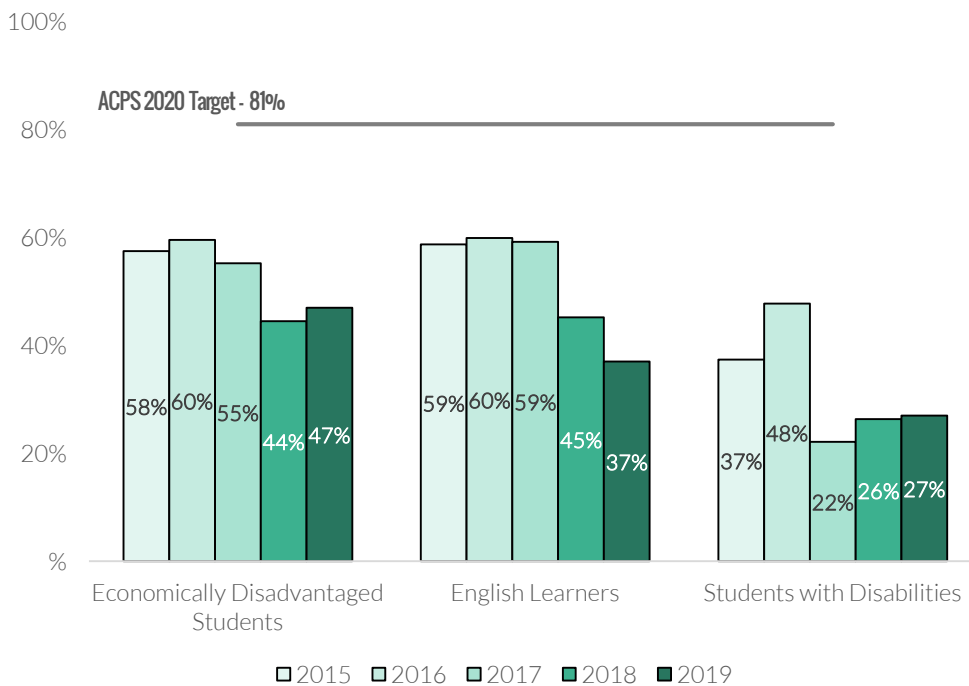
Source for Pre-K Participation and PALS Scores: [1] "ECEW Baseline Data Indicators Reported by ACPS." [2] "ACPS 2020 Scorecard."

KEY INDICATOR - SOL PASS RATES GRADE 3 READING

By Race/Ethnicity



By Sub-Group



Note: Targets come from the ACPS 2020 Strategic Plan. Sources for SOL Pass Rates: [1] "SOL Test Pass Rates & Other Results." [2] "ACPS 2020 Scorecard."

Trends in Grade 3 Reading Scores

By Race/Ethnicity

- Asian students met the division target in 2015 and 2016, but performance fell below the target from 2017 to 2019.
- Black students' pass rate declined from 2015 to 2018. The rate remained the same from 2018 to 2019.
- Hispanic students' pass rates were lower in 2018 and 2019 compared to the prior three years.

By Sub-Group

- No sub-groups have met the division target.
- Pass rates for English Learners declined from 2016 to 2019.
- Students with disabilities had a small increase in pass rates from 2017 to 2019.
- Economically disadvantaged students had lower pass rates in 2018 and 2019 than in earlier years.

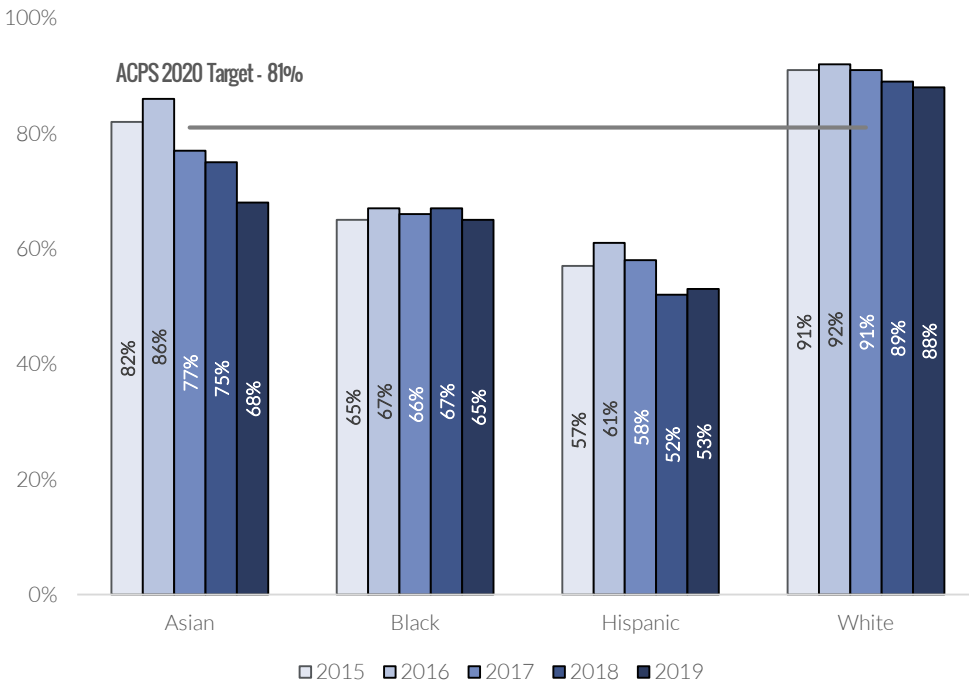
WHAT ELSE DO YOU NOTICE?

Write your observations here.

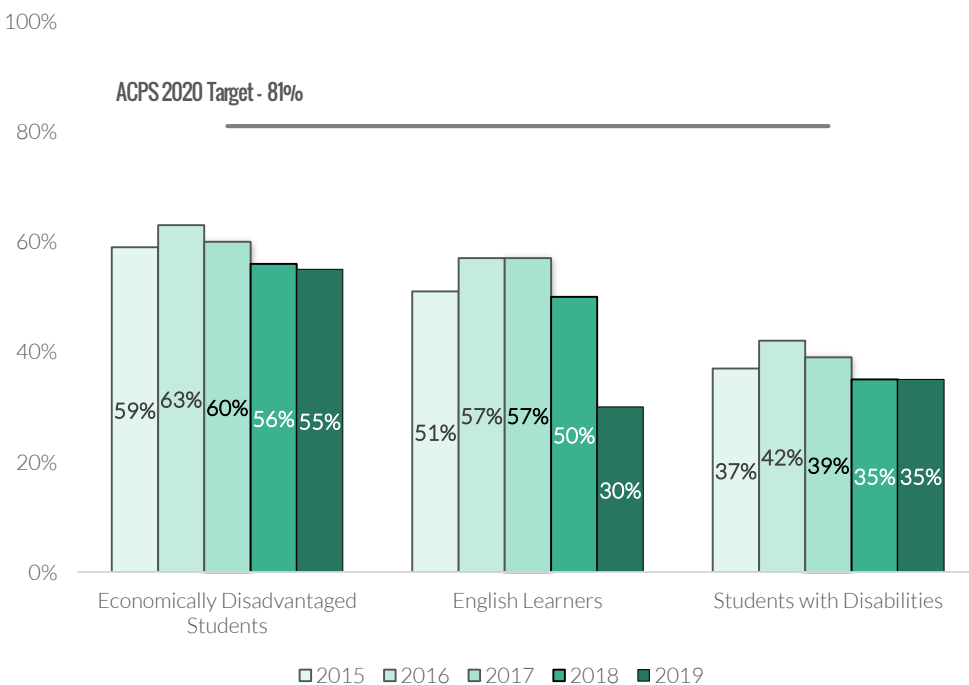
KEY INDICATOR - SOL PASS RATES

READING

By Race/Ethnicity



By Sub-Group



Note: Targets come from the ACPS 2020 Strategic Plan. Sources for SOL Pass Rates: [1] "SOL Test Pass Rates & Other Results." [2] "ACPS 2020 Scorecard."

Trends in Reading Scores

By Race/Ethnicity

- Asian students met the division target in 2015 and 2016, but performance declined from 2017 on.
- Black students' pass rates were largely unchanged from 2015 to 2019.
- Performance of Hispanic students declined from 2016 to 2018, but increase by one percentage point in 2019.
- White students' pass rates declined slightly each year from 2016 to 2019, but still met division targets.

By Sub-Group

- No sub-groups have met the division target.
- English learners' pass rate declined by 20 percentage points between 2018 and 2019.
- Pass rates for students with disabilities and economically disadvantaged students saw little to no change between 2018 and 2019.

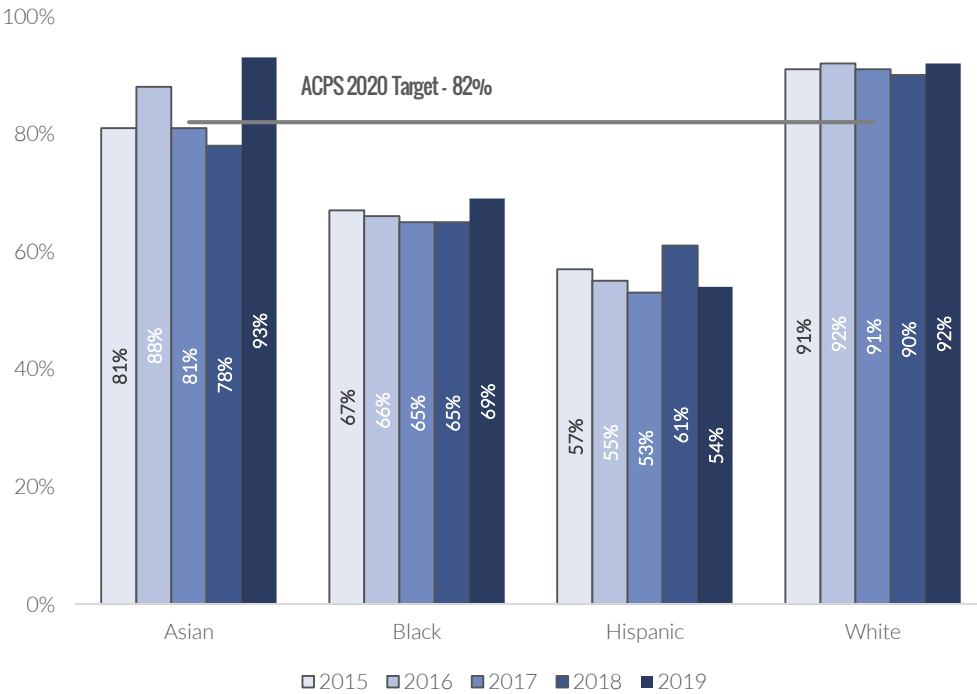
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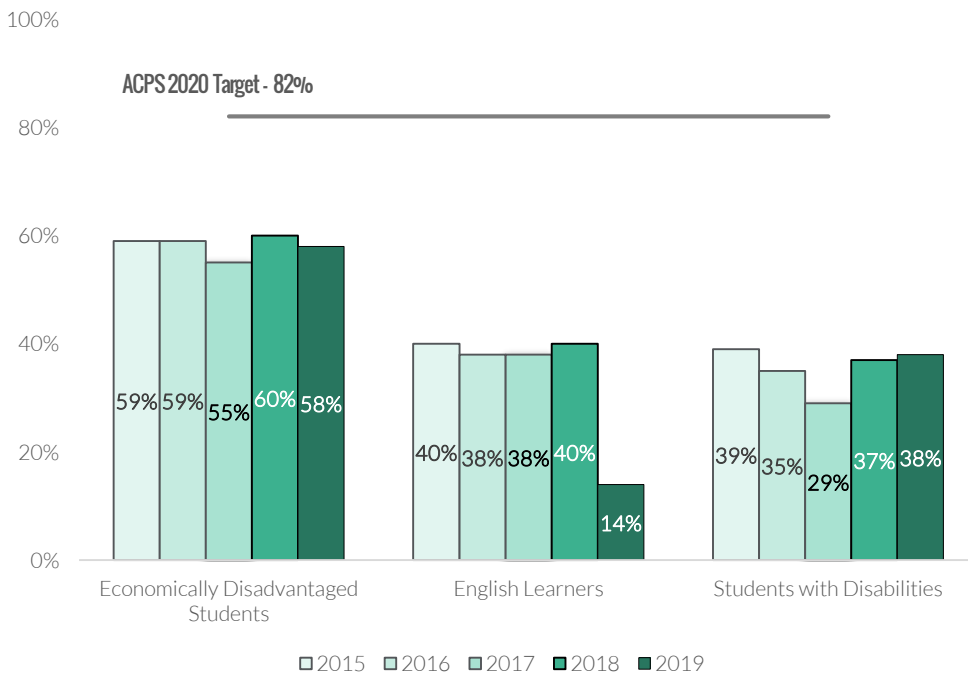
KEY INDICATOR - SOL PASS RATES

WRITING

By Race/Ethnicity



By Sub-Group



Note: Targets come from the ACPS 2020 Strategic Plan.
 Sources for SOL Pass Rates: [1] "SOL Test Pass Rates & Other Results." [2] "ACPS 2020 Scorecard."

Trends in Writing Scores

By Race/Ethnicity

- Asian students' performance in 2019 was higher than in the prior four years.
- Black students' pass rate was two percentage points higher in 2019 than in 2015.
- Hispanic students' pass rate in 2019 was similar to 2015 to 2017.
- White students have consistently surpassed the division target.

By Sub-Group

- No sub-groups have met the division target.
- Economically disadvantaged students had similar pass rates in 2019 compared to 2015.
- For students with disabilities, pass rates in 2019 nearly matched 2015, after dip in 2017.
- For English Learners, the pass rate dramatically declined in 2019 compared to the prior four years.

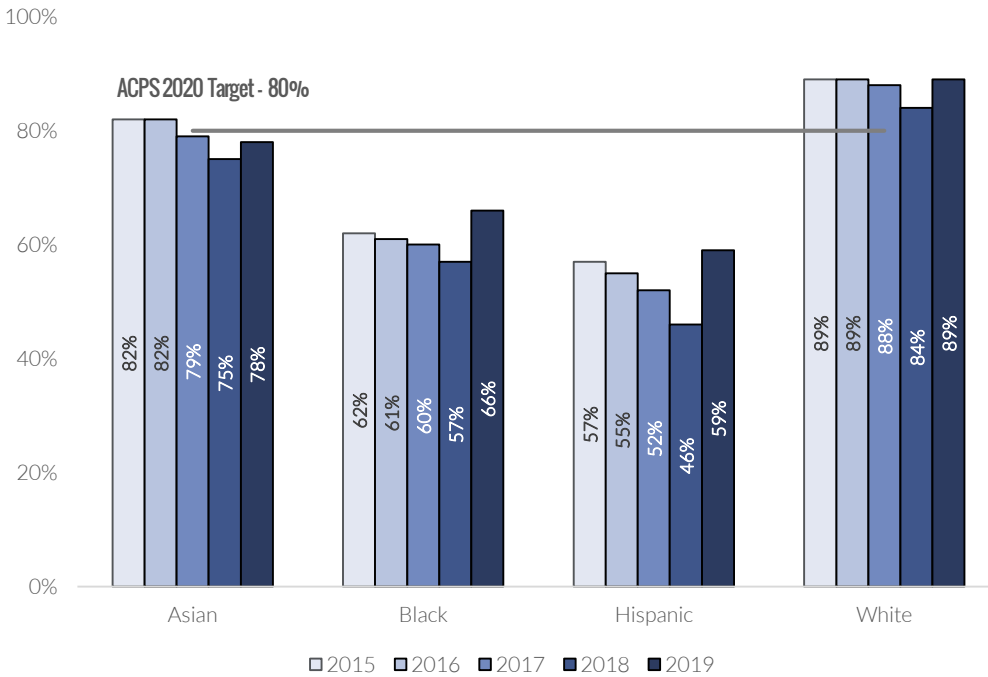
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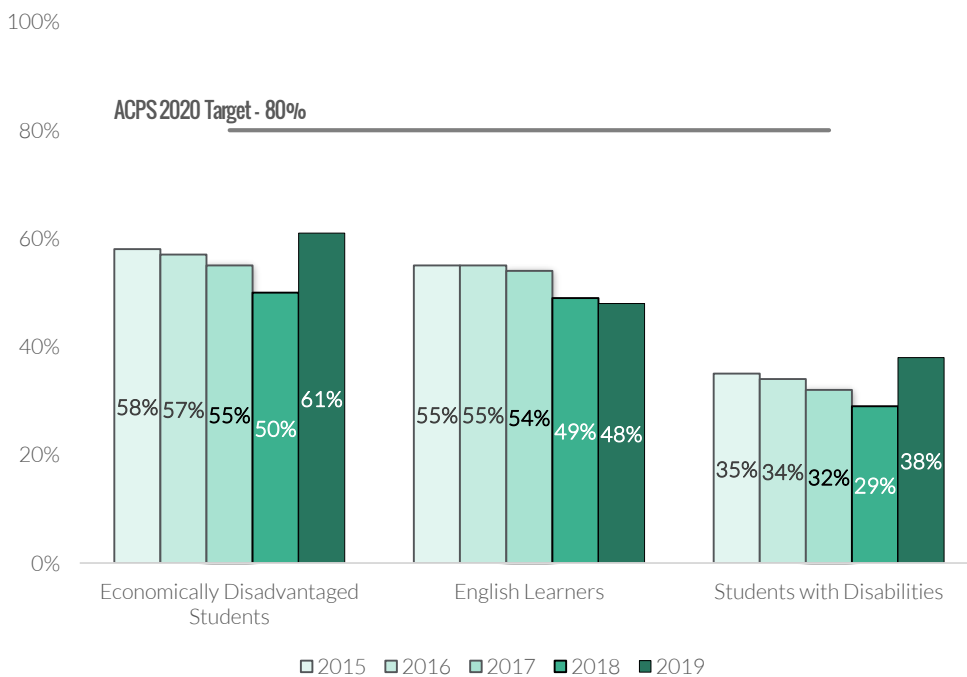
KEY INDICATOR - SOL PASS RATES

MATH

By Race/Ethnicity



By Sub-Group



Note: Targets come from the ACPS 2020 Strategic Plan.
 Sources for SOL Pass Rates: [1] "SOL Test Pass Rates & Other Results." [2] "ACPS 2020 Scorecard."

