

2021-2022 Draft Areas of Focus

School Board Work Session
August 26, 2021

Grounding: Equity for All 2025

Vision

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

Mission

ACPS ensures success by inspiring students and addressing barriers to learning

Core Values



WELCOMING



EQUITY-FOCUSED



EMPOWERING



INNOVATIVE



RESULTS-DRIVEN



Where We Are





**Every system
is perfectly
designed to
achieve
exactly the
results it gets**

Systemic Alignment



The Dual Pandemic

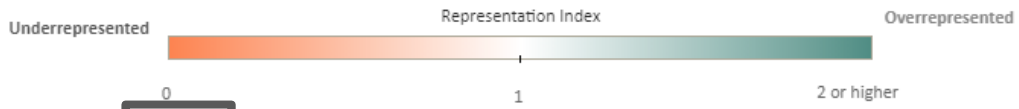


National Landscape

- **Learning loss in Mathematics and Literacy** is being seen across student groups with **greater impacts in historically underserved student groups** (EL, economically disadvantaged, Hispanic, and Black/African-American)
- Students mental health and well-being declined through pandemic. CDC reported **increases in ER mental health crisis** by 24% for 5-11 year olds and 31% for 12-17 year olds.

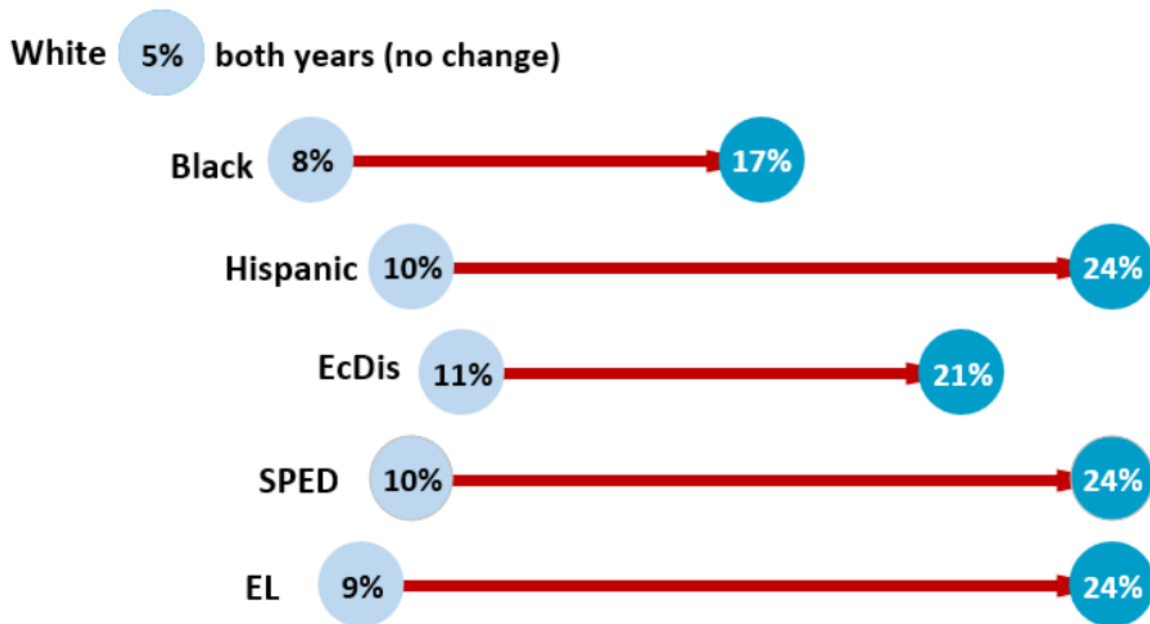
Our Persistent Problems

Hover for Grade Level Guide



