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School Year 2023-2024
Data Digest
March 2024

ACPS
Alexandria City Public Schools

Data Digest

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 into six chapters:

1   Enrollment and demographics

2   Key Performance Indicators

3   Academic achievement

4   Behavior and social-emotional learning

5   Stakeholder perceptions

6   Staffing and operations.

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.

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).

Advanced Course Enrollment – By Race/Ethnicity

	Asian	Black	Hispanic	White
2021	60%	56%	36%	87%
2022	52%	56%	37%	86%
2023	52%	56%	40%	82%
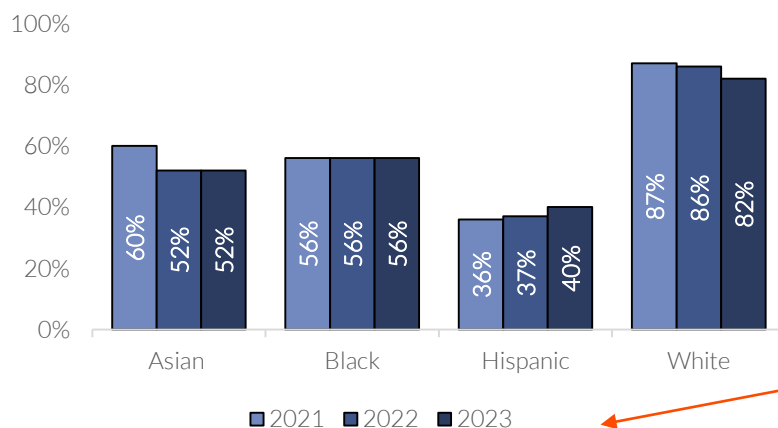
Data in graph – *student subgroup listed, when applicable.*

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 2019 to 2023 as available. Darker shade for more recent data; lighter shade for older data. (Note: Due to inconsistencies during the COVID-19 pandemic, some data is not available).*

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 2022-2023 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 1% since 2019.

- Elementary student enrollment has decreased by -1%, while secondary enrollment has increased by 3% since 2019.

- ACPS is currently serving a higher percentage of English learners, students with an economic disadvantage, and students with disabilities than it was in 2019. ACPS is also serving a slightly higher percentage of Asian and Hispanic students.

INCLUDED IN THIS SECTION:

Key Indicators

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

KEY STATISTICS (2023-2024)

NUMBER OF SCHOOLS

Grade Level	Number of Schools
Pre-K (Only)	1
Elementary	12
K-8	2
Middle	2
High School	1 (4 campuses)
Total	18

ENROLLMENT IN SPECIAL PROGRAMS

Special Program	Enrollment
Economically Disadvantaged	53%
English Learner	37%
Special Education	11.2%
Advanced Academic Services	13%

GRADUATES

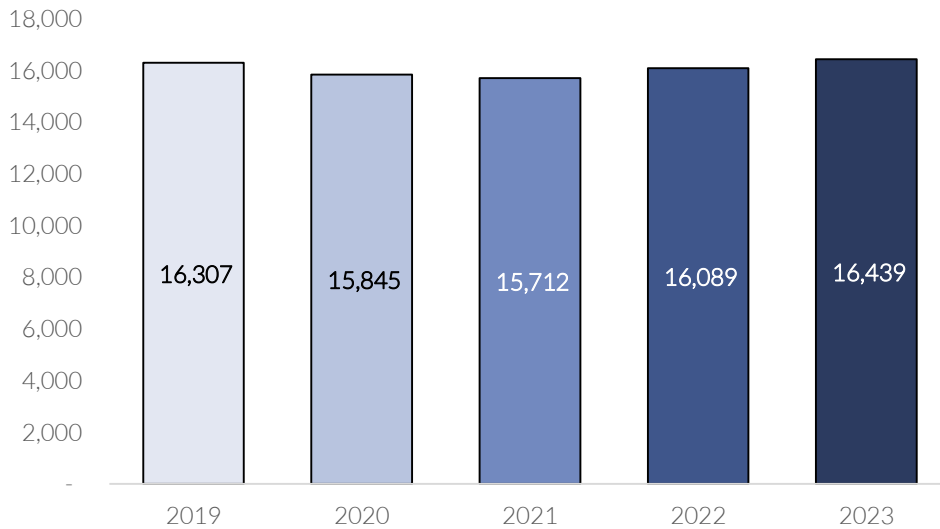|	
Number of Graduates (June 2023)	954
Advanced Studies Diplomas	419 (39%)
National Merit Scholarship Finalists (Class of 2023)	1
AP Exams Taken	1,984

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

Trends in Enrollment

- Overall division enrollment increased by approximately 130 students or 1% since 2019, after decreasing in 2020 and 2021.
- Overall, elementary student enrollment decreased by approximately 90 students or -1% since 2019. However, it has increased each year after 2020.
- Secondary student enrollment has increased by approximately 210 students or 3% since 2019.
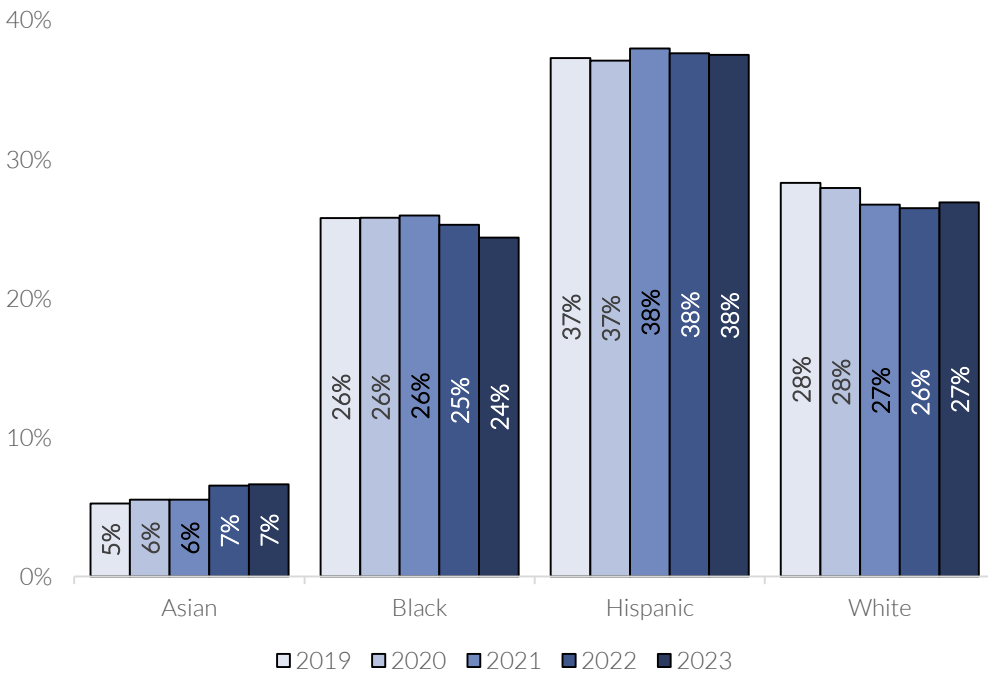
Elementary (Grades PreK-5) and Secondary (Grades 6-12) Enrollment
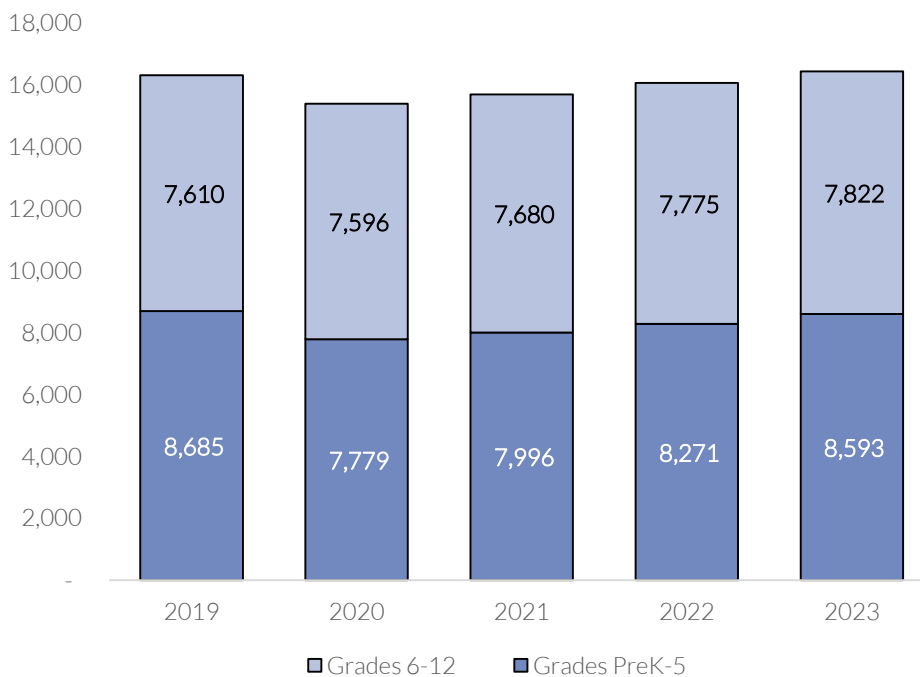
Source: "Enrollment and Demographics." Virginia Department of Education.

KEY INDICATOR – DEMOGRAPHICS

By Race/Ethnicity

Legend: 2019 2020 2021 2022 2023

KEY INDICATOR – DEMOGRAPHICS

By Student Group

Legend: 2019 2020 2021 2022 2023
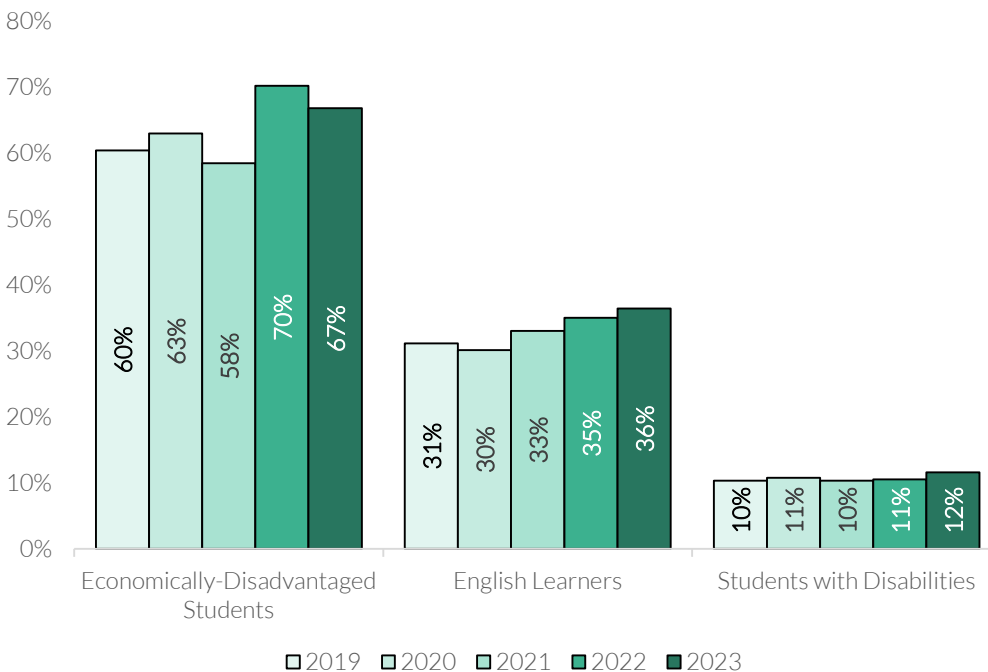
Note: English Learners includes currently classified students only (i.e., excludes former English Learners)
Source: "Enrollment and Demographics." Virginia Department of Education.

Trends in Demographic Composition

By Race/Ethnicity

- The percentage of Asian students in the division has increased from 5% in 2019 to 7% in 2023.
- The percentage of Hispanic students in the division has increased from 37% in 2019 to 38% in 2023.
- The percentage of Black students in the division has decreased from 26% in 2019 to 24% in 2023.
- The percentage of White students in the division has decreased from 28% in 2019 to 27% in 2023.

By Student Group

- The percentage of economically disadvantaged students has increased from 60% in 2019 to 67% in 2023.
- The percentage of current English Learners has increased from 31% in 2019 to 36% in 2023.
- The percentage of students with disabilities has increased from 10% in 2019 to 12% in 2023.

Enrollment & Demographics

SOURCES

"About ACPS – Fast Facts." Alexandria City Public Schools. https://www.acps.k12.va.us/about-us/fast-facts

"Enrollment and Demographics." Virginia Department of Education. https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/enrollment-demographics

CHAPTER 2:
KEY PERFORMANCE INDICATORS

This chapter presents data related to Key Performance Indicators of ACPS students.

Data Source	Description
Equity For All 2025 Dashboard	Data dashboard provided by Hanover Research used to gather data on Pre-Kindergarten participation, Phonological Awareness Literacy Screening (PALS) benchmarks, and Grade 9 On Track data, attendance, and suspensions.
Virginia Department of Education (VDOE) Cohort Graduation Build a Table	Used to obtain longitudinal four-year cohort on time graduation rates by student groups

Explore the Data
Visit ACPS's Equity For All 2025 Dashboard for additional metrics, segments, and visualizations of the KPI data, including a representation index, outcomes by group, and side-by-side comparison.

Equity For All
2025 Dashboard

Key Performance Indicators

ACPS PERFORMANCE SUMMARY

Progress Made

✓ **Some KPIs have remained consistent or improved.** Suspensions have decreased since 2019 and Pre-K participation increased significantly from 2021 to 2023. Rates of 90% attendance have remained consistent from 2021 to 2023 and have increased for Hispanic and Current EL students.

Areas for Improvement

❑ **Many gaps between students persist.** Academic gaps persist for Hispanic students, EL students, and economically disadvantaged students for Pre-K participation, meeting Kindergarten readiness benchmarks, Grade 9 On Track rates, On-time Graduation rates, and MAP Growth. Additionally, Black students, economically disadvantaged students, and students with disabilities receive a disproportionate percentage of suspensions.

KEY STATISTICS (ALL STUDENTS)

PRE-K PARTICIPATION (2019-23)
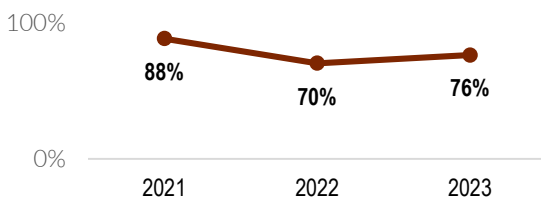Kindergarten Students with Pre-K Experience

- 2019: 76%
- 2021: 60%
- 2022: 72%
- 2023: 77%
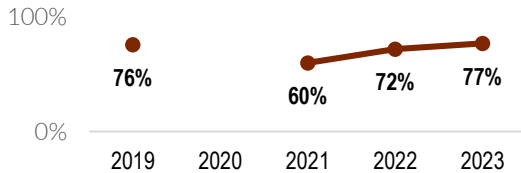
PALS BENCHMARKS (2019-23)
Meeting K-Readiness Benchmarks in Fall

- 2019: 80%
- 2022: 66%
- 2023: 68%

GRADE 9 ON-TRACK (2021-23)

- 2021: 88%
- 2022: 70%
- 2023: 76%

ON-TIME GRADUATION (2019-23)
Four-Year Cohort Graduation Rates

- 2019: 83%
- 2020: 82%
- 2021: 91%
- 2022: 83%
- 2023: 83%
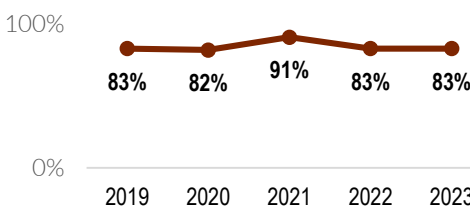
OVER 90% ATTENDANCE (2020-23)
Pre-K-12 Students With Over 90% Attendance

- 2021: 84%
- 2022: 82%
- 2023: 83%
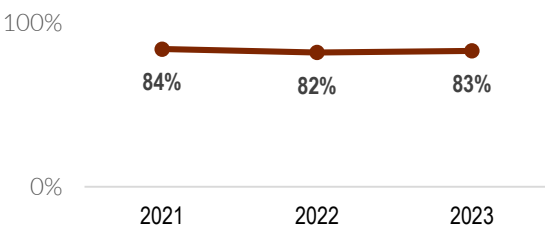
STUDENTS WITH SUSPENSIONS (2019-23)
Number of Students with at Least One Suspension
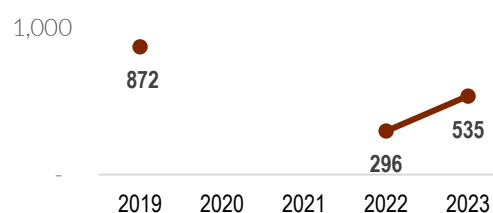
- 2019: 872
- 2022: 296
- 2023: 535

Note: 2021 PALS data is suppressed due to remote administration

INCLUDED IN THIS SECTION:

Key Indicators

✓ Pre-Kindergarten participation
✓ PALS benchmarks for Kindergarten students
✓ Grade 9 On Track
✓ On-Time Graduation Rates
✓ Over 90% Attendance
✓ Students with Suspensions
✓ Students Referred for Disability Evaluation and Found Eligible
✓ Referrals for Advanced Academic Services
✓ Advanced Course Enrollment
✓ MAP Growth

Student Groups

✓ KPIs by Race/Ethnicity
✓ KPIs by Economic Status
✓ KPIs by English Learner Status
✓ KPIs by Disability Status
✓ KPIs by Gender
✓ KPIs by School Level

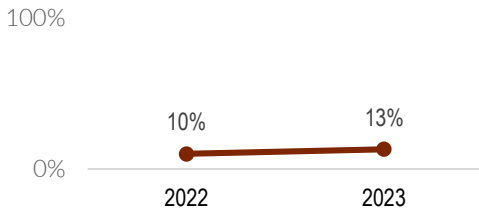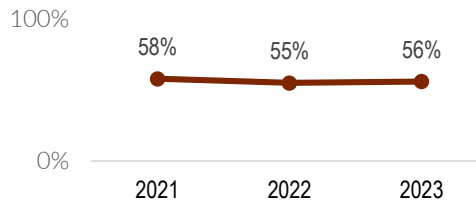# KEY STATISTICS – ALL STUDENTS (CONTINUED)

AAS REFERRALS (2022-23)

Students in Grades K-8 Referred for Advanced Academic Services
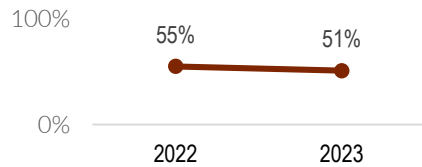

ADVANCED COURSE ENROLLMENT (2021-23)

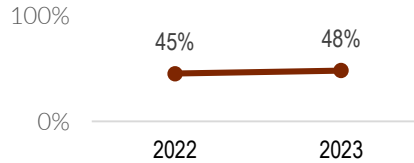Students in Grades 6-12 enrolled in an Honors, AP, or Dual Enrollment Course

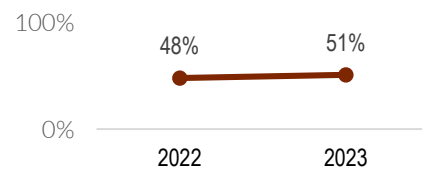## MAP GROWTH – LANGUAGE ARTS (2022-2023)

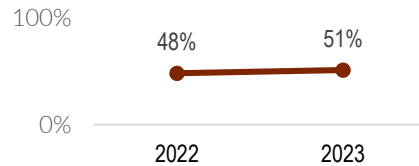40th Percentile or Higher

Met Projected MAP Growth (Fall – Spring)

MAP GROWTH – MATH (2022-2023)

40th Percentile or Higher

Met Projected MAP Growth (Fall – Spring)

INCLUDED IN THIS SECTION:

Key Indicators

- ✓ Pre-Kindergarten participation
- ✓ PALS benchmarks for Kindergarten students
- ✓ Grade 9 On Track
- ✓ On-Time Graduation Rates
- ✓ Over 90% Attendance
- ✓ Students with Suspensions
- ✓ Students Referred for Disability Evaluation and Found Eligible
- ✓ Referrals for Advanced Academic Services
- ✓ Advanced Course Enrollment
- ✓ MAP Growth

Student Groups

- ✓ KPIs by Race/Ethnicity
- ✓ KPIs by Economic Status
- ✓ KPIs by English Learner Status
- ✓ KPIs by Disability Status
- ✓ KPIs by Gender
- ✓ KPIs by School Level

KEY PERFORMANCE INDICATORS – ALL STUDENTS

Kindergarten Students with Pre-Kindergarten Experiences
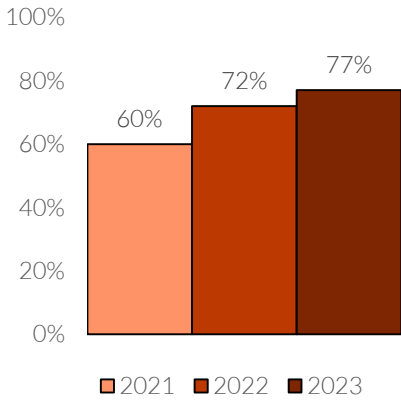
Bar chart showing percentages: 2021: 60%, 2022: 72%, 2023: 77%

Legend: 2021 2022 2023

Students Meeting PALS Kindergarten Readiness Benchmarks in Fall
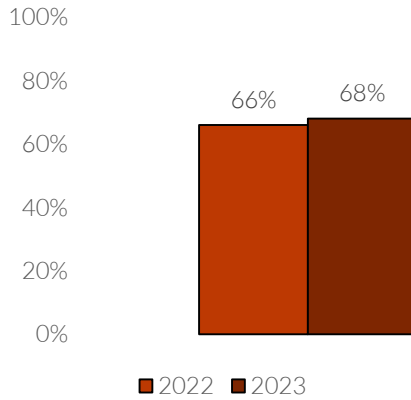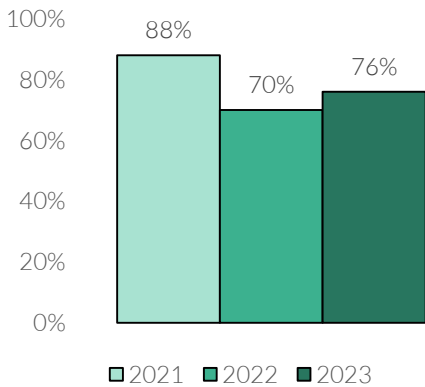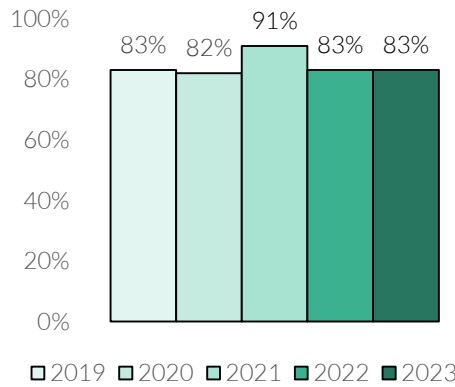
Bar chart showing percentages: 2022: 66%, 2023: 68%

Legend: 2022 2023

Grade 9 On Track

Bar chart showing percentages: 2021: 88%, 2022: 70%, 2023: 76%

Legend: 2021 2022 2023

Four Year Cohort On-Time Graduation Rates

Bar chart showing percentages: 2019: 83%, 2020: 82%, 2021: 91%, 2022: 83%, 2023: 83%

Legend: 2019 2020 2021 2022 2023

Over 90% Attendance (Pre-K-12)

Bar chart showing percentages: 2021: 84%, 2022: 82%, 2023: 83%

Legend: 2021 2022 2023

Students with Suspensions

Bar chart showing counts: 2019: 872, 2020: (none), 2021: (none), 2022: 296, 2023: 535

Sources: [1] "Equity For All Dashboard", [2] "Cohort Graduation and Dropout Reports" Virginia Department of Education.
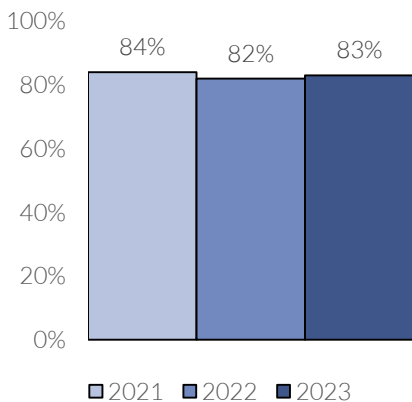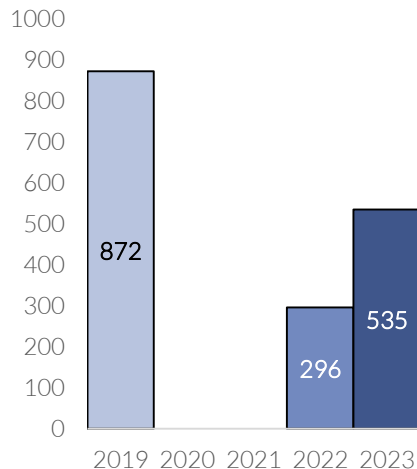
Trends in KPIs

- The percentage of Pre-K participation increased from 2021 to 2023.

- From 2022 to 2023, the percentage of students meeting PALS benchmarks for Kindergarten readiness increased by two percentage points (pp).

- Overall, the percentage of 4-year student cohorts with on-time graduation remains around 83%, with an increase noticed while additional flexibility was provided for graduation requirements in 2021 in response to the pandemic.

- From 2021 to 2023, the percentage of PreK-12 students with over 90% attendance remained consistently around 83%, meaning that about 17% of students are chronically absent.

- The number of students with suspensions increased from 2022 to 2023 but decreased substantially since the 2018-19 school year.

KEY PERFORMANCE INDICATORS – ALL STUDENTS

Grade K-8 Students Referred for Advanced Academic Services

2022 — 10%
2023 — 13%

Grade 6-12 Students Enrolled in an Honors, AP, or Dual Enrollment Course

2021 — 58%
2022 — 55%
2023 — 56%
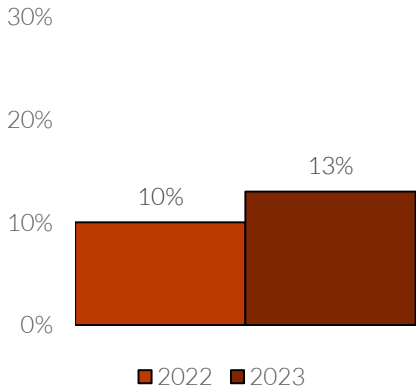
MAP Growth

40th Percentile or Higher

English Language Arts
Spring 2022 — 55%
Spring 2023 — 51%

Math
Spring 2022 — 48%
Spring 2023 — 46%

Met Projected MAP Growth

English Language Arts
Fall-Spring 21-22 — 45%
Fall-Spring 22-23 — 48%

Math
Fall-Spring 21-22 — 48%
Fall-Spring 22-23 — 51%

Source: "Equity For All Dashboard",
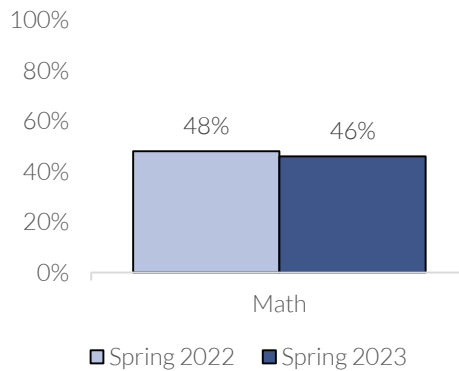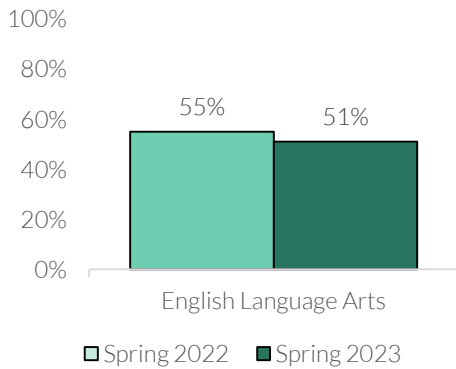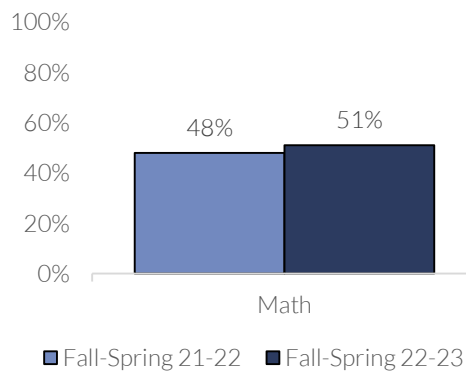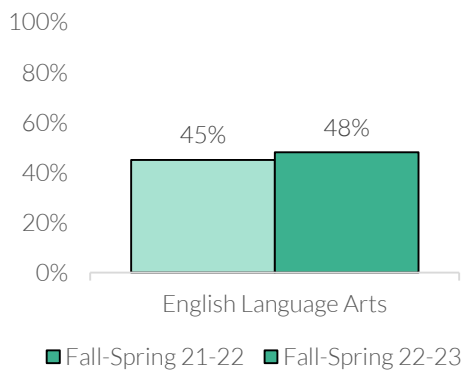
Trends in KPIs

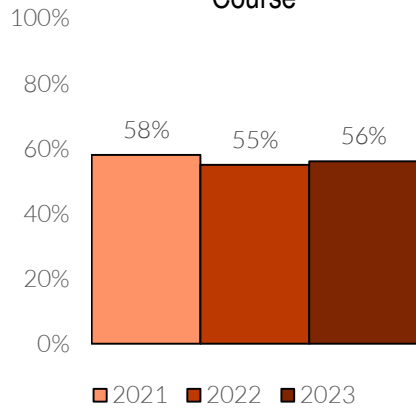- In 2023, ACPS updated the Advanced Academic Services program to improve measures for identifying gifted and talented K-8 students. In 2023, the percentage of students referred for AAS increased from 10% to 13%.