Trends in Math Scores

By Race/Ethnicity

- Asian students' performance in 2019 was higher than in 2018, but remains below the division target.
- Black and Hispanic students' pass rates increased by nine and 13 percentage points, respectively, between 2018 and 2019.
- White students have consistently surpassed the division target.

By Sub-Group

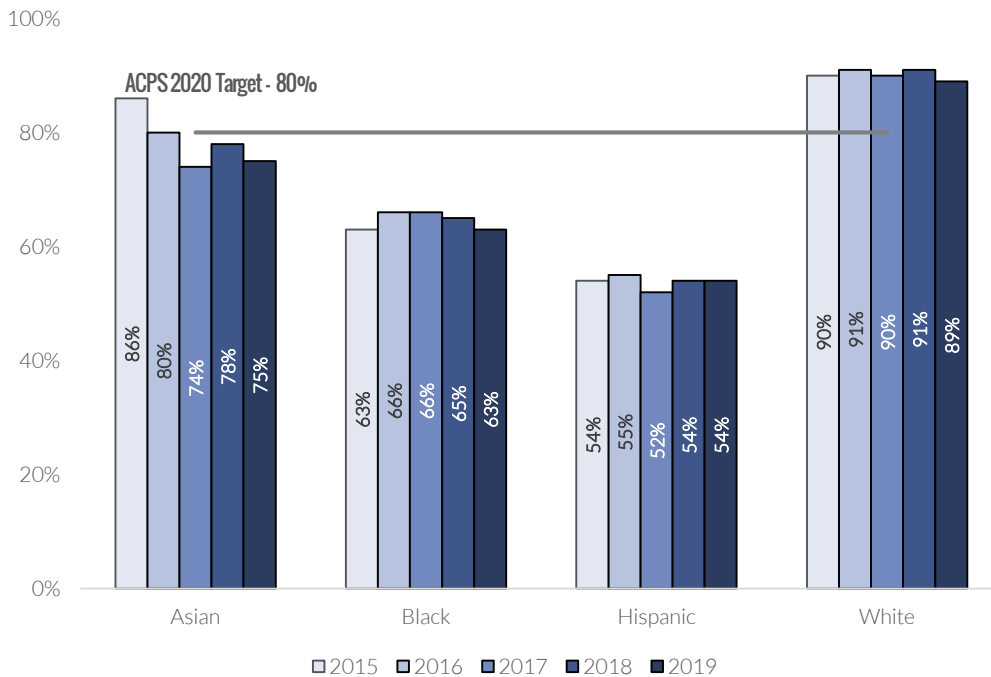
- No sub-groups have met the division target.
- Economically disadvantaged students' pass rate increased by 11 percentage points between 2018 and 2019.
- English learners' pass rate declined slightly in 2019.
- Students with disabilities' pass rate increased by nine percentage points between 2018 and 2019.

WHAT ELSE DO YOU NOTICE?

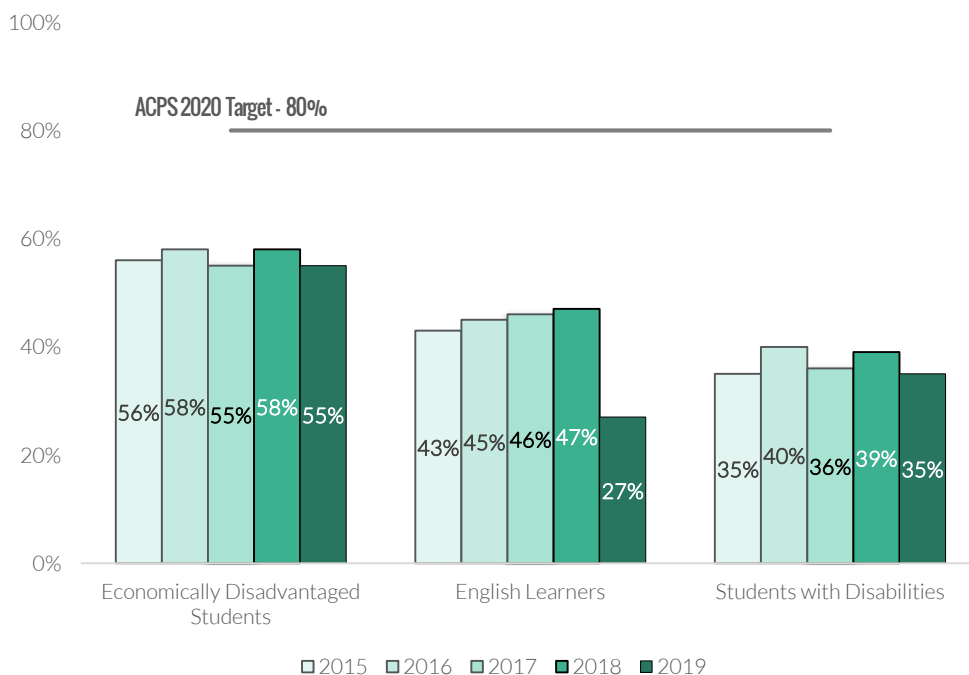
Write your observations here.

KEY INDICATOR - SOL PASS RATES SCIENCE

By Race/Ethnicity



By Sub-Group



Note: Targets come from the ACPS 2020 Strategic Plan.
Sources for SOL Pass Rates: [1] "SOL Test Pass Rates & Other Results." [2] "ACPS 2020 Scorecard."

Trends in Science Scores

By Race/Ethnicity

- Asian students met the division target in 2015 and 2016, but failed to meet target levels from 2017 on.
- Black and Hispanic students' pass rates remain fairly consistent between 2015 and 2019.
- White students have consistently surpassed the division target.

By Sub-Group

- No sub-groups have met the division target.
- Economically disadvantaged students' pass rate in 2019 is one percentage point lower than in 2015.
- English learners' pass rate declined by 20 percentage points between 2018 and 2019.

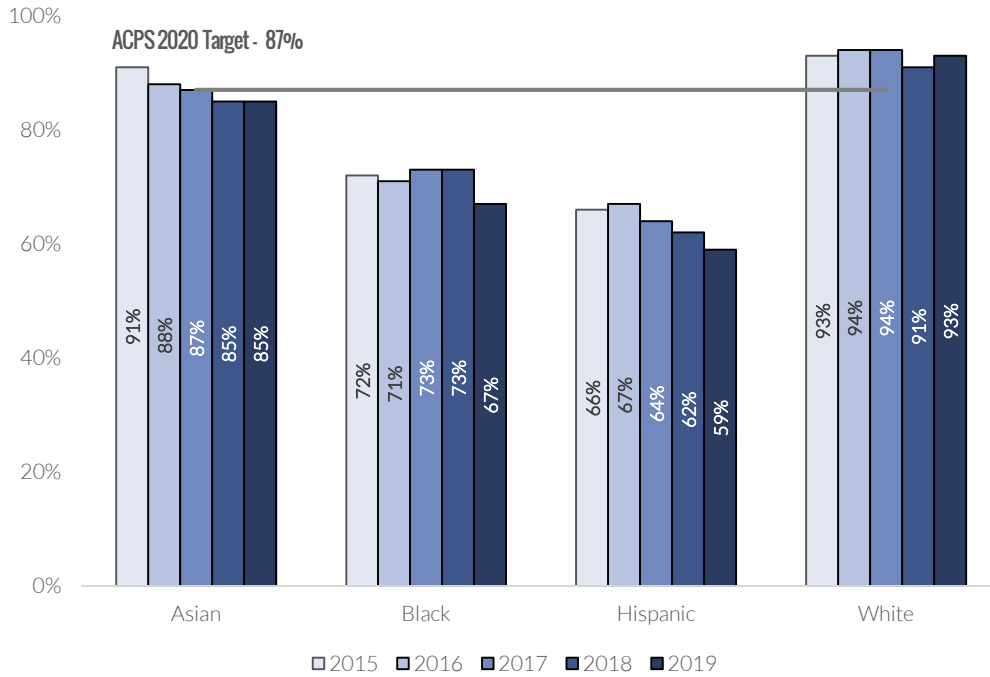
WHAT ELSE DO YOU NOTICE?

Write your observations here.

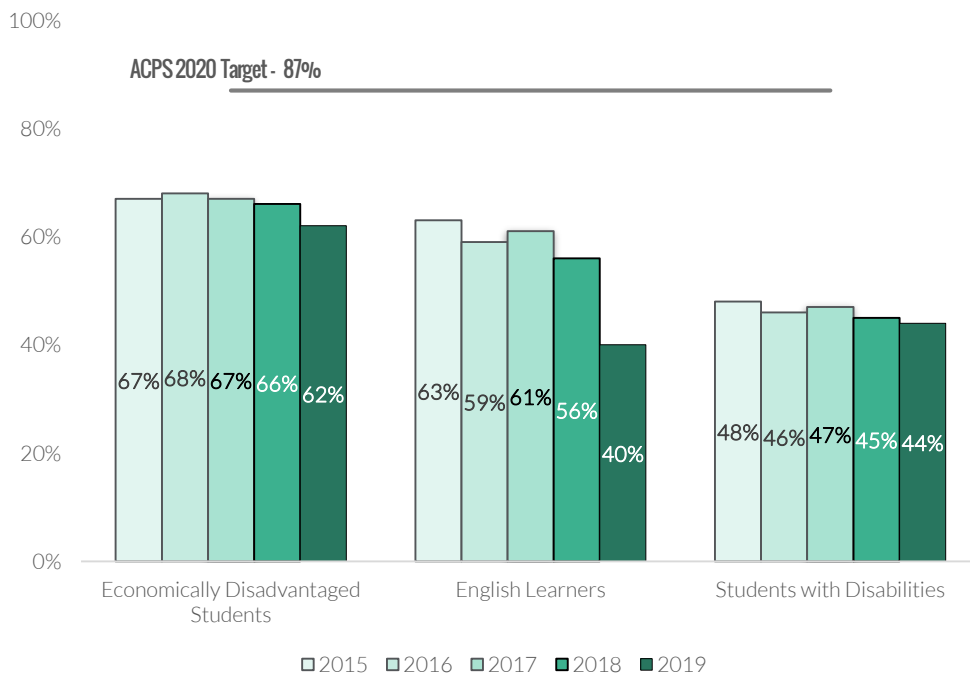
KEY INDICATOR - SOL PASS RATES

HISTORY

By Race/Ethnicity



By Sub-Group



Note: Targets come from the ACPS 2020 Strategic Plan.
 Sources for SOL Pass Rates: [1] "SOL Test Pass Rates & Other Results." [2] "ACPS 2020 Scorecard."

Trends in History Scores

By Race/Ethnicity

- Asian students met the division target in 2014-2017, but performance declined in 2018 and 2019.
- After some increases, Black students' pass rate decreased by six percentage points between 2018 and 2019.
- Hispanic students' pass rate consistently declined year-to-year between 2016 and 2019.
- White students have consistently surpassed the division target.

By Sub-Group

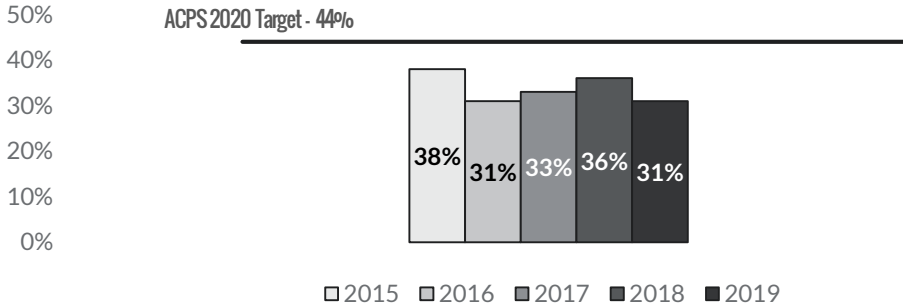
- No sub-groups have met the division target.
- Economically disadvantaged students' pass rates declined by five percentage points between 2015 and 2019.
- Students with disabilities' pass rates declined by four percentage points between 2015 and 2019.
- English learners' pass rate declined by 16 percentage points between 2018 and 2019.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

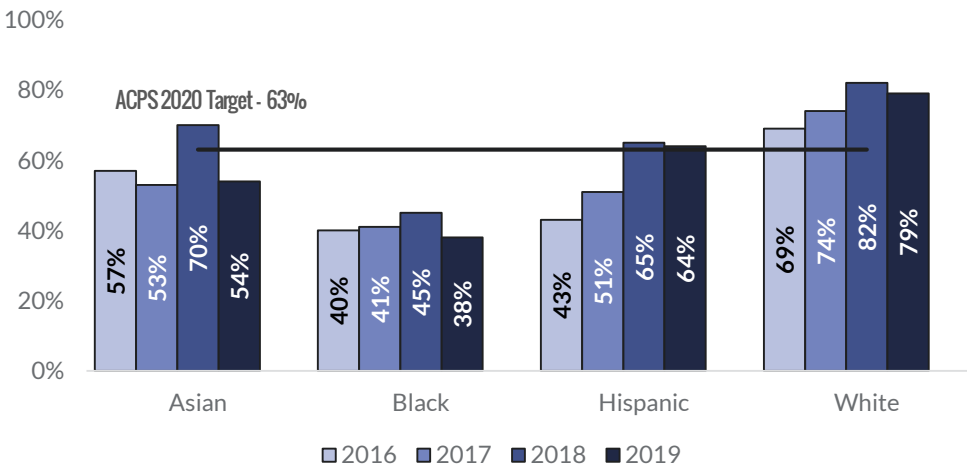
KEY INDICATOR - AP PARTICIPATION

Grade 10-12 Students Participating in an AP Exam

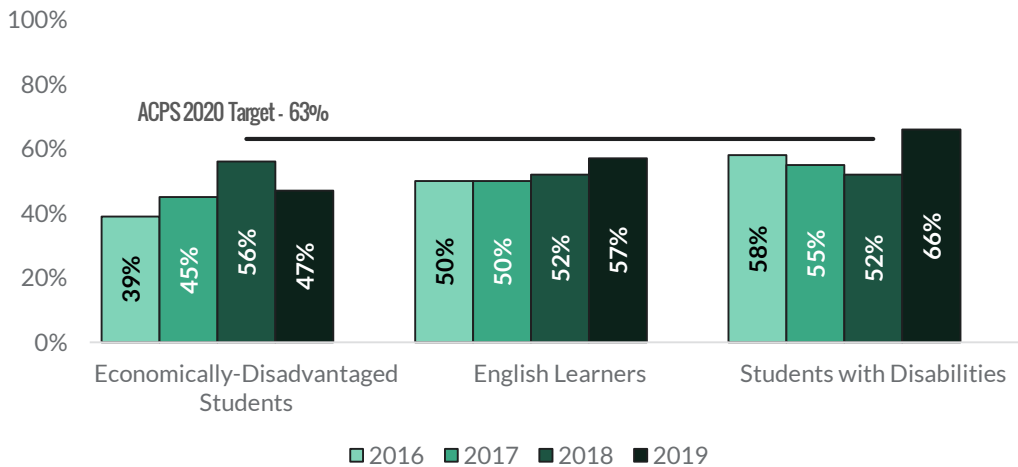


KEY INDICATOR - AP PERFORMANCE

AP Exam Scores of 3, 4, or 5 - By Race/Ethnicity



AP Exam Scores of 3, 4, or 5 - By Sub-Group



Note: Targets come from the ACPS 2020 Strategic Plan.
 Source for AP Participation and Performance: [1] "ACPS 2020 Scorecard." [2] "AP Test Summary Results by Subgroup."