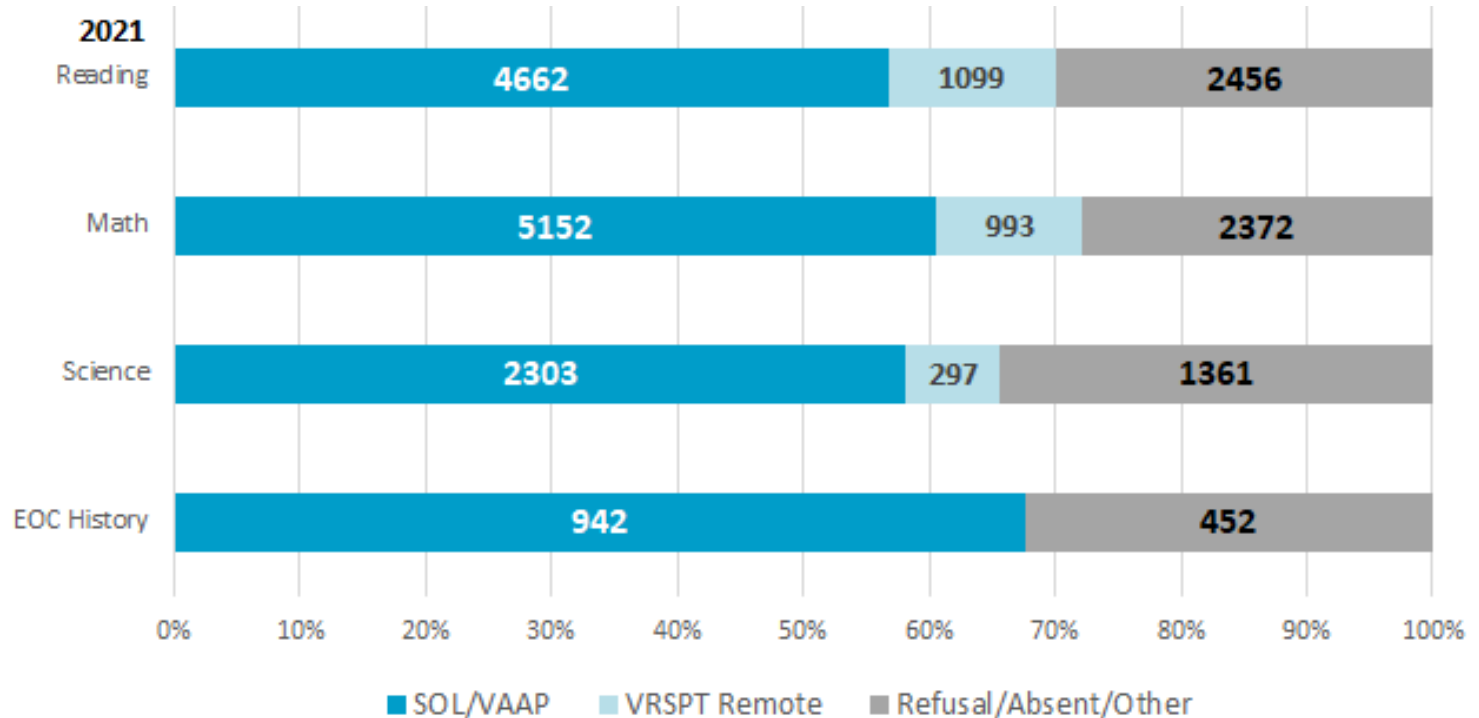
		Asian	Black/ African American	Hispanic or Latino	White	Other	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Academic Outcomes	Met KPALS Readiness Benchmark	1.0	1.1	0.7	1.2	1.2	0.9	1.1	1.0	1.0	0.8		1.1	1.1	1.0
	40th Percentile or Higher on MAP Language Arts	1.0	1.0	0.7	1.4	1.3	0.8	1.4	1.1	0.9	0.4	1.2	1.3	0.5	1.0
	40th Percentile or Higher on MAP Math	1.1	0.9	0.7	1.4	1.3	0.7	1.4	1.0	1.0	0.4	1.2	1.3	0.4	1.1
	Grade 9 On-Track	1.4	0.9	0.8	1.3	1.1	0.9	1.3	1.1	0.9	0.9	1.0	1.1	1.0	1.0
Behavioral Outcomes	Over 90% Attendance	1.1	1.0	0.9	1.1	1.1	0.9	1.1	1.0	1.0	0.9	1.0	1.1	0.9	1.0
	Newly Referred for Disability Evaluation		0.9	1.1	1.1		1.1	0.9	0.9	1.0	1.2		0.9	0.9	
Program Access	Identified as TAG	0.8	0.6	0.4	2.2	1.6	0.4	2.0	1.0	1.0	0.1	0.9	1.6	0.2	1.1
	Enrolled in an Honors, AP, or Dual Enrollment Course	1.0	1.0	0.7	1.5	1.3	0.8	1.4	1.1	0.9	0.2	1.1	1.3	0.3	1.1

Rates of **chronic absenteeism nearly doubled or more for all subgroups** from **2019** to **2021**, except White which showed no change.