- From 2021 to 2023, the percentage of Grade 6-12 students enrolled in advanced coursework decreased by two percentage points (pp).

- From 2022 to 2023, the percentage of students who scored in the 40th percentile or higher decreased by 2 pp in Math and 4 pp in Language Arts.

- From 2022 and 2023, the percentage of students that met the projected MAP growth targets increased by 3 pp in both Math and Language Arts.

KEY PERFORMANCE INDICATORS – BY RACE/ETHNICITY

Kindergarten Students with Pre-Kindergarten Experiences
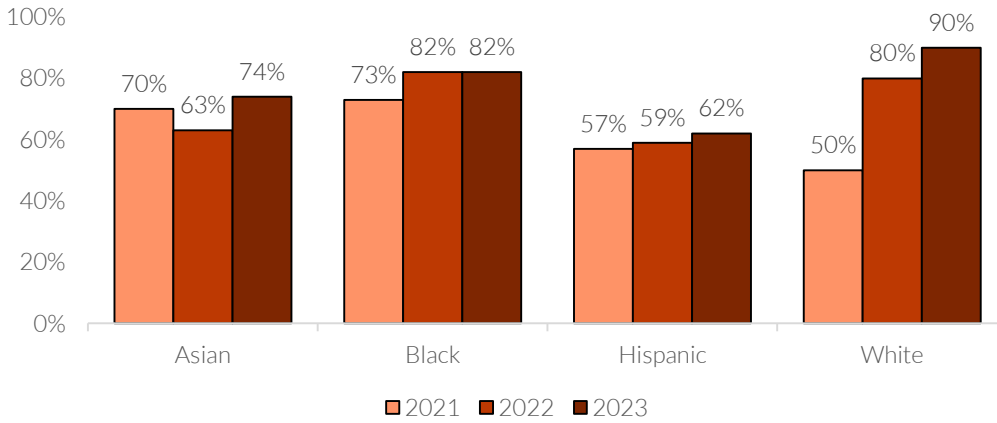
Asian: 2021 70%, 2022 63%, 2023 74%
Black: 2021 73%, 2022 82%, 2023 82%
Hispanic: 2021 57%, 2022 59%, 2023 62%
White: 2021 50%, 2022 80%, 2023 90%

■ 2021 ■ 2022 ■ 2023

Students Meeting PALS Kindergarten Readiness Benchmarks in Fall

Asian: 2022 72%, 2023 74%
Black: 2022 78%, 2023 79%
Hispanic: 2022 36%, 2023 42%
White: 2022 87%, 2023 86%

■ 2022 ■ 2023

Grade 9 On Track

Asian: 2021 93%, 2022 71%, 2023 77%
Black: 2021 89%, 2022 65%, 2023 74%
Hispanic: 2021 81%, 2022 56%, 2023 67%
White: 2021 97%, 2022 91%, 2023 90%

■ 2021 ■ 2022 ■ 2023
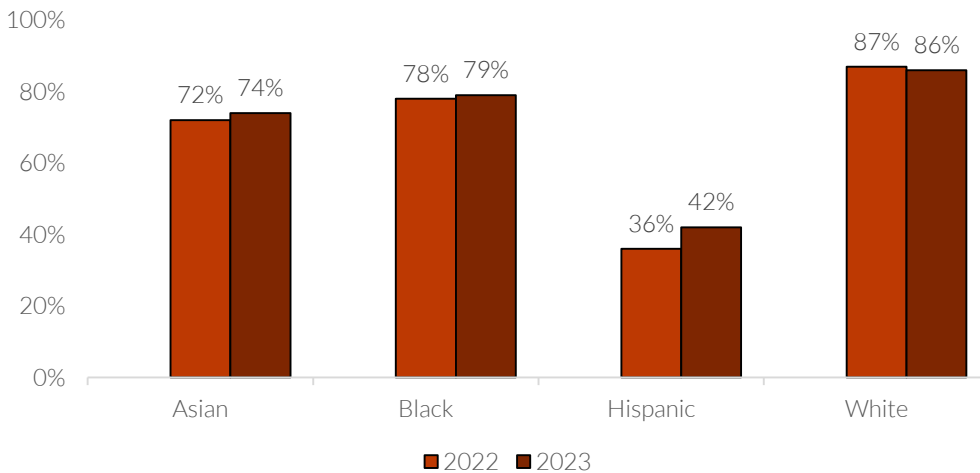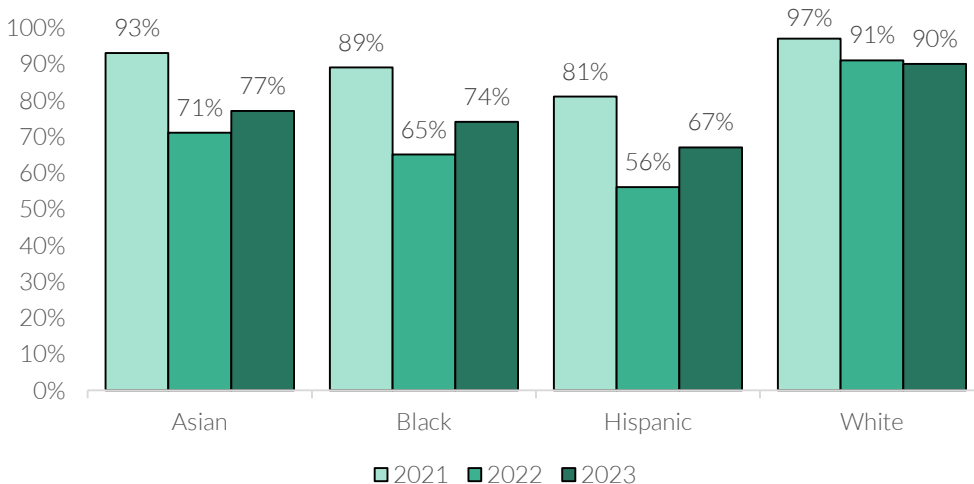
Source: "Equity For All Dashboard"

Trends in KPIs

By Race/Ethnicity

- From 2021 to 2023, Pre-K participation increased dramatically for White students, which represents a rebound from the lower-than-typical participation rates seen during the pandemic.

- Hispanic students remain the least likely to have Pre-K experiences post-pandemic.

- Hispanic students meet PALS Kindergarten readiness benchmarks at lower rates than students of other races/ethnicities.

- From 2021 to 2023, the percentage of students who are on track in Grade 9 declined for Asian, Black, Hispanic, and White students. Asian students experienced the most substantial decline (16 percentage points), but overall, Hispanic students are the least likely to be on track in Grade 9.

KEY PERFORMANCE INDICATORS – BY RACE/ETHNICITY

Four Year Cohort On-Time Graduation Rates

Asian: 84% (2019), 96% (2020), 97% (2021), 98% (2022), 97% (2023)
Black: 89% (2019), 93% (2020), 93% (2021), 87% (2022), 88% (2023)
Hispanic: 71% (2019), 69% (2020), 84% (2021), 68% (2022), 71% (2023)
White: 97% (2019), 97% (2020), 98% (2021), 97% (2022), 97% (2023)

Legend: 2019, 2020, 2021, 2022, 2023

Over 90% Attendance (Pre-K-12)

Asian: 88% (2021), 84% (2022), 83% (2023)
Black: 83% (2021), 82% (2022), 82% (2023)
Hispanic: 75% (2021), 75% (2022), 79% (2023)
White: 94% (2021), 91% (2022), 90% (2023)

Legend: 2021, 2022, 2023
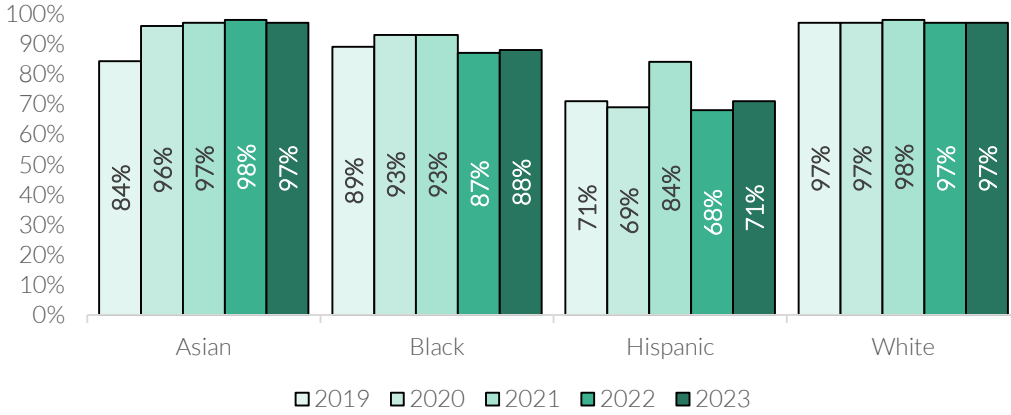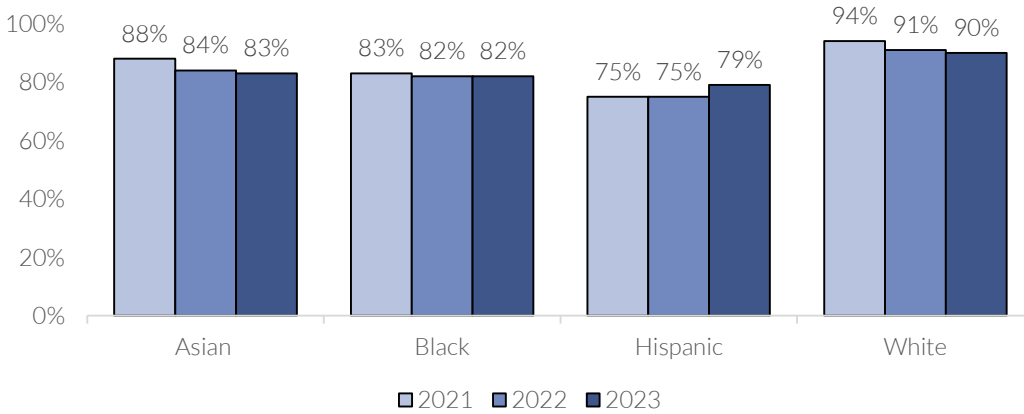
Distribution of Students with Suspensions

2022: 1 (Asian), 153 (Black), 112 (Hispanic), 23 (White)
2023: 19 (Asian), 249 (Black), 213 (Hispanic), 42 (White)

Legend: Asian, Black, Hispanic, White

Sources: [1] "Equity For All Dashboard", [2] "Cohort Graduation and Dropout Reports" Virginia Department of Education.

Trends in KPIs

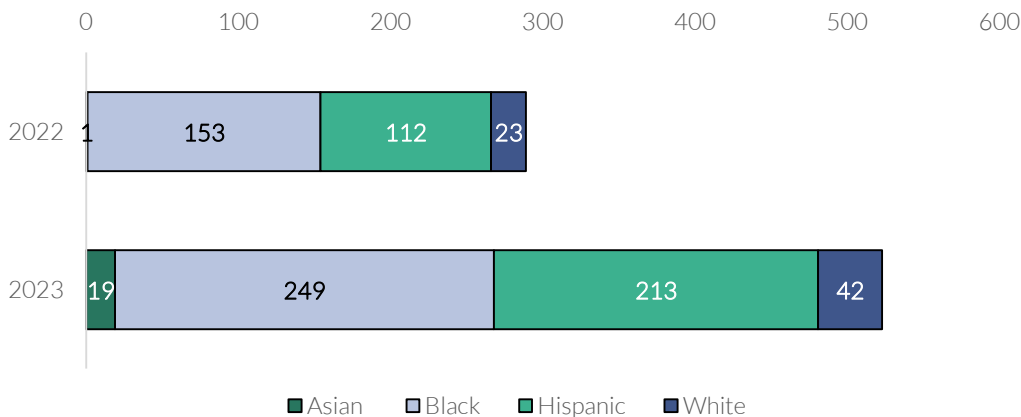*By Race/Ethnicity*

- From 2019 to 2023, Asian students had the greatest increase in on-time graduation rates.

- Hispanic students' on-time graduation rates increased slightly in the most recent year, though rates remain lower than those of other races/ethnicities.

- Although Hispanic Pre-K-12 students have the lowest rates of attendance, with over 90% attendance, this is the only group with positive change from 2021 to 2023.

- In 2022 and 2023, Black and Hispanic students had a disproportionate percentage of suspensions. Although Black and Hispanic students make up about 63% of the student population, they represented about 92% of students with suspensions in 2022 and 88% in 2023.

- In 2023, Black students accounted for 24% of the student population but were 47% of the students with suspensions. Meanwhile, Hispanic students accounted for 38% of the student population and about 40% of the students with suspensions.

KEY PERFORMANCE INDICATORS – BY RACE/ETHNICITY

Grade K-8 Students Referred for Advanced Academic Services

Asian: 9% (2022), 13% (2023)
Black: 7% (2022), 11% (2023)
Hispanic: 4% (2022), 8% (2023)
White: 21% (2022), 20% (2023)

■ 2022 ■ 2023

Grade 6-12 Students Enrolled in an Honors, AP, or Dual Enrollment Course

Asian: 60% (2021), 52% (2022), 52% (2023)
Black: 56% (2021), 56% (2022), 56% (2023)
Hispanic: 36% (2021), 37% (2022), 40% (2023)
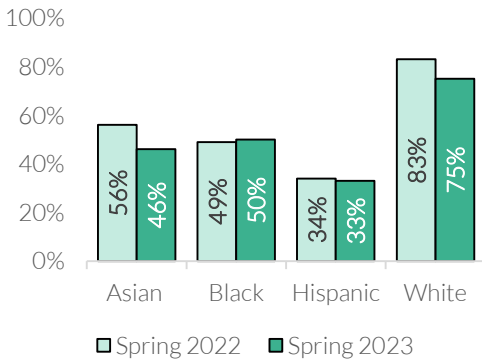White: 87% (2021), 86% (2022), 82% (2023)

■ 2021 ■ 2022 ■ 2023

MAP Growth – Language Arts
40th Percentile or Higher

Asian: 56% (Spring 2022), 46% (Spring 2023)
Black: 49% (Spring 2022), 50% (Spring 2023)
Hispanic: 34% (Spring 2022), 33% (Spring 2023)
White: 83% (Spring 2022), 75% (Spring 2023)

□ Spring 2022 ■ Spring 2023

Met Projected MAP Growth

Asian: 47% (Fall-Spring 21-22), 54% (Fall-Spring 22-23)
Black: 42% (Fall-Spring 21-22), 46% (Fall-Spring 22-23)
Hispanic: 42% (Fall-Spring 21-22), 45% (Fall-Spring 22-23)
White: 49% (Fall-Spring 21-22), 51% (Fall-Spring 22-23)

□ Fall-Spring 21-22 ■ Fall-Spring 22-23

MAP Growth – Math
40th Percentile or Higher

Asian: 55% (Spring 2022), 47% (Spring 2023)
Black: 38% (Spring 2022), 40% (Spring 2023)
Hispanic: 28% (Spring 2022), 28% (Spring 2023)
White: 76% (Spring 2022), 72% (Spring 2023)

□ Spring 2022 ■ Spring 2023

Met Projected MAP Growth

Asian: 48% (Fall-Spring 21-22), 58% (Fall-Spring 22-23)
Black: 44% (Fall-Spring 21-22), 46% (Fall-Spring 22-23)
Hispanic: 46% (Fall-Spring 21-22), 49% (Fall-Spring 22-23)
White: 52% (Fall-Spring 21-22), 54% (Fall-Spring 22-23)

□ Fall-Spring 21-22 ■ Fall-Spring 22-23

Trends in KPIs

- In 2023, the percentage of the Asian, Black, and Hispanic student populations that were referred for AAS each increased by four percentage points (pp).

- From 2021 to 2023, participation in advanced coursework declined for Asian and White students but increased for Hispanic students.

- From 2022 to 2023, the percentage of Black students that scored in the 40th percentile or higher on MAP assessments increased by 2 pp in Math and 1 pp in Language Arts.

- For Asian, Hispanic, and White students, the percentage of students scoring in the 40th percentile in Math and Language Arts declined or stayed the same.

- From 2022 to 2023, the percentage of students that met MAP growth targets increased across all four student populations in both Math and Language Arts. Asian students had the highest increase in both subjects.
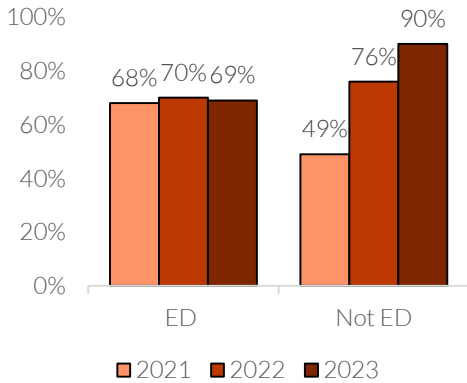
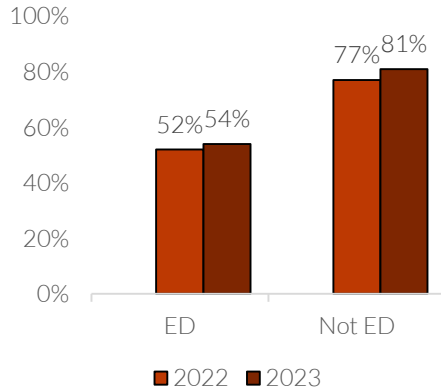*Source: "Equity For All Dashboard",*

KEY PERFORMANCE INDICATORS – BY ECONOMIC STATUS

Note: ED= Economically Disadvantaged. Economic Status is based on eligibility for Free and Reduced Meals (FARM), Temporary Assistance for Needy Families (TANF), or Medicaid.
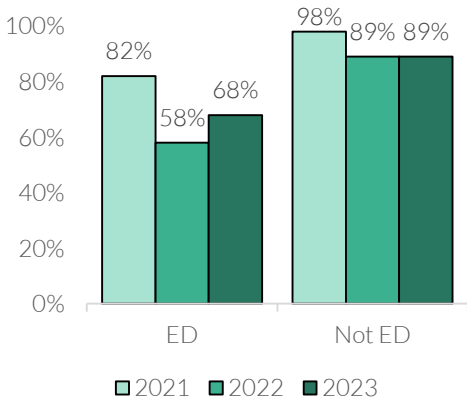
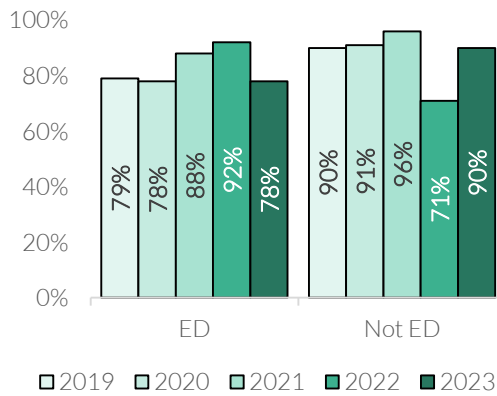### Kindergarten Students with Pre-Kindergarten Experiences

ED: 68% (2021), 70% (2022), 69% (2023)
Not ED: 49% (2021), 76% (2022), 90% (2023)

Legend: 2021, 2022, 2023

Students <u>Meeting </u>PALS Kindergarten Readiness Benchmarks in Fall

ED: 52% (2022), 54% (2023)
Not ED: 77% (2022), 81% (2023)

Legend: 2022, 2023

Grade 9 On Track

ED: 82% (2021), 58% (2022), 68% (2023)
Not ED: 98% (2021), 89% (2022), 89% (2023)

Legend: 2021, 2022, 2023

Four Year Cohort On-Time Graduation Rates

ED: 79% (2019), 78% (2020), 88% (2021), 92% (2022), 78% (2023)
Not ED: 90% (2019), 91% (2020), 96% (2021), 71% (2022), 90% (2023)

Legend: 2019, 2020, 2021, 2022, 2023

Over 90% Attendance (Pre-K-12)

ED: 78% (2021), 77% (2022), 79% (2023)
Not ED: 92% (2021), 89% (2022), 90% (2023)

Legend: 2021, 2022, 2023

Students with Suspensions

2022: Not ED 36, ED 259
2023: Not ED 78, ED 438

Legend: Not ED, ED
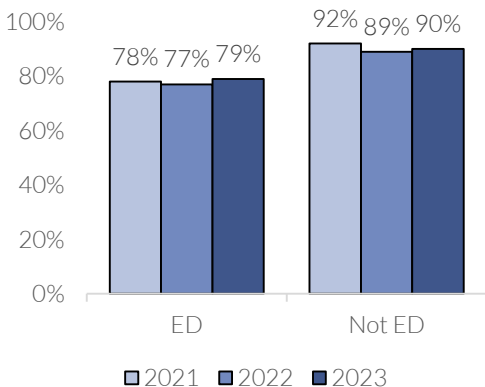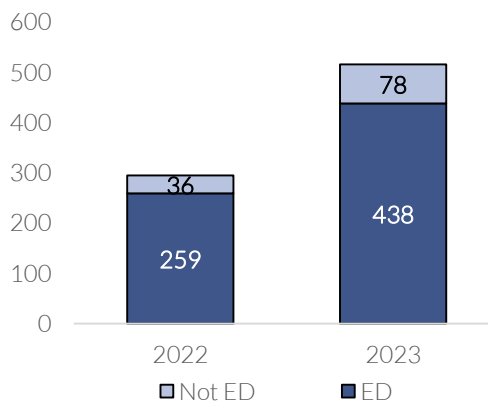
Trends in KPIs

By Economic Status

- From 2021 to 2023, Pre-K participation remained consistent for economically disadvantaged students (ED) but increased for students who are not ED.

- In 2022 and 2023, students who are ED met PALS benchmarks at lower rates than students who are not ED.

- From 2021 to 2023, students who are ED were also less likely to meet Grade 9 on-track benchmarks.

- 2023 on-time graduation rates for students who are ED rebounded after a low point in 2022, though have not returned to the 2021 high point.

- From 2021 to 2023, the percentage of Pre-K-12 students with 90% or higher attendance slightly increased for students who are ED but remained 11 percentage points below students who are not ED.
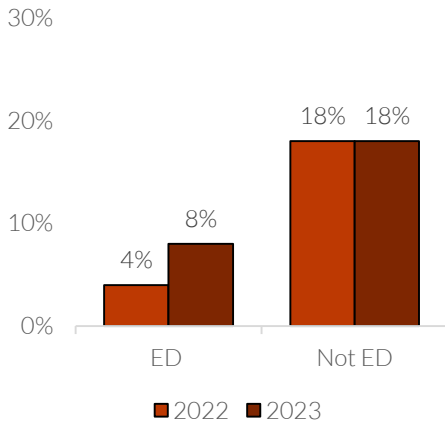
- In 2022 and 2023, students who are ED were 62% of the student population but represented between 85-88% of the total students with suspensions.
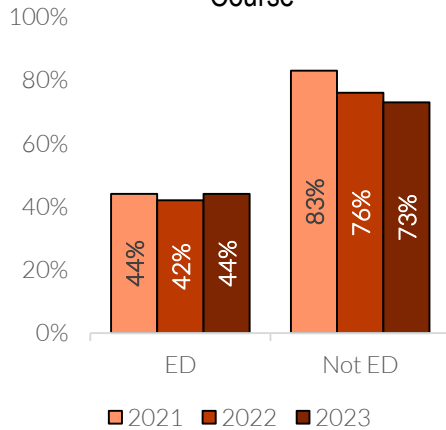
Sources: [1] "Equity For All Dashboard", [2] "Cohort Graduation and Dropout Reports" Virginia Department of Education.

KEY PERFORMANCE INDICATORS – BY ECONOMIC STATUS

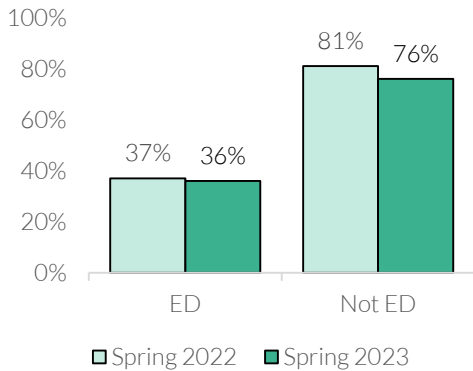### Grade K-8 Students Referred for Advanced Academic Services

ED: 4% (2022), 8% (2023)
Not ED: 18% (2022), 18% (2023)

■2022 ■2023

Grade 6-12 Students Enrolled in an Honors, AP, or Dual Enrollment Course

ED: 44% (2021), 42% (2022), 44% (2023)
Not ED: 83% (2021), 76% (2022), 73% (2023)

■2021 ■2022 ■2023

MAP Growth – Language Arts
40th Percentile or Higher

ED: 37% (Spring 2022), 36% (Spring 2023)
Not ED: 81% (Spring 2022), 76% (Spring 2023)

□Spring 2022 ■Spring 2023

Met Projected MAP Growth

ED: 41% (Fall-Spring 21-22), 45% (Fall-Spring 22-23)
Not ED: 49% (Fall-Spring 21-22), 50% (Fall-Spring 22-23)

□Fall-Spring 21-22 ■Fall-Spring 22-23

MAP Growth – Math
40th Percentile or Higher

ED: 30% (Spring 2022), 30% (Spring 2023)
Not ED: 72% (Spring 2022), 70% (Spring 2023)

□Spring 2022 ■Spring 2023

Met Projected MAP Growth

ED: 46% (Fall-Spring 21-22), 49% (Fall-Spring 22-23)
Not ED: 50% (Fall-Spring 21-22), 52% (Fall-Spring 22-23)

□Fall-Spring 21-22 ■Fall-Spring 22-23

Source: "Equity For All Dashboard",
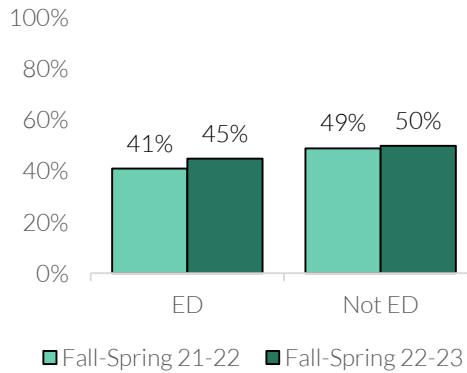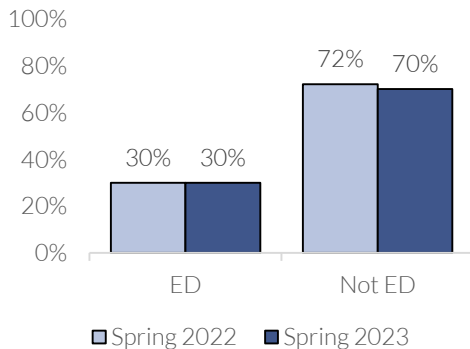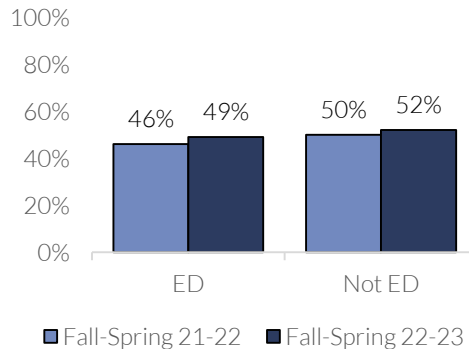
Trends in KPIs

- In 2023, the percentage of students who are ED that were referred for AAS increased by four percentage points (pp) and remained consistent for students who are not ED.