Trends in AP Exams

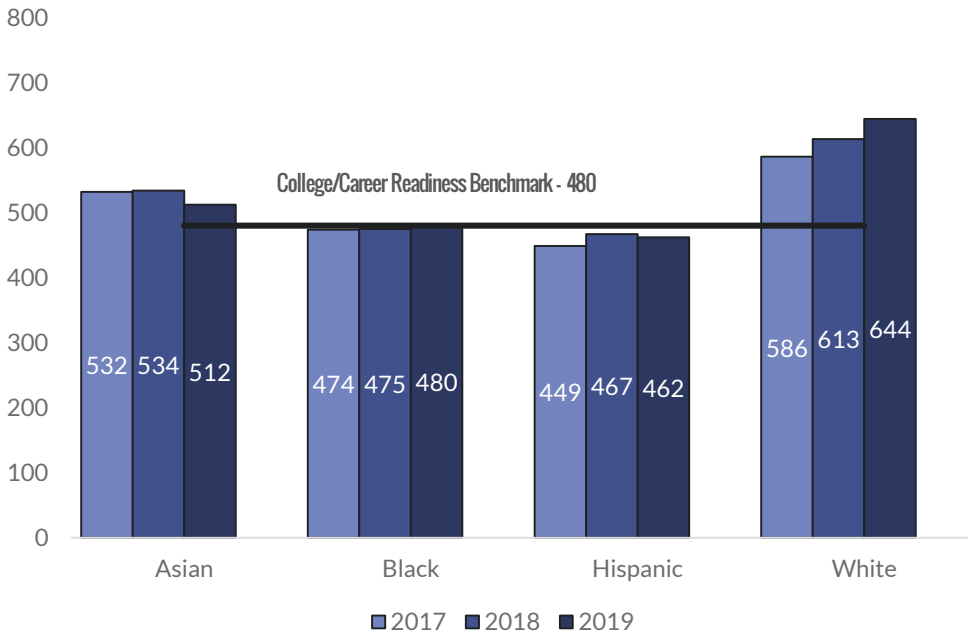
- AP participation rates among students in Grades 10-12 were lower in 2019 than in 2015.
- Hispanic students surpassed the division performance target in both 2018 and 2019.
- Black students have not met the division performance target.
- White students have consistently surpassed the division performance target.
- Students with disabilities surpassed the division performance target for the first time in 2019.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR - AVERAGE SAT SCORES ENGLISH, READING, AND WRITING (ERW)

By Race/Ethnicity



Key Trends in SAT Scores

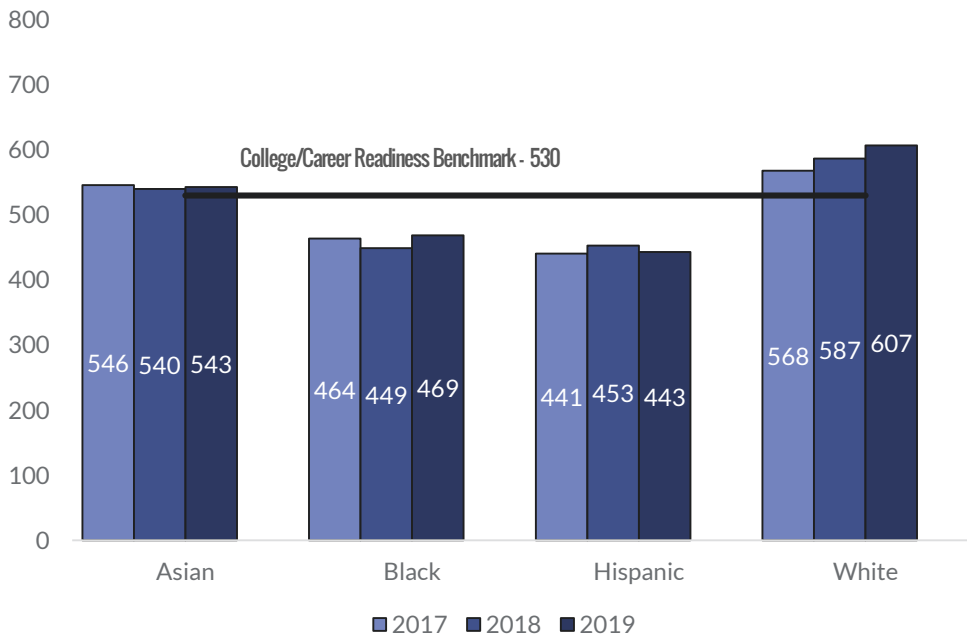
- White and Asian students have higher scores than black and Hispanic students.
- All students are close to the college/career readiness benchmark.
- Black and Hispanic students' average scores are further from the college/career readiness benchmark in math than in ERW.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

MATH

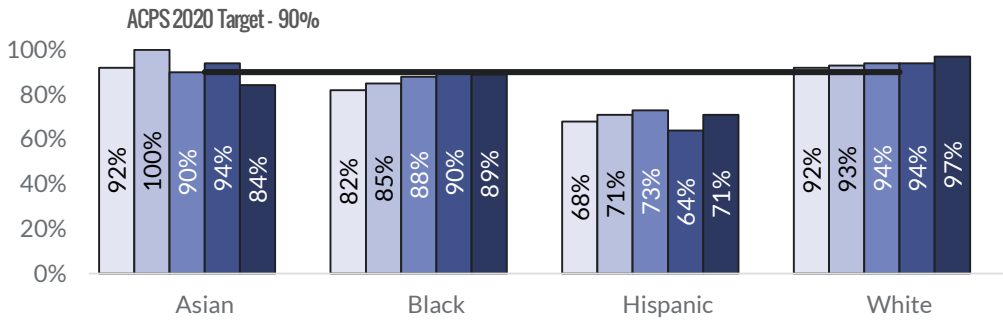
By Race/Ethnicity



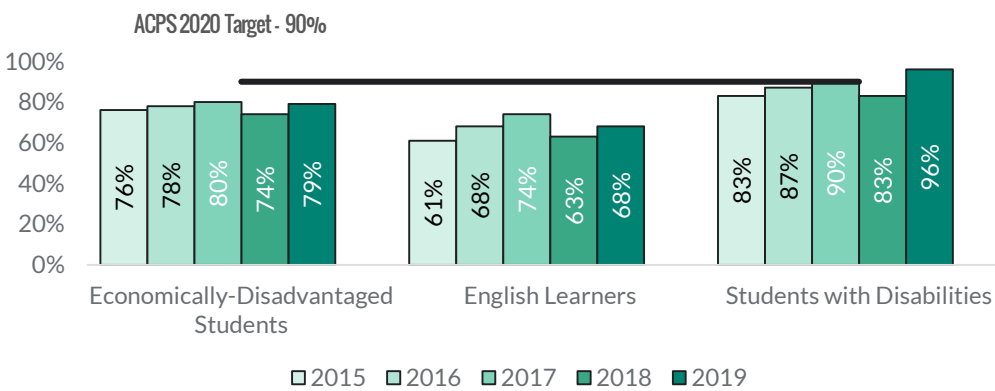
Source for SAT Scores: "2018 SAT Digest."

KEY INDICATOR - ON-TIME GRADUATION RATES

By Race/Ethnicity



By Sub-Group



Trends in Graduation Rates

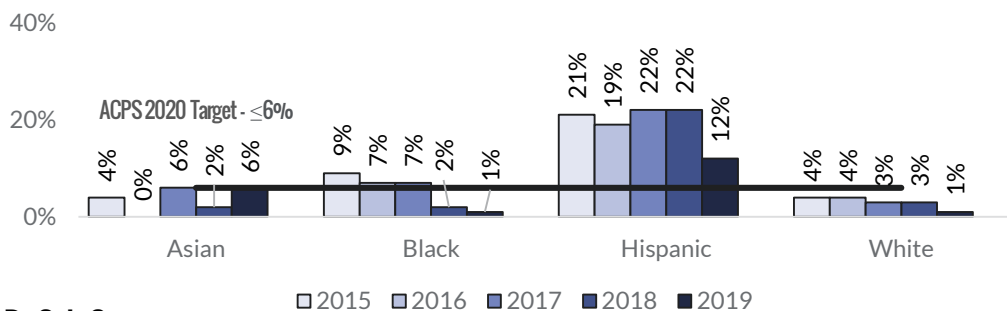
- Hispanic students' graduation rate increased in the most recent year after a dip in 2018.
- White and Asian students have consistently high graduation rates.
- Black students' graduation rate show a consistent positive trend, meeting or nearly meeting the target for the past three years.
- Students with disabilities exceeded the target in 2019.

Trends in Dropout Rates

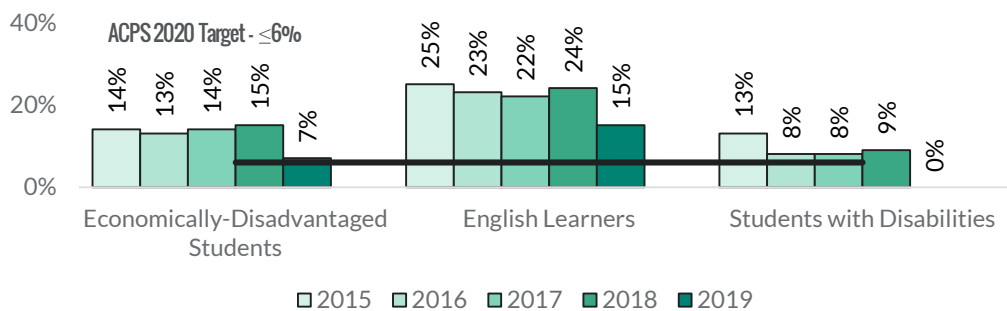
- All subgroups, except for Asian students, saw declining drop-out rates between 2015 and 2019.
- Black and White students had a drop out rate of less than 1 percent in 2019.
- Hispanic and English Learner students continue to have the highest dropout rates, though 2019 marks the lowest in five years for both groups.

KEY INDICATOR - DROPOUT RATES

By Race/Ethnicity



By Sub-Group



WHAT ELSE DO YOU NOTICE?

Write your observations here.

Note: Targets come from the ACPS 2020 Strategic Plan. Sources for Graduation and Dropout Rates: [1] "Comparison of ACPS Four Year Cohort Dropout Rates for 2011-2019 by Subgroups." [2] "Virginia Cohort Reports." [3] "ACPS 2020 Scorecard."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

CURRICULUM

SUMMARY

A 2016 evaluation of ACPS' curriculum determined that it supports diverse learning experiences and differentiated instruction for most students. Strengths of the curriculum include lesson plans and activities that enable students to engage in individual, group, and/or project-based learning; resources for helping students become self-directed learners; resources for differentiating instruction; and texts to support teachers' efforts to connect learning across content areas. Development areas included 1) the need for additional resources to support instruction of students with disabilities and 2) changes to the timing, delivery, and content of teacher professional development, especially related to using assessment data to inform instruction.

KEY COMMENDATIONS

- ✓ Curriculum guides use a common framework for all education levels (elementary, middle school, high school) and all content areas.
- ✓ Curriculum guides facilitate a variety of diverse learning experiences, including group work, individual work, and project-based learning.
- ✓ Instructional resources, materials, and strategies for English learners are a strength in the curriculum guides. They are specific to the content of each unit by grade level.
- ✓ Useful literary recommendations provide opportunities to link lessons across different content areas in the curriculum guide.
- ✓ Division resources for differentiating instruction and executive function provide helpful instructional ideas for how to meet the needs of a variety of learners and for encouraging self-regulation and self-direction in the classroom.
- ✓ Teachers report that the greatest strengths of the curriculum guide include integration of technology, essential questions to guide instruction, and key vocabulary for lesson development.

KEY RECOMMENDATIONS

IMPROVE THE USABILITY OF WRITTEN CURRICULUM DOCUMENTS

- ❑ Replace the current online PDF format with a web-based searchable platform for housing the written curriculum.
- ❑ Provide instructional guidance for lesson planning that is specific to the individual unit's subject matter content.
- ❑ Include ACPS teachers more directly in the development of curriculum lessons.
- ❑ Provide instructional guidance for teaching students who are English learners, students with disabilities (SWD), and students with different reading levels.

IMPROVE THE USABILITY OF DATA FROM TRANSFER TASKS

- ❑ Identify the VA SOL(s) that is/are aligned with the Transfer Task.
- ❑ Provide guidance on how to accommodate the needs of SWD when administering Transfer Tasks.
- ❑ Provide professional development on how to use data from Transfer Tasks.

MEET THE NEEDS OF DIVERSE LEARNERS

- ❑ Convene meetings with teachers to discuss which curriculum supports for special student populations are most needed in the curriculum guide.
- ❑ Ensure that all staff are aware of and can easily access additional guidance documents.

SUPPORT CURRICULUM IMPLEMENTATION - PROFESSIONAL DEVELOPMENT

- ❑ Increase availability of school-based support provided by instructional specialists and coaches.
- ❑ Reassess current scheduling and communication practices for professional development.
- ❑ Reassess when and how staff development is conducted during the school year.

Source: "Curriculum Audit Report."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

TALENTED AND GIFTED PROGRAM

SUMMARY

The need to provide equitable educational opportunities to all students and differentiate curriculum and instruction to support individual students' learning emerged as key themes in the evaluation of ACPS' Talented and Gifted (TAG) program, completed in October 2017. While noting that the TAG identification process includes nonverbal measures and criteria focused on both ability and achievement, the evaluation found evidence of continued disproportionality in economically disadvantaged and minority students' ACPS enrollment and TAG participation rates. Regarding the TAG program's curriculum, the evaluation cited poor sequencing within content areas, contributing to disconnect in subject matter across grade levels. Inconsistencies in implementation across schools also pose a challenge to the TAG program, resulting in recommendations to further develop offerings at the lower elementary school (Kindergarten-Grade 3) and middle school (Grades 6-8) levels. In the context of classroom instruction, the evaluation applauded ACPS teachers for using strategies that foster higher-level thinking. However, the findings indicated a need for greater differentiation of the curriculum, instructional techniques, and related materials to effectively support TAG students.

KEY COMMENDATIONS

- ✓ Comprehensive Advanced Placement (AP) Program available from 9th grade;
- ✓ Dual Enrollment (DE) opportunities for linkage to community college (NOVA);
- ✓ Grades 4-5 language arts and math advanced programs for TAG learners;
- ✓ Young Scholars Program (YS) for underrepresented populations at Grades K-5; and
- ✓ Revised acceleration policy and regulation.

KEY RECOMMENDATIONS

IMPLEMENTATION OF STATED GOALS AND OUTCOMES

- Develop a comprehensive K-3 Program.
- Extend the Young Scholars Program.
- Revamp the middle school TAG Program.

ADDRESSING UNDERREPRESENTED GROUPS

- Improve strategies for the identification of students from underrepresented groups.
- Develop tailored program emphases for identified students from underrepresented groups.

RIGOR OF THE CURRICULUM FOR TAG STUDENTS

- Revise TAG and honors course curricula.
- Design revised Differentiated Education Plan format and guidelines for use.

BENEFITS TO PARTICIPATING STUDENTS

- Develop/revise curriculum guides in all grades and content areas for TAG learners.
- Design K-12 scope and sequence guides for program articulations.

STAKEHOLDER PERCEPTIONS OF PROGRAM EFFECTIVENESS

- Institute community outreach procedures.
- Develop parent education programs.

ALIGNMENT WITH NATIONAL BEST PRACTICE STANDARDS

- Tailor professional development for central program leadership and curriculum specialists.
- Refine a counseling program for TAG students at secondary levels.