Note: 2019 baseline subgroup data as reported by the Virginia Department of Education School Quality Profiles.
<https://schoolquality.virginia.gov/divisions/alexandria-city-public-schools>

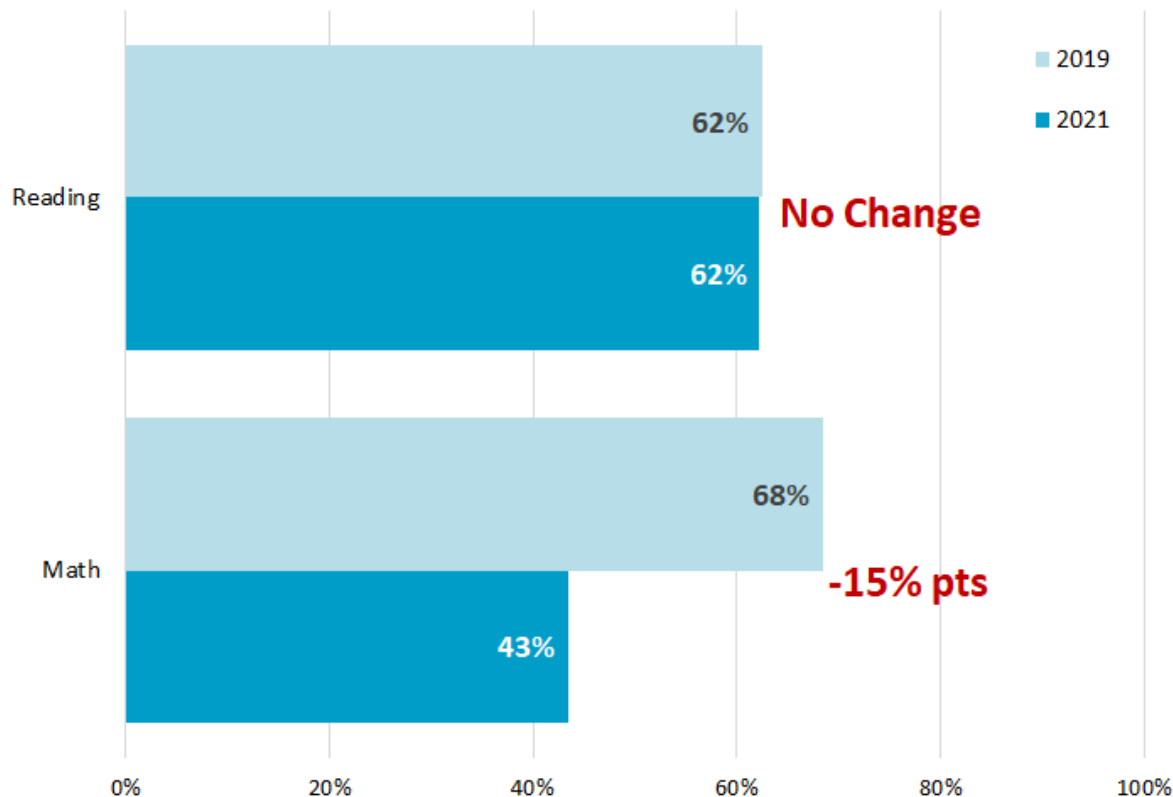
Almost 60% of Students Participated in the SOLs Absences/Refusals Accounted for Largest Group of Non-Participants