- From 2021 to 2023, the percentage of students who are ED and are enrolled in advanced coursework remained at 44%. Meanwhile for non-ED students, enrollment in advanced coursework declined by 10 pp.

- In 2022, a gap of 40 pp remains between ED and non-ED students who scored in the 40th percentile or above in both Math and Language Arts.

- From 2022 to 2023, the gap in students meeting projected MAP growth between ED and non-ED students decreased in both Language Arts and Math.

KEY PERFORMANCE INDICATORS – BY ENGLISH LEARNER STATUS

Note: EL= English Learner. EL status is based on Limited English Proficient (LEP) status.

Kindergarten Students with Pre-Kindergarten Experiences

Current EL: 64% (2021), 62% (2022), 63% (2023)
Never EL: 56% (2021), 81% (2022), 90% (2023)

Legend: 2021, 2022, 2023

Students Meeting PALS Kindergarten Readiness Benchmarks in Fall

Current EL: 45% (2022), 49% (2023)
Never EL: 83% (2022), 85% (2023)

Legend: 2022, 2023

Grade 9 On Track

Current EL: 75% (2021), 37% (2022), 37% (2023)
Former EL: 91% (2021), 71% (2022), 84% (2023)
Never EL: 91% (2021), 82% (2022), 85% (2023)

Legend: 2021, 2022, 2023

Four Year Cohort On-Time Graduation Rates

EL: 68% (2019), 71% (2020), 90% (2021), 71% (2022), 70% (2023)
Non-EL: 90% (2019), 87% (2020), 91% (2021), 87% (2022), 89% (2023)

Legend: 2019, 2020, 2021, 2022, 2023

Over 90% Attendance (Pre-K-12)

Current EL: 75% (2021), 75% (2022), 79% (2023)
Former EL: 88% (2021), 88% (2022), 89% (2023)
Never EL: 87% (2021), 85% (2022), 85% (2023)

Legend: 2021, 2022, 2023

Students with Suspensions

2022: Current EL 97, Former EL 45, Never EL 154
2023: Current EL 199, Former EL 75, Never EL 261

Legend: Never EL, Former EL, Current EL
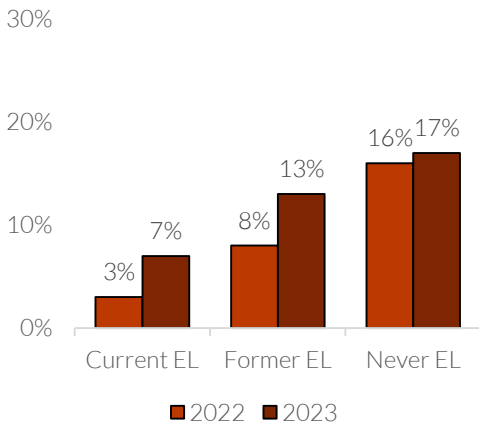
Trends in KPIs

By English Learner Status

- From 2021 to 2023, Pre-K participation remained the same for current English learners (EL) students but significantly increased for Never ELs.

- In 2022 and 2023, current EL students met PALS benchmarks at lower rates than Never ELs.

- In 2023, only 3% of current ELs are on track in Grade 9, compared to 84% of former ELs and 85% of Never ELs.

- Additionally, since 2021, the rate of current EL students who are Grade 9 on track decreased by 38 percentage points.

- Despite an increase in 2021, EL students remain less likely than Non-EL students to graduate on time.

- Current EL Pre-K-12 students have lower rates of attendance than Former EL and Never EL students but have increased attendance rates in 2023.

- In 2022 and 2023, the number of suspensions for Current ELs, Former ELs, and Never ELs is proportionate to their percentage of the student population.

- Former ELs perform similarly or better than never ELs in Grade 9 on track and attendance.
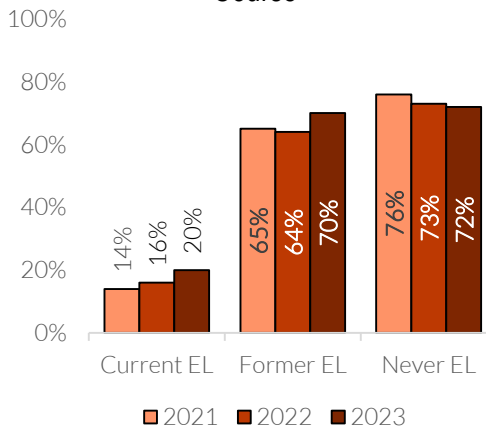
Sources: [1] "Equity For All Dashboard", [2] "Cohort Graduation and Dropout Reports" Virginia Department of Education.

KEY PERFORMANCE INDICATORS – BY ENGLISH LEARNER STATUS

Grade K-8 Students Referred for Advanced Academic Services

Current EL: 3% (2022), 7% (2023)
Former EL: 8% (2022), 13% (2023)
Never EL: 16% (2022), 17% (2023)

Legend: 2022, 2023

Grade 6-12 Students Enrolled in an Honors, AP, or Dual Enrollment Course

Current EL: 14% (2021), 16% (2022), 20% (2023)
Former EL: 65% (2021), 64% (2022), 70% (2023)
Never EL: 76% (2021), 73% (2022), 72% (2023)

Legend: 2021, 2022, 2023

MAP Growth – Language Arts

40th Percentile or Higher

Current EL: 19% (Spring 2022), 18% (Spring 2023)
Former EL: 68% (Spring 2022), 70% (Spring 2023)
Never EL: 73% (Spring 2022), 72% (Spring 2023)

Legend: Spring 2022, Spring 2023

Met Projected MAP Growth

Current EL: 40% (Fall-Spring 21-22), 46% (Fall-Spring 22-23)
Former EL: 44% (Fall-Spring 21-22), 46% (Fall-Spring 22-23)
Never EL: 47% (Fall-Spring 21-22), 49% (Fall-Spring 22-23)

Legend: Fall-Spring 21-22, Fall-Spring 22-23

MAP Growth – Math

40th Percentile or Higher

Current EL: 18% (Spring 2022), 20% (Spring 2023)
Former EL: 56% (Spring 2022), 56% (Spring 2023)
Never EL: 63% (Spring 2022), 64% (Spring 2023)

Legend: Spring 2022, Spring 2023

Met Projected MAP Growth

Current EL: 48% (Fall-Spring 21-22), 52% (Fall-Spring 22-23)
Former EL: 45% (Fall-Spring 21-22), 48% (Fall-Spring 22-23)
Never EL: 48% (Fall-Spring 21-22), 50% (Fall-Spring 22-23)

Legend: Fall-Spring 21-22, Fall-Spring 22-23
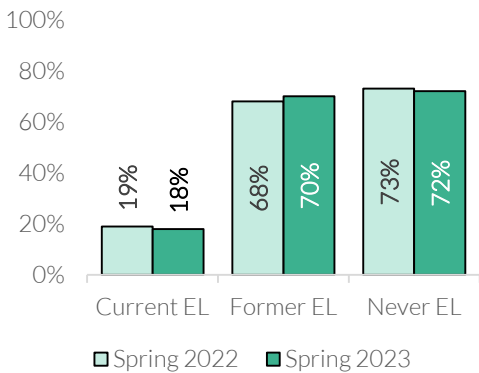
Source: "Equity For All Dashboard",
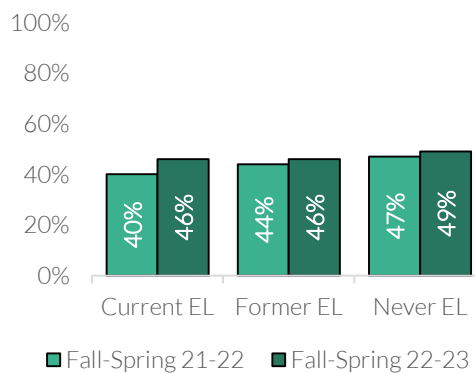
Trends in KPIs

- In 2023, the percentage of Current EL and Former EL student populations that were referred for AAS increased by 4 and 5 percentage points, respectively.

- Although enrollment in advanced coursework declined for Never EL students from 2021 to 2023, it increased for Current EL and Former EL students.

- In both Language Arts and Math, substantially more Former EL and Never EL students score in the 40th percentile or higher compared to Current ELs.

- From 2022 to 2023, the percentage of students that met projected map growth increased for Current EL, Never EL, and Former EL students in Math and Language Arts.

- In both 2022 and 2023, Current EL students met projected MAP growth in Math at similar or higher rates than their Former EL and Never EL peers. This trend was similar in Language Arts in 2023.
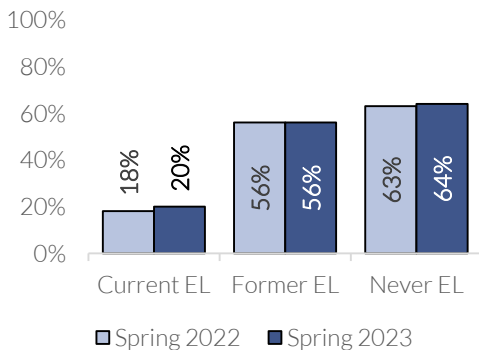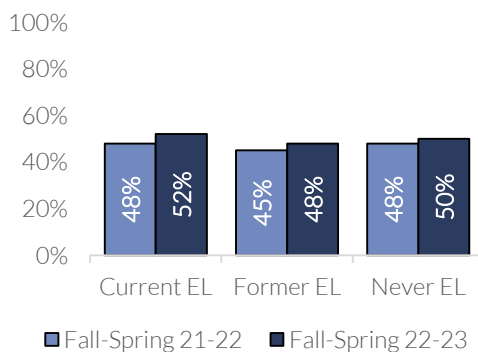
KEY PERFORMANCE INDICATORS – BY DISABILITY STATUS

Note: SWD = Students with Disabilities.

Kindergarten Students with Pre-Kindergarten Experiences

Non-SWD: 57%, 70%, 76%
SWD: 88%, 90%, 84%

2021 2022 2023

Students Meeting PALS Kindergarten Readiness Benchmarks in Fall

Non-SWD: 66%, 68%
SWD: 64%, 67%

2022 2023

Grade 9 On Track

Non-SWD: 91%, 72%, 77%
SWD: 58%, 44%, 67%

2021 2022 2023

Four Year Cohort On-Time Graduation Rates

SWD: 96%, 94%, 95%, 92%, 81%
Non-SWD: 82%, 81%, 90%, 83%, 83%

2019 2020 2021 2022 2023

Over 90% Attendance (Pre-K-12)

Non-SWD: 85%, 83%, 84%
SWD: 75%, 75%, 76%

2021 2022 2023

Students with Suspensions

2022: Non-SWD 215, SWD 81
2023: Non-SWD 413, SWD 122

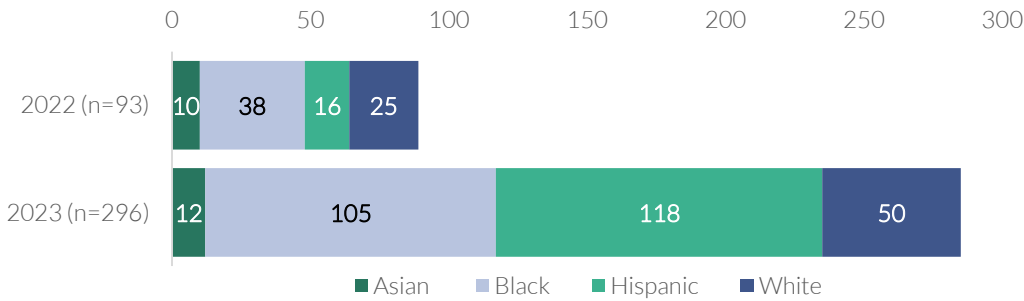SWD Non-SWD

Trends in KPIs

By Disability Status

- From 2021 to 2023, Pre-K participation significantly increased for students without disabilities but decreased for students with disabilities (SWD).

- From 2022 to 2023, the percentage of students meeting PALS benchmarks was similar for both student groups but was slightly lower for SWDs.

- SWDs are less likely than Non-SWDs to be on track in Grade 9. However, in 2023, the percentage of SWDs that were Grade 9 On-Track increased by 23 percentage points.

- From 2019 to 2023, On-Time Graduation rates decreased for SWDs but remained consistent for Non-SWDs.

- Non-SWDs have higher rates of 90% attendance compared to SWDs. These percentages remained consistent from 2021 to 2023.

- In 2022 and 2023, SWDs had a disproportionate number of suspensions. In 2023, SWDs accounted for 11% of the student population but were 23% of the students with suspensions.
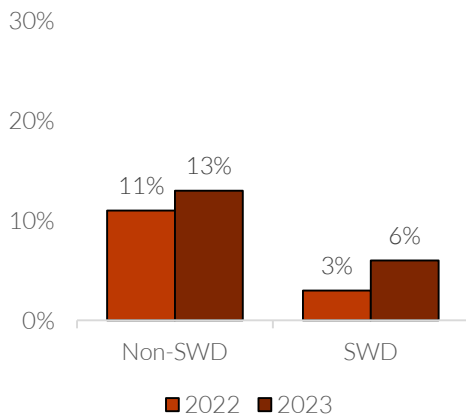
Sources: [1] "Equity For All Dashboard", [2] "Cohort Graduation and Dropout Reports" Virginia Department of Education.

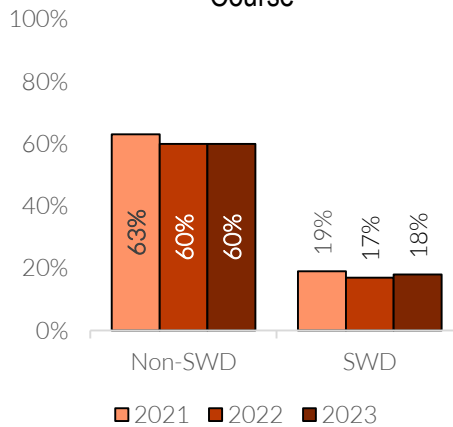# KEY PERFORMANCE INDICATORS – BY DISABILITY STATUS

Number of Students Newly Referred for Disability Evaluation and Found Eligible

Legend: Asian, Black, Hispanic, White

2022 (n=93): Asian 10, Black 38, Hispanic 16, White 25
2023 (n=296): Asian 12, Black 105, Hispanic 118, White 50

Grade K-8 Students Referred for Advanced Academic Services

Non-SWD: 11% (2022), 13% (2023)
SWD: 3% (2022), 6% (2023)

Legend: 2022, 2023

Grade 6-12 Students Enrolled in an Honors, AP, or Dual Enrollment Course

Non-SWD: 63% (2021), 60% (2022), 60% (2023)
SWD: 19% (2021), 17% (2022), 18% (2023)

Legend: 2021, 2022, 2023

MAP Growth – English Language Arts

40th Percentile or Higher

Non-SWD: 58% (Spring 2022), 54% (Spring 2023)
SWD: 20% (Spring 2022), 22% (Spring 2023)

Legend: Spring 2022, Spring 2023

Met Projected MAP Growth

Non-SWD: 45% (Fall-Spring 21-22), 48% (Fall-Spring 22-23)
SWD: 35% (Fall-Spring 21-22), 43% (Fall-Spring 22-23)

Legend: Fall-Spring 21-22, Fall-Spring 22-23

MAP Growth – Math

40th Percentile or Higher

Non-SWD: 51% (Spring 2022), 49% (Spring 2023)
SWD: 17% (Spring 2022), 18% (Spring 2023)

Legend: Spring 2022, Spring 2023

Met Projected MAP Growth

Non-SWD: 48% (Fall-Spring 21-22), 51% (Fall-Spring 22-23)
SWD: 46% (Fall-Spring 21-22), 46% (Fall-Spring 22-23)

Legend: Fall-Spring 21-22, Fall-Spring 22-23

Source: "Equity For All Dashboard"

Trends in KPIs

- Black students are overrepresented in SWD identification. Although black students account for about 25% of the student population, they a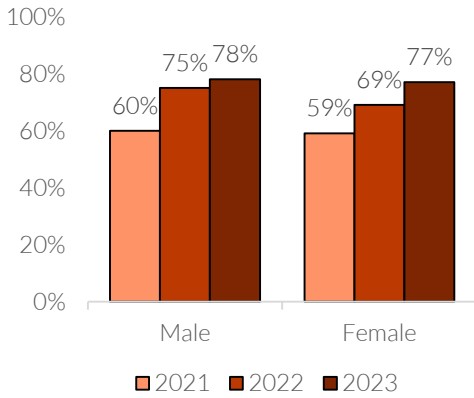ccounted for 41% of the 93 students found eligible in 2022 and 35% of the 296 students referred for disability evaluation and found eligible in 2023.

- There was an increase in the percentage of students referred for AAS for both SWD and non-SWD K-8 student populations.

- However, the percentage of Grade 6-12 students enrolled in advanced coursework declined from 2021 to 2023 for both SWD and non-SWDs.

- From 2022 to 2023, the percentage of students that scored in the 40th percentile or higher in ELA and Math MAP growth decreased for non-SWDs but increased for SWDs. However, a large gap remains.

- In Language Arts, the percentage of SWDs meeting projected MAP growth was lower than for non-SWDs but increased by 8 percentage points from 2022 to 2023.

- In Math, the percentage of students that met MAP growth increased for non-SWDs but stayed the same for SWDs.
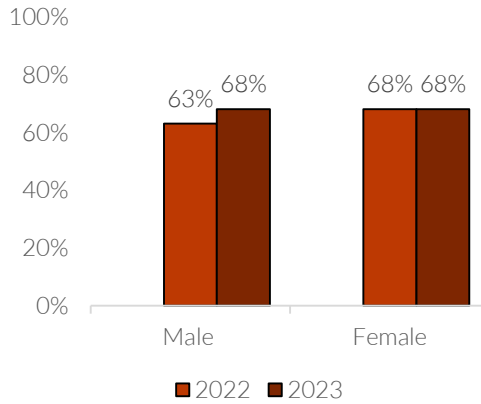
KEY PERFORMANCE INDICATORS – BY GENDER

Kindergarten Students with Pre-Kindergarten Experiences
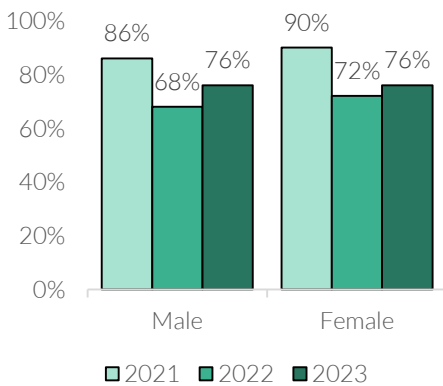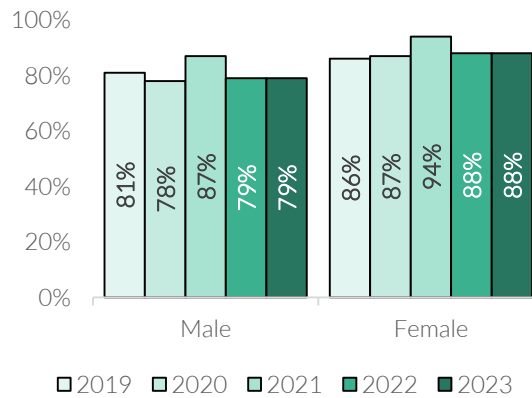
Male: 60% (2021), 75% (2022), 78% (2023)
Female: 59% (2021), 69% (2022), 77% (2023)

Legend: 2021, 2022, 2023

Students Meeting PALS Kindergarten Readiness Benchmarks in Fall

Male: 63% (2022), 68% (2023)
Female: 68% (2022), 68% (2023)

Legend: 2022, 2023

Grade 9 On Track

Male: 86% (2021), 68% (2022), 76% (2023)
Female: 90% (2021), 72% (2022), 76% (2023)

Legend: 2021, 2022, 2023

Four Year Cohort On-Time Graduation Rates

Male: 81% (2019), 78% (2020), 87% (2021), 79% (2022), 79% (2023)
Female: 86% (2019), 87% (2020), 94% (2021), 88% (2022), 88% (2023)

Legend: 2019, 2020, 2021, 2022, 2023

Over 90% Attendance (Pre-K-12)

Male: 82% (2021), 82% (2022), 83% (2023)
Female: 85% (2021), 83% (2022), 83% (2023)

Legend: 2021, 2022, 2023

Students with Suspensions

2022: Male 205, Female 91
2023: Male 192, Female 104
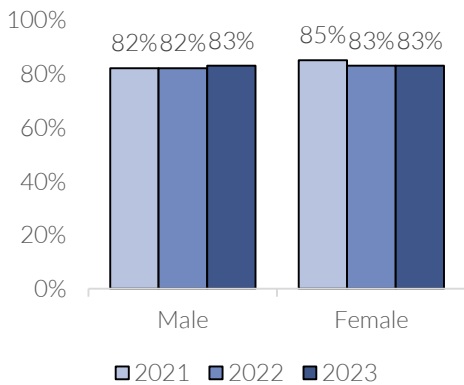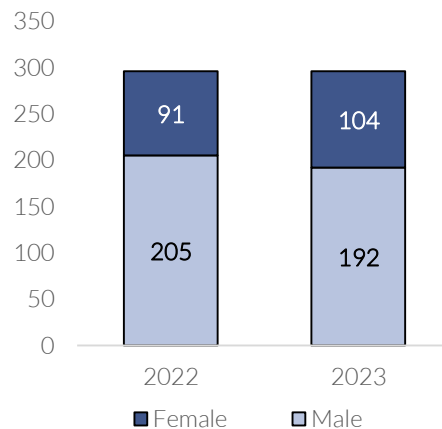
Legend: Female, Male

Trends in KPIs

By Gender

- Pre-K participation increased at similar rates for male and female students between 2021 and 2023.

- Male and female students meet PALS benchmarks at similar rates.

- In 2023, 76% of both male and female students met Grade 9 On Track requirements.

- From 2019 to 2023, female 4-year cohorts consistently had higher rates of on-time graduation than males.

- Between 2021 and 2023, male and female Pre-K-12 students had consistent rates of 90% attendance or higher.

- In both 2022 and 2023, male students were almost twice as likely as female students to have received a suspension.

Sources: [1] "Equity For All Dashboard", [2] "Cohort Graduation and Dropout Reports" Virginia Department of Education.

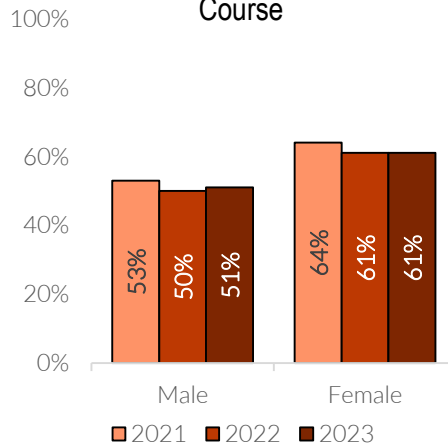# KEY PERFORMANCE INDICATORS – BY GENDER

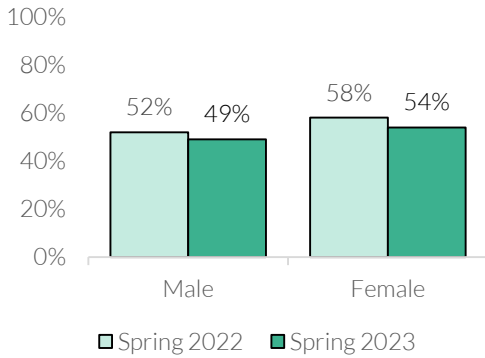### Grade K-8 Students Referred for Advanced Academic Services
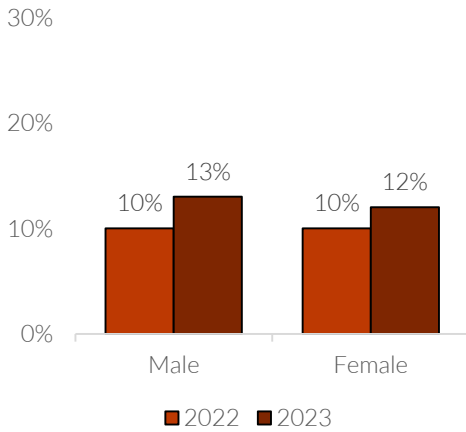
Male: 10% (2022), 13% (2023)
Female: 10% (2022), 12% (2023)

Legend: 2022, 2023

Grade 6-12 Students Enrolled in an Honors, AP, or Dual Enrollment Course

Male: 53% (2021), 50% (2022), 51% (2023)
Female: 64% (2021), 61% (2022), 61% (2023)

Legend: 2021, 2022, 2023

MAP Growth – Language Arts

40th Percentile or Higher

Male: 52% (Spring 2022), 49% (Spring 2023)
Female: 58% (Spring 2022), 54% (Spring 2023)

Legend: Spring 2022, Spring 2023

Met Projected MAP Growth

Male: 44% (Fall-Spring 21-22), 47% (Fall-Spring 22-23)
Female: 45% (Fall-Spring 21-22), 48% (Fall-Spring 22-23)

Legend: Fall-Spring 21-22, Fall-Spring 22-23

Met Projected MAP Growth – Math

40th Percentile or Higher

Male: 48% (Spring 2022), 48% (Spring 2023)
Female: 47% (Spring 2022), 44% (Spring 2023)

Legend: Spring 2022, Spring 2023

Met Projected MAP Growth

Male: 48% (Fall-Spring 21-22), 51% (Fall-Spring 22-23)
Female: 47% (Fall-Spring 21-22), 50% (Fall-Spring 22-23)

Legend: Fall-Spring 21-22, Fall-Spring 22-23

Source: "Equity For All Dashboard",
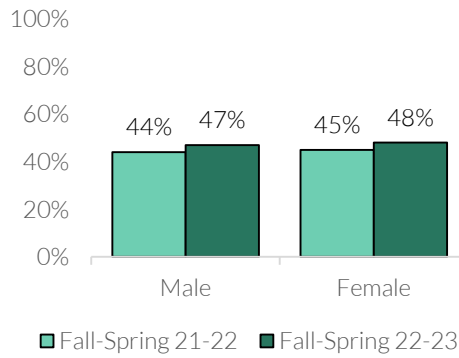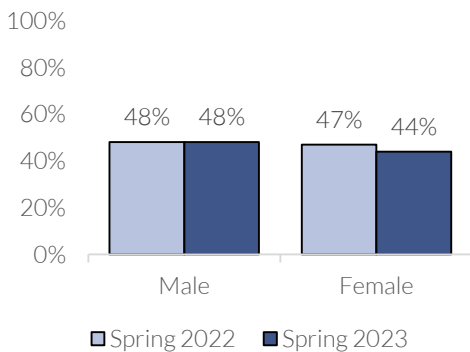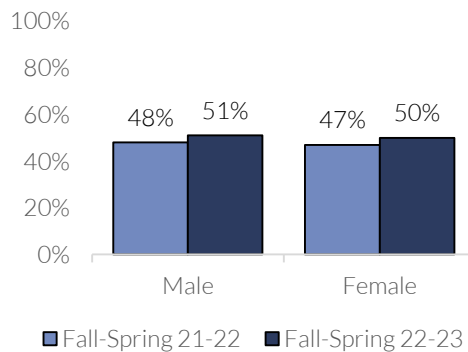
Trends in KPIs

- Referrals for AAS increased for both male and female students.

- From 2021 to 2023, participation in advanced coursework declined at similar rates for both male and female students.

- From 2022 to 2023, the percentage of students scoring in the 40th percentile or higher decreased for both male and female students in Language Arts. In Math, this percentage decreased for female students but stayed the same for male students.

- In 2022 and 2023, male students met projected MAP growth in Math at higher rates than female students. In Language Arts, female students met projected growth at higher rates than male students in both years.