Source: "Evaluation Report on the TAG Program."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

STUDENTS WITH DISABILITIES

SUMMARY

An October 2018 evaluation of ACPS' services to students with disabilities noted that the division has a strong foundation on which to build out its services; however, the evaluation also emphasized the need for the division to create intentional, focused change. Regarding the division's efforts to address disproportionality in special education identification and enrollment, the evaluation offered a mixed view. ACPS provides schools with guidance on how to assess English learners, but stakeholders find the number of "children of color," or culturally and linguistically diverse children, referred for testing and subsequently considered eligible for special education services worrisome. The evaluation cited the significant disproportionality in the division's identification of Black students with an emotional disability as an example of evidence supporting such concerns.

KEY COMMENDATIONS

COMPLIANCE AND ACCOUNTABILITY

- ✓ Inclusive settings
- ✓ Separate settings
- ✓ Dropout and graduation rates

MULTI-TIERED SYSTEM OF SUPPORTS

- ✓ ACPS MTSS 2015 framework
- ✓ Cross-departmental leadership
- ✓ Technology use

REFERRAL AND ELIGIBILITY

- ✓ Parent engagement
- ✓ English learner guidance

TEACHING, LEARNING, AND SOCIAL EMOTIONAL SUPPORT FOR STUDENTS WITH DISABILITIES

- ✓ Co-teaching
- ✓ Interventions
- ✓ City-wide classes
- ✓ Assistive technology

SUPPORT FOR TEACHING AND LEARNING

- ✓ Governance meetings
- ✓ Professional development

COLLABORATION, COMMUNICATION, AND PARENT ENGAGEMENT

- ✓ Parent participation
- ✓ Parent engagement
- ✓ Parent resource center

KEY RECOMMENDATIONS

MULTI-TIERED SYSTEM OF SUPPORTS

- ❑ Build on the MTSS process & curricular frameworks to develop/implement a unified and clear structure for academic achievement, positive behavior, and social/emotional learning for ALL students.

SPECIAL EDUCATION REFERRAL, ASSESSMENT, AND ELIGIBILITY PRACTICES

- ❑ Develop a systematic data analysis process for analyzing special education referral, assessment, and eligibility practices.

INCLUSIVE PRACTICES

- ❑ Build upon ACPS's commitment to co-teaching by continuing to provide professional development and coaching to improve collaboration and implement high yield co-teaching models.

SPECIALLY DESIGNED INSTRUCTION (SDI) AND TARGETED INTERVENTIONS

- ❑ Assess the fidelity of implementation and effectiveness of SDI and targeted interventions for each student with a disability by analyzing data.

LEADERSHIP AND ACCOUNTABILITY

- ❑ Develop a multifaceted set of actions to specify how ACPS will incorporate measures of accountability for schools and central office leaders.

INTER-DEPARTMENTAL COLLABORATION

- ❑ Establish standing cross-functional work groups to meet on a regular schedule to jointly address Division processes and drive success in practices.

CULTURE, EQUITY, AND PARENT ENGAGEMENT

- ❑ Strengthen links between school and home to help culturally and linguistically diverse parents help their children learn and gain equal access to all ACPS educational programs and services.

Source: "Comprehensive Review of Special Education, Pre-K Through Grade 12."

QUESTIONS FOR REFLECTION AND DISCUSSION

What notable patterns or trends do you observe in the data? Which results surprise you?

What should be ACPS' top three priorities for strengthening the division's academic excellence and educational equity?

As you consider the division's path forward, what additional questions or wonderings do you have?

Academic Achievement

SOURCES

- “2018 SAT Digest.” Alexandria City Public Schools, October 24, 2018
- “2018-19 PALS Tables.” Alexandria City Public Schools
- “ACPS 2020 Scorecard.” Alexandria City Public Schools. Contained in file “190321_ACPS 2020 Scorecard for SY 17-18_v2”
- “Alexandria City Public Schools: Curriculum Audit Final Report.” McREL International, September 19, 2016. Contained in file “Curriculum Evaluation Memo and Report_09292016”
- “AP Test Summary Results by Subgroup.” Alexandria City Public Schools. Contained in file “AP Tables”
- “Comparison of ACPS Four Year Cohort Dropout Rates for 2011-2019 by Subgroups.” Alexandria City Public Schools, August 27, 2019.
- “Comprehensive Review of Special Education, Pre-K through Grade 12 – Alexandria City Public Schools.” PCG Education, October 25, 2018. Contained in file “SWD Evaluation PresentationEnglish”
- “Comprehensive Review of Special Education, Pre-K through Grade 12 – Alexandria City Public Schools. Final Report.” PCG Education, October 2018. Contained in file “SWD Evaluation Report”
- “Curriculum Audit Report.” McREL International, September 29, 2016. pp. 4-6, 10-17. Contained in file “Curriculum Evaluation and Division Action Plan PowerPoint_09292016”
- “ECEW Baseline Data Indicators Reported by ACPS.” Alexandria City Public Schools, November 4, 2016. Contained in file “memo_ECEW Data for Baseline Indicators_11042016”
- “ECEW Baseline Data Indicators Reported by ACPS.” Alexandria City Public Schools, November 9, 2017. Contained in file “memo_ECEW Data for Baseline Indicators_11092017”
- “ECEW Baseline Data Indicators Reported by ACPS.” Alexandria City Public Schools, November 2, 2018. Contained in file “memo_ECEW Data for Baseline Indicators plus one year”
- “State and District Integrated Report: Alexandria City Public Schools.” College Board, September 2019.
- “SOL Test Pass Rates & Other Results.” Virginia Department of Education.
http://www.doe.virginia.gov/statistics_reports/sol-pass-rates/index.shtml
- VanTassel-Baska, J., J. Robbins, and G. Fischer Hubbard. “Evaluation Report on the TAG Program.” October 12, 2017. Contained in file “TAG Evaluation PowerPoint 10.12.2017”
- VanTassel-Baska, J., J. Robbins, and G. Fischer Hubbard. “Evaluation Study Report – Talented and Gifted (TAG) Program – Alexandria City Public Schools.” October 2, 2017. Contained in file “TAG Evaluation Report 10.12.2017”
- “Virginia Cohort Reports.” Virginia Department of Education.
http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

CHAPTER 3: BEHAVIOR AND SOCIAL- EMOTIONAL LEARNING

This chapter presents data related to the behavioral and social-emotional outcomes of ACPS students.

| Data Source | Description |
|-----------------------------|---|
| Chronic Absenteeism Data | Data source provided by the district that Hanover Research used to gather chronic absenteeism data |
| Developmental Assets Survey | A survey administered to a sample of ACPS students in Grades 8, 10, and 12 in 2013-13, 2015-16, and 2018-19 that Hanover Research used to gather data on the percentage of students that have various positive internal and external assets |
| Discipline Data | Data source provided by the district that Hanover Research used to gather data on suspensions |
| ECEW Indicators Data | Used to gather data on the Virginia Kindergarten Readiness Program (VKRP) |
| Youth Risk Behavior Survey | A survey administered to a sample of ACPS students in Grades 8, 10, and 12 in 2013-2014 and 2016-2017 that Hanover Research used to gather data on substance use, physical activity, and mental health |

Behavior & Social-Emotional Learning

ACPS PERFORMANCE SUMMARY

Progress Made

✓ ACPS has seen reduced substance use, improved mental health, and reduced discipline incidents for some sub-groups of students. Use of all substances, except e-cigarettes, has declined among students in Grades 8, 10, and 12. Fewer Grade 8 students made a suicide plan or attempted suicide in 2016 than in 2011. Finally, the percentage of suspended Black females and chronically absent Black students decreased between 2017 and 2018.

Areas for Improvement

□ However, ACPS can still address several behavior and social-emotional indicators. For instance, e-cigarette usage has increased among students in Grades 8, 10, and 12. The percentage of students in Grades 10 and 12 who have made a suicide plan or attempted suicide has remained stable over the years. Additionally, Hispanic students have higher rates of chronic absenteeism than Black and White students.

INCLUDED IN THIS SECTION:

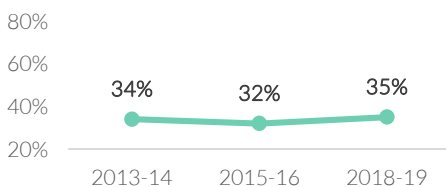
Key Indicators

- ✓ Internal and external assets
- ✓ Kindergarten social and self-regulation skills
- ✓ Substance use
- ✓ Physical activity
- ✓ Mental health
- ✓ Chronic absenteeism
- ✓ Suspensions

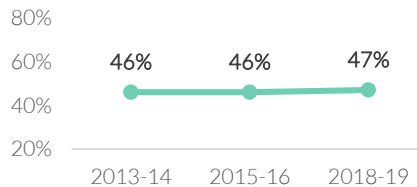
KEY INDICATOR - EXTERNAL DEVELOPMENTAL ASSETS

External assets are positive developmental experiences that families, schools, the community, and youth-serving organizations provide to students.

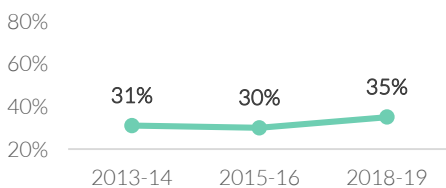
Caring Neighborhood



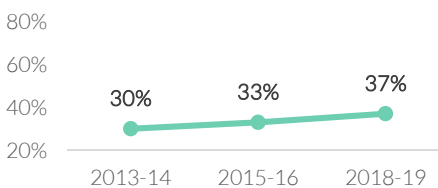
Safety



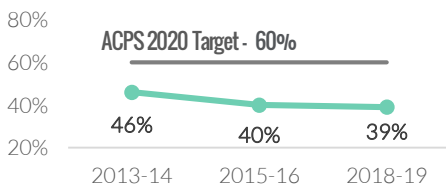
Caring School Climate



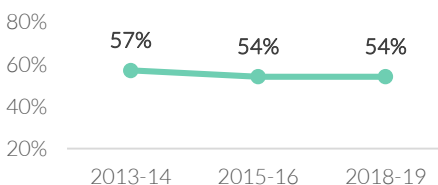
Adult Role Models



Service to Others



Youth Programs



Note: Percentages reflect the percent of respondents who have a particular asset.
 Source: [1] "Historical Tables Developmental Assets." [2] "Developmental Assets: A Profile of Your Youth."

Trends in External Assets

- Many of the external developmental assets did not see dramatic shifts across the three survey administrations.
- The percentage of students with the *service to others* developmental asset declined by seven percentage points from 2014 to 2019, widening the gap from the division target.

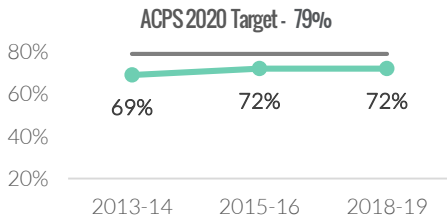
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Write your observations here.

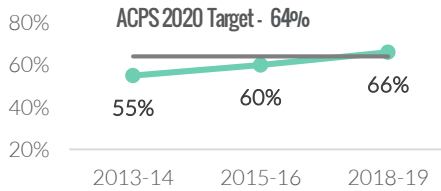
KEY INDICATOR - INTERNAL DEVELOPMENTAL ASSETS

Internal assets are students' positive skills, values, and commitments that influence their personal choices and actions.

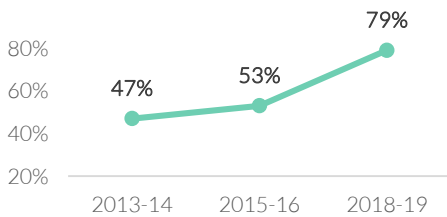
Achievement Motivation



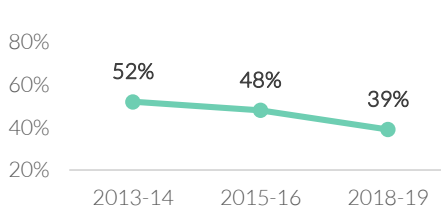
Cultural Competence



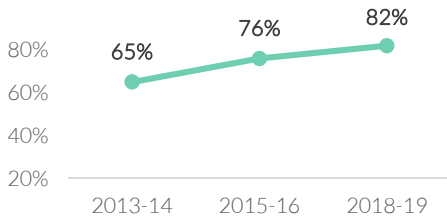
School Engagement



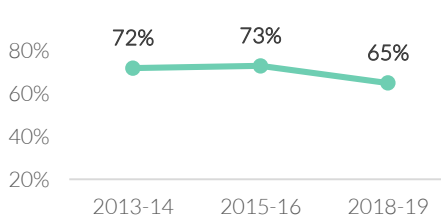
Self Esteem



Equity and Social Justice



Positive View of Personal Future



Trends in Internal Assets

- The *cultural competence* asset reached the ACPS 2020 target in 2019, however the *achievement motivation* asset was unchanged from 2016 to 2019 and did not reach the target.
- Students' *equity and social justice* development asset increased by 17 percentage points across the three survey administration years.
- Students' *school engagement* development asset dramatically increased in 2019.
- The *self esteem* and *positive view of personal future* assets had their lowest values in 2019.

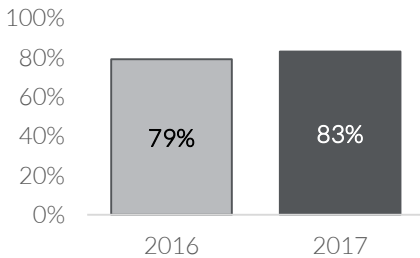
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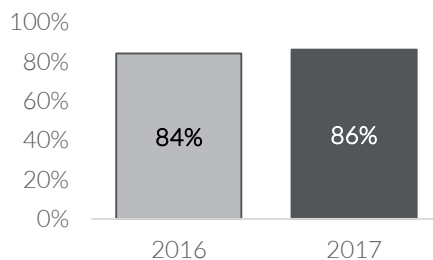
Note: Percentages reflect the percent of respondents who have a particular asset.
 Source: [1] "Historical Tables Developmental Assets." [2] "Developmental Assets: A Profile of Your Youth."

KEY INDICATOR - KINDERGARTEN SOCIAL AND SELF-REGULATION SKILLS

Percentage of Students Meeting the Social Skills Benchmark on the VKRP

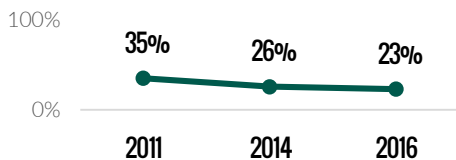


Percentage of Students Meeting the Self-Regulation Benchmark on the VKRP

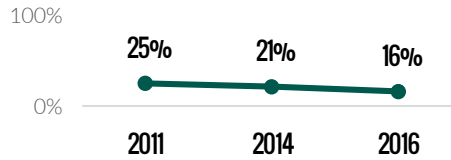


KEY INDICATOR - SUBSTANCE USE GRADES 10 AND 12

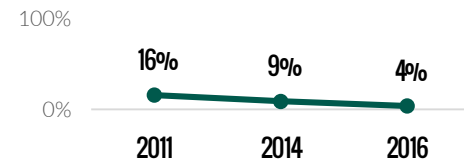
Current Alcohol Use



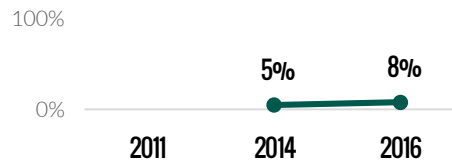
Current Marijuana Use



Current Cigarette Use

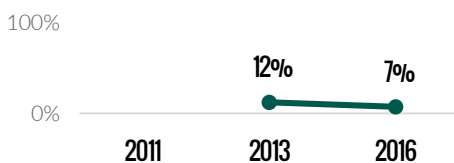


Current E-Cigarette Use

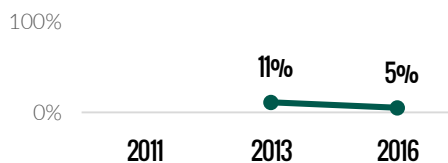


GRADE 8

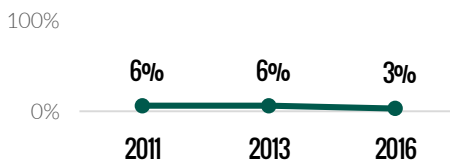
Current Alcohol Use



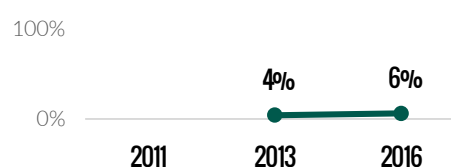
Current Marijuana Use



Current Cigarette Use



Current E-Cigarette Use



Trends in Kindergarten Social and Self-Regulation Skills

- The percentage of kindergarten students meeting the social skills benchmark of the Virginia Kindergarten Readiness Program (VKRP) increased by 4 percentage points between 2016 and 2017.
- The percentage of kindergarten students meeting the self-regulation benchmark of the VKRP increased by 2 percentage points between 2016 and 2017.