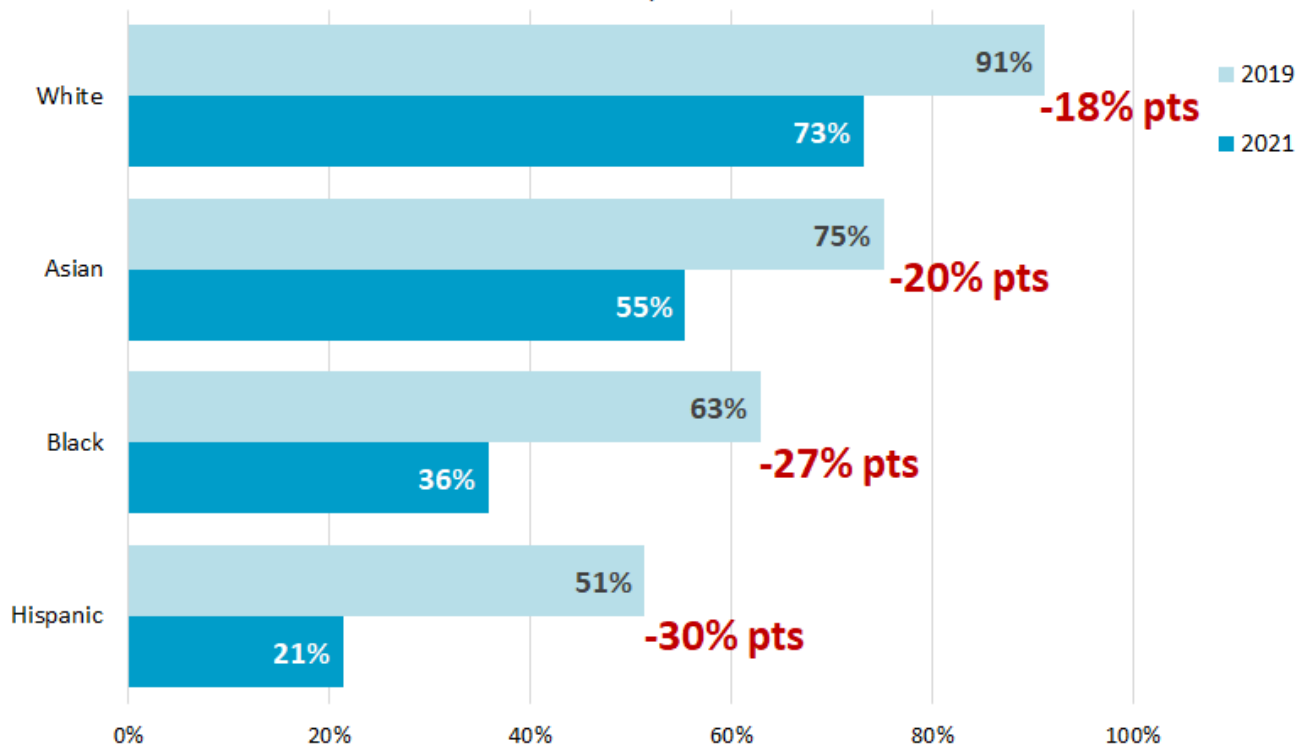
Cohort Analysis

- **Cohort** (only students who had a Math/Reading score in both 2019 and 2021)
 - Math n=2,969 (35% of 2021 students)
 - Reading n=1,971 (24% of 2021 students)
- Demographic data used for analysis from 2021 data set
- For students with more than one EOC Math test in a year, highest score used for comparison
- Unadjusted

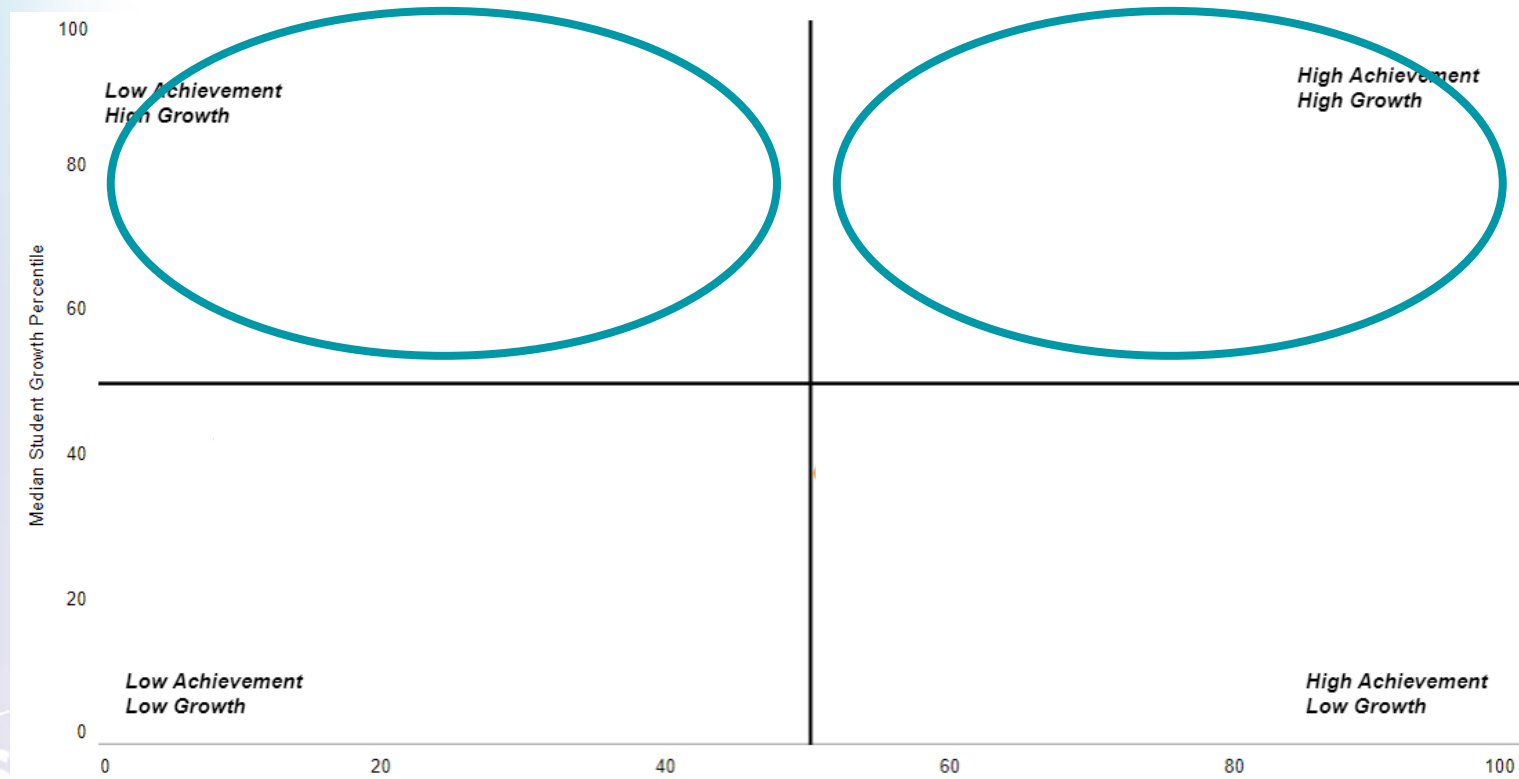
Performance in 2021 Remained Consistent in Reading and Decreased in Math by 15 Percentage Points



In Math,
Hispanic and Black Students had the **Lowest Baseline Performance and Largest Decreases** from 2019 to 2021



MAP Growth Report Winter to Spring 2021



Select School(s)

(Multiple values)

Select Subject(s)

(Multiple values)

Select Gender(s)

(All)

Select Race/
Ethnic Group(s)

(All)

Select Grade(s)

(All)

Subject

Mathematics

Reading

2025

EQUITY FOR ALL

Where We Are Going



Where Do We Go From Here

Draft Areas of Focus for SY 21-22

- **Social Emotional and Academic Learning Recovery**
 - MTSS (RULER)
 - Literacy Grades K-4
 - Math Recovery
 - SST Support Expansion
- **Hispanic Males**
 - Academic Enrichment and Advancement
 - Early Warning System
 - Internships, Externships, and Workforce Development
- **Middle School Educational Experience**
 - Scheduling
 - Math Pathways
 - Middle School Transitions (Grades 5-6 & 8-9)

Where Do We Go From Here

Draft Areas of Focus for SY 21-22

- **Early College**
 - Partnerships with NOVA and VA Tech
 - Course Sequencing
 - Program Development
- **Talented and Gifted**
 - Identification Process
 - Service Model
 - Annual Plan

Also Continuing Work from SY 20-21:

- Strategic Plan
Implementation
- Policy Equity Audit
- SWD ED Black Males