KEY PERFORMANCE INDICATORS – BY SCHOOL LEVEL

Over 90% Attendance (Pre-K-12)

Legend: 2021, 2022, 2023

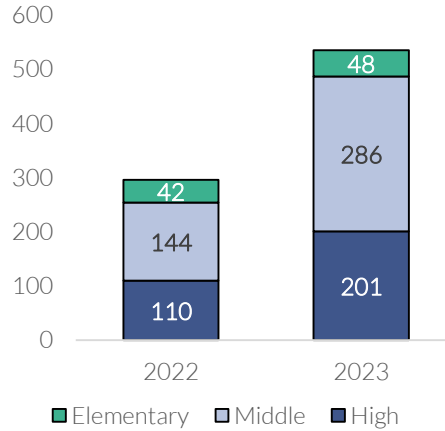|	Pre-K	Elementary	Middle	High
2021	55%	82%	90%	84%
2022	49%	77%	88%	89%
2023	55%	80%	87%	87%

Students with Suspensions

Legend: Elementary, Middle, High

	2022	2023
Elementary	42	48
Middle	144	286
High	110	201

MAP Growth – Language Arts

40th Percentile or Higher

Legend: Spring 2022, Spring 2023

	Elementary	Middle	High
Spring 2022	54%	54%	57%
Spring 2023	54%	47%	50%

Met Projected MAP Growth

Legend: Fall-Spring 21-22, Fall-Spring 22-23

	Elementary	Middle	High
Fall-Spring 21-22	45%	45%	42%
Fall-Spring 22-23	53%	44%	39%

MAP Growth – Math

40th Percentile or Higher

Legend: Spring 2022, Spring 2023

	Elementary	Middle	High
Spring 2022	49%	46%	47%
Spring 2023	53%	41%	32%

Met Projected MAP Growth

Legend: Fall-Spring 21-22, Fall-Spring 22-23

	Elementary	Middle	High
Fall-Spring 21-22	51%	40%	49%
Fall-Spring 22-23	56%	42%	48%

Source: "Equity For All Dashboard"

Trends in KPIs

By School Level

- From 2021 to 2023, middle school students had the highest attendance rates of over 90%, while Pre-K students had the lowest attendance rates.

- In 2022 and 2023, students in middle school had the largest number of suspensions. Students in middle school were almost twice as likely as high school students to have a suspension.

- From 2022 to 2023, the percentage of elementary students that scored in the 40th percentile or higher increased in Math and stayed the same in Language Arts.

- The percentage of elementary students who met MAP growth also increased in both Math and Language Arts.

- From 2022 to 2023, the percentage of middle and high school students scoring in the 40th percentile or higher decreased in both Math and Language Arts.

- The percentage of students that met projected MAP growth also decreased for middle and high school students in Language Arts and for high school students in Math.

Key Performance Indicators

SOURCES

"Cohort Graduation and Dropout Reports." Virginia Department of Education. https://www.doe.virginia.gov/data-policy-funding/data-reports/statistics-reports/graduation-completion-dropout-postsecondary-data/virginia-cohort-reports-713

"Equity For All 2025 Dashboard" Hanover Research. https://www.acps.k12.va.us/about-us/equity-for-all-dashboard

CHAPTER 3: ACADEMIC ACHIEVEMENT

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

Data Source	Description
AP Preliminary Table 2023	Data provided by the district that Hanover Research used to obtain Advanced Placement (AP) participation rates
College Board SAT Digest and State and District Integrated Report	Used to gather SAT and AP participation and performance data.
Equity For All Dashboard	Used to obtain longitudinal dropout rates by student groups
The High School Project	ACPS documentation and Board presentations on The High School Project to support updates to the high school curriculum structure and schedule.
Local Gifted Plan	Used to obtain information on ACPS' Talented and Gifted (TAG) Program and Advanced Academic Services (AAS)
Gifted Plan Crosswalk	Used to obtain information on changes to the Local AAS Plan from 2012 and 2023.
Virginia Department of Education	Used to obtained Standards of Learning (SOL) test results and longitudinal on-time graduation and dropout rates

Academic Achievement
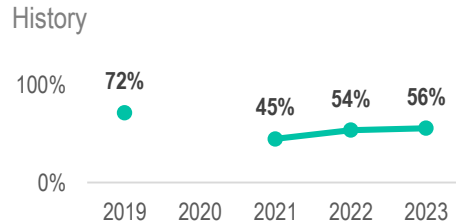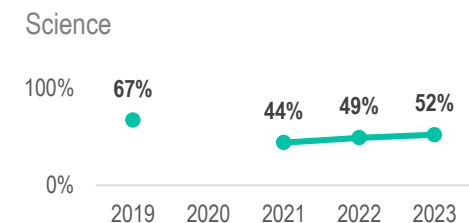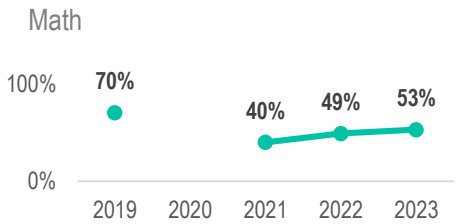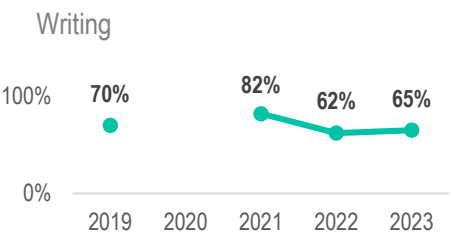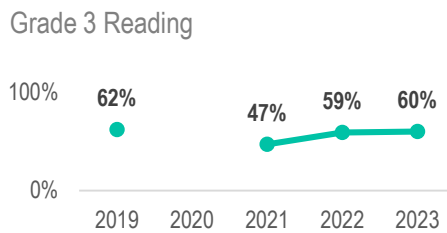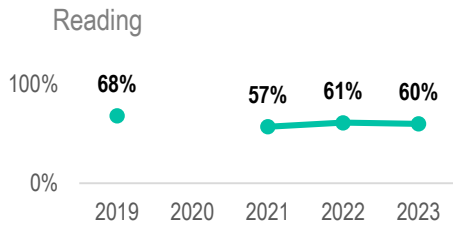
ACPS PERFORMANCE SUMMARY

Progress Made

✓ **Academic achievement has increased over the past three years.** After declines in performance across all student groups in 2021, performance has improved for most student groups on the SOL tests in Reading, Math, History, and Science.

Areas for Improvement

❑ **Academic performance has not yet reached pre-pandemic levels, and achievement gaps have widened for some student groups. White and Asian students have improved SOL pass rates more quickly than other student groups,** including Black and Hispanic students, economically disadvantaged students, English Learners, and students with disabilities. White students also outperform other student groups in performance on SAT and AP exams. Dropout rates also increased for students with disabilities.

KEY STATISTICS (ALL STUDENTS)

SOL PASS RATES (2019-23)

Reading

2019	2020	2021	2022	2023
68%		57%	61%	60%

Grade 3 Reading

2019	2020	2021	2022	2023
62%		47%	59%	60%

Writing

2019	2020	2021	2022	2023
70%		82%	62%	65%

Math

2019	2020	2021	2022	2023
70%		40%	49%	53%

AP SCORE of 3 to 5 (2019-23)

2019	2020	2021	2022	2023
73%	76%	61%	74%	75%

Science

2019	2020	2021	2022	2023
67%		44%	49%	52%

History

2019	2020	2021	2022	2023
72%		45%	54%	56%

GRADUATION RATES (2019-23)

2019	2020	2021	2022	2023
83%	82%	91%	83%	83%
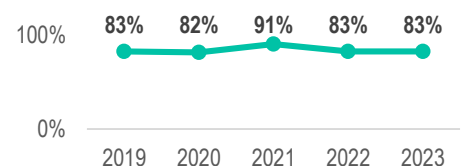
KEY INDICATOR – SOL PASS RATES
GRADE 3 READING

By Race/Ethnicity
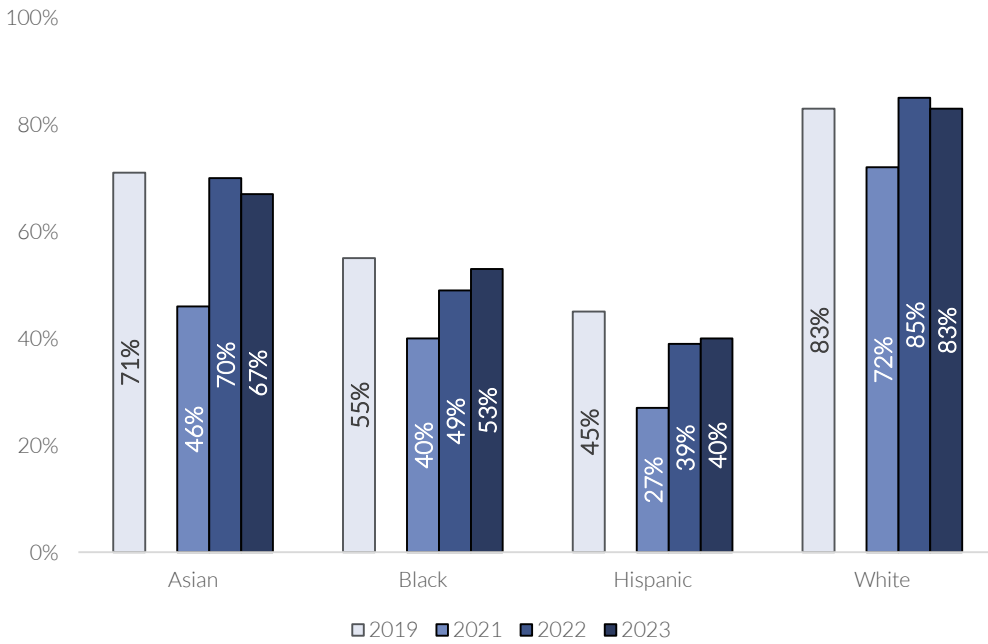
Legend: 2019, 2021, 2022, 2023

	Asian	Black	Hispanic	White
2019	71%	55%	45%	83%
2021	46%	40%	27%	72%
2022	70%	49%	39%	85%
2023	67%	53%	40%	83%

By Student Group

Legend: 2019, 2020, 2021, 2022, 2023

	Economically Disadvantaged Students	English Learners	Students with Disabilities
2019	47%	37%	27%
2021	30%	23%	21%
2022	42%	35%	21%
2023	45%	40%	32%
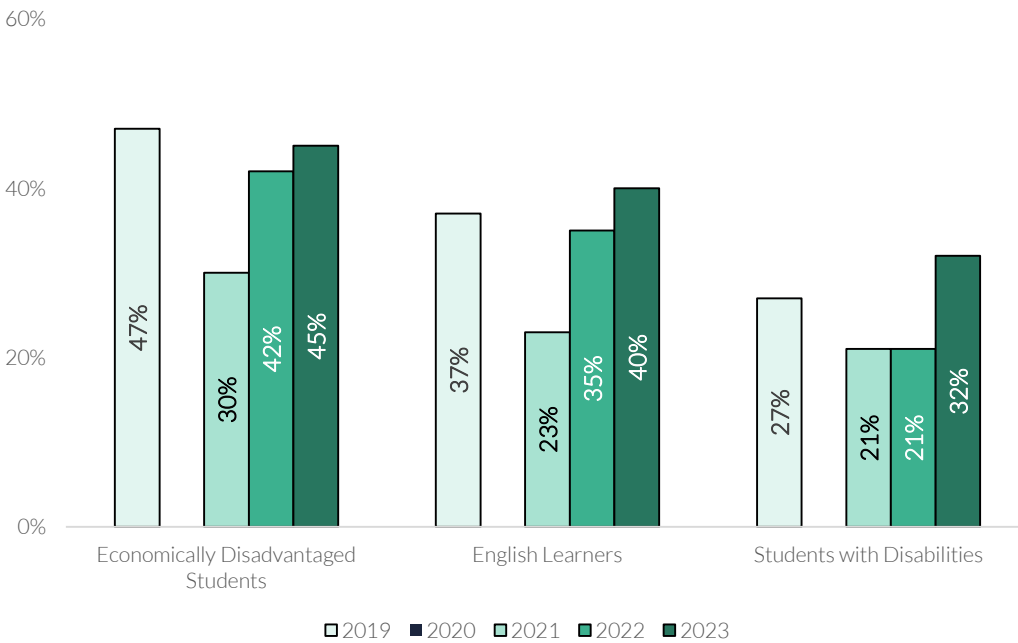
Source: "SOL Test Pass Rates & Other Results." Virginia Department of Education.

Trends in Grade 3 Reading Scores

By Race/Ethnicity

- In 2023, White students had the same pass rates on the SOL as in 2019. Pass rates for all other student groups were lower in 2023 than they were in 2019.

- From 2019 to 2023, pass rates for Hispanic, Asian, and Black students declined by five, four, and two percentage points, respectively.

By Student Group

- In 2023, pass rates for students with disabilities and English learners rose to surpass pre-pandemic rates.

- Pass rates for economically disadvantaged students are increasing, though they remain slightly lower than pre-pandemic rates.

KEY INDICATOR – SOL PASS RATES
READING

By Race/Ethnicity

Legend: 2019, 2021, 2022, 2023

By Student Group

Legend: 2019, 2021, 2022, 2023

Source: "SOL Test Pass Rates & Other Results." Virginia Department of Education.
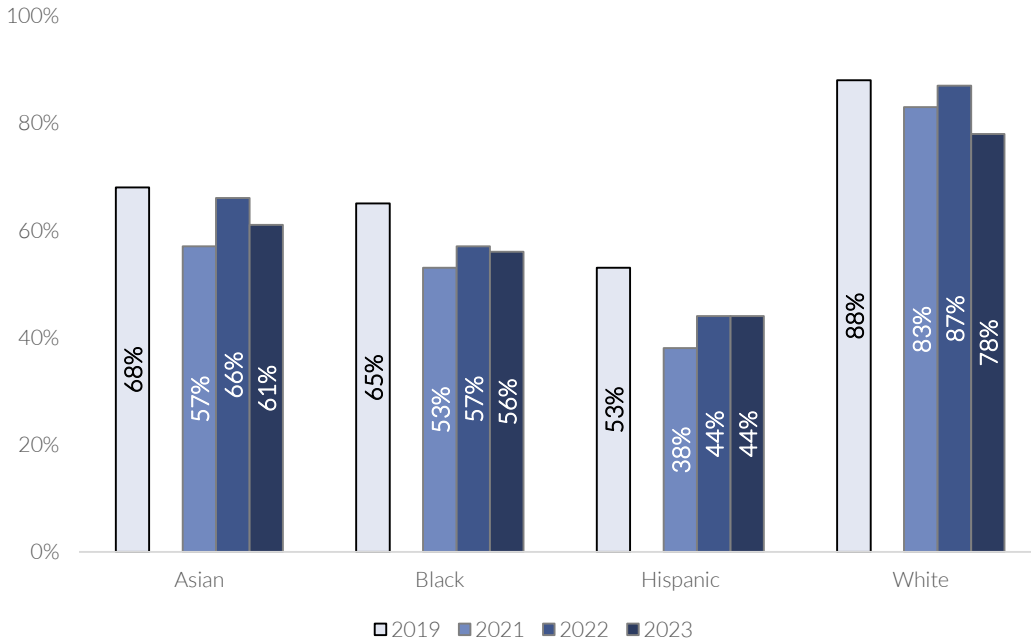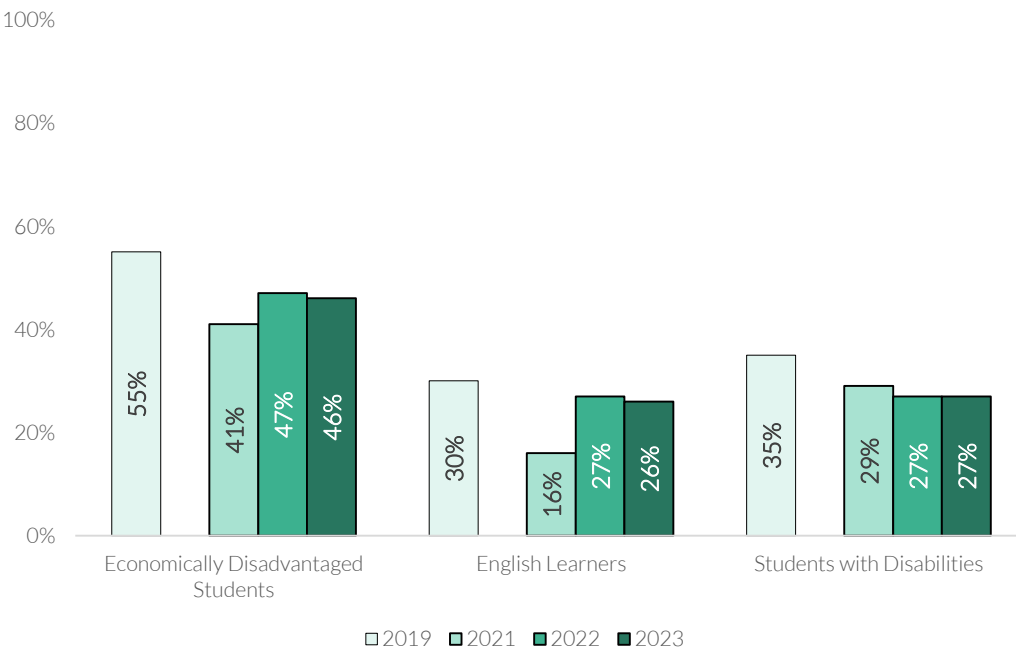
Trends in Reading Scores

By Race/Ethnicity

- In 2023, no student group has met pre-pandemic pass rates from 2019.
- Pass rates have improved for all student groups between 2021 and 2023, except for White students.
- From 2019 to 2023, pass rates are consistently lowest for Hispanic Students.
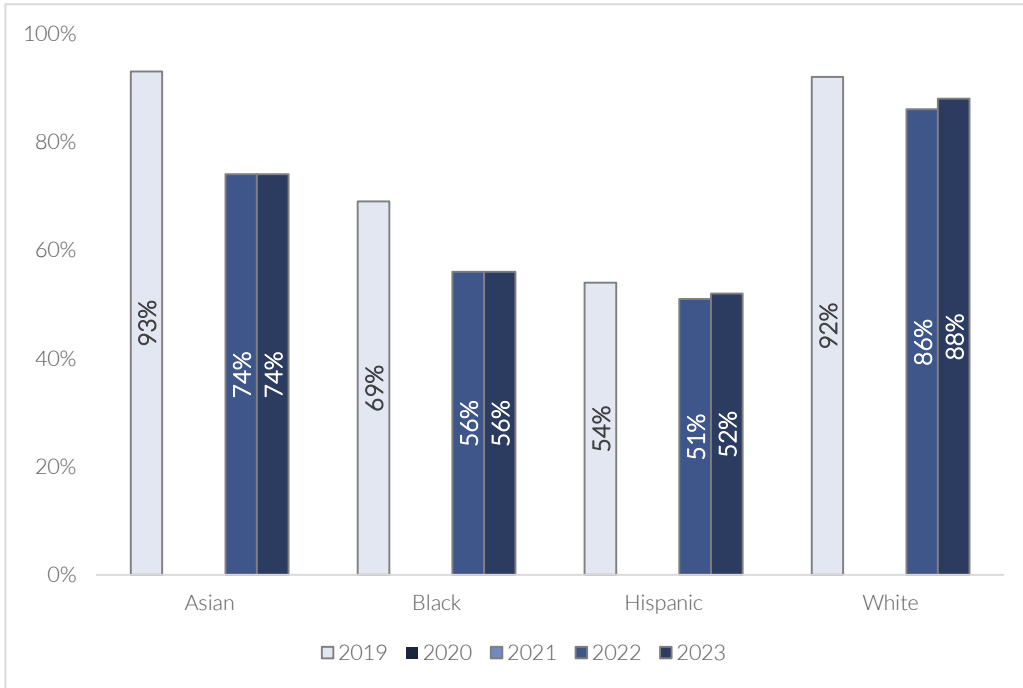- Pass rates declined for all student groups from 2022 to 2023 except for Hispanic students.

By Student Group

- In 2023, no student groups met 2019 pass rates on the Reading SOL.
- Pass rates for economically disadvantaged students decreased by nine percentage points from 2019 to 2023.
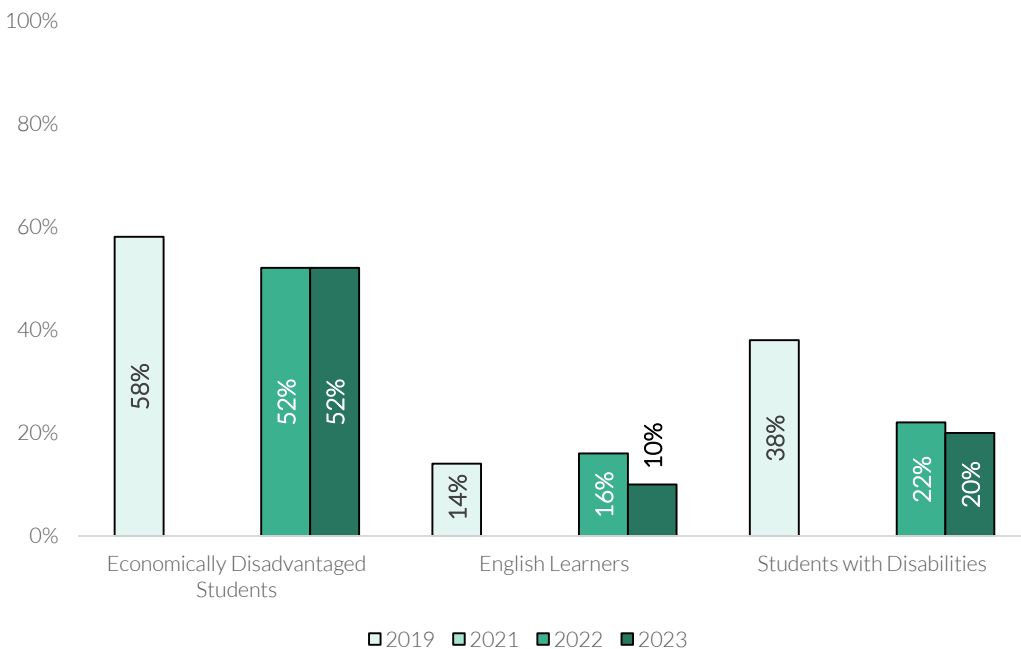
KEY INDICATOR – SOL PASS RATES

WRITING

By Race/Ethnicity

Legend: 2019, 2020, 2021, 2022, 2023

Asian: 93%, 74%, 74%
Black: 69%, 56%, 56%
Hispanic: 54%, 51%, 52%
White: 92%, 86%, 88%

By Student Group

Legend: 2019, 2021, 2022, 2023

Economically Disadvantaged Students: 58%, 52%, 52%
English Learners: 14%, 16%, 10%
Students with Disabilities: 38%, 22%, 20%

Source: "SOL Test Pass Rates & Other Results." Virginia Department of Education.

Trends in Writing Scores

By Race/Ethnicity

- In 2023, no student group has met pre-pandemic pass rates on the Writing SOL.

- Pass rates for White and Hispanic Students increased from 2022 to 2023 but remained consistent for Asian and Black students.
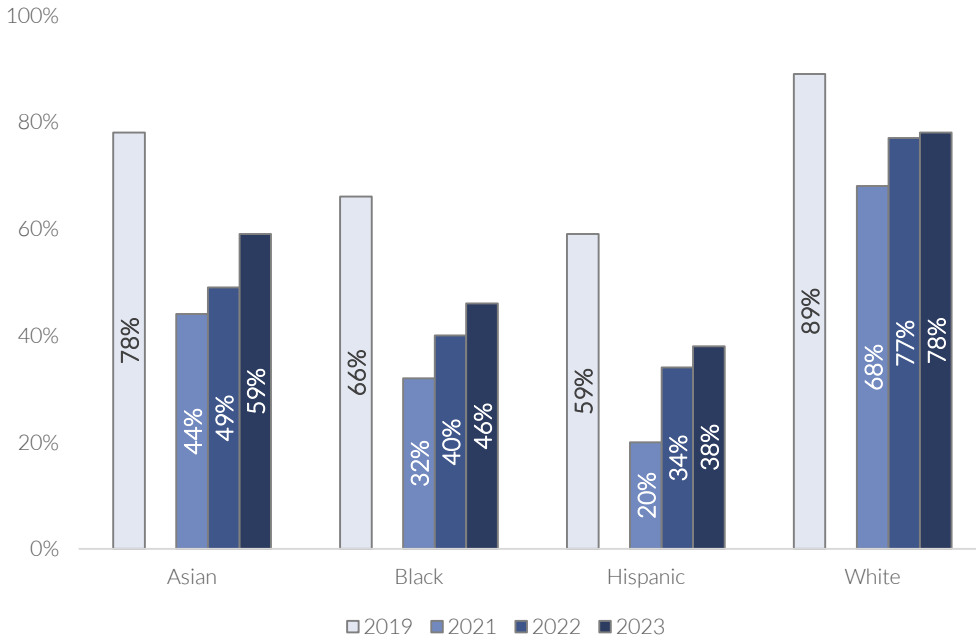
By Student Group

- In 2023, no student groups met 2019 pass rates.

- Pass rates for students with disabilities declined by 18 percentage points from 2019 to 2023.

- From 2022 to 2023, pass rates for English Learners and students with disabilities declined while pass rates for economically disadvantaged students remained at 52%.
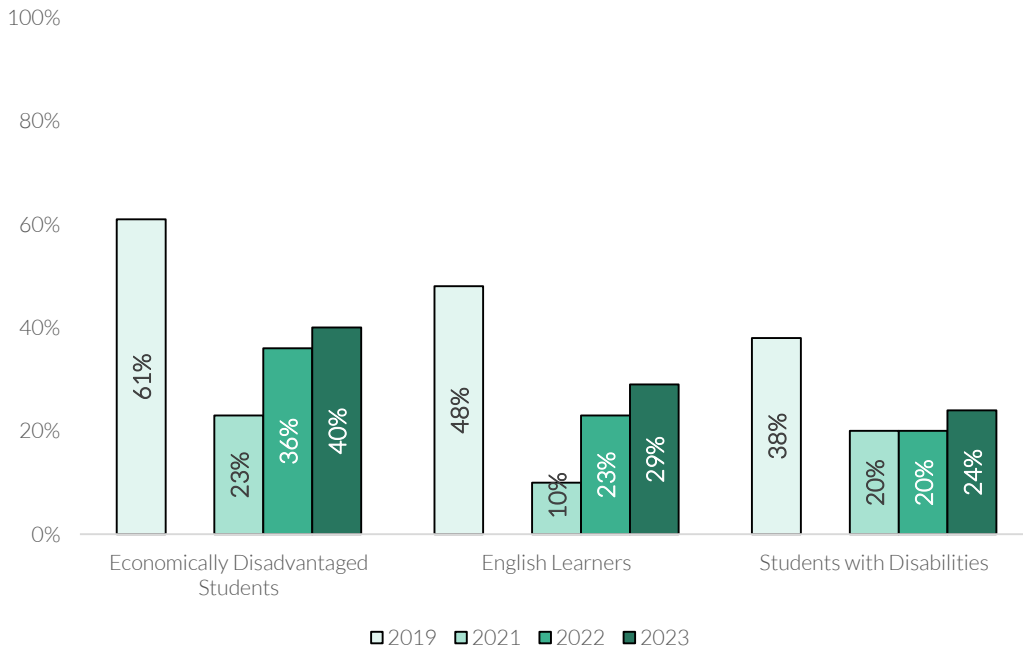
KEY INDICATOR – SOL PASS RATES
MATH

By Race/Ethnicity

| 2019 | 2021 | 2022 | 2023 |

Asian: 78%, 44%, 49%, 59%
Black: 66%, 32%, 40%, 46%
Hispanic: 59%, 20%, 34%, 38%
White: 89%, 68%, 77%, 78%

By Student Group

| 2019 | 2021 | 2022 | 2023 |

Economically Disadvantaged Students: 61%, 23%, 36%, 40%
English Learners: 48%, 10%, 23%, 29%
Students with Disabilities: 38%, 20%, 20%, 24%

Source: "SOL Test Pass Rates & Other Results." Virginia Department of Education.

Trends in Math Scores

By Race/Ethnicity

- In 2023, no student group has met pre-pandemic pass rates on the Math SOL.

- However, pass rates have consistently increased for all student groups from 2021 to 2023.

- Hispanic students' pass rates increased by 18 percentage points from 2021 to 2023, while pass rates for Asian students increased by 15 percentage points.