Trends in Substance Use

- Use of all substances, except e-cigarettes, has decreased among students in Grades 10 and 12.
- Use of all substances, except e-cigarettes, has decreased among students in Grade 8.
- E-cigarette usage among students in Grade 10 and 12 increased by 3 percentage points between 2014 and 2016.
- E-cigarette usage among students in Grade 8 increased by 2 percentage points between 2013 and 2016.

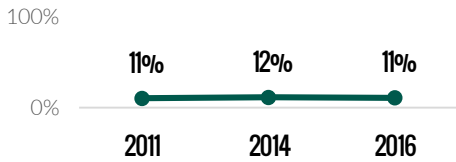
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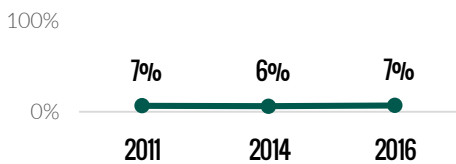
Sources: [1] "ECEW Indicator Data Reported by ACPS." [2] "Youth Risk Behavior Survey 2013-2014." [3] "Youth Risk Behavior Survey 2016-2017."

KEY INDICATOR - MENTAL HEALTH GRADES 10 AND 12

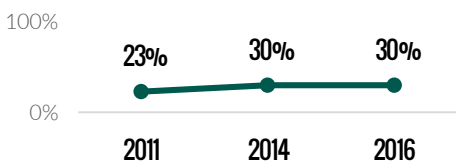
Made a Suicide Plan



Attempted Suicide

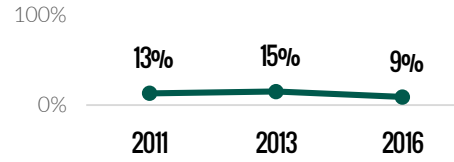


Sad or Hopeless Feelings for 2+ Weeks in the Past Year

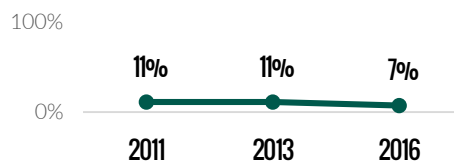


GRADE 8

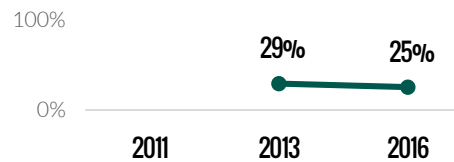
Made a Suicide Plan



Attempted Suicide



Sad or Hopeless Feelings for 2+ Weeks in the Past Year



Trends in Mental Health

- The percentage of students in Grades 10 and 12 who have made a suicide plan or attempted suicide has remained relatively constant since 2011.
- The percentage of students in Grade 8 who have made a suicide plan or attempted suicide decreased between 2011 and 2016.
- About a third of students in Grades 10 and 12 and a quarter of students in Grade 8 have felt sad or hopeless for 2 or more weeks in the past year.

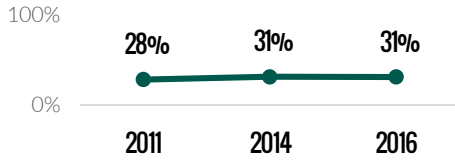
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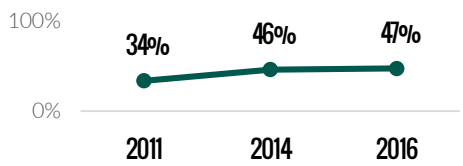
Sources : [1] "Youth Risk Behavior Survey 2013-2014." [2] "Youth Risk Behavior Survey 2016-2017."

KEY INDICATOR - PHYSICAL ACTIVITY GRADES 10 AND 12

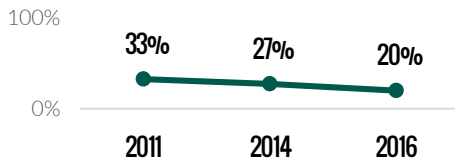
Physically Active 5+ Days Per Week



Uses Computer for 3+ Hours per Day not for School Work

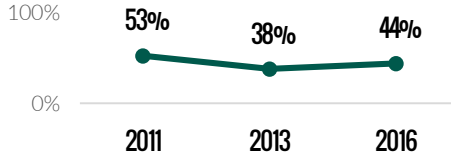


Watches TV for 3+ Hours per Day

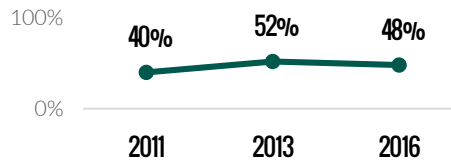


GRADE 8

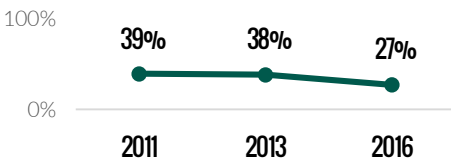
Physically Active 5+ Days Per Week



Uses Computer for 3+ Hours per Day not for School Work



Watches TV for 3+ Hours per Day



Trends in Physical Activity

- The percentage of students in Grades 8, 10, and 12 who use a computer for 3 or more hours per day outside of school increased between 2011 and 2016.
- The percentage of students in Grades 8, 10, and 12 who watch TV for 3 or more hours per day decreased between 2011 and 2016.

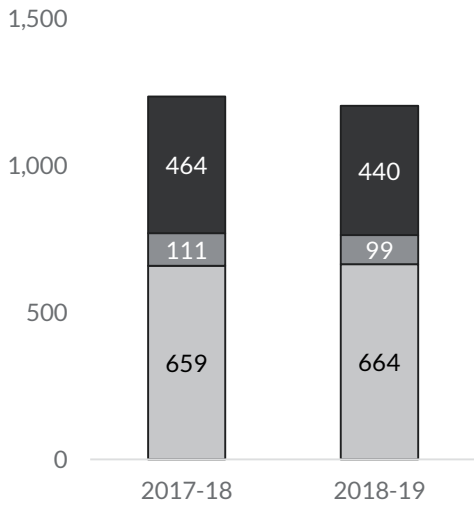
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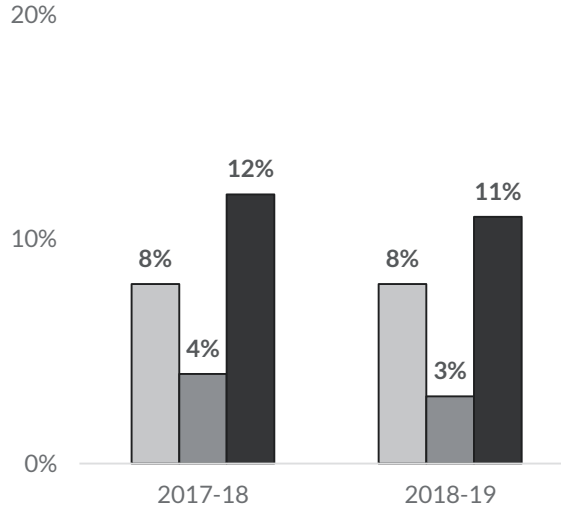
Sources: [1] "Youth Risk Behavior Survey 2013-2014." [2] "Youth Risk Behavior Survey 2016-2017."

KEY INDICATOR - CHRONIC ABSENTEEISM

Number of Students Chronically Absent



Percentage of Students Chronically Absent



Elementary School Middle School High School

Trends in Chronic Absenteeism

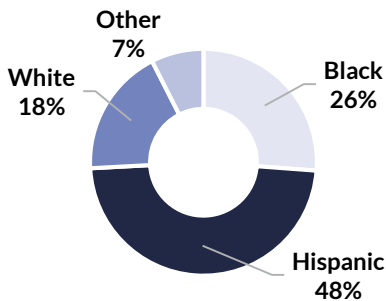
- High school students have the highest rate of chronic absenteeism (11% in 2018-19), followed by elementary school students (8% in 2018-19).
- English Language Learners (48%) and Hispanic students (48%) represent nearly half of all chronically absent students.

WHAT ELSE DO YOU NOTICE?

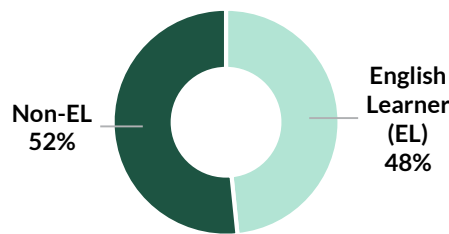
Write your observations here.

Distribution of Chronically Absent Students in 2018-19

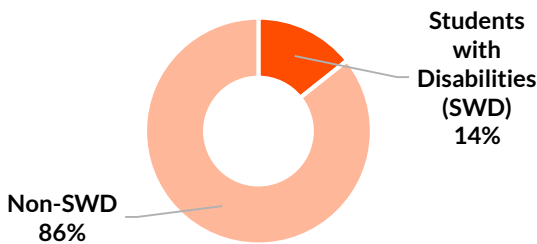
By Race/Ethnic



By EL Status

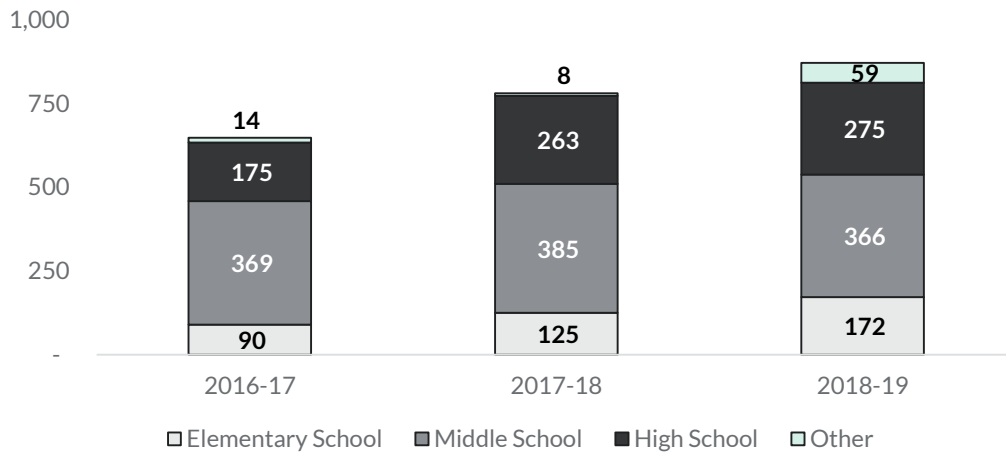


By Disability Status



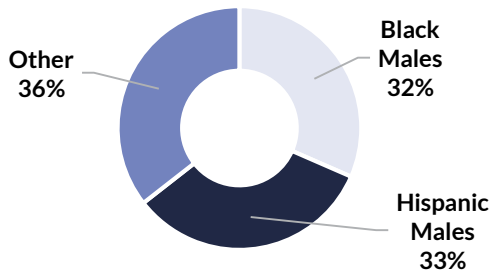
Sources: "Attendance Data." Note: This data is from an internal analysis that is not publicly available to committee members.

KEY INDICATOR - SUSPENSIONS



Distribution of Suspensions (2018-19)

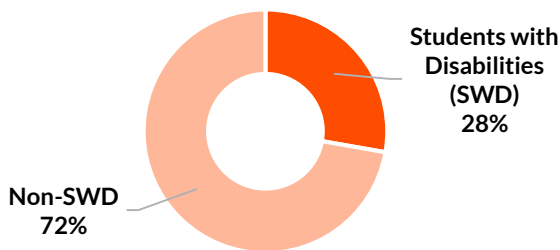
By Race/Ethnic & Gender



Black Males comprise 14% of ACPS enrollment

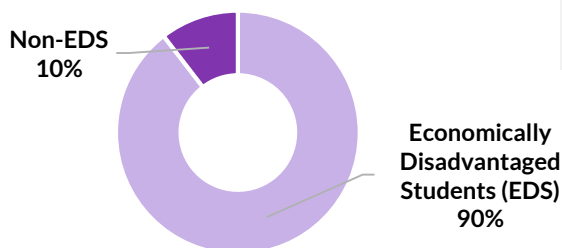
Hispanic Males comprise 19% of ACPS enrollment

By Disability Status



SWD comprise 11% of ACPS enrollment

By Economic Status



EDS comprise 61% of ACPS enrollment

Trends in Suspensions

- The number of suspensions that occur at elementary schools (+82) and high schools (+100) increased between 2016-17 and 2018-19, while middle schools (-3) saw a slight decline in the number of suspensions.
- There are multiple instances of disproportionality in suspensions at ACPS. For example, while Black males comprise 14% of all ACPS student enrollment, they comprise 32% of suspensions.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

Source: "Discipline Data." Note: This data is from an internal analysis that is not publicly available to committee members

QUESTIONS FOR REFLECTION AND DISCUSSION

What notable patterns or trends do you observe in the data? Which results surprise you?

What should be ACPS' top three priorities for strengthening the division's behavioral and social-emotional learning programming?

As you consider the division's path forward, what additional questions or wonderings do you have?

Behavior & Social-Emotional Learning

SOURCES

“Chronic Absenteeism Data.” Alexandria City Public Schools.

“Developmental Assets: A Profile of Your Youth.” Search Institute, May 2019.

“Historical Tables Developmental Assets.” Alexandria City Public Schools.

<https://esbpublic.acps.k12.va.us/attachments/b7e4f656-c3f8-4cbe-bb88-26a1dc3ca92b.pdf>

“Discipline Data.” Alexandria City Public Schools.

Whitson, J., T. Constantine, and J. Mursaloglu. “ECEW Indicator Data Reported by ACPS.” Alexandria City Public Schools, November 2, 2018. p. 3. Contained in file “memo_ECEW Data for Baseline Indicators plus one year”

“Youth Risk Behavior Survey 2013-2014.” Alexandria City Public Schools and Alexandria Health Department. Contained in file “YRBS 2013-14”

“Youth Risk Behavior Survey 2016-2017.” Alexandria City Public Schools and Alexandria Health Department. Contained in file “YRBS 2016 Report Final to Board 10.24.2017”

CHAPTER 4: STAKEHOLDER PERCEPTIONS

This chapter presents data related to stakeholders' perceptions of the division.

| Data Source | Description |
|--|--|
| ACPS 2020 Community Survey | A survey administered to ACPS' internal and external stakeholders that Hanover Research used to gather data on stakeholders' perceptions of ACPS' progress toward its ACPS 2020 goals and family and community engagement |
| Superintendent Search Survey and Leadership Profile Report | A survey administered in 2017 to ACPS' internal and external stakeholders that Hanover Research used to gather data on stakeholders' perceptions of the division's vision and values, teaching and learning quality, community engagement, and preferred characteristics of a new superintendent |

Stakeholder Perceptions

ACPS PERFORMANCE SUMMARY

Progress Made

- ✓ ACPS' stakeholders generally have positive perceptions of the division. Since the 2015-2016 school year, internal and external stakeholders have held positive views of the division's academic quality, health and safety, business operations, and engagement with families and the community.

Areas for Improvement

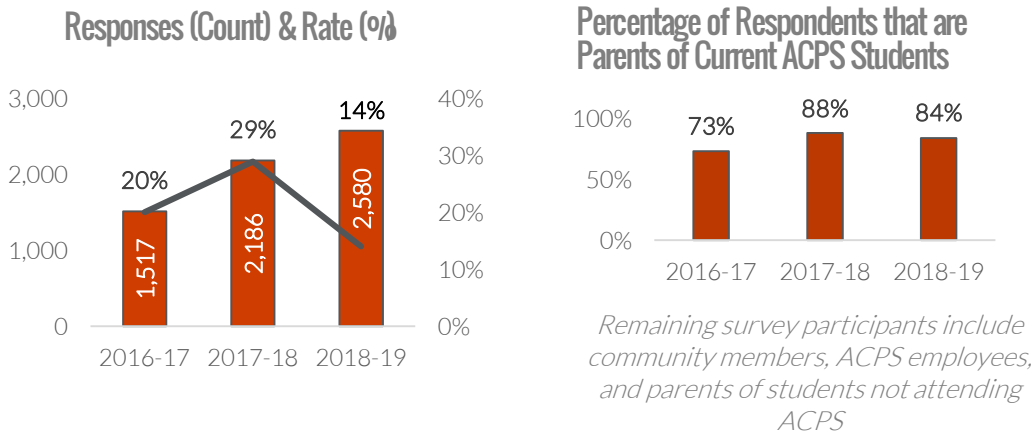
- ❑ ACPS can increase and enhance communication with community members. Community members generally hold the least favorable views of ACPS' academic quality, social and emotional services, and community engagement. Community members may simply be less aware of the division's services and achievements. As such, the division could increase communication with the broader community to increase community members' awareness and perceptions of ACPS.

