Essential Questions

1. How will **ACPS monitor and report progress** throughout each school year under the Equity for All 2025 strategic plan?

2. **Where is ACPS seeing disproportionality** on formative Key Performance Indicators (KPIs)?

3. What is the **overall timeline for strategies to be implemented** and what are **immediate next-steps** in the implementation of the plan?

Systemic Alignment

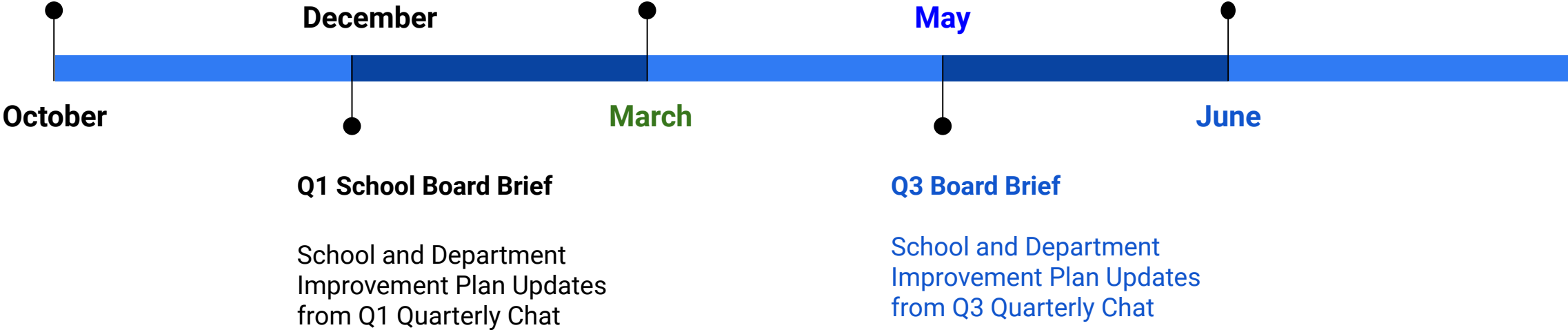# 2020-2021 Timeline of School Board Reporting

Monitoring & Metrics Update

Process Map with KPIs & measurement sources identified

Mid-Year School Board Meeting

Mid-Year Formative KPIs through Equity Dashboard

School Board Work Session

EOY KPI through Equity Dashboard

December

October

March

May

June

Q1 School Board Brief

School and Department Improvement Plan Updates from Q1 Quarterly Chat

Q3 Board Brief

School and Department Improvement Plan Updates from Q3 Quarterly Chat

Representation Index

This dashboard describes the representation index for each student subgroup in each academic and behavior outcome in the analysis. An index of 1 means that the subgroup is proportionally represented among students with the corresponding outcome (white). An index lower than 1 indicates that the subgroup is underrepresented among students with the outcome (orange), while an index higher than 1 indicates overrepresentation (green).

1.1	1.0	0.9	1.1	1.1	0.9	1.1	1.0	1.0	0.9	1.0	1.1	0.9	1.0
0.8	0.6	0.4	1.6	2.2	0.4	2.0	1.0	1.0	0.1	0.9	1.6	0.2	1.1

- 1.0 = equitable representation
- White background = roughly equitable
- Saturated colors = more inequities

KPIs - Academic Outcomes

		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	Met KPALS Readiness Benchmark	1.0	1.1	0.7	1.2	1.2	0.9	1.1	1.0	1.0	0.8		1.1	1.1	1.0
	* 40th Percentile or Higher on MAP Language Arts	1.0	1.0	0.7	1.3	1.4	0.8	1.4	1.1	0.9	0.4	1.2	1.3	0.5	1.0
	* 40th Percentile or Higher on MAP Math	1.1	0.9	0.7	1.3	1.4	0.7	1.4	1.0	1.0	0.4	1.2	1.3	0.4	1.1
	Grade 9 On-Track	1.4	0.9	0.8	1.1	1.3	0.9	1.3	1.1	0.9	0.9	1.0	1.1	1.0	1.0

Representation Index — Underrepresented 0 · 1 · 2 or higher Overrepresented

- Inequities are consistent across KPIs for **Hispanic, Current EL, and Economically Disadvantaged** students.