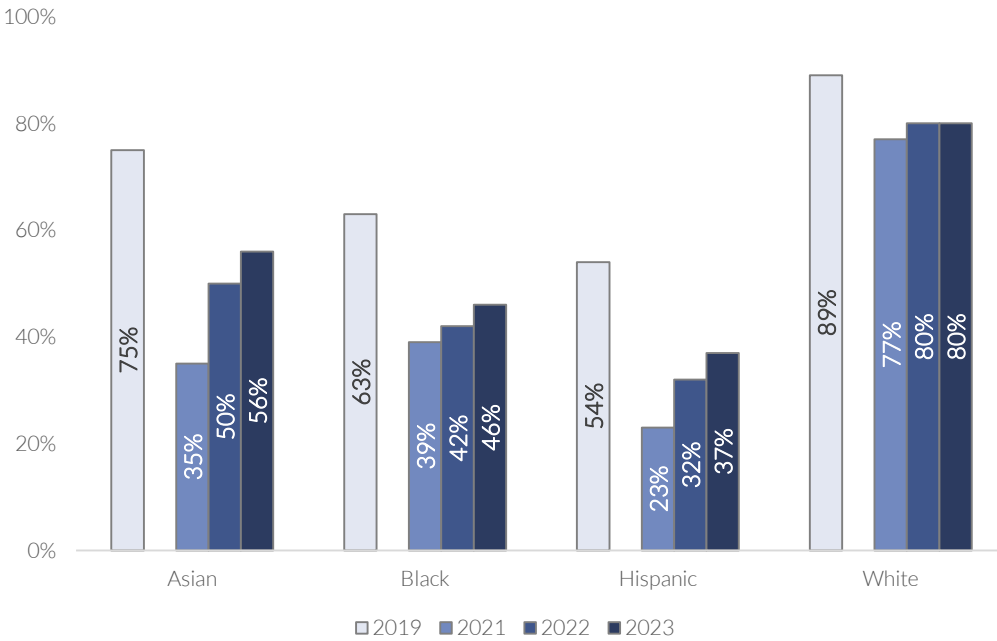*By Student Group*

- No student groups have met their 2019 pass rates.

- Since 2021, pass rates for students who are economically disadvantaged and English learners increased by 17 and 19 percentage points, respectively.

- Pass rates for students with disabilities declined by 18 percentage points in 2021 but only has increased by 2 percentage points from 2021 to 2023.
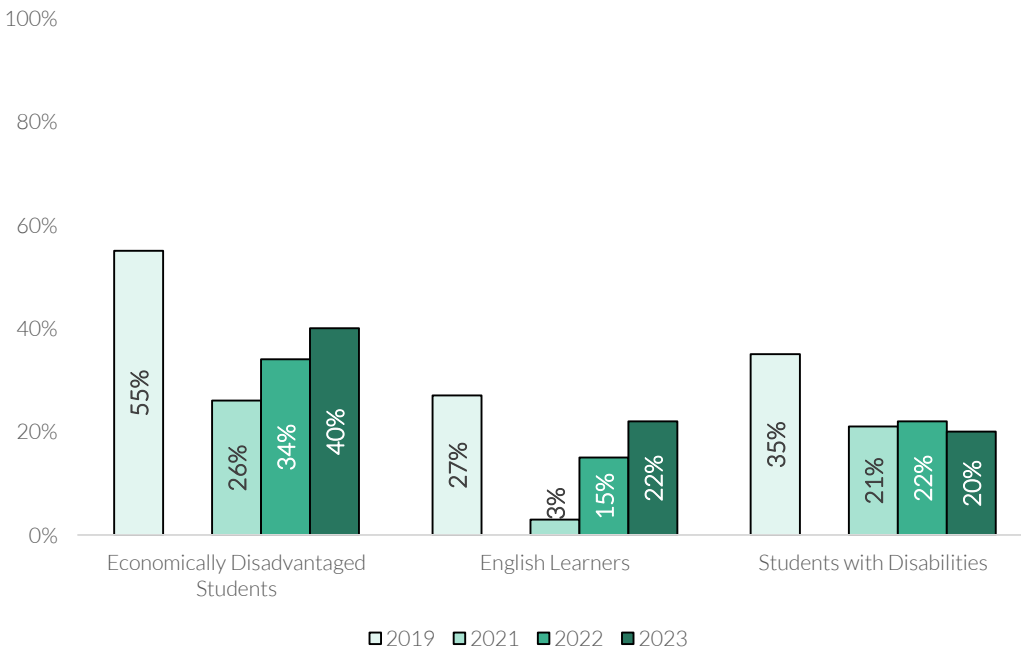
KEY INDICATOR – SOL PASS RATES
SCIENCE

By Race/Ethnicity

Legend: □ 2019 ■ 2021 ■ 2022 ■ 2023

	Asian	Black	Hispanic	White
2019	75%	63%	54%	89%
2021	35%	39%	23%	77%
2022	50%	42%	32%	80%
2023	56%	46%	37%	80%

By Student Group

Legend: □ 2019 ■ 2021 ■ 2022 ■ 2023

	Economically Disadvantaged Students	English Learners	Students with Disabilities
2019	55%	27%	35%
2021	26%	3%	21%
2022	34%	15%	22%
2023	40%	22%	20%

Source: "SOL Test Pass Rates & Other Results." Virginia Department of Education.

Trends in Science Scores
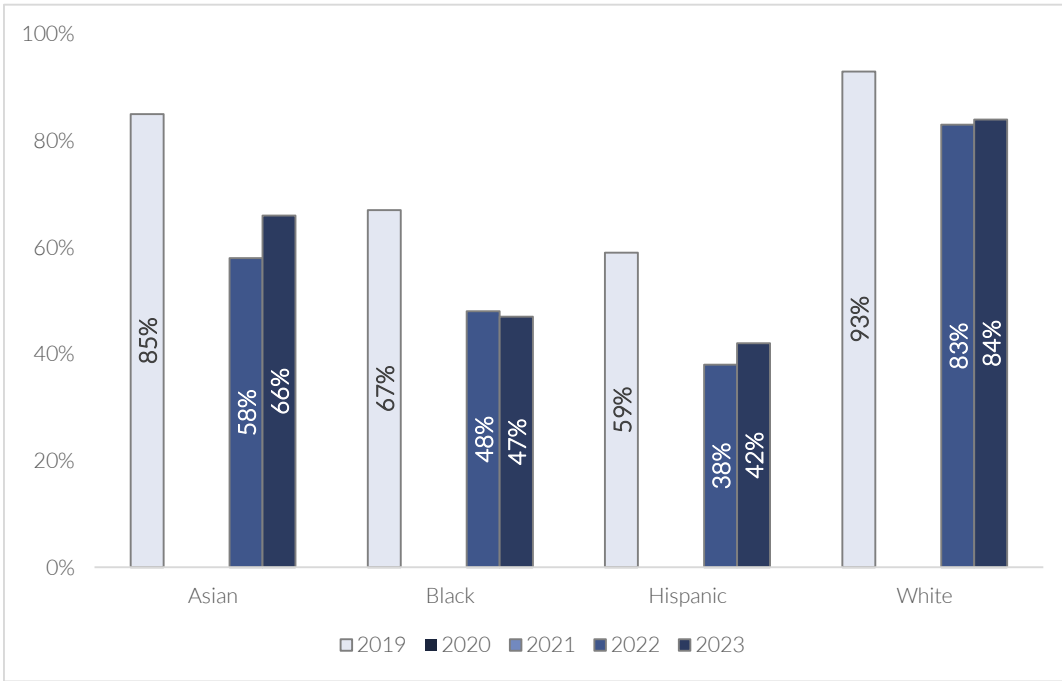
By Race/Ethnicity

- No student group has met pre-pandemic pass rates on the Science SOL.
- For Asian students, pass rates increased by 21 percentage points from 2021 to 2023.
- In 2023, pass rates for White students are only nine percentage points less than in 2019, while pass rates for other groups are at least 17 percentage points lower than in 2019.
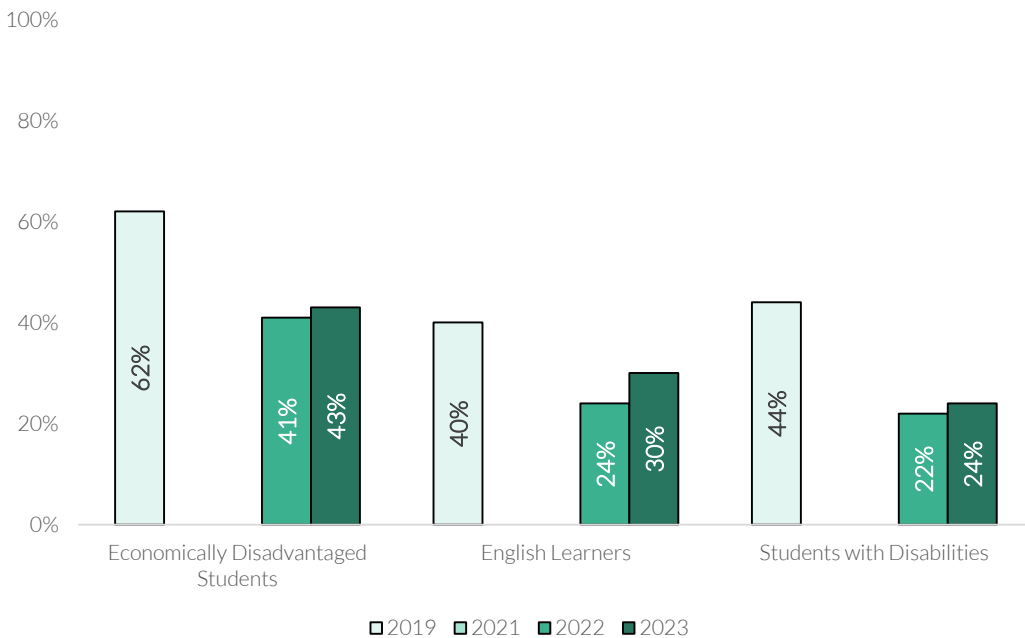
By Student Group

- In 2023, no student groups have met 2019 pass rates.
- Pass rates for economically disadvantaged students were 15 percentage points lower in 2023 than they were in 2019. However, since 2021, their pass rates have increased by 14 percentage points.
- Pass rates for English Learners declined by 24 percentage points in 2021 but have since increased by 19 percentage points.

KEY INDICATOR – SOL PASS RATES

HISTORY

By Race/Ethnicity

By Student Group

Source: "SOL Test Pass Rates & Other Results." Virginia Department of Education.

Trends in History Scores
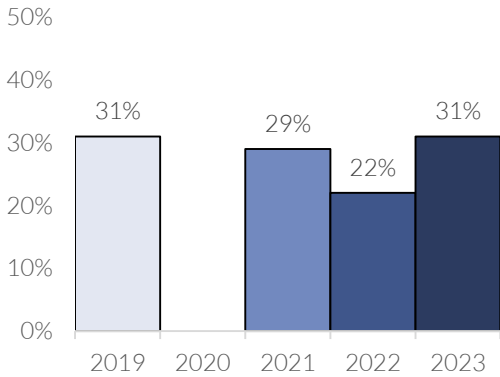
By Race/Ethnicity

- No student groups have met pre-pandemic pass rates on the History SOL.

- In 2023, Black and Asian students' pass rates were 20 and 19 percentage points less than in 2019, respectively.

- Black students' pass rates decreased by one percentage point in 2023.

- For other student groups, pass rates increased from 2022 to 2023.

- With an increase of 8 percentage points, Asian students have had the largest increase in 2023.
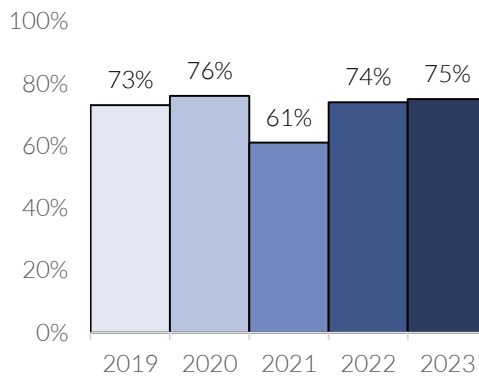
By Student Group

- In 2023, no student groups have met 2019 pass rates.

- From 2019 to 2023, pass rates declined by 20 percentage points (pp) for students with disabilities, by 19 pp for economically disadvantaged students, and by 10 pp for English Learners.

- However, pass rates for each of these student groups increased from 2022 to 2023.
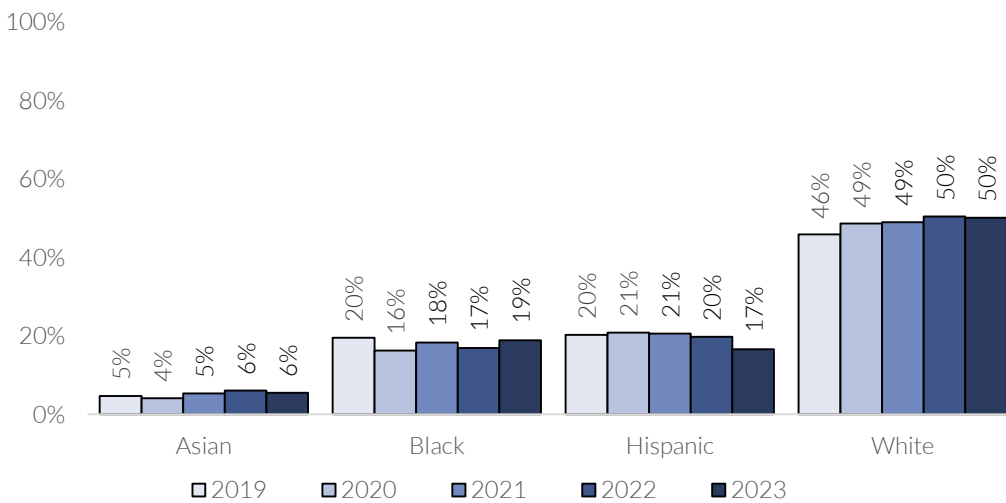
KEY INDICATOR – AP PARTICIPATION & PERFORMANCE

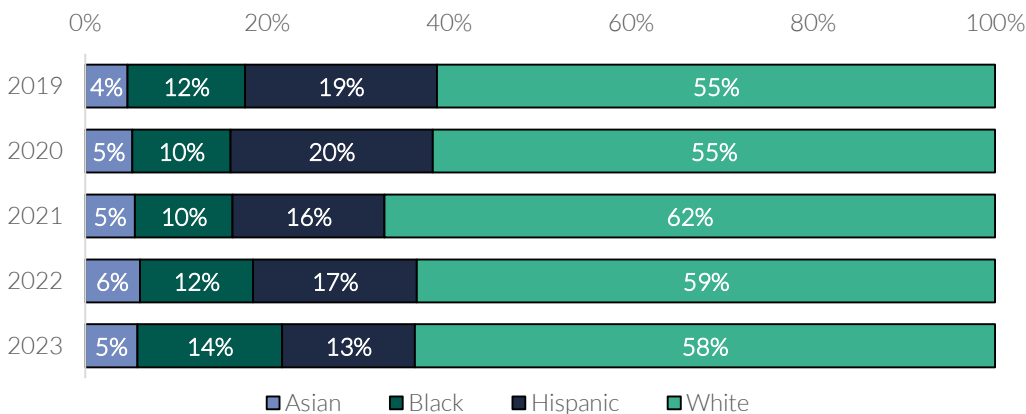### Percentage of Students Participating in an AP Exam

(bar chart)
- 2019: 31%
- 2020: (no data)
- 2021: 29%
- 2022: 22%
- 2023: 31%

Percentage of Total AP Students with Exam Scores of 3, 4, or 5

(bar chart)
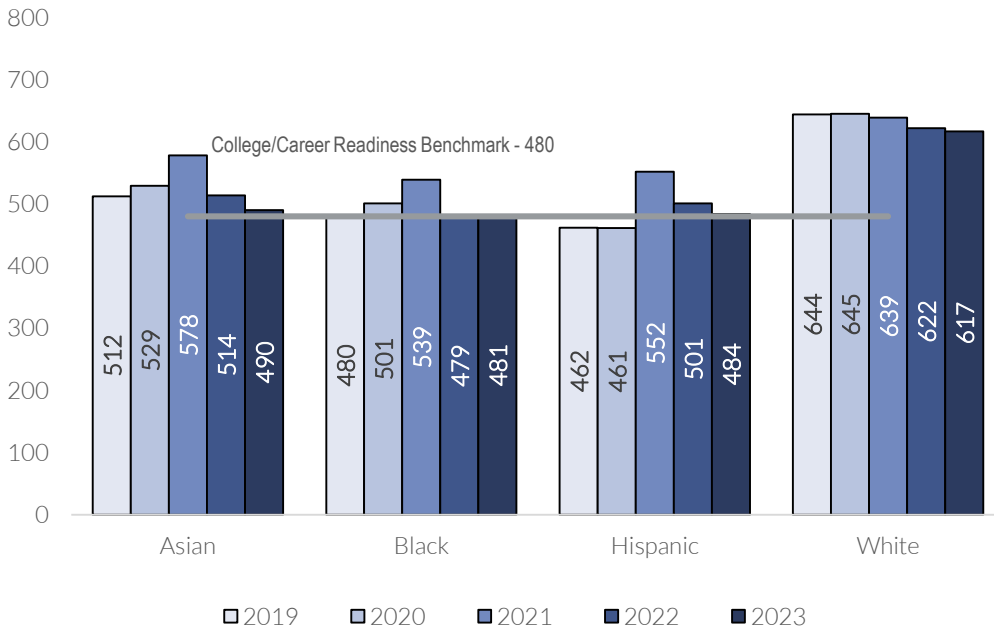- 2019: 73%
- 2020: 76%
- 2021: 61%
- 2022: 74%
- 2023: 75%

Trends in AP Exams

- AP participation rates were the same in 2023 as they were in 2019 (31%).

- Hispanic student participation in AP exams has declined. In 2023, Hispanic students accounted for 38% of district enrollment but 17% of students who participated in an AP exam.

- In 2023, White students accounted for 27% of overall district enrollment but 50% of students who participated in an AP exam.

- Among students who participated in an AP Exam, 75% scored a score of 3 or higher in 2023.

- In 2023, White students account for 58% of students with a score of 3 or higher on an AP Exam.

Percentage of AP Exam Takers – by Race/Ethnicity

(grouped bar chart by year: 2019, 2020, 2021, 2022, 2023)

Race/Ethnicity	2019	2020	2021	2022	2023
Asian	5%	4%	5%	6%	6%
Black	20%	16%	18%	17%	19%
Hispanic	20%	21%	21%	20%	17%
White	46%	49%	49%	50%	50%

AP Exam Scores of 3, 4, or 5 – By Race/Ethnicity
(% of Exam Takers)

(stacked horizontal bar chart)

Year	Asian	Black	Hispanic	White
2019	4%	12%	19%	55%
2020	5%	10%	20%	55%
2021	5%	10%	16%	62%
2022	6%	12%	17%	59%
2023	5%	14%	13%	58%

Source : [1] "AP Preliminary Table 2023." ACPS." [2] "2023 State and District Integrated Report: Alexandria City Public Schools." College Board.

KEY INDICATOR – AVERAGE SAT SCORES

ENGLISH, READING, AND WRITING (ERW)

By Race/Ethnicity

College/Career Readiness Benchmark - 480

Asian: 512, 529, 578, 514, 490
Black: 480, 501, 539, 479, 481
Hispanic: 462, 461, 552, 501, 484
White: 644, 645, 639, 622, 617

Legend: 2019, 2020, 2021, 2022, 2023

MATH

By Race/Ethnicity

College/Career Readiness Benchmark - 530

Asian: 543, 553, 543, 495, 492
Black: 469, 473, 489, 447, 446
Hispanic: 443, 444, 503, 461, 450
White: 607, 605, 612, 572, 568

Legend: 2019, 2020, 2021, 2022, 2023

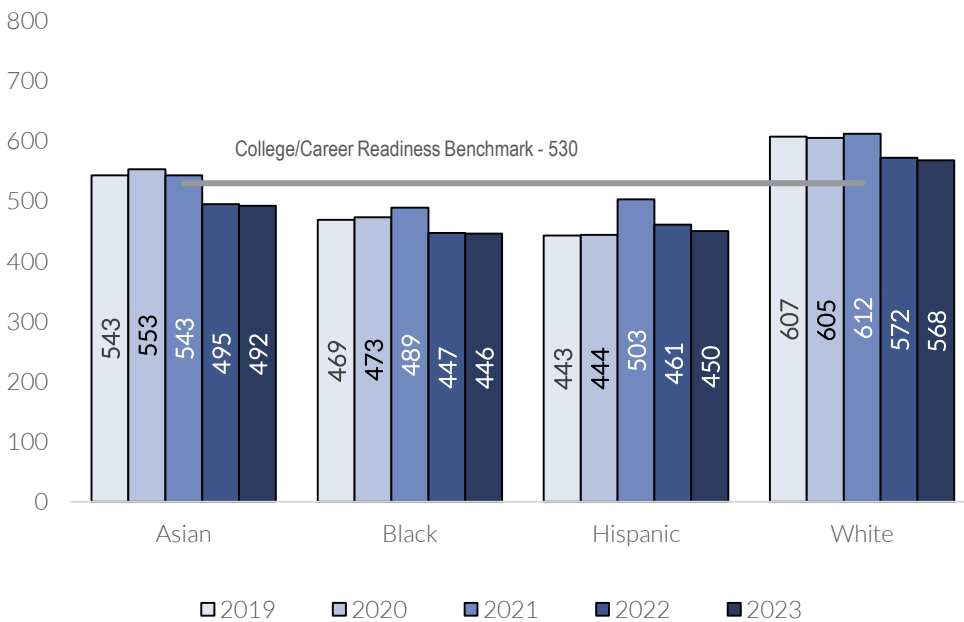*Source: "2023 State and District Integrated Report: Alexandria City Public Schools." College Board.*

Key Trends in SAT Scores
By Race/Ethnicity

- In 2023, the average score for all student groups met the college and career readiness benchmark of 480 on the ERW SAT.

- However, in 2023, only the average score for White students met the college and career readiness benchmark of 530 on the MATH SAT.

- For all student groups, the average score has declined since 2021 on both the ERW and Math SATs.

- However, in 2023, the average score for Hispanic students on both SATs was still higher than it was in 2019.
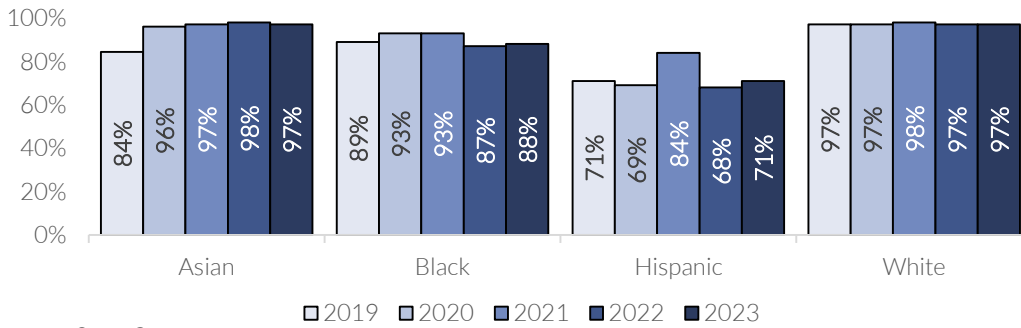
KEY INDICATOR – ON-TIME GRADUATION RATES
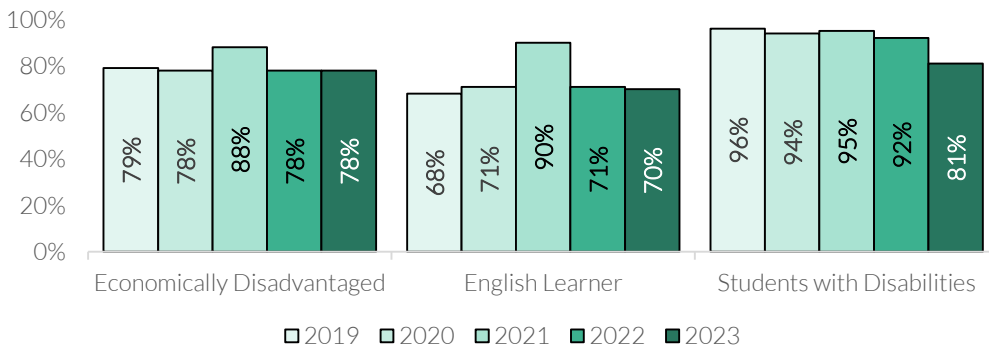
By Race/Ethnicity

Asian: 84%, 96%, 97%, 98%, 97%
Black: 89%, 93%, 93%, 87%, 88%
Hispanic: 71%, 69%, 84%, 68%, 71%
White: 97%, 97%, 98%, 97%, 97%

Legend: 2019, 2020, 2021, 2022, 2023

By Sub-Group

Economically Disadvantaged: 79%, 78%, 88%, 78%, 78%
English Learner: 68%, 71%, 90%, 71%, 70%
Students with Disabilities: 96%, 94%, 95%, 92%, 81%

Legend: 2019, 2020, 2021, 2022, 2023

KEY INDICATOR – DROPOUT RATES

By Race/Ethnicity

Asian: 8%, 4%, 0%, 0%, 0%
Black: 2%, 5%, 2%, 2%, 6%
Hispanic: 16%, 25%, 11%, 20%, 25%
White: 1%, 2%, 1%, 1%, 2%

Legend: 2019, 2020, 2021, 2022, 2023

By Sub-Group

Economically-Disadvantaged Students: 9%, 17%, 7%, 11%, 17%
English Learners: 20%, 24%, 9%, 21%, 29%
Students with Disabilities: 2%, 3%, 5%, 3%, 18%

Legend: 2019, 2022, 2023

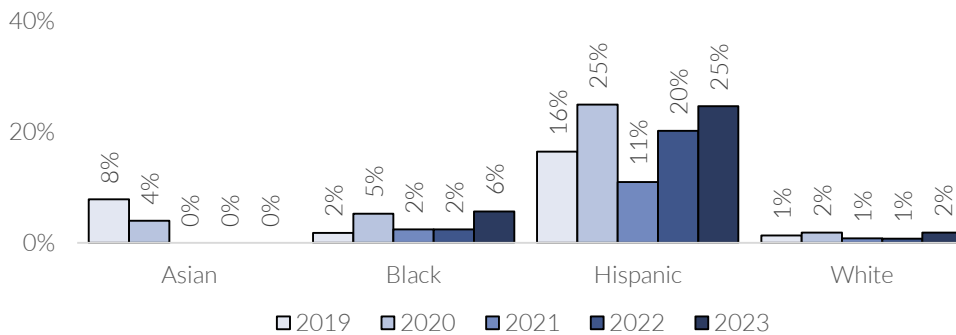*Source: "Cohort Graduation and Dropout Reports." Virginia Department of Education.*
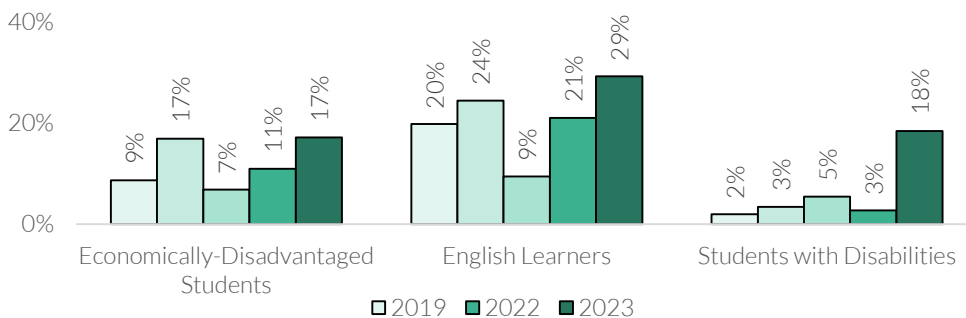
Trends in Graduation Rates

- On-time graduation rates have increased since 2019 for Asian students and remained the same for Hispanic and White students.

- Since 2019, on-time graduation rates declined by one percentage point for Black students and by two percentage points for economically disadvantaged students.

- From 2019 to 2023, graduation rates increased by two percentage points for English Learners.

- For students with disabilities, rates declined by 15 percentage points.

Trends in Dropout Rates

- Since 2019, all student groups have increased dropout rates except for Asian students.

- Since 2019, dropout rates for White, Black, and Hispanic students increased by one, four, and nine percentage points, respectively.

- Hispanic and English Learner students continue to have the highest dropout rates compared to other student groups.

- Dropout rates for students with disabilities increased by 15 percentage points from 2022 to 2023.

- Since 2019, dropout rates for economically disadvantaged students and English Learners increased by eight and nine percentage points, respectively.

ADVANCED ACADEMIC SERVICES (AAS) PROGRAM

ACPS has implemented several changes in its most recent Advanced Academic Services (AAS), previously known as the Talented and Gifted (TAG) program local plan. Many of these changes align with key recommendations from a 2017 evaluation of the TAG program. A summary of key recommendations from 2017 is presented below for reference along with a summary of key changes to the AAS program, focusing on changes between the Local Plan for TAG 2012-2017 (which was in effect until 2023) and the 2023-2028 Local Plan for AAS.

SUMMARY OF 2017 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.
- ❑ Designed 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.
- ❑ Designed 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.