INCLUDED IN THIS SECTION:

Key Indicators

- ✓ Perceptions of academic excellence
- ✓ Perceptions of health and safety
- ✓ Perceptions of division operations and services
- ✓ Perceptions of students' social, emotional, and cultural competence
- ✓ Perceptions of family engagement

ACPS 2020 COMMUNITY SURVEY PARTICIPATION

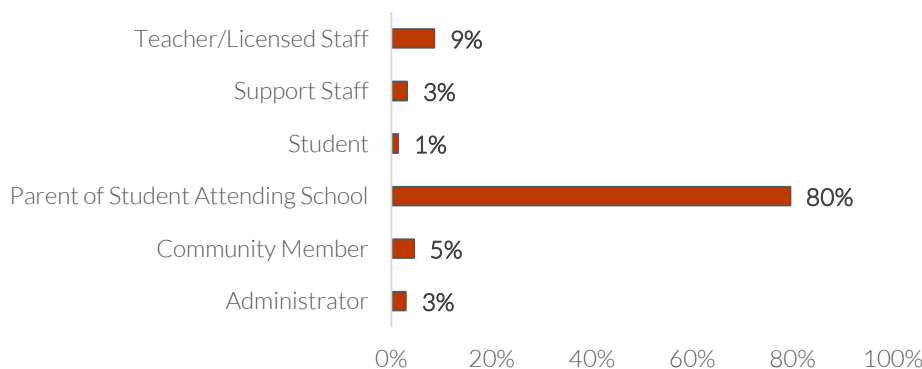


Survey Participation Trends

- ACPS 2020 Community Survey had the highest number of participants in 2019 with 2,580 respondents.
- While the response rate in 2019 was lower than in prior years, the number of delivered invitations more than doubled.
- Current ACPS parents comprise the largest stakeholder group participating in both the 2017 Superintendent Search Survey and all years of the ACPS 2020 Community Survey.

2017 SUPERINTENDENT SEARCH SURVEY PARTICIPATION

Percentage of Respondents by Group (n=1,243)



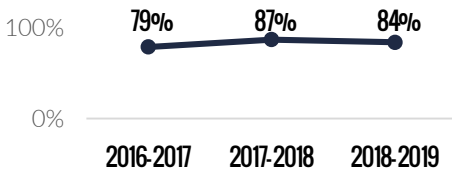
WHAT ELSE DO YOU NOTICE?

Write your observations here.

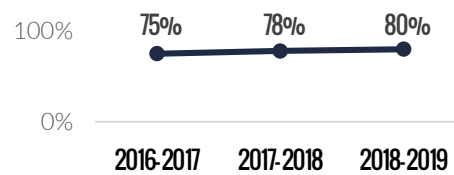
Source: [1] "ACPS 2020 Community Survey." [2] "Superintendent Search Survey."

KEY INDICATOR - ACADEMIC QUALITY

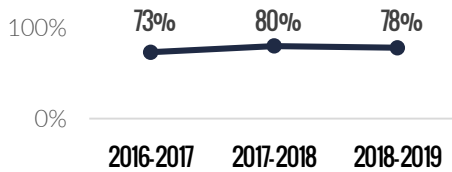
ACPS Offers Academic Excellence



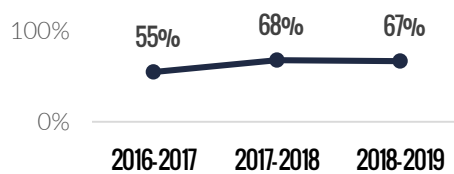
ACPS Employs Excellent Staff



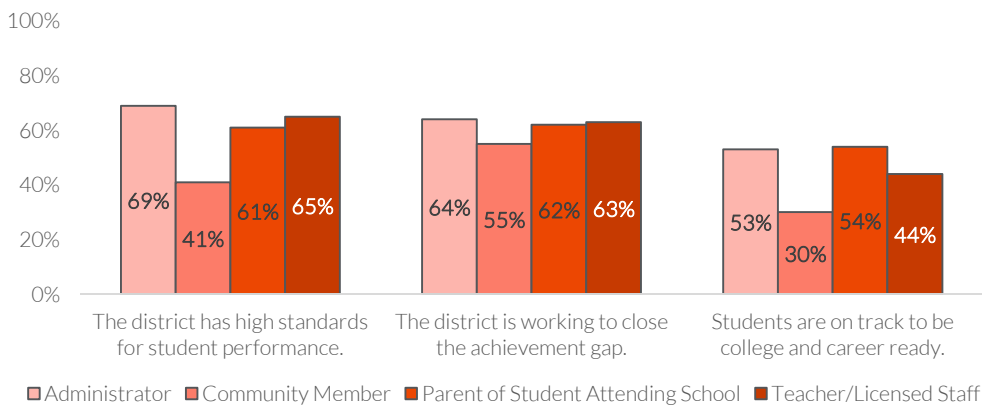
ACPS Provides Rigorous Opportunities for All Students



ACPS Provides Optimal Learning Environments



By Stakeholder Type



Trends in Perceptions of Academic Quality

- Stakeholders generally have favorable perceptions of the academic quality provided by ACPS.
- Perceptions that ACPS employs excellent staff were highest in the 2019 administration.
- Of stakeholder groups, community members generally have the least favorable perceptions of the academic quality provided by ACPS.

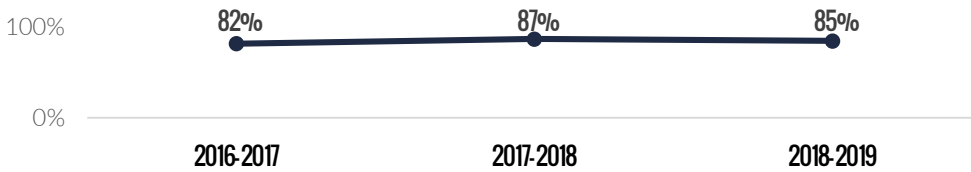
WHAT ELSE DO YOU NOTICE?

Write your observations here.

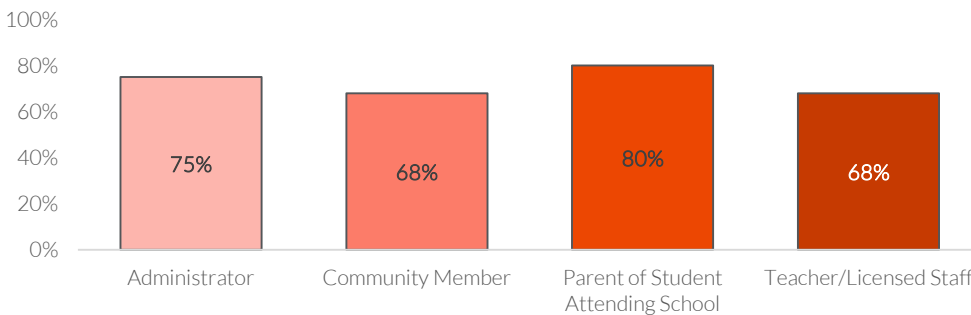
Note: Percentages reflect the percent of respondents who agreed with the statement. Source: Line Charts: "ACPS 2020 Community Survey." Bar chart: "Superintendent Search Survey."

KEY INDICATOR - HEALTH AND SAFETY

ACPS Promotes Student Health and Wellness

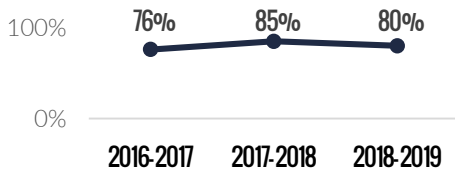


ACPS' Schools are Safe by Stakeholder Type

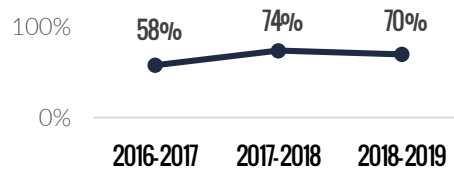


KEY INDICATOR - DIVISION OPERATIONS

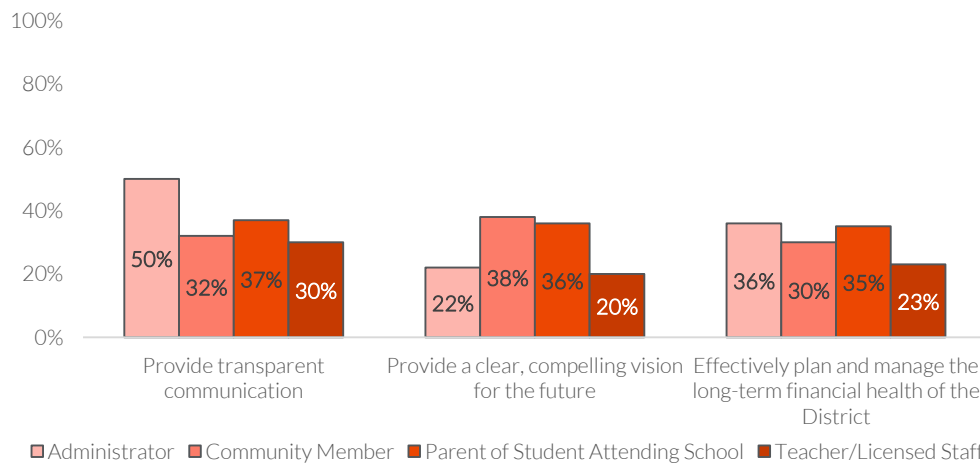
ACPS Allows for Public Input



ACPS is Efficient, Effective, and Transparent in Business Operations



Important Characteristics of Superintendents by Stakeholder Type



Note: Percentages reflect the percent of respondents who agreed with the statement. Source: Line Charts: "ACPS 2020 Community Survey." Bar charts: Superintendent Search Survey." and "Leadership Profile Report."

Trends in Perceptions of Health and Safety

- Since 2016-2017, stakeholders have generally held a positive opinion about how ACPS promotes student health and wellness.
- Stakeholders of all groups generally believe that ACPS' schools are safe.

Trends in Perceptions of Division Operations

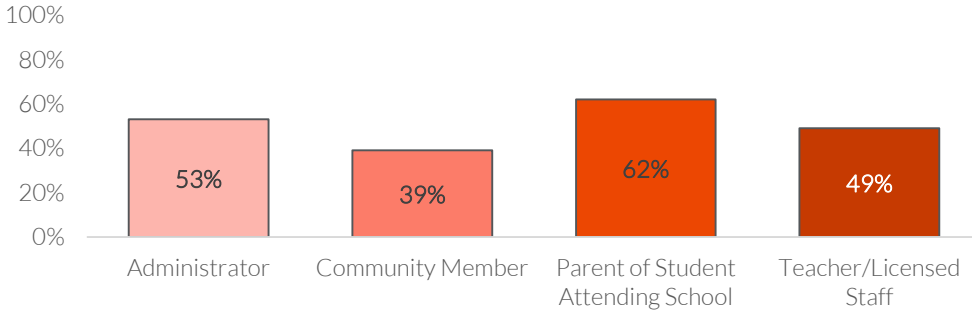
- Most stakeholders agree that ACPS allows for public input before making decisions, though the percentage declined between the two most recent survey administrations.
- The percentage of stakeholders that agree that ACPS is efficient, effective, and transparent declined by four percentage points between 2018 and 2019, but remains higher than in 2017.
- Half of administrators think that it is important for superintendents to provide transparent communication.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

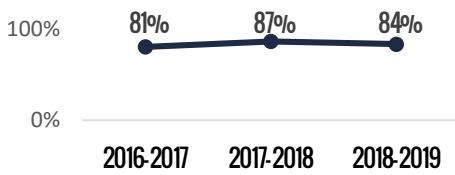
KEY INDICATOR - STUDENT SOCIAL, EMOTIONAL, AND CULTURAL COMPETENCE

ACPS Addresses Students' Social and Emotional Needs by Stakeholder Type

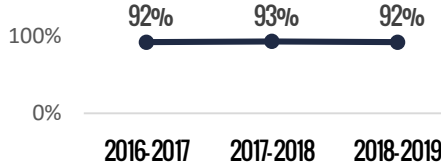


KEY INDICATOR - FAMILY AND COMMUNITY ENGAGEMENT

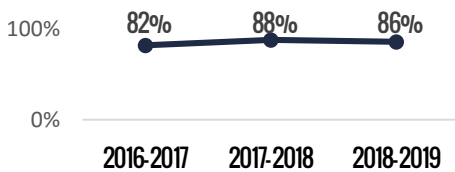
ACPS Works with Families to Provide High-Quality Services



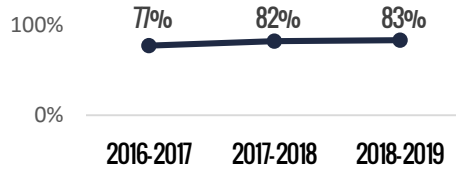
Stakeholders Feel Welcome at School Activities



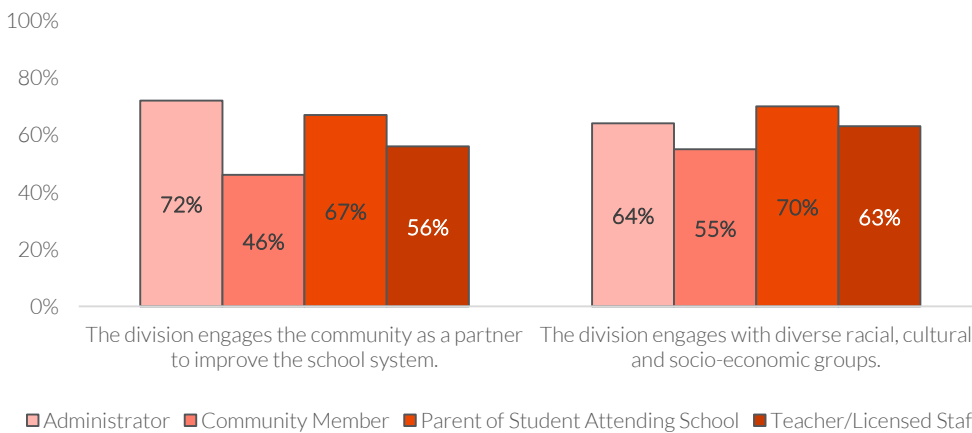
ACPS Partners with Families and the Community



Stakeholders Can Obtain Information about ACPS' Services and Activities



By Stakeholder Type



Note: Percentages reflect the percent of respondents who agreed with the statement.
 Source: Line charts: "ACPS 2020 Community Survey." Bar charts: "Superintendent Search Survey."

Trends in Perceptions of Student Social, Emotional, and Cultural Competence

- About half of administrators, parents, and teachers agree that ACPS addresses students' social and emotional needs.
- However, less than half of community members agree with this statement.

Trends in Perceptions of Family Engagement

- Since 2016-2017, stakeholders have generally held favorable perceptions of how ACPS engages with families and the community.
- Of stakeholder groups, community members hold the least favorable views of ACPS' level of engagement with the community.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

FIRST 100 DAYS REPORT

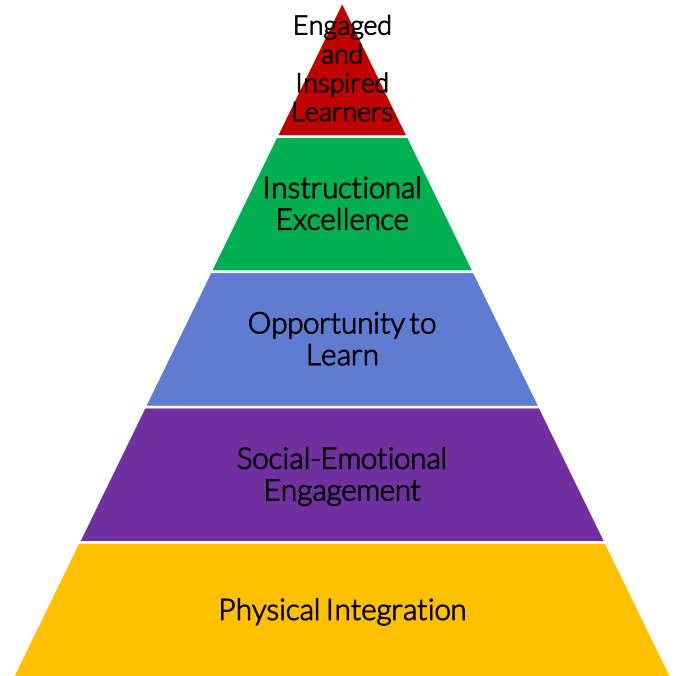
SUMMARY

The First 100 Days report identified equity as a critical issue for ACPS to prioritize. The report was created in January 2019 to summarize Dr. Gregory C. Hutchings, Jr.'s listening tour during his first 100 days as ACPS superintendent as well as his vision and priorities for the division. The findings from the listening tour (see figure below) were used to develop the following "Actions and Priorities Going Forward:"

- Equity
- Community Collaboration
- Transparency
- Alignment with Strategic Plan Goals
- Systems and Processes

The Framework for Building Equity Taxonomy (see figure to the right) was introduced as a roadmap for the division as it works to create an equitable learning environment for all students.