- A greater proportion of **Black students** enter ready for kindergarten relative to all students; however, in higher grade-levels fewer Black students met the academic outcome KPIs.

- Disproportionately fewer *current* **EL students** met the KPIs while almost equivalent percentages of f**ormer ELs** met the KPIs.

- Disproportionately fewer **SWDs** met the MAP KPIs while a proportionate share are on-track to graduate.

*National Percentile Norms based on pre-COVID student samples

KPIs - Attendance and Program Access

		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	Over 90% Attendance	1.1	1.0	0.9	1.1	1.1	0.9	1.1	1.0	1.0	0.9	1.0	1.1	0.9	1.0
Program Access	Newly Referred for Disability Evaluation - Not Confirmed		0.9	1.1		1.1	1.1	0.9	0.9	1.0	1.2		0.9	0.9	
	Identified as TAG	0.8	0.6	0.4	1.6	2.2	0.4	2.0	1.0	1.0	0.1	0.9	1.6	0.2	1.1
	Enrolled in an Honors, AP, or Dual Enrollment Course	1.0	1.0	0.7	1.3	1.5	0.8	1.4	1.1	0.9	0.2	1.1	1.3	0.3	1.1

Representation Index — Underrepresented (0) ... 1 ... 2 or higher — Overrepresented

- Attendance outcome shows least disproportionality of all KPI outcomes
- Program access data show largest inequities across student groups
  - Ex. White students represented 28% of overall population and 60% of TAG population.
  - Ex. EL students represented 23% of overall population and 6% of Honors, AP, and DE enrollment.
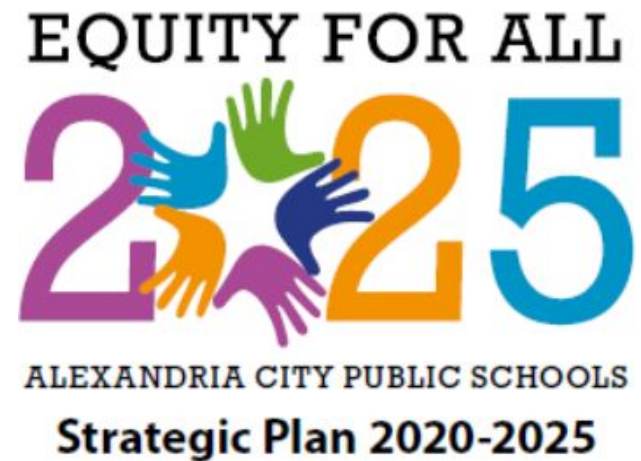
2020-21 Mid-Year Update - Representation Index

		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	Met KPALS Readiness Benchmark	1.0	1.1	0.7	1.2	1.2	0.9	1.1	1.0	1.0	0.8		1.1	1.1	1.0
	* 40th Percentile or Higher on MAP Language Arts	1.0	1.0	0.7	1.3	1.4	0.8	1.4	1.1	0.9	0.4	1.2	1.3	0.5	1.0
	* 40th Percentile or Higher on MAP Math	1.1	0.9	0.7	1.3	1.4	0.7	1.4	1.0	1.0	0.4	1.2	1.3	0.4	1.1
	Grade 9 On-Track	1.4	0.9	0.8	1.1	1.3	0.9	1.3	1.1	0.9	0.9	1.0	1.1	1.0	1.0
Behavioral Outcomes	Over 90% Attendance	1.1	1.0	0.9	1.1	1.1	0.9	1.1	1.0	1.0	0.9	1.0	1.1	0.9	1.0
Program Access	Newly Referred for Disability Evaluation - Not Confirmed		0.9	1.1		1.1	1.1	0.9	0.9	1.0	1.2		0.9	0.9	
	Identified as TAG	0.8	0.6	0.4	1.6	2.2	0.4	2.0	1.0	1.0	0.1	0.9	1.6	0.2	1.1
	Enrolled in an Honors, AP, or Dual Enrollment Course	1.0	1.0	0.7	1.3	1.5	0.8	1.4	1.1	0.9	0.2	1.1	1.3	0.3	1.1

Representation Index — Underrepresented 0 ← 1 → 2 or higher Overrepresented

Educational Excellence

"We keep the bar high in all we do.
We educate students for life and for reflective citizenship.
We empower students and employees in the preservation of their identity and culture.
Substance, depth and critical thinking are more important than compliance or test scores."

EQUITY FOR ALL
2025
ALEXANDRIA CITY PUBLIC SCHOOLS
Strategic Plan 2020-2025

2020-21 Mid-Year Update Outcomes by Group

		District Total	Asian	Black/ African-..	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Academic Outcomes	Met KPALS Readiness Benchmark	79%	75%	85%	57%	94%	93%	68%	89%	78%	80%	63%		89%	85%	79%
	* 40th Percentile or Higher on MAP Language Arts	63%	62%	60%	44%	82%	85%	48%	85%	67%	59%	23%	78%	79%	31%	66%
	* 40th Percentile or Higher on MAP Math	56%	59%	50%	38%	71%	80%	40%	79%	57%	55%	21%	67%	71%	24%	59%
	Grade 9 On-Track	67%	92%	61%	55%	73%	86%	56%	84%	71%	62%	60%	63%	73%	68%	66%
Behavioral Outcomes	Over 90% Attendance	81%	88%	80%	71%	87%	92%	74%	91%	83%	79%	72%	82%	85%	72%	82%
Program Access	Newly Referred for Disability Evaluation - Not Confirmed	43%		38%	46%		44%	47%	34%	39%	43%	50%		40%	40%	
	Identified as TAG	14%	12%	8%	5%	23%	30%	5%	28%	15%	13%	1%	13%	22%	3%	15%
	Enrolled in an Honors, AP, or Dual Enrollment Course	58%	60%	56%	39%	76%	87%	44%	83%	64%	53%	14%	65%	76%	19%	63%

Colors correspond to representation index value

Underrepresented 0 — 1 — 2 or higher Overrepresented

Dashboard Highlights

The viewer has the ability to drill down deeper into data in both the Representation Index and Outcomes by Group tabs.

| Main | Key Terms | Representation Index | Outcomes by Group |

Representation Index
ACPS

Back to Main

Academic Year 2020-21

Period Mid-Year

Grade Band (All)
- ✓ (All)
- ✓ Elementary
- ✓ Middle
- ✓ High

This dashboard describes the representation index for each student subgroup in each academic and behavior outcome in the analysis. An index of 1 means that the subgroup is proportionally represented among students with the corresponding outcome (white). An index lower than 1 indicates that the subgroup is underrepresented among students with the outcome (orange), while an index higher than 1 indicates overrepresentation (green). Please use the **School Year**, **School**, and **Grade** filters to the left to select the students to view. Hovering the cursor over "**Hover for Grade Level Guide**" displays the applicable grade levels for each outcome.

Underrepresented — Representation Index — **Overrepresented**

0   1   2 or higher

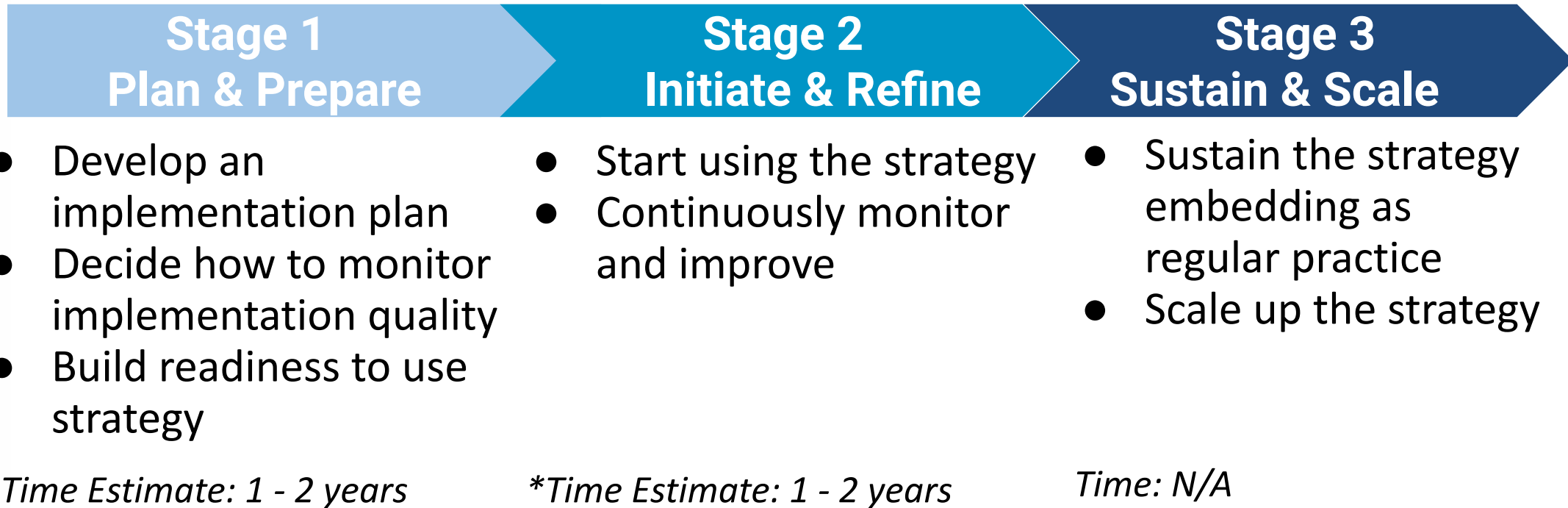**Compare Mid-Year, EOY***

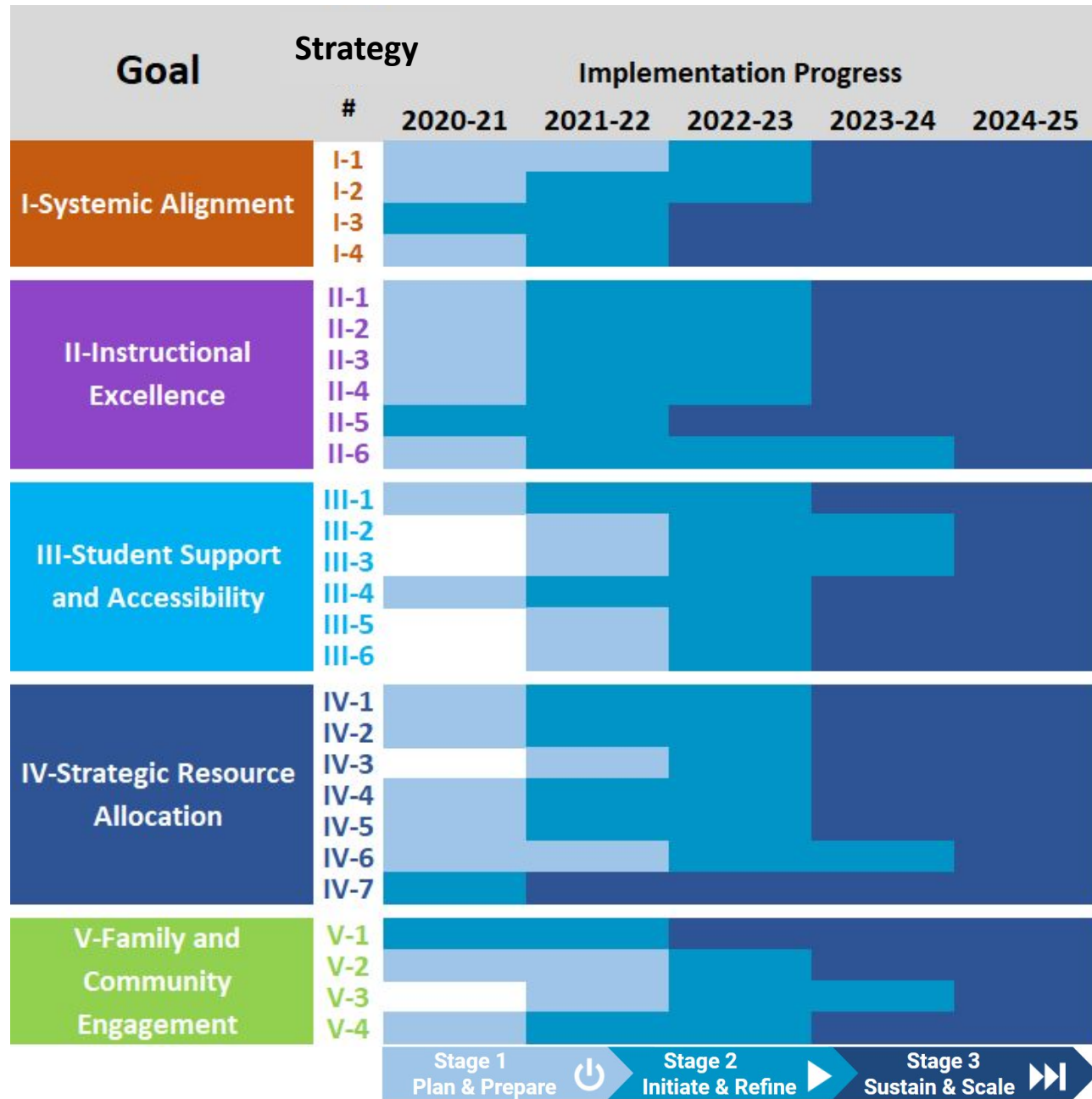**Filter by grade level/band (ES, MS, HS)**

Implementation Objectives

Accountability & Leadership Empowerment
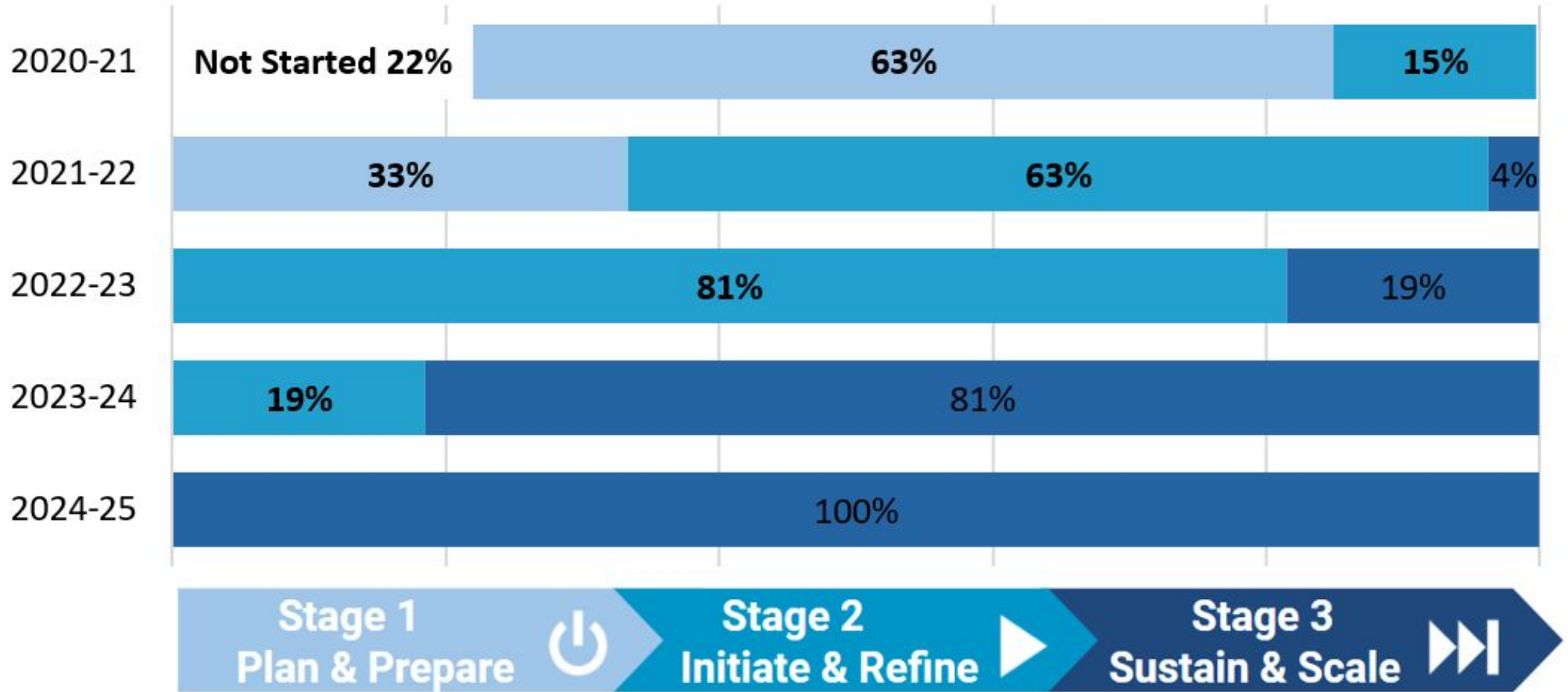
Stages of Implementation

Stage 1 Plan & Prepare	Stage 2 Initiate & Refine	Stage 3 Sustain & Scale
• Develop an implementation plan • Decide how to monitor implementation quality • Build readiness to use strategy	• Start using the strategy • Continuously monitor and improve	• Sustain the strategy embedding as regular practice • Scale up the strategy
Time Estimate: 1 - 2 years	*Time Estimate: 1 - 2 years*	*Time: N/A*

Scheduled Strategic Plan Implementation Progress by Year

Annual Revision Process
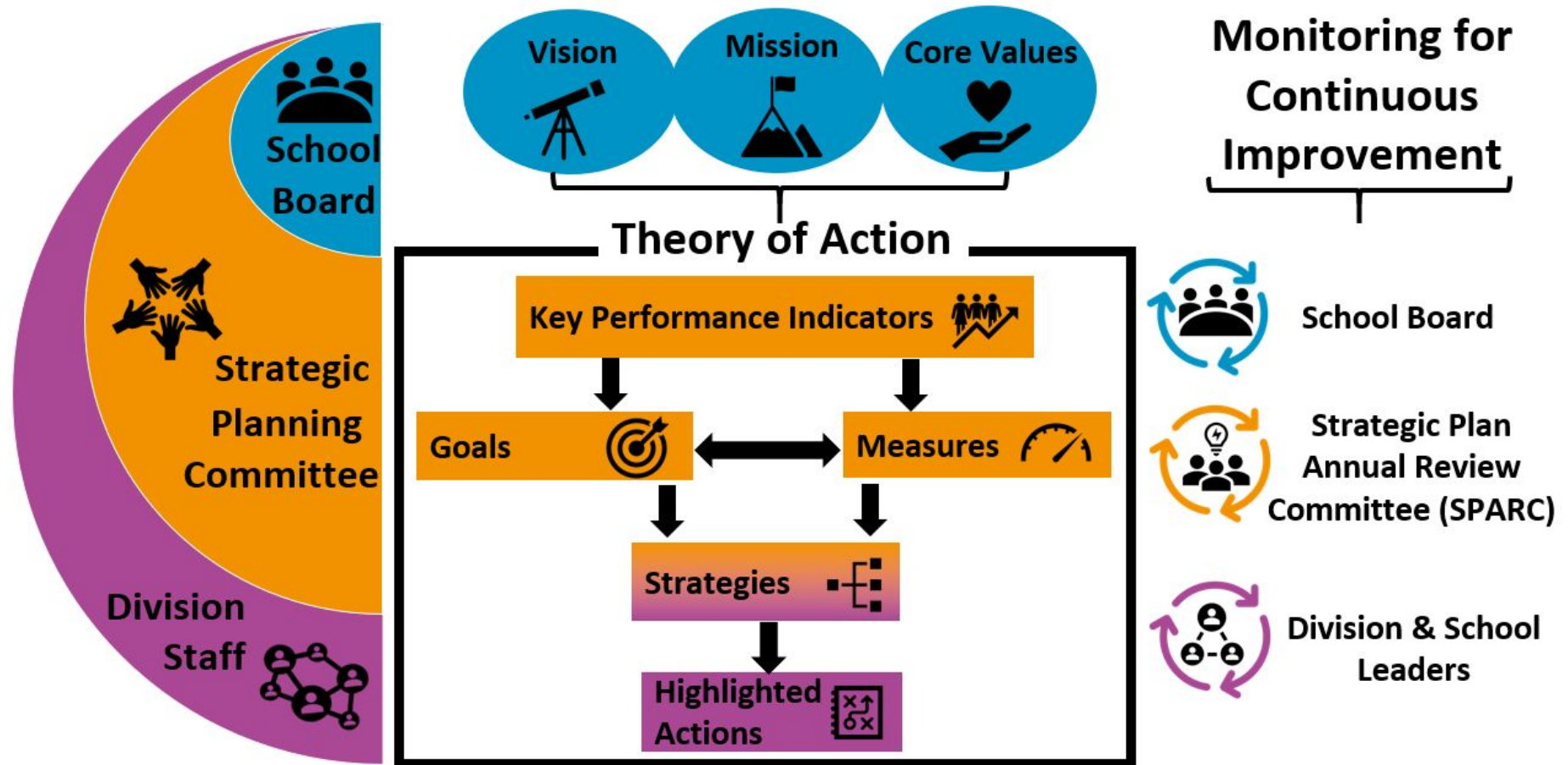
Strategic Plan Spring Timeline

March	Identify SPARC members and plan committee meeting dates.
April	Goal leaders with strategy managers will draft initial proposed changes. SPARC will review proposed revisions to the strategic plan and work with goal leaders and strategy managers to refine the revisions.
May	Submit strategic plan revisions to Board. Climate Survey for students, staff, and families.
June	EOY KPI reporting

Thank You!

Department of Accountability and Research
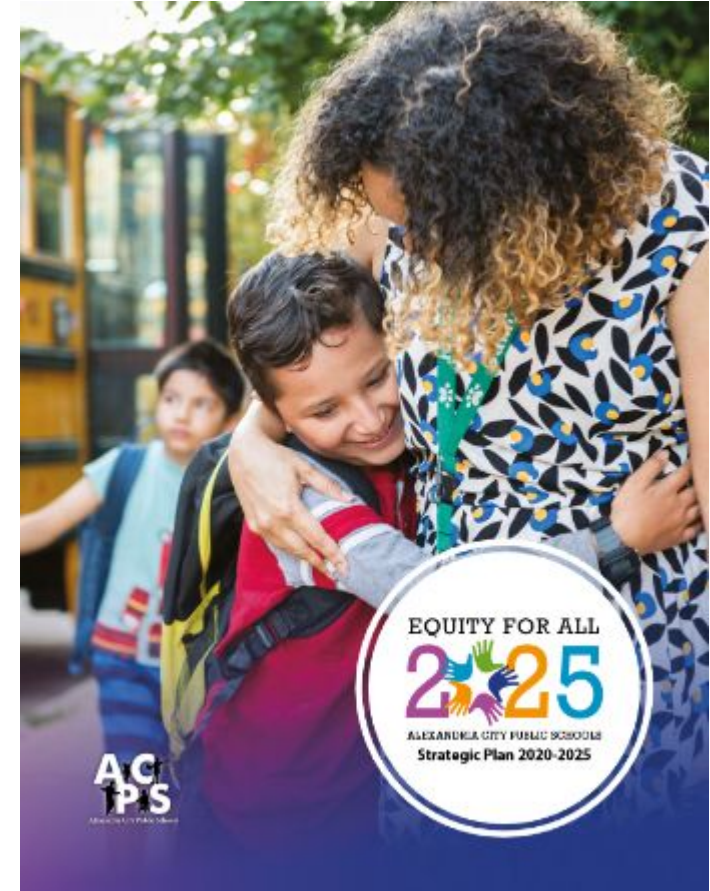
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