SUMMARY OF 2023-2028 LOCAL PLAN CHANGES

SCREENING TO INCREASE REPRESENTATION
- ❑ Universal screening occurs in grade 3, and automatic screening referrals have been expanded from nationally normed ability tests to include four tools – nationally normed ability tests, nationally normed achievement tests, observation scales, and Young Scholars participation.
- ❑ The AAS program is exploring future advanced opportunities in visual and performing arts, as well as career and technical aptitudes.

SUMMARY OF 2023-2028 LOCAL PLAN CHANGES

MULTI-TIERED SYSTEM OF SUPPORT (MTSS) MODEL
- ❑ The AAS program is structured around an MTSS model, which provides targeted support for advanced learners within a comprehensive framework designed to meet the needs of all students.
- ❑ All ACPS students receive high-quality Tier I instruction, which incorporates critical and creative thinking strategies. This instruction is delivered in a homeroom setting. At the grades k-3 level, it is with the support of Advanced Academic Support Teachers (AASTs).
- ❑ Tier II, General Intellectual Aptitude (GIA), or Young Scholars (YS) services involve identification, are integrated into classroom activities, and are not tied to a single subject area.
- ❑ Tier III Specific Academic Aptitude (SAA) services involve formal identification. For students in grades 4-5, the program includes enrichment, acceleration of some standards, and extensions, with a requirement to use gifted resources in Language Arts and Math.
- ❑ Develop/revise curriculum guides in all grades and content areas for AAS learners. All subjects in K-3, and LA and Math in grades 4-5 are in progress.

EARLY TALENTED DEVELOPMENT MODEL
- ❑ The Early Talent Development Model provides a comprehensive K-3 focus on gifted resources and instructional strategies for students, as well as job-embedded progressional learning for teachers.
- ❑ The Young Scholars Model has been expanded to identify and support more students.

ADDITIONAL ADVANCED ACADEMIC SUPPORT TEACHERS
- ❑ Each elementary school has two AASTs, each middle school has one AAST, and each large high school campus has one AAST.
- ❑ A secondary instructional specialist at the Central Office level was hired in Winter 2023. The focus on the job will be to develop/revise curriculum guides in all grades and content areas for AAS learners and design K-12 scope and sequence guides for program articulations.

Sources: "Evaluation Report on the TAG Program.", "Local Plan Crosswalk – Changes Between the Local Plan for the Gifted: 2012 vs. 2023." , "Local Plan for the Education of the Gifted."
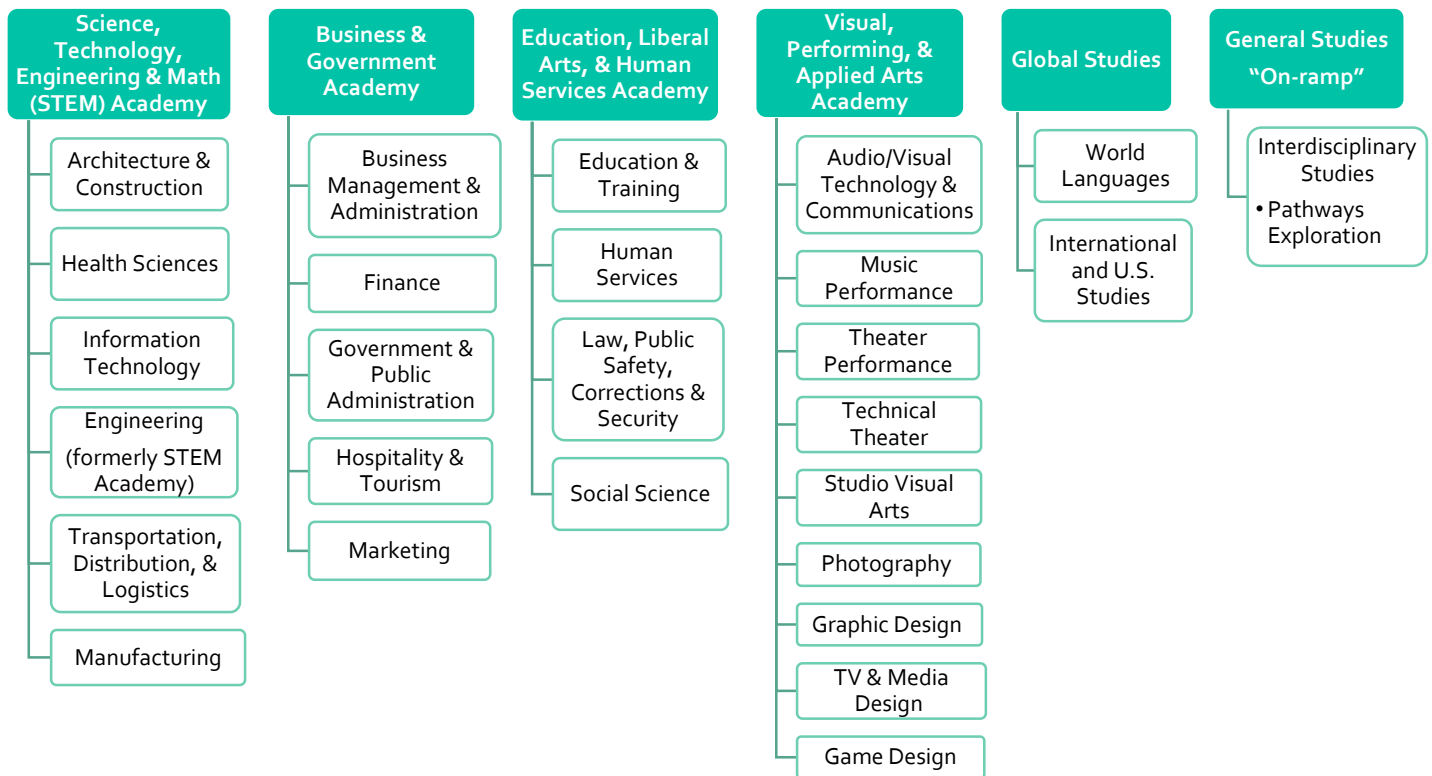
THE HIGH SCHOOL PROJECT

The High School Project initiative began in the Summer of 2018 and aims to improve the educational experience of students at Alexandria City High School (ACHS). The project is driven by core values of instructional excellence, equity, student achievement and growth, and multiple pathways that prepare students for college, career, and civic life. The High School Project team has partnered with The Learning-Centered Collaborative to prepare for the opening of the new Minnie Howard Campus and its impact on other campuses in the Connected Network. The project involves the development of a Learner Profile and Learning Model, learning pathways, revision of the ACPS Program of Studies, student placement based on learning pathways, master schedule development, staff professional development, and ongoing executive coaching.

KEY OUTCOMES

The High School Project's work resulted in recommendations for the formation of Smaller Learning Communities (SLCs). These SLCs are designed to foster connectivity and collaboration among students. Additionally, academies have been proposed to offer a comprehensive curriculum within a specific field or concentration area. The four "Academies of Alexandria City High School" are: Science, Technology, Engineering, and Math (STEM); Visual, Performing, and Applied Arts; Business and Government; and Education and Human Services. Furthermore, learning pathways and associated course sequences have been developed to allow for customization and flexibility to meet the needs and interests of all students. A learner-first master schedule with an 8-period A/B day structure will accommodate courses that align with the SLCs, academies, and learning pathways. This schedule also includes embedded student support and opportunities for internships and externships.

2024-25 ACADEMIES AND PATHWAYS

Science, Technology, Engineering & Math (STEM) Academy	Business & Government Academy	Education, Liberal Arts, & Human Services Academy	Visual, Performing, & Applied Arts Academy	Global Studies	General Studies "On-ramp"
Architecture & Construction	Business Management & Administration	Education & Training	Audio/Visual Technology & Communications	World Languages	Interdisciplinary Studies
Health Sciences	Finance	Human Services	Music Performance	International and U.S. Studies	• Pathways Exploration
Information Technology	Government & Public Administration	Law, Public Safety, Corrections & Security	Theater Performance		
Engineering (formerly STEM Academy)	Hospitality & Tourism	Social Science	Technical Theater		
Transportation, Distribution, & Logistics	Marketing		Studio Visual Arts		
Manufacturing			Photography		
			Graphic Design		
			TV & Media Design		
			Game Design		

Sources: [1] "The High School Project Instructional Updates.", [2] "2024-24 Program of Studies School Board Meeting.", [3] "The High School Project Update." [4] "Minnie Howard Redevelopment".

Academic Achievement

SOURCES

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Alexandria City Public Schools.
https://resources.finalsite.net/images/v1698412401/acpsk12vaus/syddzbrxxmw7sf3vxqpf/LocalPlanCrosswalk.pdf

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https://www.acps.k12.va.us/departments/facilities-operations/office-of-capital-programs-planning-design/the-high-school-project

"State and District Integrated Report: Alexandria City Public Schools." College Board, September 2023.

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CHAPTER 4:
BEHAVIOR AND SOCIAL-EMOTIONAL LEARNING

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

Data Source	Description
Developmental Assets Survey	A survey administered to a sample of ACPS students in Grades 8, 10, and 12 in 2015-16, 2018-19, and 2021-22 that Hanover Research used to gather data on the percentage of students that have various positive internal and external assets.
DESSA-HSE	The DESSA-HSE (Devereux Student Strengths Assessment High School Edition) is a measure of the social and emotional competencies of youth in grades 9-12, providing an overall indication of a youth's social and emotional competence. ACPS High School students completed self-reported pre- and post-assessments in 2022-23.
DESSA-Mini	The DESSA-Mini is a shorter version of the DESSA, used as a universal screener of social and emotional competence. ACPS K-8 students were rated by teachers in pre- and post-assessments from 2022-23.
VKRP Fall Division Report & ECEW Indicator Data	Used to gather data on the Virginia Kindergarten Readiness Program (VKRP) benchmarks.
Youth Risk Behavior Survey	A survey administered to a sample of ACPS students in Grades 8, 10, and 12 in 2016, 2019, and 2023 that Hanover Research used to gather data on substance use, physical activity, and mental health.

Behavior & Social-Emotional Learning

ACPS PERFORMANCE SUMMARY

Progress Made

✓ **Some ACPS metrics for behavior and social-emotional learning have improved in the most recent year of data.** There is a sustained increase in school engagement from previous years. Additionally, Grade 8 student substance use decreased in 2023 compared to 2019. Grade 10 and 12 students' physical activity increased, though it slightly declined among Grade 8 students.

Areas for Improvement

❑ **However, ACPS should address several access, behavior, and social-emotional indicators.** The percentage of students with positive external safety and youth program assets declined. Additionally, student self-esteem and positive view of personal future continued to decline in the most recent year of results. The percentage of Grade 8 students who made a suicide plan increased, though the percentage of Grade 8 students who attempted suicide decreased. Notably, the percentage of Grade 8 students with three or more hours of non-school screen time per day increased by 13 percentage points between 2019 and 2023.

KEY INDICATOR – EXTERNAL DEVELOPMENTAL ASSETS

External assets are positive developmental experiences that families, schools, the community, and youth-serving organizations provide to students.
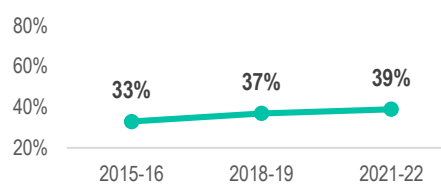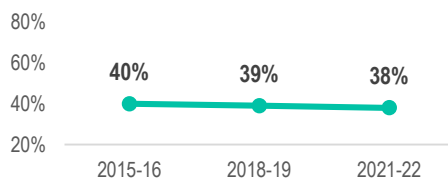
Caring Neighborhood
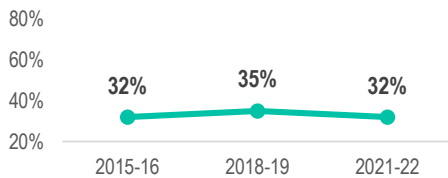
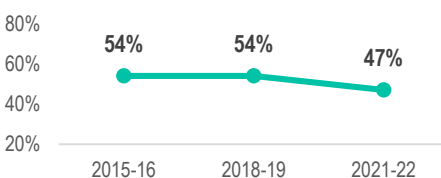### Safety
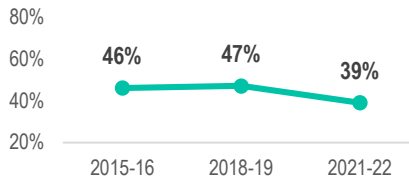
Caring School Climate
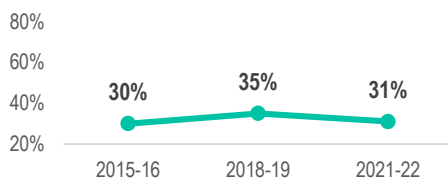
Adult Role Models

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."

INCLUDED IN THIS SECTION:

Key Indicators

✓ Internal and external assets

✓ Kindergarten social and self-regulation skills

✓ Substance use

✓ Mental Health

✓ Physical Activity

✓ Violence

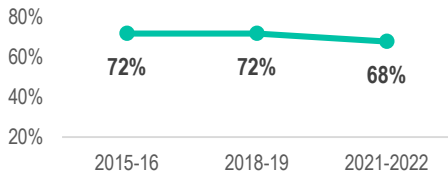✓ DESSA High School Edition Self-Report

✓ DESSA K-8 Mini

Trends in External Assets

• The percentage of students with adult role model assets increased by six percentage points from 2016 to 2022.

• The percentage of students with *safety* and *youth programs* assets declined by seven percentage points from 2016 to 2022.

• The *caring neighborhood*, *caring school climate*, and *service to others* external assets did not see dramatic shifts across the three survey administrations.
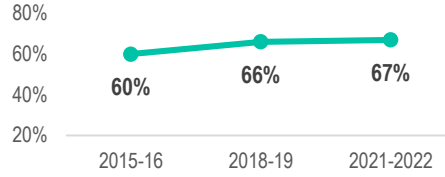
KEY INDICATOR – INTERNAL DEVELOPMENTAL ASSETS

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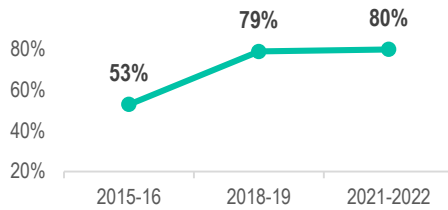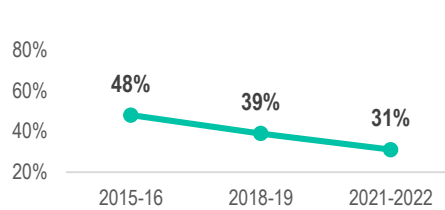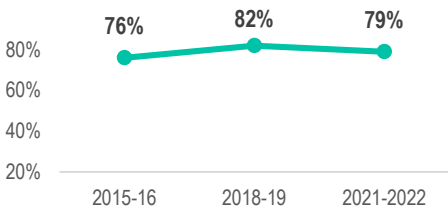
Achievement Motivation

72% (2015-16), 72% (2018-19), 68% (2021-2022)

Cultural Competence

60% (2015-16), 66% (2018-19), 67% (2021-2022)

School Engagement

53% (2015-16), 79% (2018-19), 80% (2021-2022)

Self Esteem

48% (2015-16), 39% (2018-19), 31% (2021-2022)

Equity and Social Justice

76% (2015-16), 82% (2018-19), 79% (2021-2022)

Positive View of Personal Future

73% (2015-16), 65% (2018-19), 60% (2021-2022)
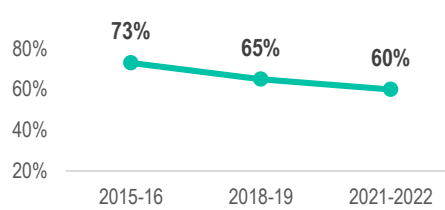
Trends in Internal Assets

- The *school engagement* asset increased by 27 percentage points across the three survey administration years.

- The *cultural competence* asset increased by seven percentage points, and the *equity and social justice* asset increased by three percentage points from 2016 to 2022.

- Across the three survey administration years, the *self-esteem* asset decreased by 17 percentage points, and the positive view of future assets decreased by 13 percentage points.

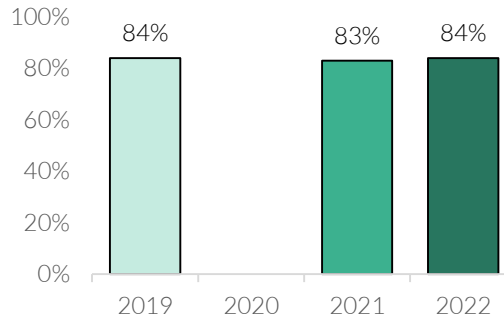*Note: Percentages reflect the percent of respondents who have a particular asset.*

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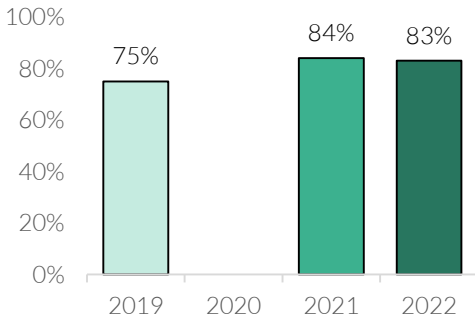
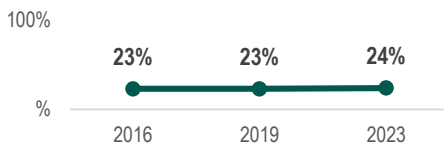**Percentage of Students Meeting the Self-Regulation Benchmark on the VKRP**

KEY INDICATOR – SUBSTANCE USE

GRADES 10 AND 12

Current Alcohol Use

Current Cigarette Use

Current Marijuana Use

Current E-Cigarette Use

GRADE 8

Current Alcohol Use

Current Cigarette Use

Current Marijuana 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 eight percentage points between 2019 and 2022.

- The percentage of kindergarten students meeting the self-regulation benchmark of the VKRP remained consistent from 2019 to 2022.
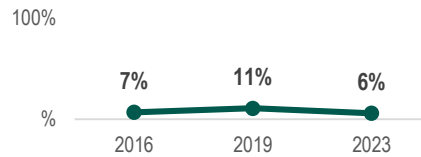
Trends in Substance Use

- From 2016 to 2023, the use of all substances, except marijuana, slightly increased among students in Grades 10 and 12.

- Marijuana usage among students in Grades 10 and 12 decreased by one percentage point between 2014 and 2016.

- From 2016 to 2023, the use of cigarettes and alcohol decreased among students in Grade 8.

- E-cigarette and marijuana usage among students in Grade 8 remained consistent from 2016 to 2023 despite an increase in 2019.
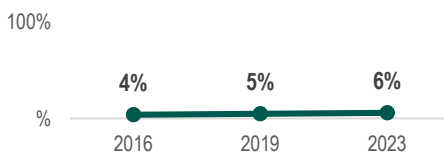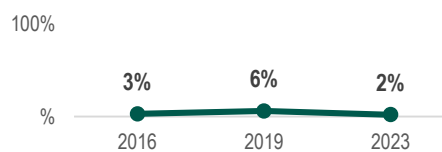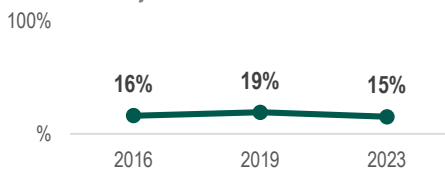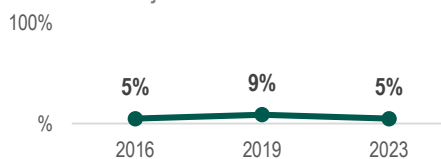
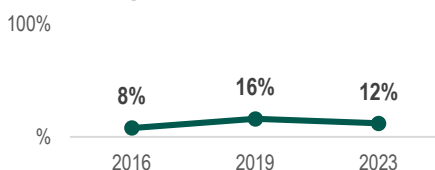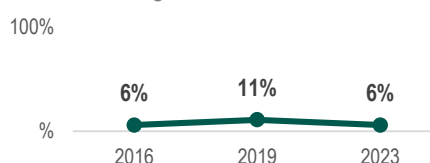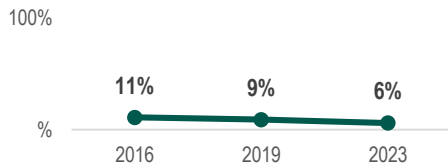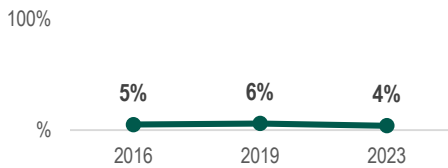*Sources: : [1] "ECEW Indicator Data Reported by ACPS." [1] "VKRP Fall Division Report" VKPR Online. 2019, 2021, and 2022. [2] "Alexandria 10th and 12th Grade Youth Risk Behavior Survey (YRBS)." [3] "Alexandria 8th Grade Youth Risk Behavior Survey (YRBS)."*

KEY INDICATOR – MENTAL HEALTH
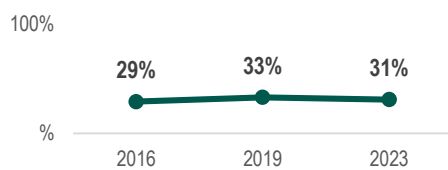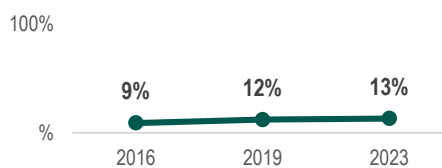
GRADES 10 AND 12

Made a Suicide Plan

100%

11% (2016) **9%** (2019) **6%** (2023)

Attempted Suicide

100%

5% (2016) **6%** (2019) **4%** (2023)

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

100%

29% (2016) **33%** (2019) **31%** (2023)

GRADE 8

Made a Suicide Plan

100%

9% (2016) **12%** (2019) **13%** (2023)

Attempted Suicide

100%

7% (2016) **11%** (2019) **6%** (2023)

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

100%

25% (2016) **29%** (2019) **29%** (2023)
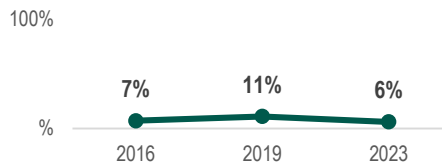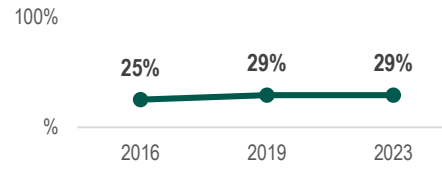
KEY INDICATOR – PHYSICAL ACTIVITY

GRADES 10 AND 12

Physically Active 5+ Days Per Week

100%

31% (2016) **35%** (2019) **41%** (2023)
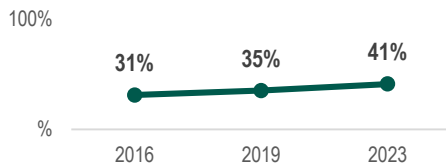
Uses Computer for 3+ Hours per Day not for School Work

100%

47% (2016) **48%** (2019)
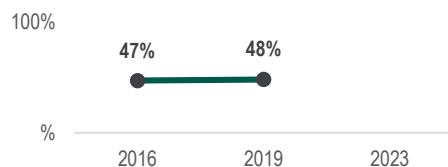
GRADE 8

Physically Active 5+ Days Per Week

100%

44% (2016) **43%** (2019) **41%** (2023)
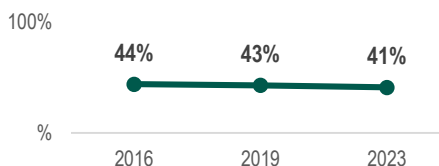
Uses Computer/Screentime for 3+ Hours per Day not for School Work

100%

48% (2016) **48%** (2019) **61%** (2023)
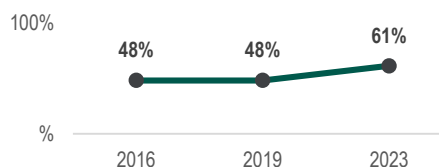
Trends in Mental Health

- The percentage of students in Grades 10 and 12 who made a suicide plan or attempted suicide decreased from 2016 to 2023.
- The percentage of students in Grade 8 who made a suicide plan increased since 2016, but the percentage of students who attempted suicide decreased.
- The percentage of students in Grades 8, 10, and 12 who felt sad or hopeless for two or more weeks in the past year has increased since 2016.

Trends in Physical Activity

- From 2016 to 2023, the percentage of students who are physically active five or more days per week has increased in Grades 10 and 12 but decreased in Grade 8.
- The percentage of students in Grades 8, 10, and 12 who report using a computer or having screentime for three or more hours per day outside of school has increased since 2016.

Note: The question regarding computer use was replaced with "screentime" in 2023 for Grade 8 and removed for Grades 10 and 12.
Sources : [1] "Alexandria 10th and 12th Grade Youth Risk Behavior Survey (YRBS)."
[2] "Alexandria 8th Grade Youth Risk Behavior Survey (YRBS)."

KEY INDICATOR – VIOLENCE

GRADES 10 AND 12

Did not Attend School due to Safety Concerns
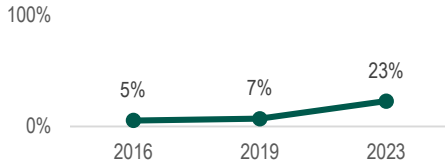
100%

5%   7%   23%

0%
2016   2019   2023

Electronically Bullied

100%

9%   10%   9%

%
2016   2019   2023

Bullied at School

100%

12%   10%   10%

%
2016   2019   2023

Forced to Have Sex

100%

5%   4%   3%

%
2016   2019   2023

Experienced Sexual Violence

100%

8%   7%

%
2016   2019   2023
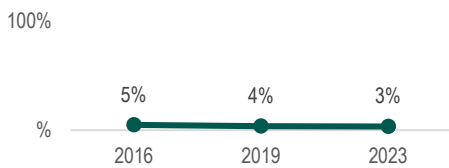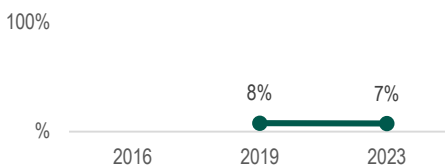
GRADE 8

Threatened/Injured with a Weapon at School

100%

7%   14%   11%

%
2016   2019   2023

Electronically Bullied

100%

10%   14%   14%

%
2016   2019   2023

Bullied at School

100%

24%   26%   22%

0%
2016   2019   2023

Forced to Have Sex

100%

4%   5%   2%

%
2016   2019   2023
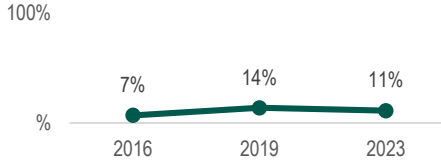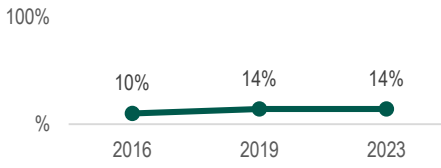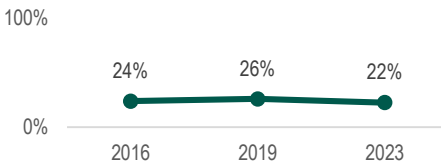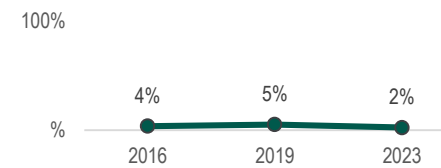
Trends in Violence

- Although there was a slight decrease in school bullying and sexual violence, there was an increase in Grade 10 and 12 students who did not attend school due to safety concerns and Grade 8 students who have been threatened or injured with a weapon at school. This mirrors developmental assets data that shows a decline in the external asset of safety.
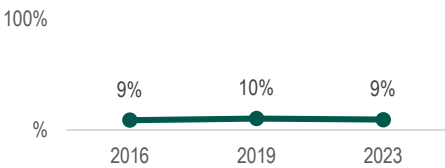
- The percentage of students who have been electronically bullied increased from 2016 to 2023 in Grade 8 but stayed consistent in Grades 10 and 12.

- The percentage of Grades 8, 10, and 12 students who have been bullied at school has decreased by two percentage points from 2016 to 2023.

- The percentage of Grades 8, 10, and 12 students who have ever been forced to have sex has decreased by two percentage points from 2016 to 2023.

- The percentage of Grades 10 and 12 students who have ever experienced sexual violence has decreased slightly from 2019 to 2023.