FRAMEWORK FOR BUILDING EQUITY TAXONOMY



LISTENING TOUR FINDINGS

- ✓ **Academic Excellence and Educational Equity:** ACPS stakeholders want multiple learning pathways to suit different student needs, less emphasis on standardized tests and more hands-on learning experiences. Stakeholders want students to graduate with 21st century skills and more options for students not looking to go to college.
- ✓ **Family and Community Engagement:** ‘Coffees with the Principal’ are seen favorably as well as multilingual communication, but ACPS does not always provide excellent customer service in other ways. In addition, external partners cannot easily get access to ACPS schools to provide supports. Stakeholders want greater trust between parents, schools and the community, more training on technology platforms for parents.
- ✓ **An Exemplary Staff:** ACPS struggles to recruit and retain staff which creates inconsistency in the classroom. ACPS needs to stay competitive in the area to not only recruit the best staff but then to retain them once developed. ACPS needs to provide onboarding for all new employees and work towards retaining excellent staff. ACPS needs to clearly articulate expectations for working with the diverse student population in ACPS.
- ✓ **Facilities and the Learning Environment:** Stakeholders want capacity issues resolved, especially at the high school level. Stakeholders want to maintain smaller class sizes, would like to see less crowded buses and safe walking routes to and from schools. In addition, stakeholders want to see environmental sustainability in our schools and well-maintained facilities.
- ✓ **Health and Wellness:** Stakeholders want to ensure ACPS has happy and healthy students. Stakeholders also want to see more restorative practices in our schools to help create equity in disciplinary practices.
- ✓ **Effective and Efficient Operations:** Stakeholders believe that ACPS needs better processes that are aligned and connected so that issues get resolved quickly and changes are better communicated to all impacted. ACPS needs to continue to work to improve our levels of transparency!

QUESTIONS FOR REFLECTION AND DISCUSSION

What notable patterns or trends do you observe in the data? Which results surprise you?

What should be ACPS' top three priorities for strengthening the division's stakeholder's perceptions?

As you consider the division's path forward, what additional questions or wonderings do you have?

Stakeholder Perceptions

SOURCES

- “ACPS 2020 Community Survey: Division Report 2017-2018.” Alexandria City Public Schools and K12 Insight, 2018. Contained in file “ACPS 2020 Survey Results to Board 8.31.2018”
- “ACPS 2020 Community Survey: Division Report 2018-2019.” Alexandria City Public Schools and K12 Insight, 2019.
- “Alexandria Children & Youth Master Plan 2014 Overview.” The City of Alexandria and Alexandria City Public Schools, 2014.
<https://www.alexandriava.gov/uploadedFiles/dchs/info/Alexandria%20Master%20Plan%20-%20Overview.pdf>
- Draeger, B. and A. Monday. “Leadership Profile Report.” Alexandria City Public Schools and HYA Executive Search, October 5, 2017. Contained in file “Superintendent Search – Presentation_Leadership_Profile_Report_PowerPoint to Board 10.5.2017”
- “First 100 Days.” Alexandria City Public Schools, 2019.
- “Superintendent Search Survey.” Alexandria City Public Schools and HYA Executive Search, October 3, 2017. pp. 6-7. Contained in file “Superintendent Search – HYA_Survey_Report to Board 10.5.2017”

CHAPTER 5: STAFFING & OPERATIONS

This chapter presents data related to staffing and operations in ACPS.

| Data Source | Description |
|---|---|
| Facilities Audit Report Presentation | Used to obtain information on ACPS' facilities audit |
| HR Audit Report Presentation | Used to obtain information on ACPS' human resources department audit |
| Procurement Audit Report | Used to obtain information on ACPS' procurement department audit |
| Teacher Retention Data | Data provided by district that Hanover Research used to gather teacher retention data |
| Teaching, Empowering, Leading, and Learning (TELL) Survey | A survey administered to ACPS teachers, administrators, and other staff in 2014, 2016, and 2018 that Hanover Research used to gather data on 8 constructs: use of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support |
| WABE Guides from FY 2015 to FY 2020 | Used to obtain benchmarking data on staffing levels of 10 divisions in Northern Virginia and Maryland |
| ACPS 2020 Community Survey | A survey administered to ACPS' internal and external stakeholders that Hanover Research used to gather data on stakeholders' perceptions of ACPS' progress toward its ACPS 2020 goals and family and community engagement |

Staffing & Operations

ACPS PERFORMANCE SUMMARY

Progress Made

- ✓ ACPS has competitive teacher salaries and small average class sizes. In fiscal year 2020, the division had the fourth highest average teacher salary in the region. Further, compared to other divisions in the region, ACPS has smaller average class sizes at the elementary and high school levels.

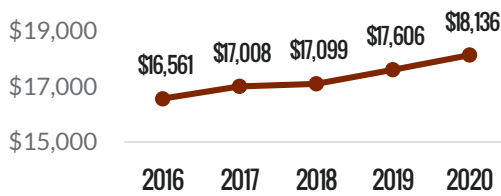
Areas for Improvement

- To increase retention rates, ACPS can focus on managing student conduct and minimizing barriers to maximize instructional time. Teachers consistently rate use of time as the lowest construct on the Teaching, Empowering, Leading, and Learning (TELL) Survey. Further, between 2016 and 2018, managing student conduct was the only construct on the TELL Survey that had a decline.

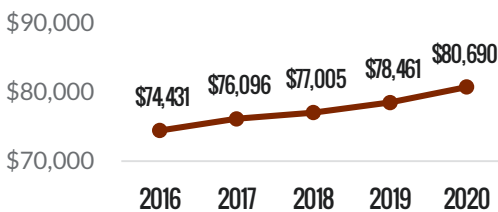
KEY INDICATOR - EXPENDITURES

ACPS Trends

Cost Per Pupil

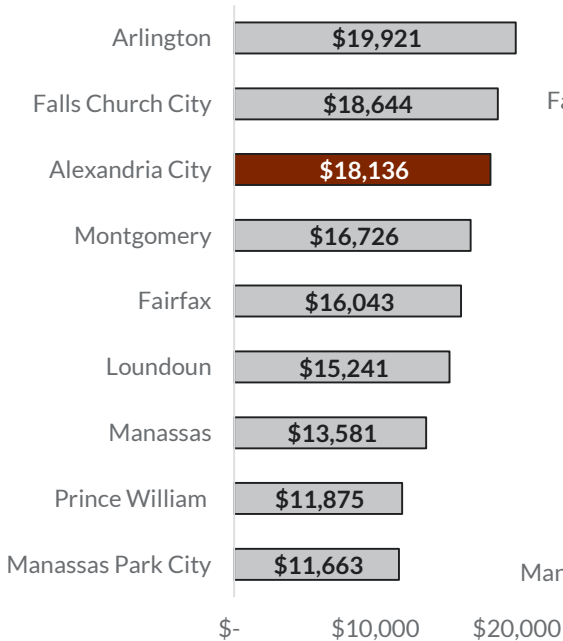


Average Teacher Salary

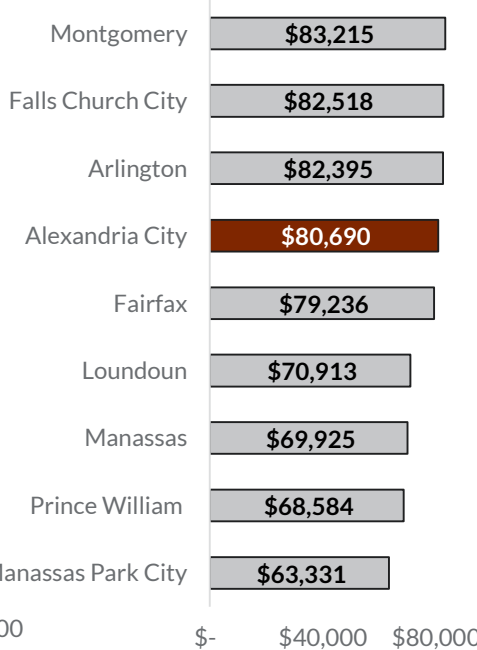


Benchmarking Data

FY 2020 Cost Per Pupil



FY 2020 Average Teacher Salary



Sources: FY2020 WABE Guides.

INCLUDED IN THIS SECTION:

Key Indicators

- ✓ Expenditures (cost per pupil and average teacher salary)
- ✓ Staffing levels and teacher retention rates
- ✓ Staffing ratios
- ✓ Teacher resources, supports, and climate
- ✓ Facilities and general fund

ACPS Program Audits & Evaluation Results

- ✓ HR Audit (January 2018)
- ✓ Facilities Audit (August 2017)
- ✓ Procurement Department Audit (December 2016)

Trends in Expenditures

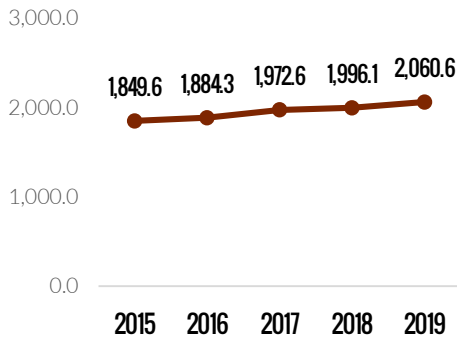
- ACPS' cost per pupil increased by about \$1,500 between FY 2016 and FY 2020.
- ACPS' average teacher salary increased by about \$6,000 between FY 2016 and FY 2020.
- Compared to other divisions in the region, ACPS had the third highest cost per pupil and fourth highest average teacher salary in FY 2020.

WHAT ELSE DO YOU NOTICE?

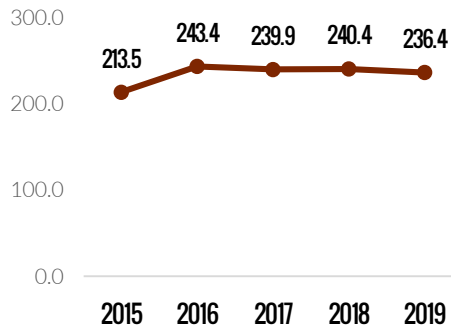
Write your observations here.

KEY INDICATOR - STAFFING

Number of School-Based Staff Positions

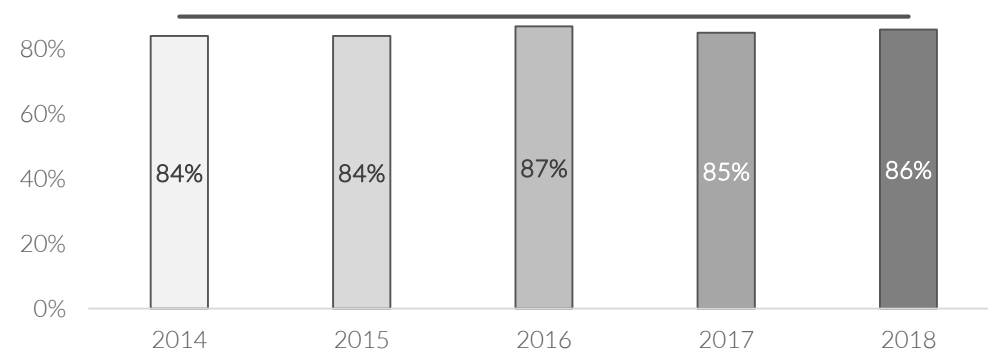


Number of Non-School-Based Staff Positions



KEY INDICATOR - TEACHER RETENTION RATES

ACPS 2020 Target - 90%



Trends in Staffing

- The number of school-based staff increased by about 200 positions between 2015 and 2019.
- The number of non-school-based staff increased by about 23 positions between 2015 and 2019.

Trends in Retention

- Teacher retention rates consistently remain just below the 2020 target.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

Sources: [1] "ACPS - Separations - Data from October 1 through September 30." [2] "ACPS 2020 Scorecard."

KEY INDICATOR - STAFFING

2020 Approved Teacher Staffing Ratios

| Division | Kindergarten | Elementary | | Middle | Secondary/High |
|--------------------|--------------|--------------|------|--------|----------------|
| Alexandria City* | 22.0 | Grades 1-2 | 24.0 | N/A | N/A |
| | | Grades 3-5 | 26.0 | | |
| Arlington | 23.0 | Grade 1 | 20.0 | 24.2 | 25.9 |
| | | Grades 2-3 | 22.0 | | |
| | | Grades 3-5 | 24.0 | | |
| Fairfax | 25.0 | 24.0 to 26.0 | | 27.9 | 31.0 |
| Falls Church City | 22.0 | Grades 1-2 | 22.0 | 24.0 | 24.0 |
| | | Grades 3-5 | 24.0 | | |
| Loudoun | 23.0 | 22.0 | | 23.8 | 23.7 |
| Manassas City | 23.0 | Grades 1-3 | 23.0 | 28.0 | 28.0 |
| | | Grade 4 | 28.0 | | |
| Manassas Park City | 19.0 | Grades 1-3 | 19.0 | 24.0 | 24.0 |
| | | Grades 4-5 | 24.0 | | |
| Prince William | 24.0 | Grades 1-3 | 24.0 | 21.0 | 21.3 |
| | | Grades 4-5 | 25.0 | | |

*Alexandria City Public Schools does not allocate positions based on staffing ratios for middle and high school classrooms. Staffing is determined by course enrollment.

2020 Average Class Sizes

| Division | Elementary | Middle | Secondary/High |
|--------------------|------------|--------|----------------|
| Alexandria City* | 16.6 | 26.6 | 21.0 |
| Arlington | 21.5 | 21.0 | 19.7 |
| Fairfax | 21.7 | 24.9 | 25.9 |
| Falls Church City | 22.0 | 23.0 | 22.8 |
| Loudoun | 21.8 | 22.1 | 23.5 |
| Manassas City | 21.3 | 24.3 | 25.4 |
| Manassas Park City | 20.9 | 25.6 | 26.6 |
| Montgomery | 18.5 | 25.1 | 26.5 |
| Prince William | 22.0 | 28.2 | 29.3 |

*Alexandria City Public Schools district's special placement, Pre-K, and kindergarten student enrollments are not included. Elementary classroom teacher count includes "flex" positions which are categorized as student improvement FTEs.

Source: FY 2020 WABE Guide.

Trends in Staffing

- ACPS' teacher staffing ratios are generally similar to other divisions in the region, although it does not specify ratios at the middle and secondary/high school levels.
- ACPS' average elementary and high school class sizes are generally smaller than most other districts in the region.

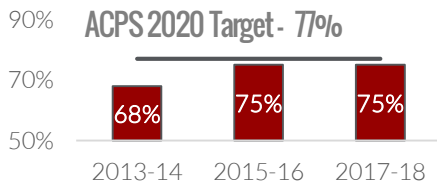
WHAT ELSE DO YOU NOTICE?

Write your observations here.

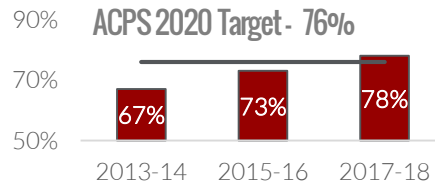
KEY INDICATOR - TEACHER RESOURCES, SUPPORT, AND CLIMATE

Results from the Teaching, Empowering, Leading, and Learning Survey

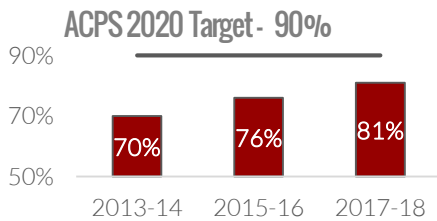
Sufficient Access to Appropriate Materials



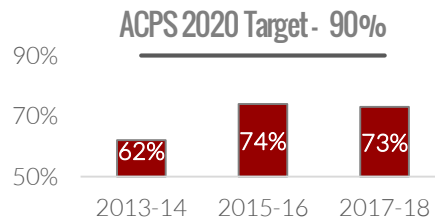
Sufficient Resources for Professional Development



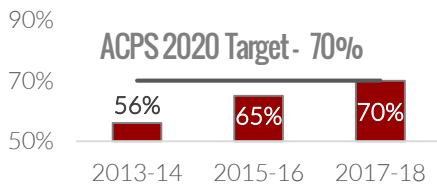
Professional Development is Effective



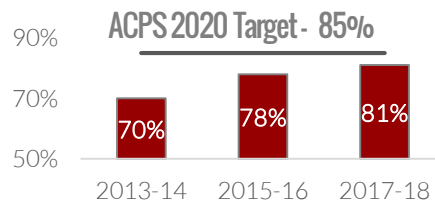
First-Year Teachers Receive Support Needed to be Effective



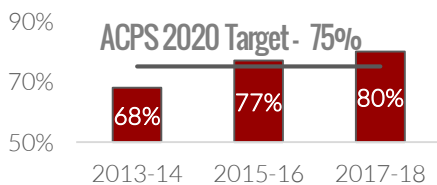
Opportunities to Work with Colleagues and Refine Teaching Practice



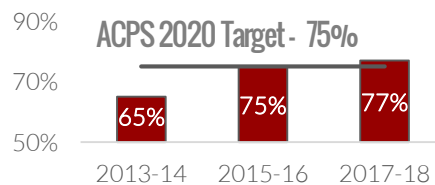
Teachers Collaborate to Achieve Consistency in Student Assessment



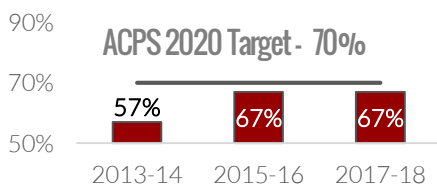
Teachers Receive Feedback to Improve Teaching



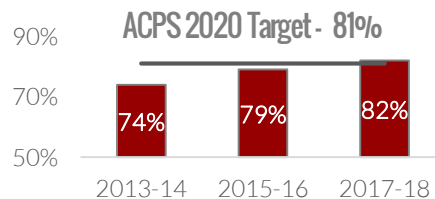
Teacher Evaluations are Consistent



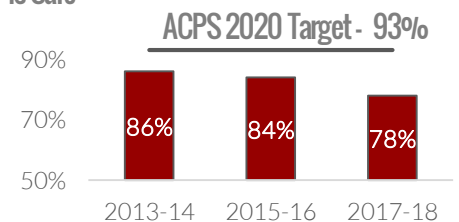
Atmosphere of Trust and Mutual Respect in School



My School is a Good Place to Work and Learn



Faculty Work in a School Environment that is Safe



Trends in Teacher Resources

- Teachers generally report increasing levels of satisfaction with the resources and supports provided to them, as well as with their work and school climate.
- Many indicators fall below ACPS 2020 targets. However, teacher evaluations and feedback are areas that now exceed 2020 targets.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

Note: Percentages reflect the percentage of respondents who agree or strongly agree with each statement.

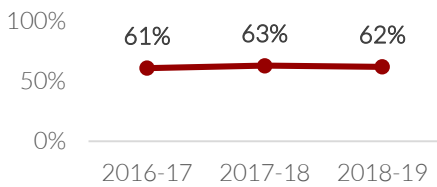
Source: "ACPS 2020 Scorecard."



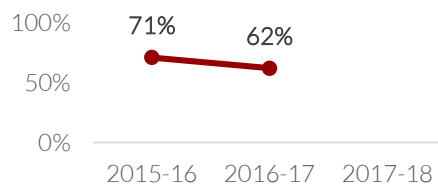
KEY INDICATOR - SCHOOL FACILITIES

Results from Community Survey

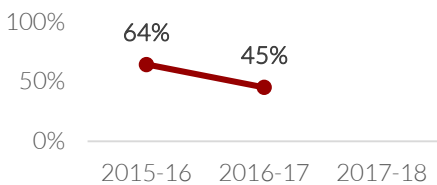
ACPS Facilities are Well-Maintained



ACPS Continues to Modernize Schools



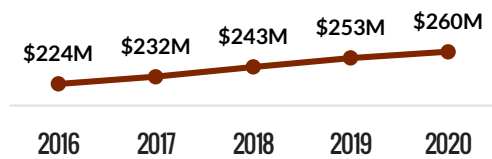
ACPS is able to Address Overcrowding in Schools



KEY INDICATOR - GENERAL FUND

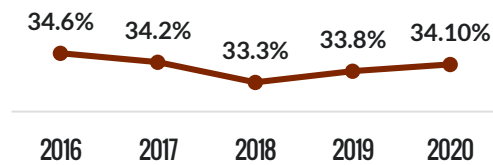
ACPS Trends

City/County General Fund to Schools



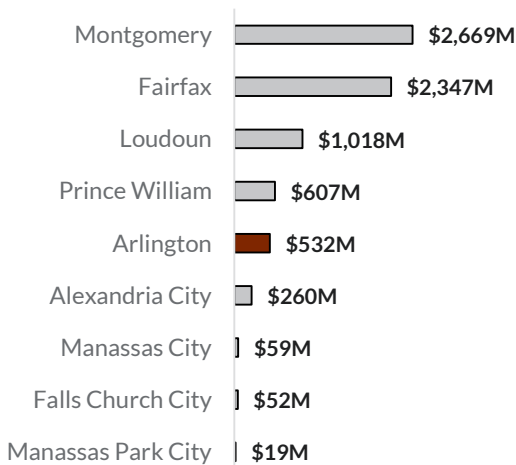
ACPS Trends

Percent of City/County General Fund to Schools



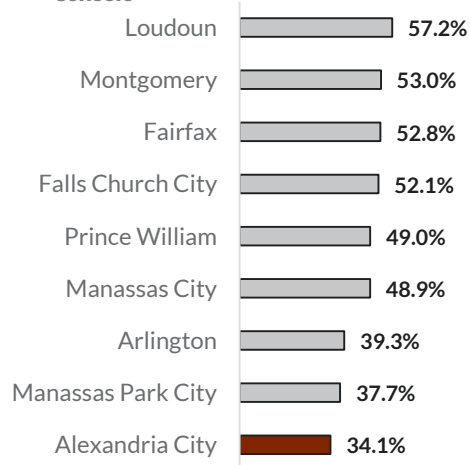
Benchmarking Data

FY 2020 City/County General Fund to Schools



Benchmarking Data

FY 2020 Percent of City/County General Fund to Schools



Note: Total Approved City/County General Funds for School Operating Funds and Debt Service. Data from Prince George's County not available for FY 2020.

Note: Percentages reflect the percentage of respondents who agree or strongly agree with each statement

Sources: [1] "FY 2015 to FY 2020 WABE Guides." [2] "ACPS 2020 Community Survey."

Trends in School Facilities

- Less than half of community survey respondents agree that the division is addressing overcrowding.
- Just over 60 percent of respondents agree that the division's facilities are well-maintained and modernized.

Trends in General Fund

- About 33 to 34 percent of the Alexandria City General Fund is distributed to schools annually.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

PROCUREMENT DEPARTMENT

SUMMARY

The division ordered an audit of its procurement department in 2016. The audit focused on three main areas: management and organization, competitive procurement and contracting, and purchase-order issuances. The audit commended the ACPS procurement department for winning the Achievement of Excellence in Procurement award in 2016, prioritizing professional development, and investing in streamlining key processes. Identified development areas included increasing the department’s use of electronic systems for maintaining files, securing quotes, and receiving vendor responses. Further, ACPS could enhance its Munis system, conduct a regular analysis of expenditures, and solicit customer feedback.

KEY COMMENDATIONS

THE PROCUREMENT DEPARTMENT:

- ✓ Won the Achievement of Excellence in Procurement (AEP) award from the National Procurement Institute, Inc. (NPI) in 2016.
- ✓ Prioritizes professional development.
- ✓ Is making strides towards becoming more efficient through the automation of several key processes.
- ✓ Has invested in the training of end users involved in the procurement process.

KEY RECOMMENDATIONS

HIGH-PRIORITY RECOMMENDATIONS

- ❑ Supplement existing performance measures.
- ❑ Scan and maintain all procurement and contract files electronically.
- ❑ Maximize the use of Division resources to electronically receive vendor responses to competitive solicitations.
- ❑ Document the evaluations of Invitations to Bid (ITBs).
- ❑ Increase use of state online system for obtaining quotes.
- ❑ Ensure that procurement file documentation validates policy compliance.
- ❑ Utilize electronic forms to increase efficiency and enhance approval and record keeping processes.
- ❑ Secure procurement files to ensure confidentiality and reduce the possibility of lost records.

MEDIUM-PRIORITY RECOMMENDATIONS

- ❑ Conduct a spend analysis on a quarterly basis.
- ❑ Improve the proposal evaluation process.
- ❑ Retain documentation in procurement files of the date and time vendor responses are received by the Division.
- ❑ Digitize the ITB/Request for Proposals (RFP) checklists and enforce their use.
- ❑ Conduct customer surveys upon completion of each competitive solicitation.
- ❑ Enhance procedures for vendor creation and maintenance in the Munis system.
- ❑ Implement the use of the Munis automatic email functionality to send Purchase Orders (POs) to vendors.
- ❑ Perform analysis to better understand the root cause of improperly issued purchase orders and implement control procedures to eliminate them.
- ❑ Implement control procedures to better monitor the use of blanket purchase orders.
- ❑ Increase controls over the maintenance of Munis user access levels.

Source: “Performance Audit of the Procurement Department.”

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

FACILITIES PROCESSES

SUMMARY

An audit of the division's facilities processes in the areas of facilities planning and management, maintenance, custodial services, and grounds management was conducted in 2017. The audit emphasized ACPS' long-range facility plan, practice of staffing custodians during the night rather than during the day, and grounds management services. Development areas included developing a long-term facilities management plan, creating a quality assurance system for maintenance and repair services, and organizing a system that enables efficient communication with principals about maintenance issues. As of February 2018, the division had made progress toward the majority of the identified development areas.

KEY COMMENDATIONS

- ✓ The Department has a comprehensive long-range facility plan that addresses ACPS' capacity needs.
- ✓ ACPS has a dedicated position responsible for the management and oversight of contracted custodial operations.
- ✓ The majority of custodians are staffed during the nighttime, which is a best practice.
- ✓ The Educational Facilities department has established cleanliness standards, cleaning frequency standards, and procedural standards, and routinely monitors schools to ensure that they are adhered to.
- ✓ Grounds upkeep services operate efficiently and effectively.

KEY RECOMMENDATIONS

HIGH-PRIORITY RECOMMENDATIONS

- ❑ Develop a comprehensive, long-term school facilities management plan.
- ❑ Institute a formal quality assurance oversight system for review of contracted facility maintenance and repair services.
- ❑ Implement a system to proactively communicate with school principals about facility maintenance activities and issues.

MEDIUM-PRIORITY RECOMMENDATIONS

- ❑ Enhance the use of the SchoolDude to improve maintenance management and efficiency.
- ❑ Establish a Work Controller position (in-house or contracted) dedicated to work management oversight and reporting.
- ❑ Designate an Energy Manager and establish an Energy Management Program.
- ❑ Have ACPS custodians and Building Engineers report centrally to the Building Service Manager rather than to school principals.

Source: "Performance Audit Staff Updates: Facilities Processes."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

HUMAN RESOURCES

SUMMARY

A 2018 audit of ACPS' human resources (HR) department evaluated the overall efficiency and effectiveness of the division's HR function and compliance. The audit resulted in 9 commendations and 25 recommendations related to HR department organization and management, information technology and businesses processes, strategic HR management, compensation and benefits management, and compliance and audit testing. Strengths of the HR department include ACPS' diverse teaching force, competitive average salaries and benefits packages, and online management systems. Development areas included establishing long-term goals for the HR department, enhancing HR processes, and developing a year-long employee onboarding program.

KEY COMMENDATIONS

ACPS:

- ✓ Has a more diverse teaching force than the State average particularly with respect to African American teachers.
- ✓ Has average teacher and principal salaries that are competitive with neighboring school systems.
- ✓ Offers incentives such as additional pay step increases to recruit and retain hard to fill special education teacher positions.
- ✓ Offers a tuition assistance program for licensed staff in the priority areas of EL, Special Education, Math, Reading, Honors/Talented and Gifted, and Educational Leadership.
- ✓ Supports teachers pursuing National Board Certification.
- ✓ Recently implemented an employee wellness program to encourage a healthy lifestyle and weight loss and offers a variety of other benefits to employees.
- ✓ Recently implemented a new online applicant tracking system that has streamlined the hiring process, reduced paper, and improved communications to hiring managers and applicants.
- ✓ Recently implemented an online performance evaluation system, *Perform*, and evaluation processes for non-licensed staff.
- ✓ Appears to have effective workers' compensation management practices.

KEY RECOMMENDATIONS

HIGH-PRIORITY RECOMMENDATIONS

- ❑ Develop a comprehensive HR plan that establishes departmental goals and objectives aligned to the long-term human capital needs of ACPS.
- ❑ Streamline HR business processes either through implementation of an integrated time and attendance scheduling software or by developing interfaces between existing systems.
- ❑ Develop and coordinate an employee onboarding program that supports all new employees through their first year on the job.
- ❑ Shift responsibility for processing manual time sheets from HR to Payroll.
- ❑ Ensure all personnel files are complete and implement processes to collect all required documentation that are missing from personnel files.
- ❑ Ensure a proper segregation of duties by limiting the access of some HR staff in MUNIS.

SELECTED MEDIUM-PRIORITY RECOMMENDATIONS

- ❑ Enhance a performance measurement system for all core functions of HR.
- ❑ Enhance the professional development program to meet the on-going training needs of HR staff.
- ❑ Implement practices to proactively identify and address the root causes of employee turnover and use this data to inform recruit and retention strategies.
- ❑ Implement strategies to more competitively recruit and hire Hispanic teachers.
- ❑ Ensure that all required forms and relevant documentation and communications are also available in Spanish, Arabic, and Amharic.
- ❑ Establish a plan to digitize all personnel files and budget accordingly.

Source: "Internal Audit Report Presentation."

QUESTIONS FOR REFLECTION AND DISCUSSION

What notable patterns or trends do you observe in the data? Which results surprise you?

What should be ACPS' top three priorities for strengthening the division's staffing and operations?

As you consider the division's path forward, what additional questions or wonderings do you have?

Staffing & Operations

SOURCES

- “ACPS 2020 Community Survey: Division Report 2017-2018.” Alexandria City Public Schools and K12 Insight, 2018. Contained in file “ACPS 2020 Survey Results to Board 8.31.2018”
- “ACPS – Separations – Data from October 1 through September 30.” Alexandria City Public Schools. Contained in file “Turnover Summary Report to Board 3.1.2019”
- “FY 2015 WABE Guide.” The Washington Area Boards of Education and Fairfax County Public Schools, November 2014. Contained in file “FY15-WABE-Guide”
- “FY 2016 WABE Guide.” The Washington Area Boards of Education and Fairfax County Public Schools, October 2015. Contained in file “FY16-WABE-Guide”
- “FY 2017 WABE Guide.” The Washington Area Boards of Education and Fairfax County Public Schools, October 2016. Contained in file “FY17WABE-Guide”
- “FY 2018 WABE Guide.” The Washington Area Boards of Education and Fairfax County Public Schools, October 2017. Contained in file “FY18-WABE-Guide”
- “FY 2019 WABE Guide.” The Washington Area Boards of Education and Fairfax County Public Schools, October 2018. Contained in file “FY19-WABE-Guide”
- “FY 2020 WABE Guide.” The Washington Area Boards of Education and Fairfax County Public Schools, October 2019. <https://www.fcps.edu/sites/default/files/media/pdf/FY20-WABE-Guide.pdf>
- “Internal Audit Report Presentation.” Alexandria City Public Schools and Gibson, October 11, 2018. Contained in file “HR Audit Presentation to Board 10.11.2018”
- Maddock, A. “Preliminary Results of the 2018 Teaching, Empowering, Leading, and Learning (TELL) Survey.” Alexandria City Public Schools, June 7, 2018. Contained in file “TELL Survey Results”
- “Performance Audit of the Procurement Department.” Alexandria City Public Schools and Gibson, 2017. Contained in file “Procurement Audit Final Report to Board 4.7.2017”
- “Performance Audit Staff Update: Facilities Processes.” Alexandria City Public Schools, February 15, 2018. Contained in file “Facilities Audit PowerPoint to Board 2.22.2017”

Notes:

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