



Alexandria City Public Schools

# Areas of Focus for 2022-2023

School Board Meeting  
September 8, 2022





# Grounding: Equity for All 2025

## Vision

Empowering all students to thrive in a diverse and ever-changing world

## Mission

ACPS ensures success by inspiring students and address barriers to learning

## Core Values



WELCOMING



EQUITY-FOCUSED



EMPOWERING



INNOVATIVE



RESULTS-DRIVEN

**Anti-Racist Behaviors**

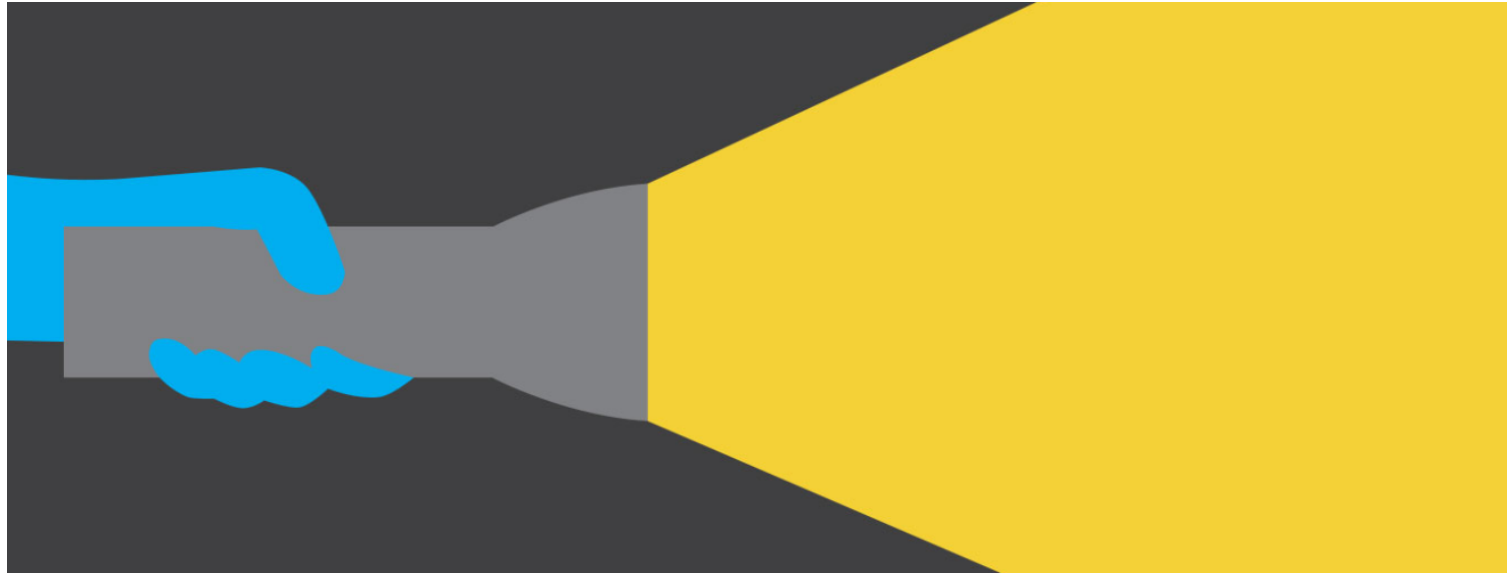


*Comfortable*





# Where We Are







# 2021-2022 National Educational Landscape

- Across the nation students and staff continued to struggle with **mental health** challenges, increases in student **externalizing behaviors**, lost instructional time to **increased absences**, and **difficulty finding substitute teachers**.<sup>1</sup>
- Initial research out of Auburn University has pointed to **large increases in low teacher morale** (54%) with almost **three out of four teachers reported considering leaving the profession** at the end of SY 21-22.<sup>2</sup>
- Student **achievement remained lower** than pre-pandemic years at the end of SY 21-22. However, **initial signs of rebounding** were seen in Reading and Mathematics. **High poverty schools have more ground to gain and a longer recovery period** expected because of disproportionate impact of pandemic and pre-existing disparities.<sup>3</sup>



# Connection

# Before

# Content





# Equity Climate Survey

## Areas of Strength

- Most families, staff, and students have positive perceptions of the **learning environment, teachers, and school climate** overall.



- Stakeholders also report positive impressions of the **social-emotional environment and supports** at their school.





# Equity Climate Survey

## Areas of Continued Focus

- **Feeling of safety at school declined** between 2021 and 2022.
  - Fifty-eight percent of students agree that they feel safe at school, compared with 75% the previous year.
  - All stakeholder groups reported higher levels of agreement in 2022 that students are bullied at school (Family: 36%, Staff: 23%, and Students: 41%).
- There are opportunities to strengthen **student and staff relationships**.
  - About half (52%) of students agree that students respect those from different backgrounds, a 15-percentage point decline from 2021.
  - 66% of students reported that adults care about all students, down 13 percentage points from 2021.
  - Two-thirds of students report participating in community circles less than once a week (36% saying never).





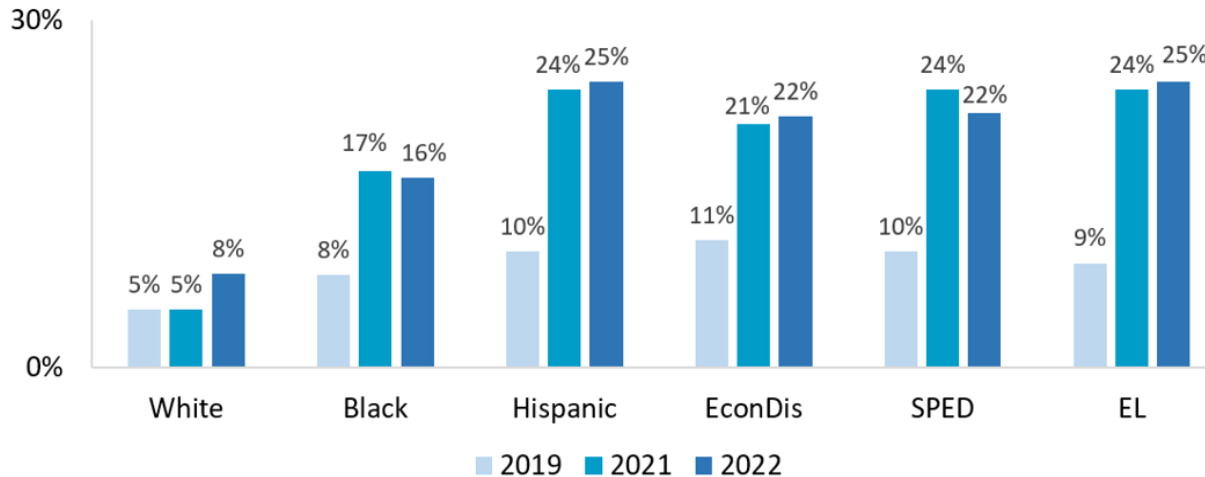
# Developmental Assets

- **Largest average gains in Positive Values** (*equality and social justice, caring, restraint, integrity etc.*) from 2010 baseline
- **Overall highest** assets were **positive peer influence** (83%) and **school engagement** (80%)
- **Largest average decline in Positive Identity** (*self-esteem, sense of purpose, personal power, positive view future*) from 2010 baseline
- **Lowest overall category continued to be Empowerment** (*community values youth, youth as resource, service to others, safety*)



# Chronic Absenteeism

Rates of chronic absenteeism **nearly doubled or more** for most subgroups from **2019** to **2021** and remained high in **2022**.





# Staff Attendance

- **Staff absenteeism was significantly higher** in SY 21-22 than in pre-pandemic school years.
- Increased absenteeism and lack of available substitutes led to **volunteer school and central office staff** to fill vacant classrooms and other school-based positions during peak absenteeism periods.

<i>Grade Level</i>	<i>Average Daily Absences</i>
High School – All Campuses	22
K-8 Schools	14
Middle Schools	25
Early Childhood & Elementary Schools	76
<b>Total</b>	<b>145</b>

*\* Significantly higher daily absences were experienced during peaks of COVID-19 community spread.*



# Summative KPIs

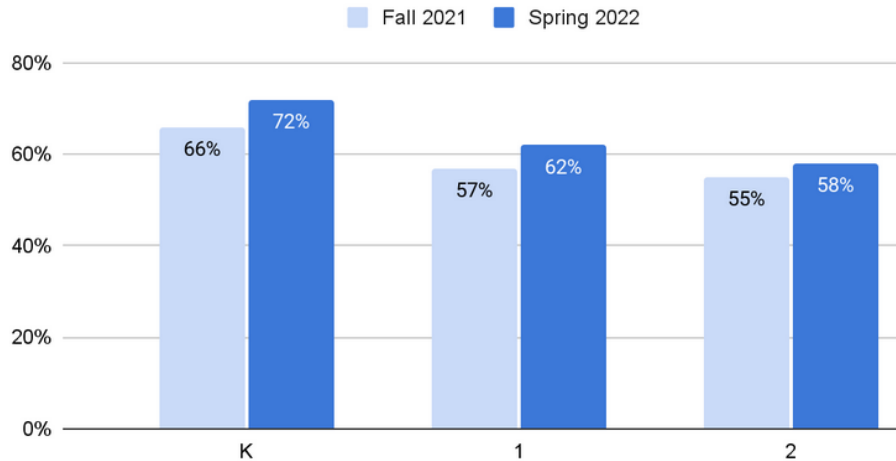
		Underrepresented							Overrepresented							
		Total	Asian	Black/ African- American	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Academic Outcomes	40th Percentile or Higher on MAP Language Arts (Spring)	55%	56%	49%	34%	78%	83%	37%	81%	58%	52%	19%	68%	73%	20%	58%
	40th Percentile or Higher on MAP Math (Spring)	48%	55%	38%	28%	68%	76%	30%	72%	47%	48%	18%	56%	63%	17%	51%
	Met Projected Fall - Spring Growth Language Arts	45%	47%	42%	42%	51%	49%	41%	49%	45%	44%	40%	44%	47%	35%	45%
	Met Project Fall - Spring Growth Math	48%	48%	44%	46%	50%	52%	46%	50%	47%	48%	48%	45%	48%	46%	48%
	Grade 9 On Track	70%	71%	65%	56%	90%	91%	58%	89%	72%	68%	34%	71%	82%	44%	72%
	Successfully Completed All Honors, AP, DE courses	89%	93%	88%	83%	92%	94%	84%	94%	89%	90%	80%	86%	92%	86%	90%
Behavioral Outcomes	Over 90% Attendance	82%	84%	82%	75%	85%	91%	77%	89%	83%	82%	75%	88%	85%	75%	83%
Program Access	Identified as TAG (EOY 22)	13%	10%	7%	5%	23%	28%	5%	25%	13%	13%	1%	17%	22%	2%	14%
	Have Pre-K Experience	72%	63%	82%	59%	82%	80%	70%	76%	69%	75%	62%		81%	90%	70%
<b>Risk Indicators</b>																
		Total	Asian	Black/ African- American	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Behavioral Outcomes	Student was Suspended	296	1	153	112	7	23	259	36	91	205	97	45	154	81	215
Program Access	Newly Referred for Disability Evaluation and Found Eligible	93	10	38	16	4	25	31	52	28	65	13	0	80		



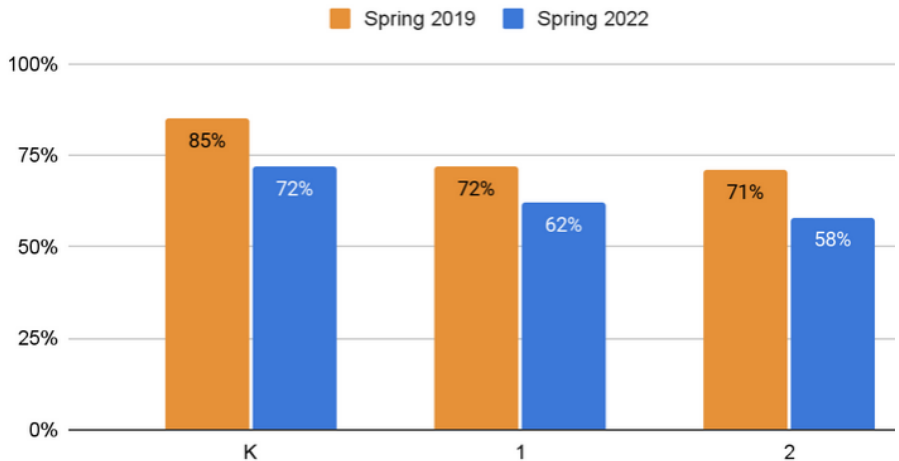
# PALS

Across grades K-2, the percentage of students meeting the PALS benchmark **increased between Fall and Spring**, however compared to pre-pandemic levels, the percentage of students meeting benchmark by Spring was **lower** across all grades.

Percent of ACPS Students Meeting PALS Benchmark



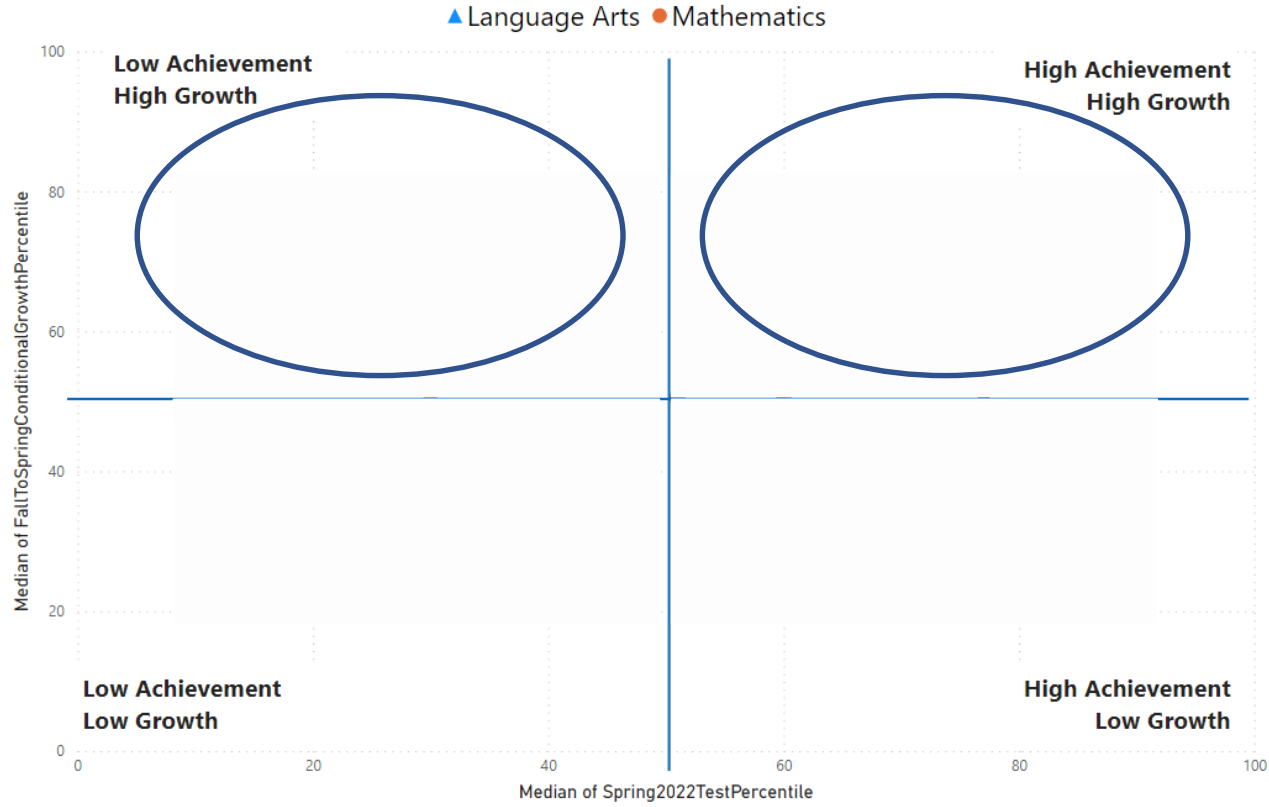
% of ACPS Students Meeting PALS Benchmark



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



### NWEA MAP Fall 2021 to Spring 2022 Growth by Achievement





# SOLs

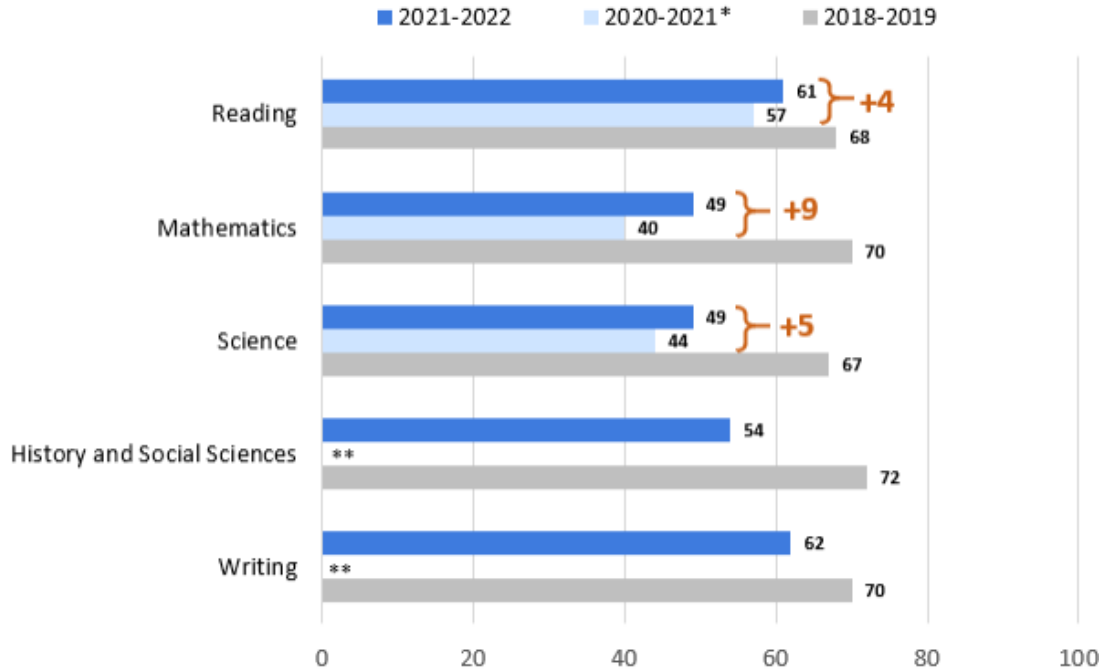
- **Thirteen of 17 ACPS schools are Fully Accredited** for the 2022-23 school year.
  - John Adams
  - Charles Barrett
  - Naomi Brooks
  - Cora Kelly
  - Lyles-Crouch
  - Douglas MacArthur
  - George Mason
  - Mount Vernon
  - James K. Polk
  - Samuel Tucker
  - Patrick Henry
  - Francis C. Hammond
  - George Washington
- Ferdinand T. Day, William Ramsay, Jefferson-Houston and Alexandria City HS are **Accredited with Conditions**.



# SOLs

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

Federally Adjusted SOL Results



\*Due to the COVID-19 pandemic, SOL testing in 2020-21 was not census; therefore, comparisons to 2021-22 testing should be made with caution.

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

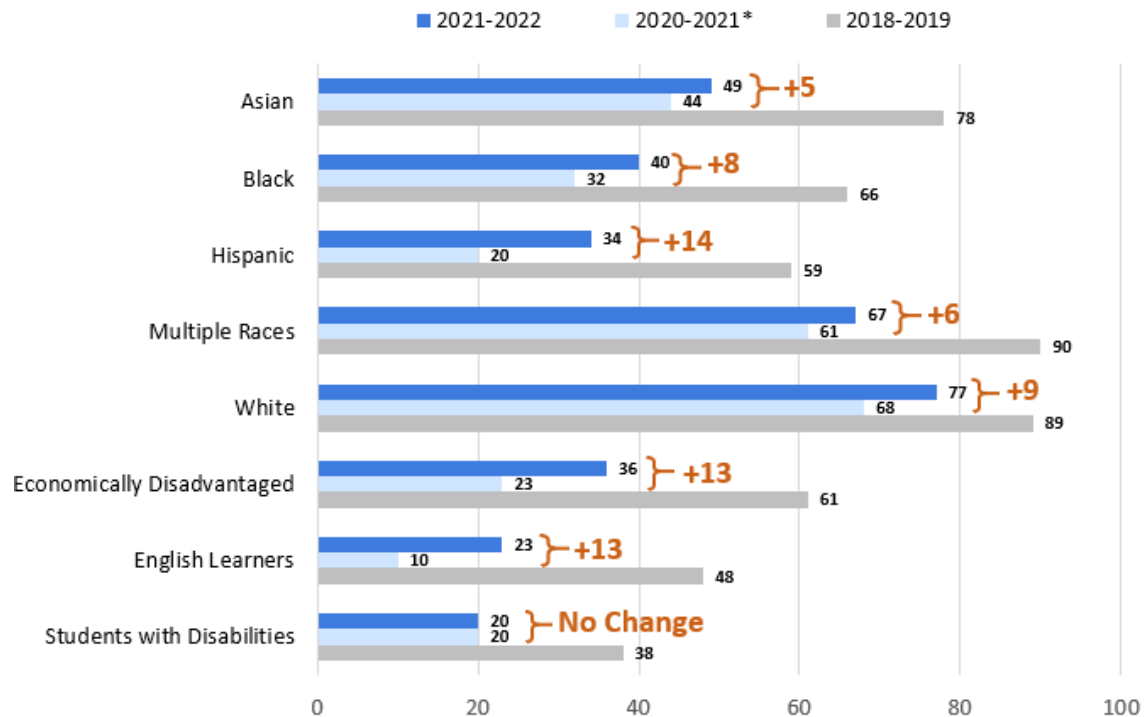




# SOLs

- Results increased across all student groups in Reading, Mathematics, and Science **except students with disabilities.**

Federally Adjusted Mathematics SOL Results



\*Due to the COVID-19 pandemic, SOL testing in 2020-21 was not census; therefore, comparisons to 2021-22 testing should be made with caution.

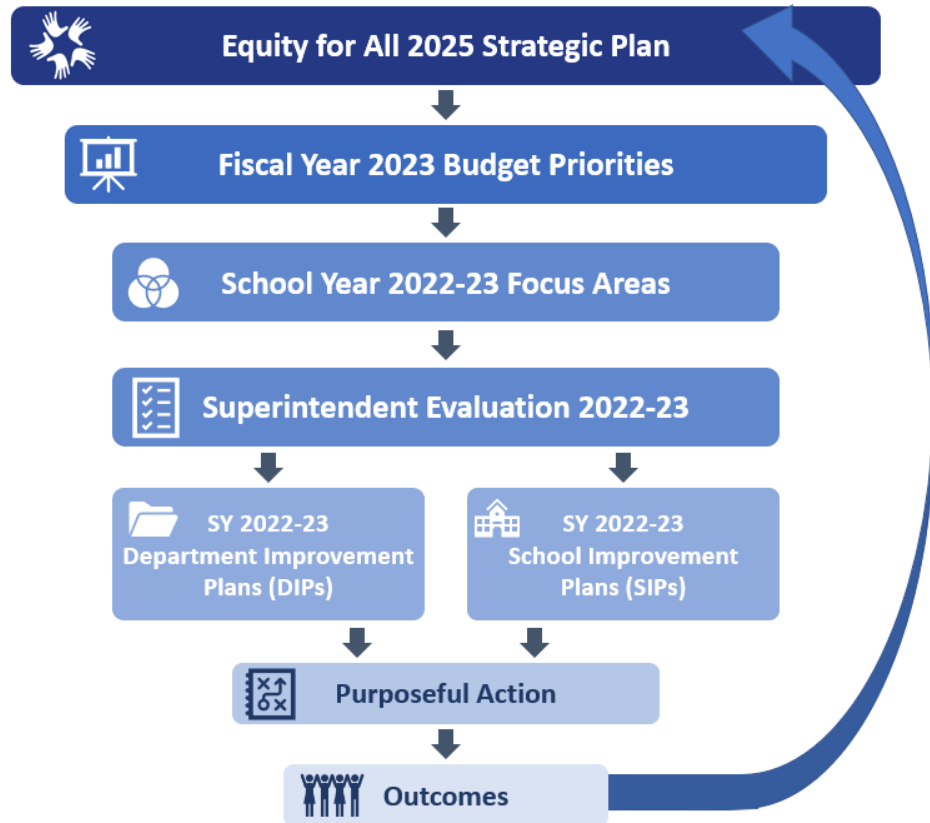


# Where We Are Going





# Systemic Alignment





# Adopted FY 2023 CF Budget Priorities



## Systemic Alignment:

- Special Instruction evaluation implementation as a part of the Strategic Plan
- Staff evaluations



## Instructional Excellence:

- K-4 Literacy
- Equitable TAG identification of Black and Hispanic students
- Address chronic absenteeism & high school graduation rate among Hispanic male students



## Student Accessibility and Support:

- Social and Emotional supports for students
- Expand access and improve quality of out-of-school learning



## Strategic Resource Allocation:

- Implementation of Customer Relationship Management System






## Family and Community Engagement:

- Development of a comprehensive ACPS communication plan that incorporates all modes of communication
- Expand cultural competency training to ACPS families






# Areas of Focus for SY 22-23




- **Social Emotional and Academic Learning Recovery**

- SEAL Lessons Daily PreK-12 
- Literacy Grades K-4 
- Addressing Unfinished Learning in Math K-12 




- **Hispanic Males**

- Academic Enrichment and Advancement 
- Early Warning System 
- Internships, Externships, and Workforce Development 

- **Staff Wellness and Growth**

- Targeted and enhanced recruitment 
- Career growth and pipeline opportunities 
- Staff wellness program 



- **Middle School Educational Experience**

- Scheduling 
- Math Pathways 
- Middle School Transitions (Grades 5-6 & 8-9) 




# Areas of Focus for SY 22-23





- **Early College**

- Course Sequencing 
- Program Development 

- **Talented and Gifted**

- Identification Process 
- Service Model 
- Update Local Plan for the Gifted 

***Also Continuing Work from SY 20-22:***

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

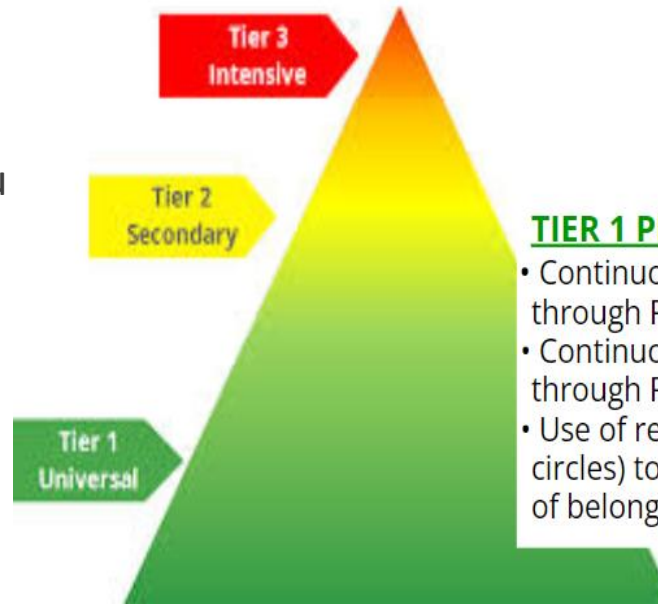
***Continuous Improvement in KPI Disparities***

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



# Strengthening Tier 1 Social Emotional Learning

- **Explicit social emotional learning time** 30 minutes daily for PreK-12
- **Monitoring and accountability** through SEL “Look Fors” in walk-thru forms and explicit indicators within the annual evaluation process
- Fall and Spring administration of the [Devereux Student Strengths Assessment](#) (DESSA) **social-emotional tool** to assess and develop individual and collective strengths



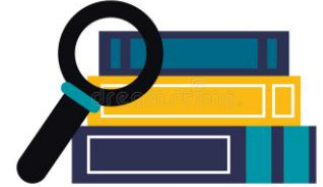
## TIER 1 PRACTICES and SUPPORTS

- Continuous, explicit behavior instruction through PBIS
- Continuous, explicit SEL instruction through RULER lessons
- Use of restorative practices (community circles) to build community and a culture of belonging





# Focus on K-4 Literacy



- **Enhance core phonics instruction** in K-2 classrooms by sustaining and strengthening implementation of Really Great Reading's explicit and systematic sequence of instruction.
- **Facilitate continuous improvement of high quality Tier 1 instruction** by supporting collaborative communities of practice in learning together, studying classroom practice, and employing instructional resources grounded in the latest reading research.
- **Build educator capacity in use of differentiated assessment** protocols to efficiently diagnose, progress-monitor, and accelerate student acquisition of critical foundational literacy skills.





Alexandria City Public Schools

# Questions?



## Superintendent

Dr. Gregory C. Hutchings, Jr.

## School Board

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