Sources : [1] "Alexandria 10th and 12th Grade Youth Risk Behavior Survey (YRBS)."
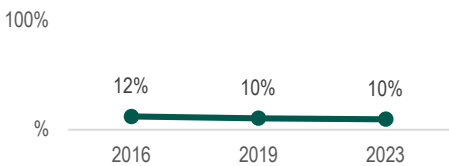*[2] "Alexandria 8th Grade Youth Risk Behavior Survey (YRBS)."*

KEY INDICATOR – DEVEREUX STUDENT STRENGTHS ASSESSMENT (DESSA)

2022-23 HIGH SCHOOL EDITION (HSE) STUDENT SELF-REPORT

■ N= Need for Instruction ■ T = Typical ■ S = Strength
Pre-Assessment n=2,750 Post-Assessment n=846

Social-Emotional Composite*

	Pre-Assessment	Post-Assessment
S	6%	7%
T	49%	48%
N	44%	44%

Self-Awareness/Optimistic Thinking

	Pre-Assessment	Post-Assessment
S	8%	9%
T	51%	50%
N	41%	42%

Self-Management

	Pre-Assessment	Post-Assessment
S	8%	10%
T	49%	49%
N	42%	41%

Social-Awareness

	Pre-Assessment	Post-Assessment
S	11%	11%
T	41%	41%
N	48%	48%

Relationship Skills

	Pre-Assessment	Post-Assessment
S	14%	15%
T	49%	47%
N	36%	37%

Personal Responsibility

	Pre-Assessment	Post-Assessment
S	8%	9%
T	51%	51%
N	41%	40%

Goal-Directed Behavior

	Pre-Assessment	Post-Assessment
S	6%	6%
T	56%	56%
N	38%	38%

Decision Making

	Pre-Assessment	Post-Assessment
S	9%	9%
T	49%	49%
N	43%	42%

Trends in DESSA Results

- The 2022-23 DESSA HSE Student Self-Reported results show the greatest need for instruction in social awareness.
- Results also suggest students are most likely to have strengths in relationship skills.
- Results between the pre-assessment and post-assessment show little change between the two assessment periods.

Note: The results shown here represent T-score range descriptions. A T-score is a standard score set to have a mean of 50 and a standard deviation of 10, with the same meaning throughout the range. This allows for comparison across different scales. T-scores range from 28 to 72 and are further grouped into three range descriptors, which are referenced in the charts above: N= Need for Instruction (T-score range of 28 to 40), T = Typical (T-score range of 41 to 59), S = Strength (T-score range of 60 to 72).

*The Social-Emotional Composite (SEC) T-score "is a highly reliable indicator of the youth's overall social and emotional functioning and serves as the starting point in interpreting the DESSA-HSE."

Sources: [1] DESSA High School Edition 2022-23 Student Self-Report. [2] "Devereux Student Strengths Assessment High School Edition." Aperture Education, May 2022.
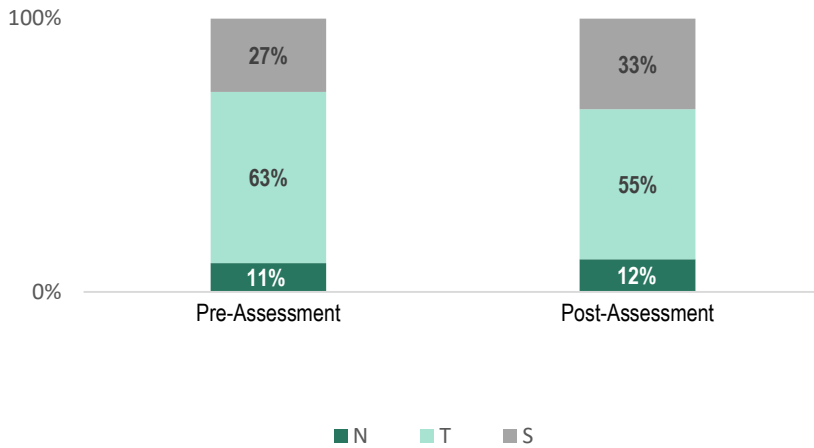
KEY INDICATOR – DEVEREUX STUDENT STRENGTHS ASSESSMENT (DESSA) - MINI

2022-23 TEACHER EVALUATIONS OF K-8 STUDENTS

■ N= Need for Instruction   ■ T = Typical   ■ S = Strength
Pre-Assessment n=10,576 Post-Assessment n=10,275

Social-Emotional Composite*

Trends in DESSA Results

- 2022-23 DESSA Mini teacher evaluation results show that a little over ten percent of students need instruction in social-emotional skills.

- Results suggest some social-emotional growth across 2022-23. A higher percentage of students received a Social-Emotional Composite (SEC) score in the "strength" range in the post-assessment compared to the pre-assessment.

Note: The results shown here represent T-score range descriptions. A T-score is a standard score set to have a mean of 50 and a standard deviation of 10, with the same meaning throughout the range. This allows for comparison across different scales. T-scores range from 28 to 72 and are further grouped into three range descriptors, which are referenced in the charts above: N= Need for Instruction (T-score range of 28 to 40), T = Typical (T-score range of 41 to 59), S = Strength (T-score range of 60 to 72).

*The Social-Emotional Composite (SEC) T-score "gives an overall indication of the child's social and emotional competencies. This scale is the most reliable and valid overall indicator of strengths within the DESSA." The SEC is the only K-8 result available for ACPS in 2022-23.

Sources: [1] "DESSA Mini 22-22." Provided by Alexandria City Public Schools. [2] LeBuffe, P.A., V. B. Shapiro, and J.A. Naglieri. "Devereux Student Strengths Assessment K-8th Grade." Aperture Education, 2014.

Behavior & Social-Emotional Learning

SOURCES

LeBuffe, P.A., V. B. Shapiro, and J.A. Naglieri. "Devereux Student Strengths Assessment K-8th Grade." Aperture Education, 2014. Provided by Alexandria City Public Schools.

"Alexandria 8th Grade Youth Risk Behavior Survey (YRBS)". Provided by Alexandria Public Schools. Contained in file "2023 MS Tables_Suppressed"

"Alexandria 10th and 12th Grade Youth Risk Behavior Survey (YRBS)." Provided by Alexandria Public Schools. Contained in file "2023 HS Tables_Suppressed"

"DESSA High School Edition 2022-23 Student Self-Report." Provided by Alexandria City Public Schools.

"DESSA Mini 22-22." Provided by Alexandria City Public Schools.

"Devereux Student Strengths Assessment High School Edition." Aperture Education, May 2022. Provided by 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

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"

"VKRP Fall 2019 Division Report" VKRP Online. Provided by Alexandria City Public Schools. Contained in file "Summary Report Alexandria_City_Public_Schools_2020-04-29 (1)".

"VKRP Fall 2021 Division Report" VKRP Online. Provided by Alexandria City Public Schools. Contained in file "Summary Report Alexandria_City_Public_Schools_2022-02-18".

"VKRP Fall 2022 Kindergarten Division Report" VKRP Online. Provided by Alexandria City Public Schools. Contained in file "VKRP Fall 2022 Kindergarten Division Report Alexandria City".

CHAPTER 5: STAKEHOLDER PERCEPTIONS

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

Data Source	Description
Equity Climate Survey	A survey administered to ACPS' internal and external stakeholders that Hanover Research used to gather data on stakeholders' perceptions of school climate and culture.
Family Engagement Evaluation	A summary of the Family Engagement Evaluation key findings and recommendations, originally published in February 2020.

Stakeholder Perceptions

ACPS PERFORMANCE SUMMARY

Progress Made

✓ **ACPS stakeholders generally have positive perceptions of the division.** Since the 2020-21 school year, ASPS stakeholders have held positive views of the division's school climate, academic environment, and family engagement. Teachers also report using restorative practices more frequently in 2023.

Areas for Improvement

❑ **ACPS can increase perceptions of school safety at the secondary level.** Community members generally hold the least favorable views of ACPS' academic quality, social and emotional services, and community engagement. Community members may 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.

CLIMATE SURVEY PARTICIPATION

Survey Response Counts by Year
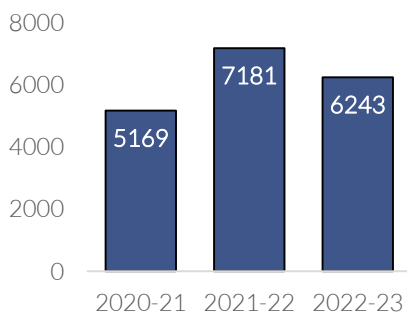
Percentage of Respondents by Role
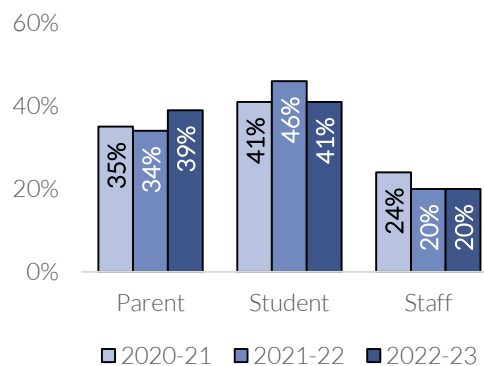
Percentage of Respondents by Grade Band
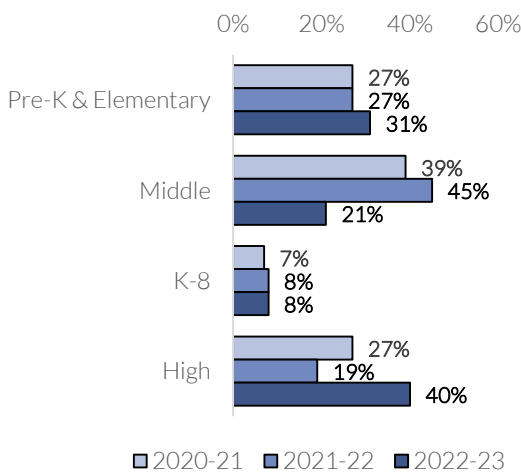
Percentage of Respondents by Race/Ethnicity

Source: "Climate Survey Dashboard."

INCLUDED IN THIS SECTION:

Key Indicators

✓ Perceptions of the academic environment

✓ Perceptions of the social environment & support

✓ Perceptions of equity

✓ Perceptions of safety

✓ Perceptions of family engagement
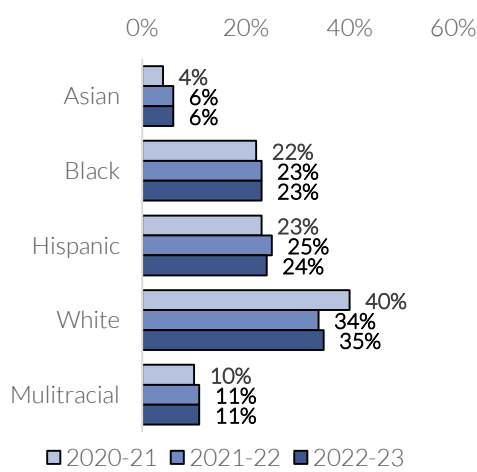
Survey Participation Trends

- The Climate Survey had the highest number of participants in 2021-22, with 7,181 respondents.

- Students represent the highest percentage of respondents in each survey administration.

- In 2023, the percentage of middle school respondents decreased while the percentage of high school respondents increased.

- The percentage of respondents by race or ethnicity has remained relatively consistent across survey administrations.

KEY INDICATOR – ACADEMIC ENVIRONMENT

ACPS Sets High Academic Expectations for All Students

100%   **69%**   **67%**   **64%**

0%
2020-21   2021-22   2022-23

Teachers Provide Extra Help to Students when They Need It

100%   **86%**   **83%**   **80%**

0%
2020-21   2021-22   2022-23

Teachers Encourage Students to Challenge Themselves

100%   **79%**   **74%**   **71%**

0%
2020-21   2021-22   2022-23

Students at ACPS are Encouraged to Be Active Participants in Learning

100%   **80%**   **76%**   **76%**

0%
2020-21   2021-22   2022-23
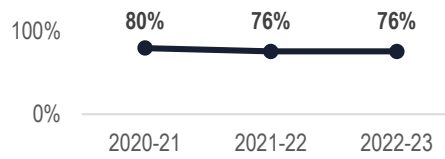
KEY INDICATOR – SOCIAL ENVIRONMENT & SUPPORT

Students at ACPS Feel Welcome at School

100%   **83%**   **76%**   **75%**

0%
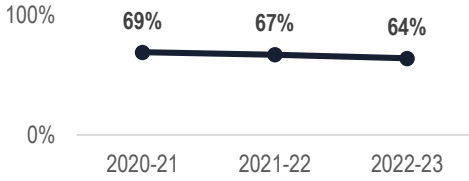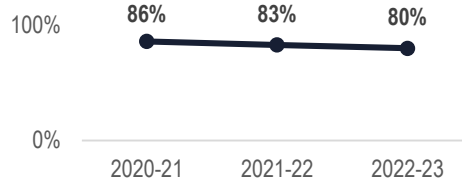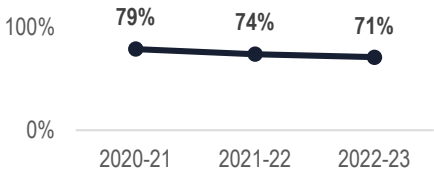2020-21   2021-22   2022-23
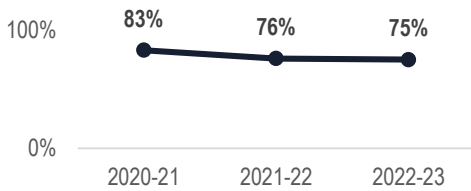
Adults at ACPS Care About All Students

100%   **81%**   **75%**   **74%**

0%
2020-21   2021-22   2022-23
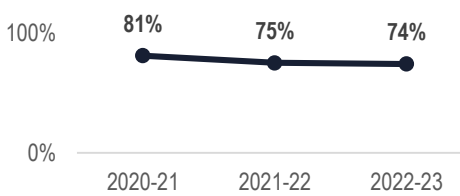
Students at ACPS Feel Like Adults at School Understand Their Culture and Identity
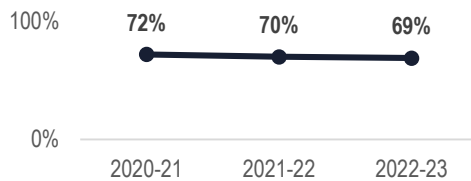
100%   **72%**   **70%**   **69%**

0%
2020-21   2021-22   2022-23

Adults at ACPS Support Students Socially, Emotionally, and Academically

100%   **78%**   **73%**   **73%**

0%
2020-21   2021-22   2022-23
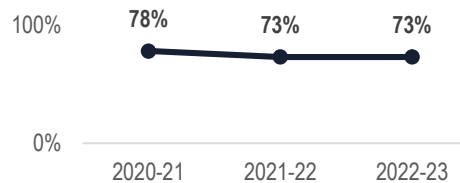
Social Environment & Support by Grade Band

Students at ACPS Feel Welcome at School
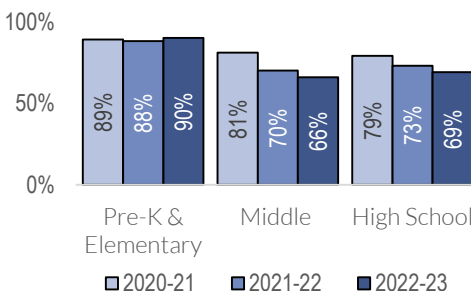
	Pre-K & Elementary	Middle	High School
2020-21	89%	81%	79%
2021-22	88%	70%	73%
2022-23	90%	66%	69%

Adults at ACPS Support Students Socially, Emotionally, and Academically

	Pre-K & Elementary	Middle	High School
2020-21	83%	75%	84%
2021-22	84%	69%	74%
2022-23	86%	64%	75%
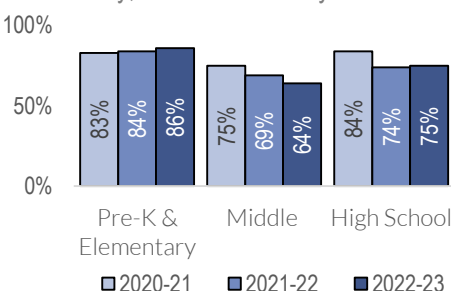
Note: Percentages reflect the percentage of respondents who agreed with the statement. Respondents include all survey responses unless otherwise noted.
Source: "Climate Survey Dashboard."

Trends in Perceptions of the Academic Environment

- Respondents have positive perceptions of the learning environment and teachers at ACPS.

- However, these perceptions have slightly decreased from 2021 to 2023.

Trends in Perceptions of the Social Environment & Support

- Respondents have positive perceptions of the school climate overall, including the social-emotional environments and support available to students.

- However, perceptions in these areas have also decreased since 2021.

- In 2023, three-quarters of respondents agree that students feel welcome at school, and slightly fewer agree that adults at ACPS schools care about all students.

- From 2021 to 2023, perceptions regarding the social environment and support increased at the elementary level but decreased at the middle and high school levels.

KEY INDICATOR – EQUITY

Students at ACPS respect other students of different backgrounds

100%
72%   62%   61%
0%
2020-21   2021-22   2022-23
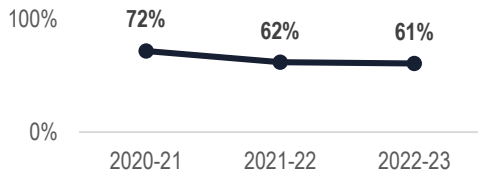
Students of different backgrounds are treated differently when they break the rules

100%
35%   38%   39%
0%
2020-21   2021-22   2022-23

Teachers Using Restorative Practices

80%

61% 60% 61%

43% 39% 47%

40%

0%

Teacher who use restorative practices feel comfortable using them

Teachers facilitate/participate in community circles in their classroom at least once a week

■ 2020-21   ■ 2021-22   ■ 2022-23
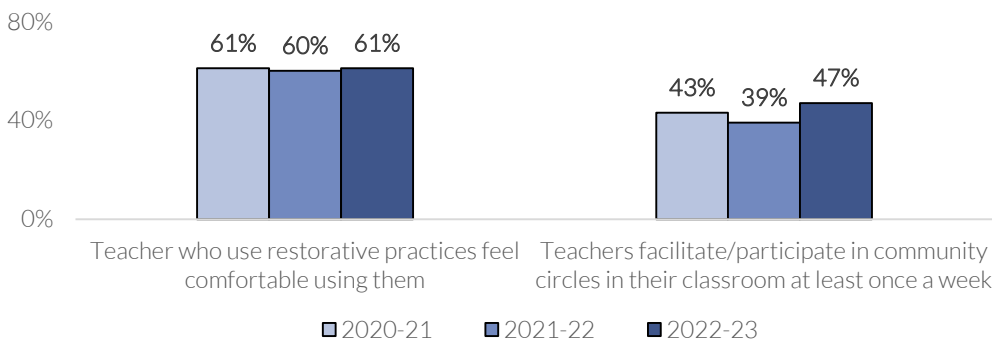
Note: These questions only include teacher responses

KEY INDICATOR – SAFETY

ACPS Students Feel Safe During School

100%
80%   66%   60%
0%
2020-21   2021-22   2022-23

School Safety by Grade Band

100%

91% 86% 85%   75% 59% 50%   76% 53% 44%

50%

0%

Pre-K & Elementary   Middle   High School

■ 2020-21   ■ 2021-22   ■ 2022-23

School Safety by Respondent Role

100%

82% 73% 70%   75% 58% 47%   87% 76% 71%

50%

0%

Parent   Student   Staff

■ 2020-21   ■ 2021-22   ■ 2022-23

Note: Percentages reflect the percent of respondents who agreed with the statement.
Source: "Climate Survey Dashboard."

Trends in Perceptions of Equity

- There are opportunities to address and identify inequities and improve the use of restorative practices.
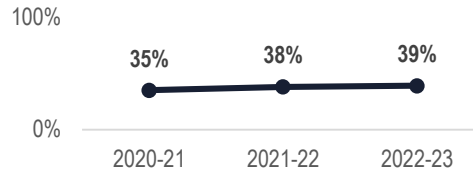- In 2023, a higher percentage of teachers report that they participate in or facilitate community circles at least once per week.
- From 2021 to 2023, about 60% of teachers who use restorative practices report that they feel comfortable using them.

Trends in Perceptions of Safety

- Perceptions of safety have declined between 2021 and 2023 by a total of 20 percentage points.
- Perceptions of school safety have declined more for respondents at the secondary level than for Pre-K and elementary respondents.
- Parents and staff members have higher perceptions of school safety compared to students. From 2021 to 2023, student perceptions of school safety have declined by 28 percentage points.

KEY INDICATOR – FAMILY ENGAGEMENT

ACPS engages families

100%
66%   66%   70%
0%
2020-21   2021-22   2022-23

ACPS empowers families as partners in their children's success

100%
59%   61%   65%
0%
2020-21   2021-22   2022-23

Staff members at ACPS schools effectively communicate with families regarding their child's behavior
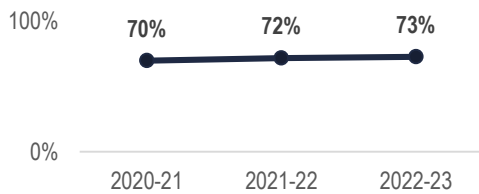
100%
70%   72%   73%
0%
2020-21   2021-22   2022-23

Staff members at ACPS schools effectively communicate with families regarding their child's academic progress

100%
68%   72%   74%
0%
2020-21   2021-22   2022-23
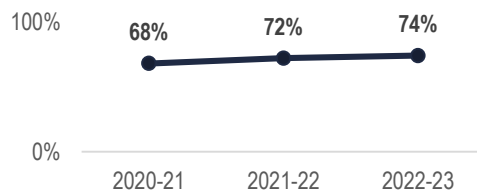
Staff members at ACPS schools make families feel welcome

100%
74%   72%   78%
0%
2020-21   2021-22   2022-23

Staff members at ACPS schools make families feel valued

100%
65%   66%   69%
0%
2020-21   2021-22   2022-23
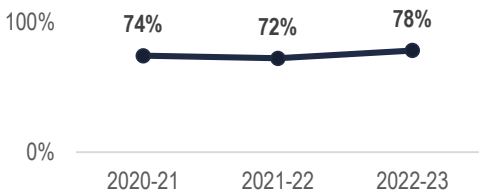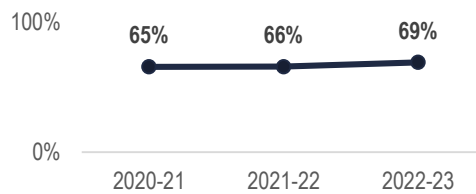
ACPS ensures feedback from families is included and valued in the decision-making process

100%
55%   57%   59%
0%
2020-21   2021-22   2022-23
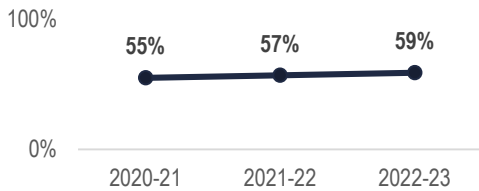
Staff members at ACPS schools provide families with resources to support their child's educational needs

100%
68%   66%   68%
0%
2020-21   2021-22   2022-23
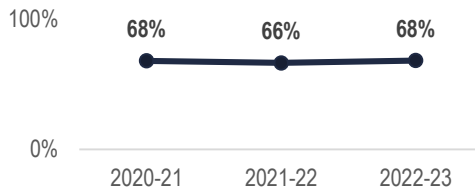
Note: These questions include parent responses only

Trends in Family Engagement

- An increasing percentage of parents agree that ACPS engages with families, up to 70% in 2023. Most parents also agree that staff members are welcoming and make families feel valued.

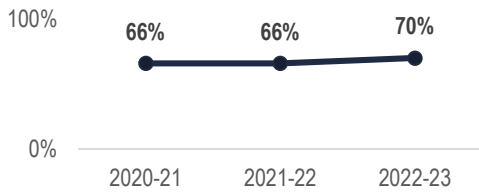- Parents are less likely to agree that ACPS ensures that their feedback is included and valued in decision-making, though nearly 60% do agree in 2023.

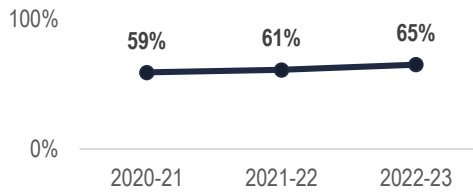*Note: Percentages reflect the percent of respondents who agreed with the statement.*
Source: "Climate Survey Dashboard."

FAMILY ENGAGEMENT EVALUATION

ACPS conducted a comprehensive study on family engagement in schools, focusing on five key areas: fostering a welcoming environment, developing mutual relationships with families, including families in decision-making, meeting the communication needs of families, and meeting the needs of families through current family engagement activities. The study was conducted in two phases, involving surveys, interviews, focus groups, observations, and secret shopper phone calls.

SUMMARY OF FINDINGS

Environment and Culture - Principals and teachers are highly valued for their positive impact on school environments, with effective communication and accessibility, especially through parent-teacher conferences, enhancing parents' sense of welcome. Front desk and support staff, particularly in elementary schools and those who are bilingual, significantly contribute to a welcoming culture. The presence of inclusive art, cleanliness, and perceived safety are crucial, while the absence of multilingual signage can deter some families. However, cultural divides exist, predominantly between engaged, middle-class, white parents and non-white and/or non-English-speaking parents.

Relationships - Bi-directional partnerships and communication between families and schools are vital for family engagement, according to ACPS staff. The start of the school year is the optimal time for relationship building, but ongoing opportunities are also crucial. Principals set the tone for family engagement, with parent liaisons playing a key role. Staff underscored the importance of family involvement in a child's learning, including attending events, volunteering, and advocacy. Trust and rapport between schools and families are essential despite disparities in perceptions. Many non-English speaking families felt respected by their child's school, largely due to effective communication and culturally responsive events.

Decision-Making- Parents are actively involved in their children's academic and behavioral decisions, primarily through parent-teacher conferences, IEP or 504 meetings, and advisory committees. School staff highlighted recurring Principal Coffees, PTA meetings, and division-wide meetings as platforms for parents to gain academic information and inform decision-making. In-person feedback opportunities vary by school, with elementary schools offering more. While most schools lack a resource room with family-oriented materials, the majority of parents feel their opinions are valued, and they are involved in crucial decisions, particularly in elementary and Title I schools.

Communication - ACPS schools and teachers utilize a broad range of communication platforms, including printed materials, telephone, in-person, and digital outreach. In-person conferences and communication are seen as essential for relationship building. Translation apps and online engagement platforms have proven beneficial for family engagement despite challenges with non-English speaking families. While most parents prefer email communication, non-English speaking groups favor phone calls or in-person communication. ACPS employs various methods to communicate with non-English speakers, including interpreters and bilingual parent liaisons. Most parents agree that their child's school responds promptly to concerns and provides appropriate resources, although this declines in middle and high school.

Activities and Future Desires - The volume of programs and events is seen as a strength in family engagement efforts. Elementary schools host numerous social events for families, and all school levels offer educational activities tailored to student age. A larger percentage of elementary and Title I parents reported opportunities to understand how to support their child's learning at home. Parents reported that sponsored activities with childcare and interpretation services were positively received. However, staff training on working with diverse cultural backgrounds needs improvement.

RECOMMENDATIONS

The Family Engagement Evaluation concluded with two main priority recommendations – enhancing relationship building and expanding resource utilization. ACPS should enhance family engagement by providing comprehensive training for all staff, focusing on cultural sensitivity, equity, and customer service. The training could also cover best practices in communication, community building, anti-bias education, and parent outreach. ACPS could also invest in more parent liaisons and bilingual staff to improve comfort and engagement. The division is encouraged to increase face-to-face interactions between school staff and parents, particularly in secondary schools. Additionally, ACPS should better utilize existing resources and technology platforms to facilitate engagement and increase awareness of these resources among families.

Stakeholder Perceptions

SOURCES

Usher, K.P., et. al. "ACPS Family Engagement Initiative Final Report." IFC, February 2020.
    https://alexandriapublic.ic-board.com/attachments/ad331cc1-c75f-4e50-b6f0-d5f93bfbf7a6.pdf

"Climate Survey Dashboard." Hanover Research. 2023.

CHAPTER 6:
STAFFING & OPERATIONS

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

Data Source	Description
Teacher Retention Data	Data provided by district that Hanover Research used to gather teacher retention data.
2023 Staff Exit Survey	Results from a brief survey of staff departing ACPS in 2023, including both classified and certified staff.
WABE Guides from FY 2020 to FY 2024	Used to obtain benchmarking data on staffing levels of 8 divisions in the region.
Equity Climate 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.
2023 Virginia School Survey of Climate and Working Conditions Division Summary Feedback Report	A Virginia Department of Education survey of students, classroom instructors, and staff offering comparisons between ACPS and regional and state-wide results.

Staffing & Operations

ACPS PERFORMANCE SUMMARY

Progress Made

✓ **ACPS has competitive teacher salaries and small to average class sizes.** In fiscal year 2024, the division had the third 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 middle school levels.

Areas for Improvement

❑ While staff report positive relationships with colleagues at school, they are less positive about the opportunities for professional learning and growth and involvement with decision-making. Burnout is also a challenge for some instructional staff.
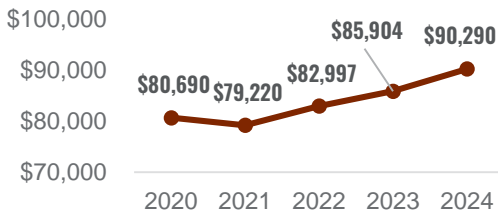
KEY INDICATOR – EXPENDITURES
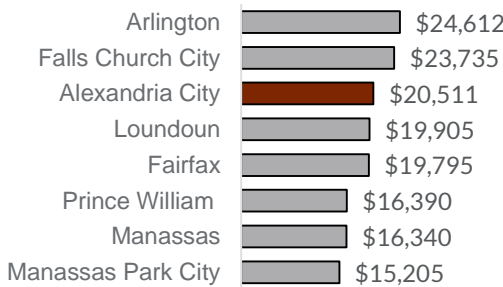
ACPS Trends

Cost Per Pupil

Year	Value
2020	$18,136
2021	$18,147
2022	$18,921
2023	$20,777
2024	$20,511

Average Teacher Salary

Year	Value
2020	$80,690
2021	$79,220
2022	$82,997
2023	$85,904
2024	$90,290

Benchmarking Data

FY 2024 Cost Per Pupil

Division	Value
Arlington	$24,612
Falls Church City	$23,735
Alexandria City	$20,511
Loundoun	$19,905
Fairfax	$19,795
Prince William	$16,390
Manassas	$16,340
Manassas Park City	$15,205

FY 2024 Average Teacher Salary

Division	Value
Falls Church City	$92,130
Arlington	$92,118
Alexandria City	$90,290
Fairfax	$86,026
Loundoun	$85,369
Manassas	$79,250
Prince William	$78,834
Manassas Park…	$70,385
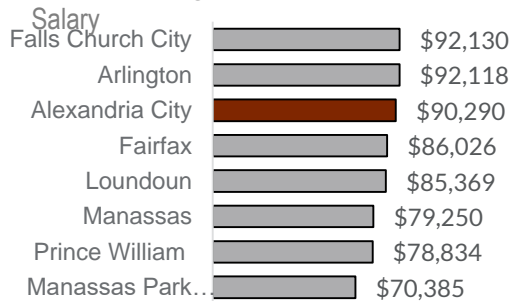
FY 2024 Annual Employer Cost for Average Teacher Salary

Division	Value
Falls Church City	$136,918
Arlington	$136,762
Alexandria City	$135,691
Fairfax	$132,248
Loundoun	$128,727
Manassas	$118,685
Prince William	$117,839
Manassas Park City	$101,334

Source: "FY2024 WABE Guide."
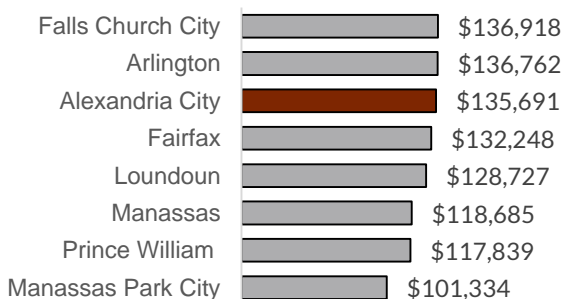
INCLUDED IN THIS SECTION:

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 Updates

✓ Advanced Academic Services (AAS)

✓ The High School Project

✓ Safety Plan

Trends in Expenditures

• ACPS' cost per pupil increased by about $2,300 between FY 2020 and FY 2024.

• ACPS' average teacher salary increased by $9,600 between FY 2020 and FY 2024.

• Compared to other divisions in the region, ACPS had the third highest cost per pupil in FY 2024

• Compared to other divisions, in FY 2024 ACPS also had the third highest average teacher salary and annual employer cost for the average teacher salary.

KEY INDICATOR – STAFFING

FY 2024 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	25.2	25.9
		Grades 2-3	22.0		
		Grades 3-5	24.0		
Fairfax	25.0	24.0-26.0		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		23.7	23.7
Manassas City	22.0	Grades 1-3	22.0	28.0	28.0
		Grade 4	28.0		
Manassas Park City	19.1	Grades 1-3	22.0	25.0	24.0
		Grades 4-5	25.0		
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.

FY 2024 Average Class Sizes – Students per Classroom Teacher

Division	Elementary	Middle	Secondary/High
Alexandria City*	15.7	20.8	25.7
Arlington	21.4	19.2	19.7
Fairfax	21.1	24.7	25.3
Falls Church City	21.4	21.4	23.7
Loudoun	21.4	21.6	24.1
Manassas City	21.4	23.2	25.4
Manassas Park City	22.0	21.5	27.7
Prince William	20.3	25.5	26.8

*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 2024 WABE Guide.*

Trends in Staffing

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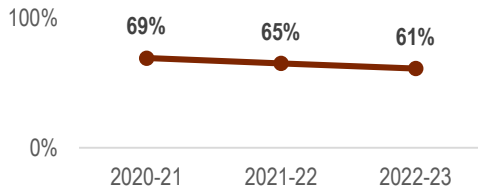
KEY INDICATOR – STAFF PERCEPTIONS

I have positive relationships with the majority of staff members at my building

- 2020-21: 92%
- 2021-22: 90%
- 2022-23: 90%
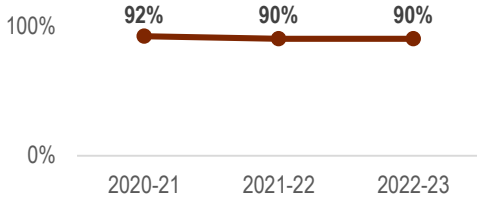
I have a positive relationship with my direct supervisor

- 2020-21: 85%
- 2021-22: 86%
- 2022-23: 87%
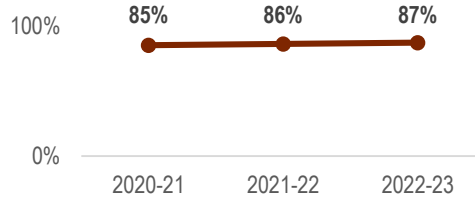
ACPS provides enough professional learning opportunities

- 2020-21: 69%
- 2021-22: 65%
- 2022-23: 61%

ACPS offers opportunities for my professional growth

- 2020-21: 70%
- 2021-22: 64%
- 2022-23: 60%
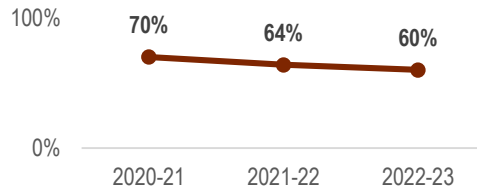
Professional Learning is aligned to our School/Department improvement plan

- 2020-21: 69%
- 2021-22: 63%
- 2022-23: 63%
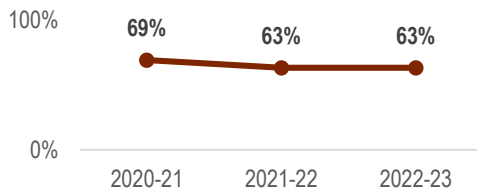
Division leaders value my input regarding the division's strategic areas of focus

- 2020-21: 47%
- 2021-22: 43%
- 2022-23: 43%
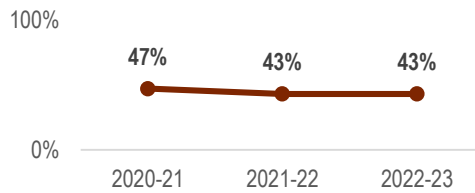
Note: These questions include staff responses only

Trends in Staff Perceptions

- In 2023, nearly all staff (90%) agree that they have positive relationships with the majority of staff members in their building. A similarly high percentage (95%) also agree that they have positive relationships with students at their school.

- Staff are less positive about their professional learning opportunities and their input in the division's strategic areas of focus.

Note: Percentages reflect the percentage of respondents who agree or strongly agree with each statement.
Source: "Climate Survey Dashboard."

KEY INDICATOR – WORKING CONDITIONS

2023 Virginia Climate and Working Conditions Survey
Survey Responses: 710 Classroom Instructors, 216 ACPS Staff

Overall, my school is a good place to work and learn.

	ACPS	Region	State
Classroom Instructors	4.4	4.8	4.7
Staff	5.0	5.1	5.0

Note: Scored from "Strongly disagree" (1) to "Strongly agree" (6)

Over the last two years, the working conditions for staff/teachers in this school have...
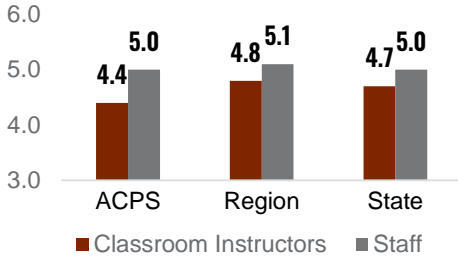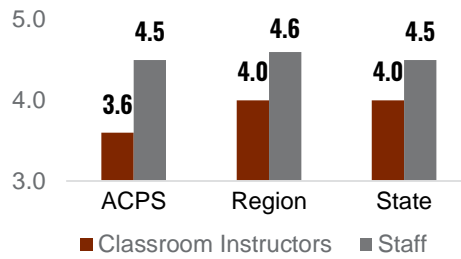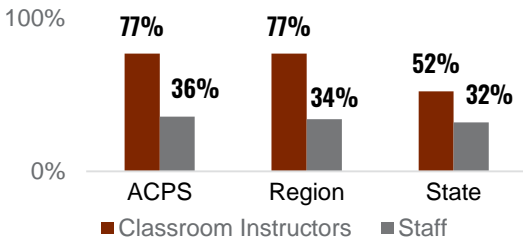
	ACPS	Region	State
Classroom Instructors	3.6	4.0	4.0
Staff	4.5	4.6	4.5

Note: Scored from "Become much worse" (1) to "Become much better" (5).

Burnout: I am definitely burning out and have one or more symptoms of burnout, such as physical or emotional exhaustion.
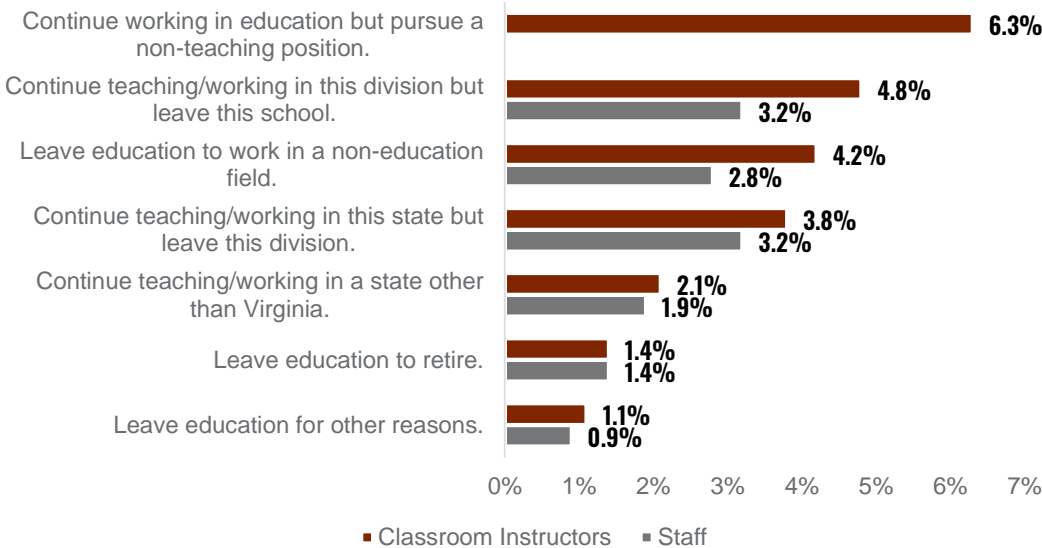
	ACPS	Region	State
Classroom Instructors	77%	77%	52%
Staff	36%	34%	32%

Note: Percentage selecting "Yes"

New Teacher Supports: Formally assigned a mentor.

	ACPS	Region	State
Classroom Instructors	78%	70%	64%
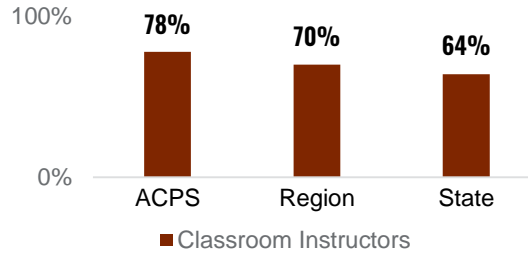
Note: Percentage selecting "Yes"

Which of the following best describes your immediate professional plans?

Note: Excludes "Continue teaching/working at my current school," which was selected by 76.2% of Classroom Instructors and 86.6% of Staff

	Classroom Instructors	Staff
Continue working in education but pursue a non-teaching position.	6.3%	
Continue teaching/working in this division but leave this school.	4.8%	3.2%
Leave education to work in a non-education field.	4.2%	2.8%
Continue teaching/working in this state but leave this division.	3.8%	3.2%
Continue teaching/working in a state other than Virginia.	2.1%	1.9%
Leave education to retire.	1.4%	1.4%
Leave education for other reasons.	1.1%	0.9%

Source: "2023 Virginia School Survey of Climate and Working Conditions Division Summary Feedback Report."

Trends in Working Conditions

- Staff have a more positive perception of working conditions than classroom instructors, a trend found within ACPS as well as the region and state.

- Classroom instructors at ACPS (and the whole region) report higher burnout overall as compared to the state.

- ACPS classroom instructors are more likely to have new teacher supports through the formal assignment of a mentor than in the region and state.

- Among ACPS classroom instructors not planning to continue teaching at their current school, most (6.3%) are planning to continue working in education but in a non-teaching role.

KEY INDICATOR – RETENTION

Percentage of Licensed FTEs Retained
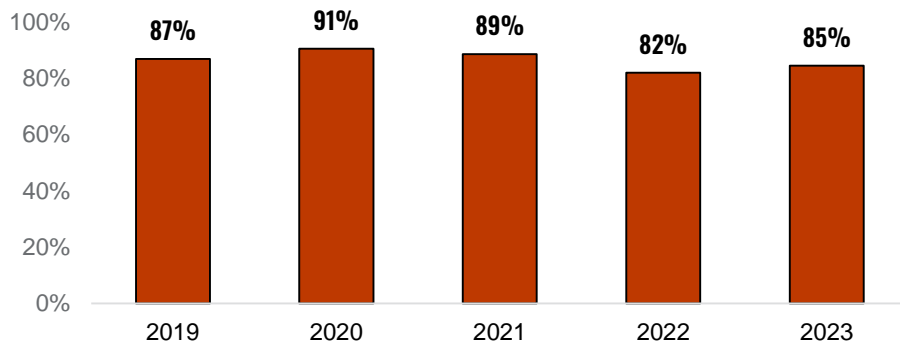
2022-23 Staff Exit Survey Results (n=111)
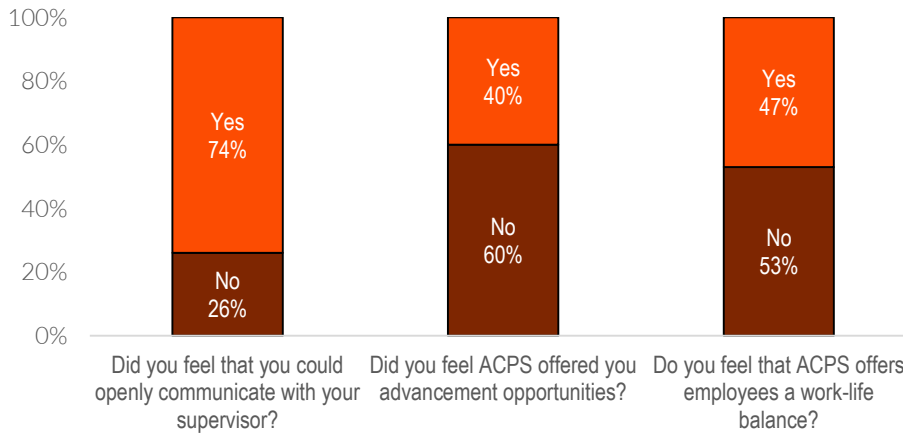
Trends in Retention

- Teacher retention rates declined in 2022 and 2023 from a high of 91% retained in 2020.

- Departing staff in 2023 generally agreed that they could openly communicate with their supervisor.

- Fewer than half of departing staff in 2023 felt that there were advancement opportunities at ACPS and that ACPS offered employees a work-life balance.

Sources: [1] "22-23 Retention Report 10.04.23." [2] "Exit Survey 10.25.23."

KEY INDICATOR – GENERAL FUND

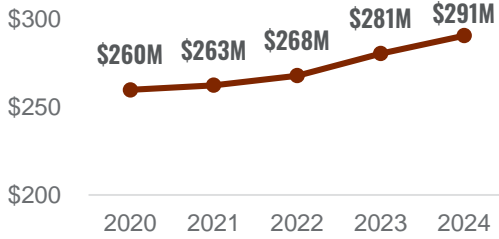### ACPS Trends
City/County General Fund to Schools (in millions)

- $260M (2020)
- $263M (2021)
- $268M (2022)
- $281M (2023)
- $291M (2024)

ACPS Trends
Percent of City/County General Fund to Schools

- 34.1% (2020)
- 34.9% (2021)
- 34.8% (2022)
- 33.4% (2023)
- 32.9% (2024)

Trends in General Fund
- About 32% to 34% of the Alexandria City General Fund is distributed to schools annually.
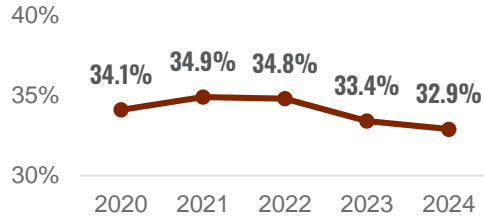
Benchmarking Data
FY 2024 City/County General Fund to Schools (in millions)

Fairfax County*	$2,635M
Loudoun County	$1,286M
Prince William County	$810M
Arlington County	$608M
Alexandria City	$291M
Falls Church City	$60M
Manassas City	$59M
Manassas Park City	$18M
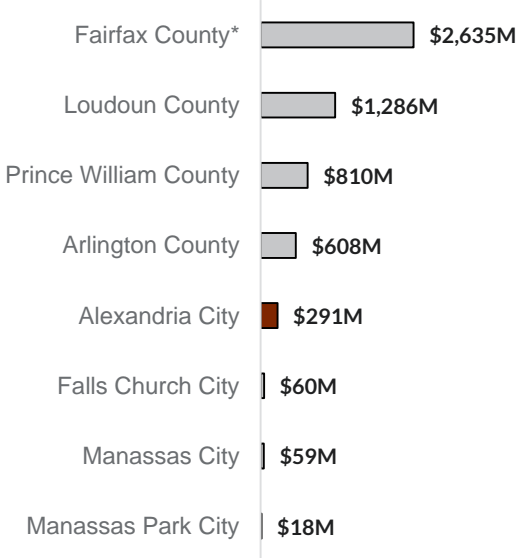
Benchmarking Data
FY 2024 Percent of City/County General Fund to Schools

Loudoun County	53.7%
Fairfax County*	51.6%
Falls Church City	50.2%
Prince William County	49.2%
Arlington County	40.6%
Manassas City	37.6%
Alexandria City	32.9%
Manassas Park City	26.0%

Note: Total Approved City/County General Funds for School Operating Funds and Debt Service.
*In FY 2024 Fairfax County PS includes $15.6 million for infrastructure replacement and upgrades.

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

2023-2028 TECHNOLOGY PLAN

BACKGROUND

The purpose of the ACPS Technology Plan is to support the Division's 2025 Strategic Plan and its mission to ensure success by inspiring students and addressing barriers to learning. The Technology Plan is one component of how the Division aligns work and resources to achieve that mission. The ACPS Technology Services Department leads and manages the implementation of the technology plan.

ACPS used a collaborative process to create a technology plan that supports teaching and learning from a variety of perspectives. The Technology Services Leadership team led the planning efforts through committee work, focus groups, and consulting with already established staff groups.

GOAL AREAS AND ALIGNMENT WITH ACPS 2025 STRATEGIC PLAN

Goal Area	ACPS Technology Goal	Results
Goal I: Learning Environment	Provide accessible, engaging technology resources to create an environment for equitable and innovative teaching and learning.	• Students and staff will have equitable access to resources that support engaging and innovative learning. • Technology resources will be utilized to enhance the learning and instructional needs of students and staff. • Staff will purposefully balance the use of educational technology with face-to-face instruction to enhance and personalize teaching and learning. • Instruction for students and staff will include a curriculum focused around the rights, roles, and responsibilities of digital citizenship. • Families will have access to ACPS technology resources to support student learning.
Goal II: Infrastructure	Provide a reliable, scalable, transparent, and resilient infrastructure that facilitates the operation of the school.	• Students and staff have equitable access to computing devices and other digital tools. • Students and staff have access to technology and support that enable high quality and reliable access to the Internet and other networks used by students and staff. • A reliable and resilient infrastructure is maintained.
Goal III: Safety, Security, and Privacy	Minimize security risks through the use of systems, training, and policies.	• A secured network is maintained and managed for staff and students. • Student and staff identities, data, and devices are protected. • ACPS network and assets are continuously improved to protect against cyber attacks.
Goal IV: Professional Learning	Provide multiple models of professional learning that provide growth and development for all staff.	• Instructional staff have professional learning opportunities that create an environment for equitable and innovative teaching and learning. • All staff have access to professional learning that directly supports the use of operational and business applications. • Staff are trained, aware, and utilize ethical techniques for the collection, use, storage, and destruction of data in current, emerging, and future technologies.

Source: "Technology Plan."

OFFICE OF COMMUNICATIONS AUDIT

BACKGROUND

BetsyOS PR LLC was contracted to assess the work of the Office of Communication, resulting in a 2020 report summarizing key observations, kudos, and recommendations around the following aspects: Strategy Assessment (SA), Tools Assessment (TA), Effectiveness Assessment (EA), Compliance Assessment (CA), and Impact Assessment (IA).

The Office of Communications Audit involved a variety of data collection methods. These included interviews with various stakeholders such as parents, school board members, school staff, and students, among others. Surveys were also conducted with support staff, administrators, parents, and community representatives. The audit team reviewed secondary research compiled for other reports or initiatives and utilized the National School Public Relations Association Rubrics of Practice and Suggested Measures to assess the Office of Communications. The team also conducted a limited usability study of the division's website. Over 400 documents and links were uploaded to a shared repository by the Office of Communications for review.

The report outlines five observations and ten kudos illustrating successes and challenges faced by The Office of Communications. The audit found that dedicated professional staff in the Office of Communications have consistent branding that tells compelling stories aligned with the division's strategic goals. The Strategic Communications Plan is complete and follows industry standards, and the office consistently translates primary communications materials for non-English speaking families. The Office of Communications routinely collects data for their primary tools, and staff take advantage of professional development opportunities. Further, the office has received numerous national accolades, effectively managed the communications for the new Superintendent's announcement, and improved emergency communications. However, the audit uncovered ongoing barriers to collaboration – both within and across departments. This has resulted in a perception problem for the Office of Communication and frustration as staff are duplicating efforts and recognizing inefficiencies and underutilization of resources.

Recommendations from the Office of Communications audit are summarized below. Note that not all recommendations are listed; please see the full audit for a complete listing and additional details.

SELECT RECOMMENDATIONS

Staffing and Organization
❑ Develop job descriptions
❑ Combine related offices

Emergency Communications
❑ Strengthen relationships and formalize communication plans with community services and responders
❑ Develop and utilize debrief protocol after major emergencies

Collaboration & Opportunity
❑ Create a communication skill development plan for division leaders

❑ Launch a customer service portal

Process & Tools
❑ Implement project management tool to track requests
❑ Redesign and relaunch division website
❑ Expand closed captioning services

Best Foot Forward
❑ Focus on high-impact and effective communication initiatives
❑ Use "Bite, Snack, Meal" concept
❑ Nurture relationships with media outlets

Source: "Office of Communications Departmental Performance Auditing Services Report."

SCHOOL-LAW ENFORCEMENT PARTNERSHIP (SLEP)

BACKGROUND

ACPS partnered with Hanover Research to examine best practices and conduct several research studies to understand perceptions and experiences in the district around safety, security, and policing in an effort to support the SLEP advisory group in crafting recommendations during the 2022-23 school year.

Hanover completed a series of research studies on behalf of ACPS and the SLEP advisory group, including, to date, research on best practices in policies in K-12 schools and school resource officers (SROs), a SLEP survey of ACPS staff, students, parents, and community members (5,238 respondents), and discussion groups with students, parents, and staff (142 participants). The SLEP's work is ongoing, with plans for additional surveys and evaluations in 2024. Initial and early-stage findings are summarized below.

> ### SLEP ADVISORY GROUP MISSION
>
> The mission of the SLEP advisory group is to assist ACPS leadership, the Superintendent, and the School Board in reimagining the school law enforcement partnership with the Alexandria Police Department in order to ensure a positive, safe, and equitable school experience for all students.

FINDINGS TO DATE

In effective SRO programs, SROs fulfill educational and counseling functions in addition to providing law enforcement services. The National Association of School Resource Officers (NASRO) recommends adopting a Triad Model in which SROs serve as law enforcers, teachers, and informal counselors.

SROs should not support day-to-day discipline for non-criminal behavior. The U.S. Department of Justice Office of Community Oriented Policing Services (COPS Office) recommends that policies governing SRO programs specify that SROs do not respond to any event that would not require a 911 call in the absence of an SRO. School policies and training for SROs should emphasize that SROs are not to support student discipline or refer students to the justice system for behavior that could be addressed more effectively through school disciplinary processes.

Across the survey and discussion group studies, most rarely interact with SROs, and most non-staff members do not know how to contact their SRO. Those who have interacted with SROs have largely positive perceptions. However, some participants across discussion groups describe SROs as distant and/or intimidating. Respondents are least likely to think the SRO acts as an informal mentor or role model or effectively de-escalates conflicts and are most likely to agree that the SRO consistently treats all students with respect and makes the school a safer place. Discussion group participants suggest that intimidation and opposition to SROs can be overcome through community-building activities such as classroom visits or athletic events.

While the majority feel safe in and around school, perceptions of safety vary by group. Middle and high school survey respondents feel less safe than Pre-K, elementary, and K-8 respondents. POC and multiracial respondents feel less safe compared to their white peers and are more likely to alter their behavior due to safety concerns than their white peers. Overall perceptions of safety are lower at Alexandria City High School – King Street Campus than at other schools.

Participants report room for improved communication and transparency around the student code of conduct, expectations for student behavior, and disciplinary actions. Discussion group participants desire additional data and information sharing on disciplinary incidents and suggest that increased data-sharing and communication to explain safety and security policies and procedures could be useful to increase support for the presence of SROs.

Across studies, stakeholders describe additional mental health services and emphasize the importance of integrating policing and related security work with mental health and emotional supports. Discussion group participants note a decrease in social-emotional skills and mental health in recent years and link gang activity, vaping, drug sales, and drug use in school bathrooms to students' mental health challenges.

Source: "SLEP 2.0 Subcommittee."

Staffing & Operations

SOURCES

"2023 Virginia School Survey of Climate and Working Conditions. (Alexandria City Public Schools)" Virginia Department of Education, April 2023.

"22-22 Retention Report 10.04.23." Alexandria City Public Schools, 2023.

"Climate Survey Dashboard." Hanover Research, 2023.

"Exit Survey 10.25.23." Alexandria City Public Schools, 2023.

"FY 2020 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, October 2019. Contained in file "FY20-WABE-Guide"

"FY 2021 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, October 2020. Contained in file "FY21-WABE-Guide"

"FY 2022 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, October 2021. Contained in file "FY22WABE-Guide"

"FY 2023 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, January 2023. Contained in file "FY23-WABE-Guide"

"FY 2024 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, December 2023. Contained in file "FY24-WABE-Guide"

"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"

"Office of Communications Departmental Performance Auditing Services Report." BetsyOS Public Relations, LLC. January, 2020.

"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"

"SLEP 2.0 Subcommittee." Alexandria City Public Schools. https://www.acps.k12.va.us/departments/facilities-operations/office-of-safety-and-security-services/slep-20-subcommittee

"Technology Plan." Alexandria City Public Schools. 2023-2024. https://alexandriapublic.ic-board.com/attachments/44ed7717-a383-44b2-92fc-868229942a9e.pdf

Notes: