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2025

2025 STRATEGIC PLANNING COMMITTEE DATA WORKBOOK

HANOVER RESEARCH

ACPS
Alexandria City Public Schools

Introduction

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

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

1 Enrollment and demographics,

2 Academic achievement,

3 Behavior and social-emotional learning,

4 Stakeholder perceptions, and

5 Staffing and operations.

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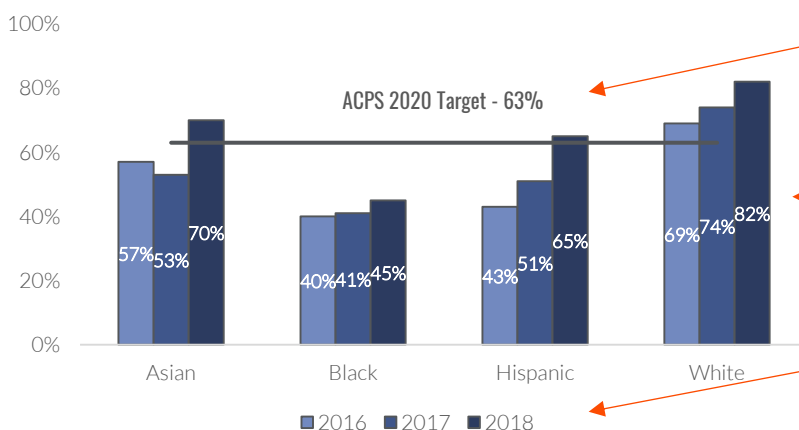
Chapter Contents

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

Data Orientation & Example Graph

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

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

ACPS 2020 Target - 63%

	Asian	Black	Hispanic	White
2016	57%	40%	43%	69%
2017	53%	41%	51%	74%
2018	70%	45%	65%	82%

■ 2016 ■ 2017 ■ 2018

Data in graph – *student subgroup listed, when applicable.*

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

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

Data Years – *years included typically range from 2014 to 2018, as available. Darker shade for more recent data; lighter shade for older data.*

CHAPTER 1: ENROLLMENT & DEMOGRAPHICS

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

Data Source	Description
ACPS Fast Facts	Used to gather key enrollment statistics for the 2018-2019 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 16 percent since 2013.

- ACPS is currently serving more Hispanic students, English learners, and students with an economic disadvantage than it was in 2013.

- ACPS is currently serving about the same proportion of Asian and White students and students with disabilities as it was in 2013.

KEY STATISTICS (2018-2019)

NUMBER OF SCHOOLS

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

ENROLLMENT IN SPECIAL PROGRAMS

Special Program	Enrollment (%)
Free or Reduced Price Meals	61.5
English Learner	30.9
Special Education	10.6
Talented and Gifted Services	7.2

GRADUATES

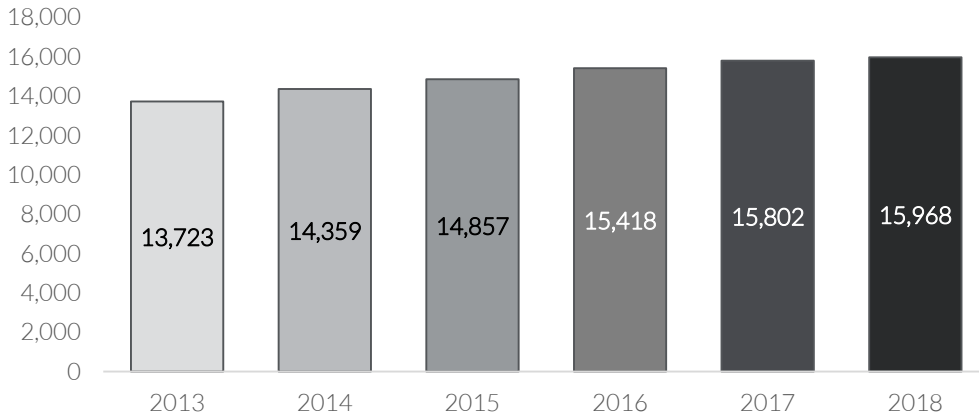|	
Number of Graduates (June 2018)	793
National Merit Scholarship Recipients	1
National Merit Scholarship Finalists	3
AP Exams Taken	2,021

Source: "About ACPS – Fast Facts."

CLASS SIZE CAPS

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

KEY INDICATOR – TOTAL ENROLLMENT

All Students

Year	Enrollment
2013	13,723
2014	14,359
2015	14,857
2016	15,418
2017	15,802
2018	15,968

Elementary Students (Grades PreK-5)

Year	Enrollment
2013	7,685
2014	7,938
2015	8,246
2016	8,618
2017	8,713
2018	8,693
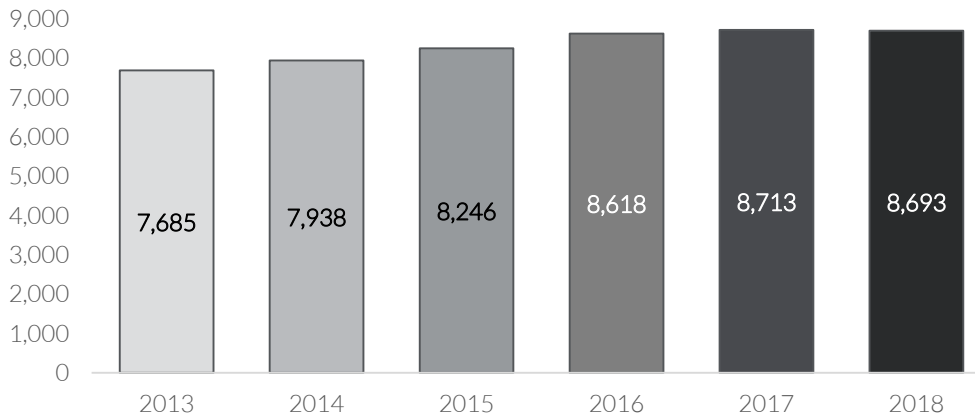
Secondary Students (Grades 6-12)

Year	Enrollment
2013	5,937
2014	6,278
2015	6,483
2016	6,683
2017	6,997
2018	7,273
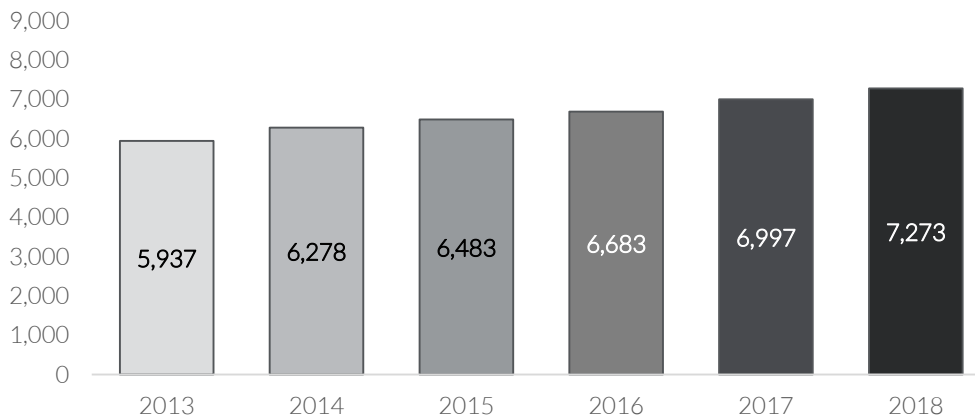
Source: "Fall Membership Build-A-Table," Virginia Department of Education.
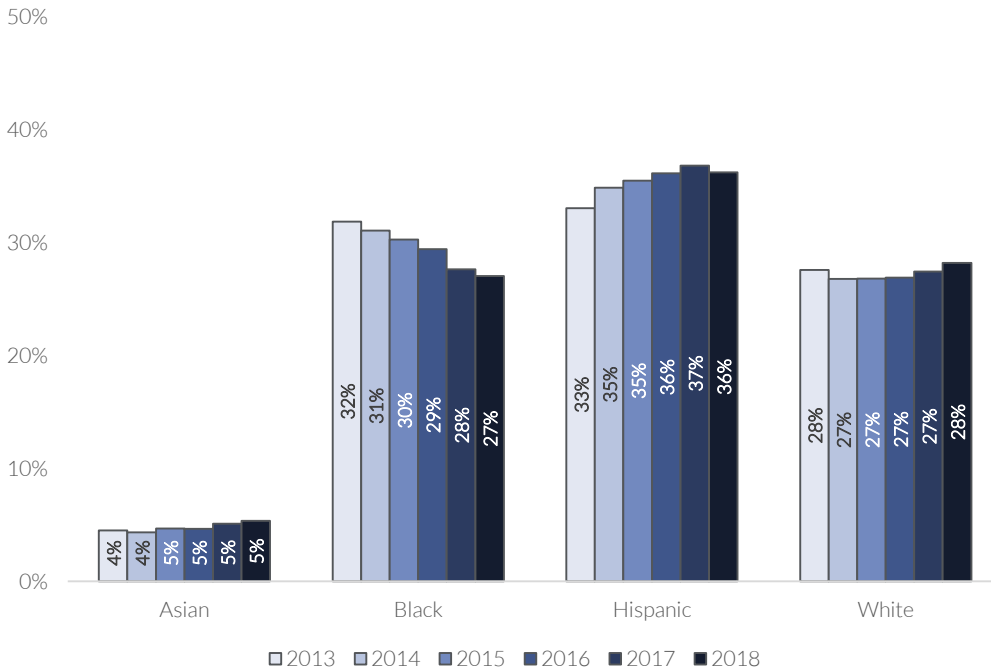
Trends in Enrollment

- Overall division enrollment has increased by approximately 2,200 students or 16 percent since 2013.
- Elementary student enrollment has increased by approximately 1,000 students or 13 percent since 2013.
- Secondary student enrollment has increased by approximately 1,300 students or 23 percent since 2013.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR – DEMOGRAPHICS

By Race/Ethnicity

Asian: 2013: 4%, 2014: 4%, 2015: 5%, 2016: 5%, 2017: 5%, 2018: 5%
Black: 2013: 32%, 2014: 31%, 2015: 30%, 2016: 29%, 2017: 28%, 2018: 27%
Hispanic: 2013: 33%, 2014: 35%, 2015: 35%, 2016: 36%, 2017: 37%, 2018: 36%
White: 2013: 28%, 2014: 27%, 2015: 27%, 2016: 27%, 2017: 27%, 2018: 28%

2013　2014　2015　2016　2017　2018

KEY INDICATOR – DEMOGRAPHICS

By Sub-Group

Economically-Disadvantaged Students: 2013: 55%, 2014: 57%, 2015: 57%, 2016: 57%, 2017: 62%, 2018: 61%
English Learners: 2013: 33%, 2014: 35%, 2015: 35%, 2016: 40%, 2017: 41%, 2018: 41%
Students with Disabilities: 2013: 11%, 2014: 11%, 2015: 11%, 2016: 11%, 2017: 11%, 2018: 11%

2013　2014　2015　2016　2017　2018

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

Trends in Demographic Composition

By Race/Ethnicity

- The percentage of Asian and White students in the division has remained relatively stable since 2013.

- The percentage of Black students in the division has decreased from 32% in 2013 to 27% in 2018.

- The percentage of Hispanic students in the division has increased from 33% in 2013 to 36% in 2018.

By Sub-Group

- The percentage of students with disabilities in the division has remained stable since 2013.

- The division is now serving more English learners (33% in 2013 to 41% in 2018) and economically-disadvantaged students (55% in 2013 to 61% in 2018) than it was in 2013.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

QUESTIONS FOR REFLECTION AND DISCUSSION

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

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

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

Enrollment & Demographics

SOURCES

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

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

CHAPTER 2:
ACADEMIC ACHIEVEMENT

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

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

Academic Achievement
ACPS PERFORMANCE SUMMARY
Progress Made

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

Areas for Improvement

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

KEY STATISTICS (ALL STUDENTS)

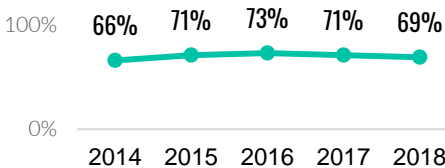### PRE-K PARTICIPATION (2014-18)
ACPS 2020 Target: 82%
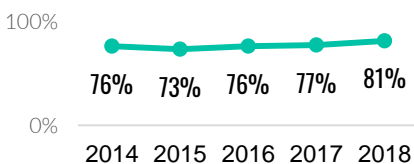
PALS BENCHMARKS (2014-18)
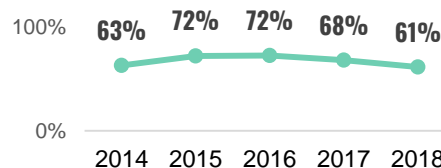Meeting K-Readiness Standards in Fall
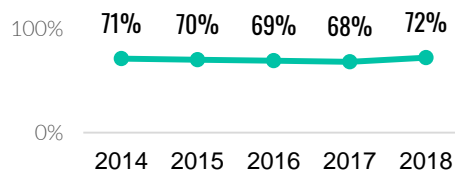ACPS 2020 Target: 91%
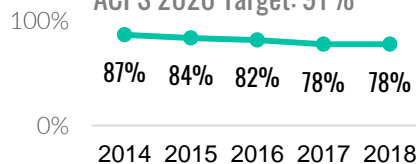
SOL PASS RATES (2014-18)

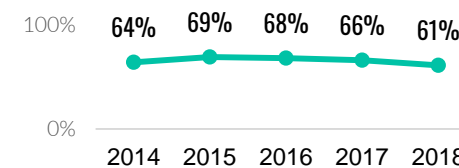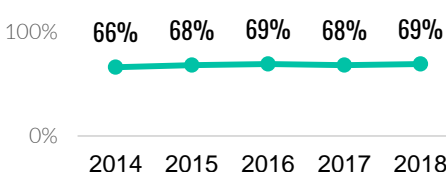Reading ACPS 2020 Target: 81%

Grade 3 Reading ACPS 2020 Target: 81%

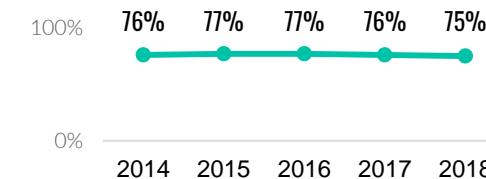
Writing ACPS 2020 Target: 82%

Math ACPS 2020 Target: 80%

Science ACPS 2020 Target: 80%

History ACPS 2020 Target: 87%

INCLUDED IN THIS SECTION:

Key Indicators
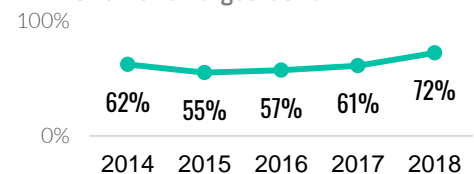
✓ Pre-Kindergarten participation

✓ PALS benchmarks for Kindergarten students

✓ SOL pass rates in Reading, Writing, & Math

✓ SAT and AP scores

✓ On-time graduation rates and dropout rates

ACPS Program Audits & Evaluation Results

✓ Curriculum Audit (September 2016)

✓ Students with Disabilities Evaluation (October 2018)
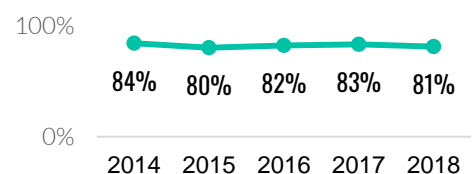
✓ Evaluation of Gifted and Talented Program (October 2017)
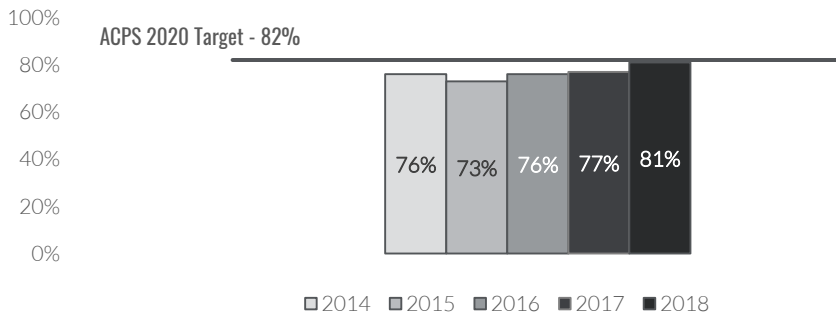
AP SCORE of 3 to 5 (2014-18)
ACPS 2020 Target: 63%

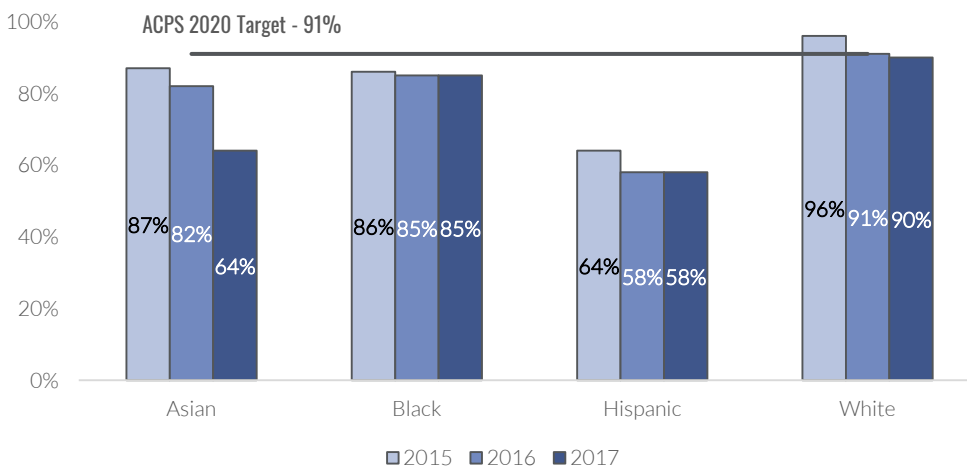### GRADUATION RATES (2014-18)
ACPS 2020 Graduation Rate Target: 90%

KEY INDICATOR – PRE-K PARTICIPATION

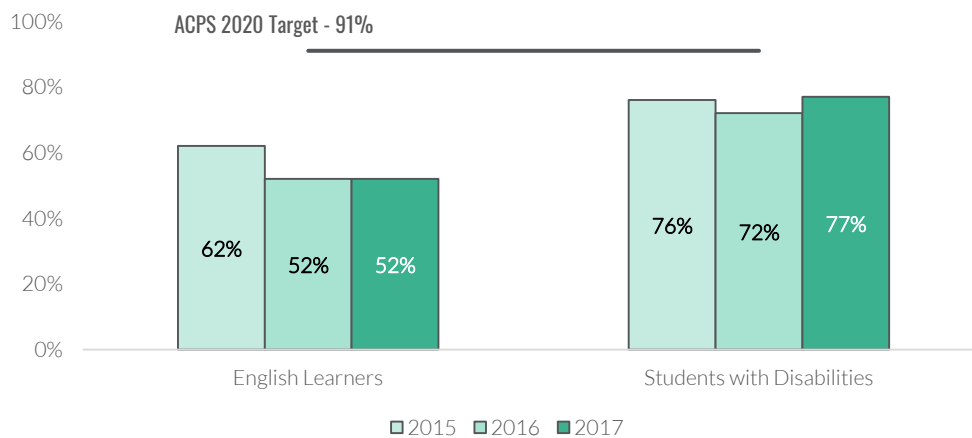## Kindergarten Students with Pre-Kindergarten Experiences – All Students

ACPS 2020 Target - 82%

| 2014 | 2015 | 2016 | 2017 | 2018 |
| 76% | 73% | 76% | 77% | 81% |

KEY INDICATOR – PALS BENCHMARKS

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

ACPS 2020 Target - 91%

Asian: 87%, 82%, 64%
Black: 86%, 85%, 85%
Hispanic: 64%, 58%, 58%
White: 96%, 91%, 90%

■2015 ■2016 ■2017

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

ACPS 2020 Target - 91%

English Learners: 62%, 52%, 52%
Students with Disabilities: 76%, 72%, 77%

■2015 ■2016 ■2017

Trends in Early Education

- Roughly 4 out of 5 Kindergarten students met standards for PALS benchmarks in the fall of each school year from 2016 to 2018.

- Black students outperformed Asian and Hispanic students in 2017 and 2018. White Kindergarten students have the highest proportion of those meeting standards in the fall of each year.

- Students with disabilities have a higher proportion of students meeting standards in the fall than English Learners.

WHAT ELSE DO YOU NOTICE?

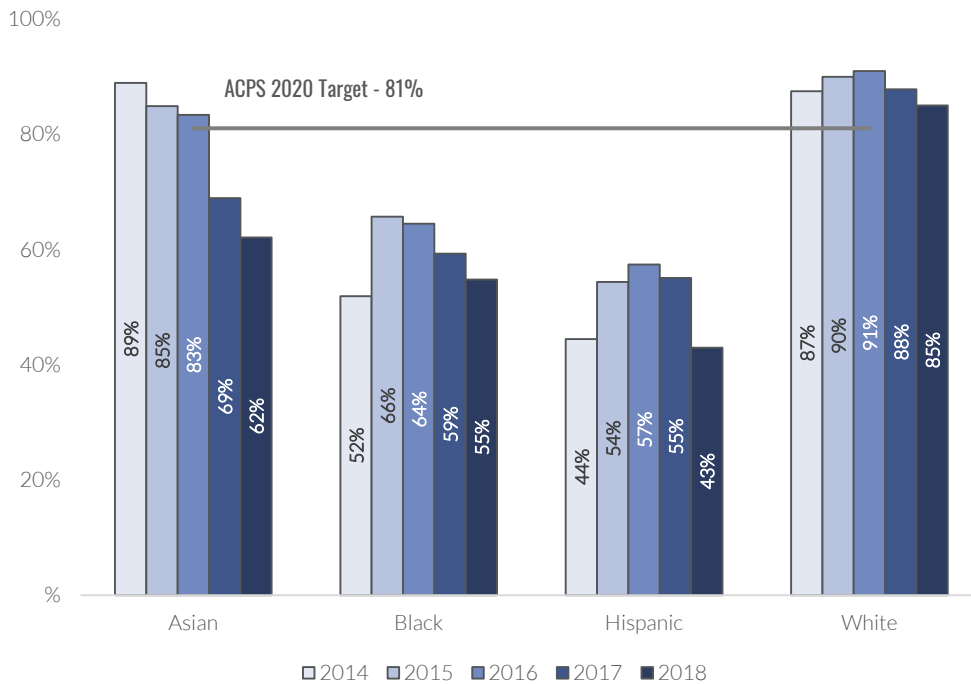*Write your observations here.*

Note: Targets come from the ACPS 2020 Strategic Plan.
Source for Pre-K Participation and PALS Scores: [1] "ECEW Baseline Data Indicators Reported by ACPS."
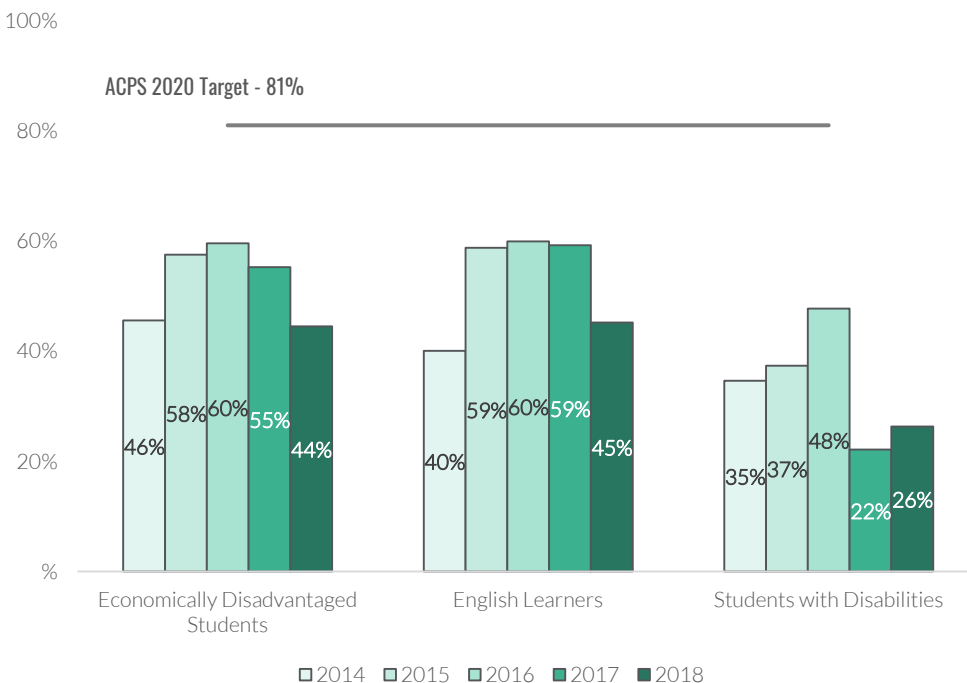*[2] "ACPS 2020 Scorecard."*

KEY INDICATOR – SOL PASS RATES
GRADE 3 READING

By Race/Ethnicity

ACPS 2020 Target - 81%

Asian: 89% (2014), 85% (2015), 83% (2016), 69% (2017), 62% (2018)
Black: 52% (2014), 66% (2015), 64% (2016), 59% (2017), 55% (2018)
Hispanic: 44% (2014), 54% (2015), 57% (2016), 55% (2017), 43% (2018)
White: 87% (2014), 90% (2015), 91% (2016), 88% (2017), 85% (2018)

2014 2015 2016 2017 2018

By Sub-Group

ACPS 2020 Target - 81%

Economically Disadvantaged Students: 46% (2014), 58% (2015), 60% (2016), 55% (2017), 44% (2018)
English Learners: 40% (2014), 59% (2015), 60% (2016), 59% (2017), 45% (2018)
Students with Disabilities: 35% (2014), 37% (2015), 48% (2016), 22% (2017), 26% (2018)

2014 2015 2016 2017 2018

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

Trends in Grade 3 Reading Scores

By Race/Ethnicity

- Asian students met the division target from 2014-2016, but performance fell below the target in 2017 and 2018.
- Black students' pass rate improved between 2014 and 2015 but declined in subsequent years.
- Performance of Hispanic students improved from 2014 to 2016 but declined from 2017 to 2018.

By Sub-Group

- No sub-groups have met the division target.
- English learners had higher pass rates in 2018 compared to 2014.
- Students with disabilities had lower pass rates in 2018 compared to 2014.
- Economically disadvantaged students had similar pass rates in 2014 and 2018.
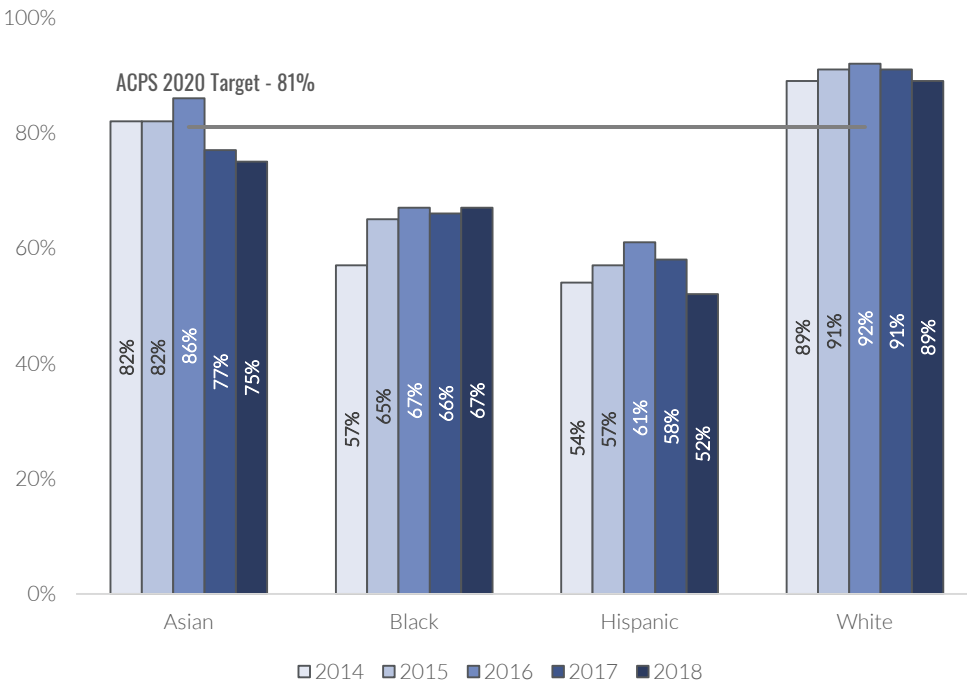
WHAT ELSE DO YOU NOTICE?
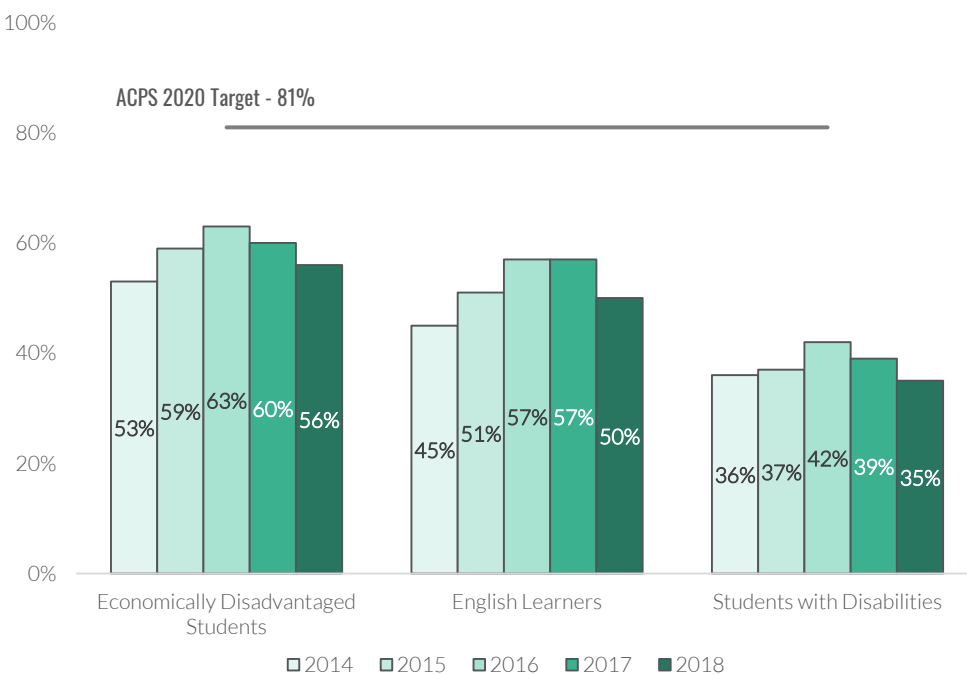
Write your observations here.

KEY INDICATOR – SOL PASS RATES
READING

By Race/Ethnicity

ACPS 2020 Target - 81%

Asian: 82% (2014), 82% (2015), 86% (2016), 77% (2017), 75% (2018)
Black: 57% (2014), 65% (2015), 67% (2016), 66% (2017), 67% (2018)
Hispanic: 54% (2014), 57% (2015), 61% (2016), 58% (2017), 52% (2018)
White: 89% (2014), 91% (2015), 92% (2016), 91% (2017), 89% (2018)

■2014 ■2015 ■2016 ■2017 ■2018

By Sub-Group

ACPS 2020 Target - 81%

Economically Disadvantaged Students: 53% (2014), 59% (2015), 63% (2016), 60% (2017), 56% (2018)
English Learners: 45% (2014), 51% (2015), 57% (2016), 57% (2017), 50% (2018)
Students with Disabilities: 36% (2014), 37% (2015), 42% (2016), 39% (2017), 35% (2018)

■2014 ■2015 ■2016 ■2017 ■2018

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

Trends in Reading Scores

By Race/Ethnicity

- Asian students met the division target from 2014-2016, but performance declined from 2017 on.
- Black students' pass rate improved by 10 percentage points from 2014 to 2018.
- Performance of Hispanic students improved from 2014 to 2016 but declined from 2017 to 2018.
- White students have consistently surpassed the division target.

By Sub-Group

- No sub-groups have met the division target.
- Economically disadvantaged students and English learners had higher pass rates in 2018 compared to 2014.
- Students with disabilities had a similar pass rate in 2018 compared to 2014.

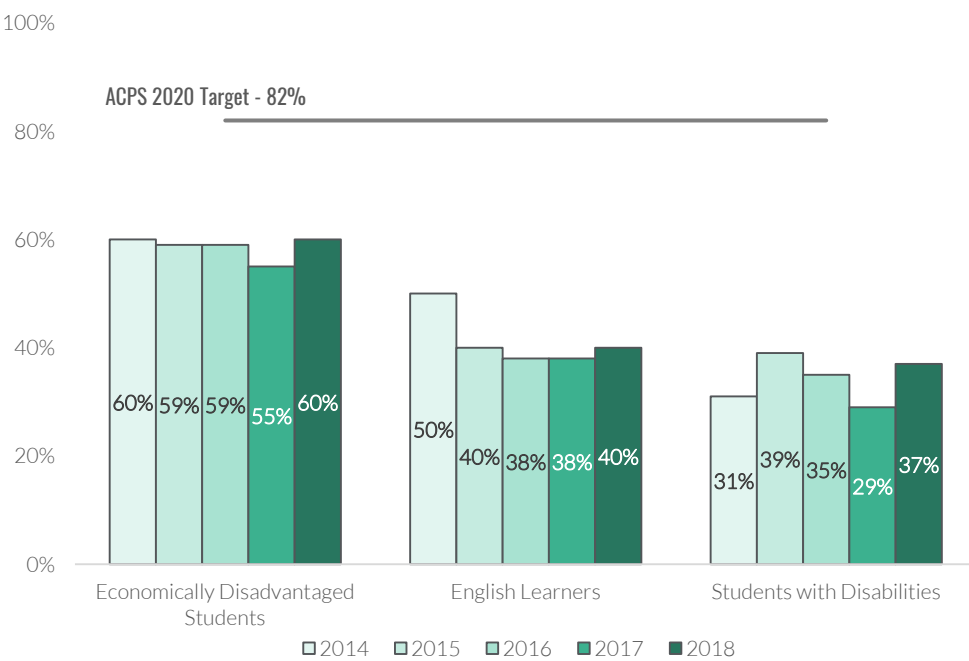## WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR – SOL PASS RATES
WRITING

By Race/Ethnicity

ACPS 2020 Target - 82%

Asian: 85% (2014), 81% (2015), 88% (2016), 81% (2017), 78% (2018)
Black: 62% (2014), 67% (2015), 66% (2016), 65% (2017), 65% (2018)
Hispanic: 62% (2014), 57% (2015), 55% (2016), 53% (2017), 61% (2018)
White: 91% (2014), 91% (2015), 92% (2016), 91% (2017), 90% (2018)

■ 2014 ■ 2015 ■ 2016 ■ 2017 ■ 2018

By Sub-Group

ACPS 2020 Target - 82%

Economically Disadvantaged Students: 60%, 59%, 59%, 55%, 60%
English Learners: 50%, 40%, 38%, 38%, 40%
Students with Disabilities: 31%, 39%, 35%, 29%, 37%

■ 2014 ■ 2015 ■ 2016 ■ 2017 ■ 2018

Trends in Writing Scores

By Race/Ethnicity

- Asian students' performance in 2018 was lower than in 2014.
- Black students' pass rate was three percentage points higher in 2018 than in 2014.
- Hispanic students' pass rate in 2018 was similar to 2014.
- White students have consistently surpassed the division target.

By Sub-Group

- No sub-groups have met the division target.
- Economically disadvantaged students had similar pass rates in 2018 compared to 2014.
- For students with disabilities, pass rates were higher than the 2014 pass rate in every year except 2017.
- For English Learners, pass rates decreased by 10 percentage points between 2014 and 2018.
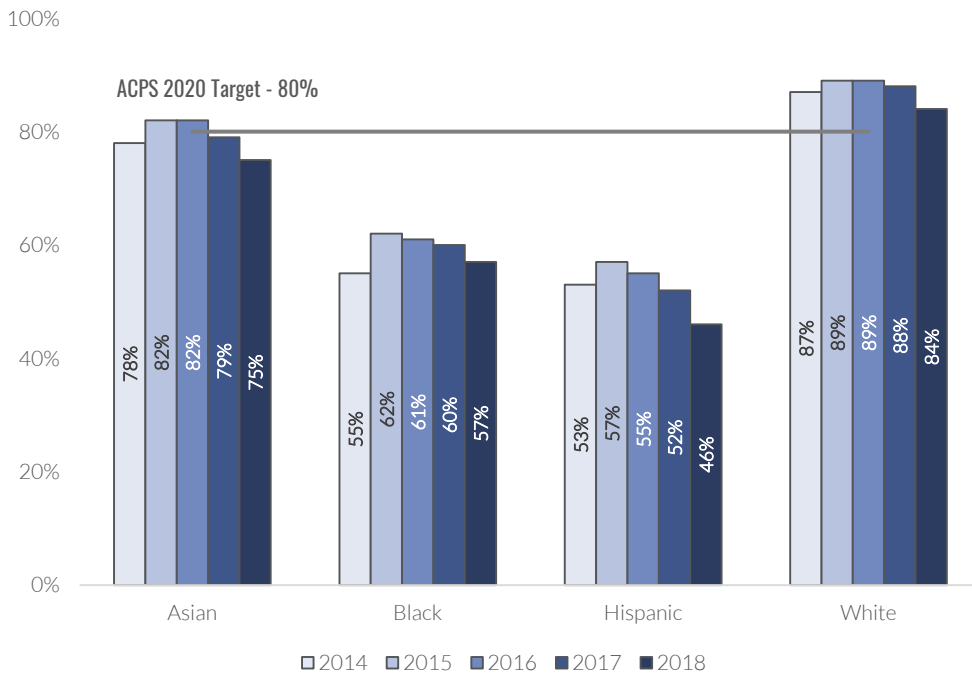
WHAT ELSE DO YOU NOTICE?

Write your observations here.

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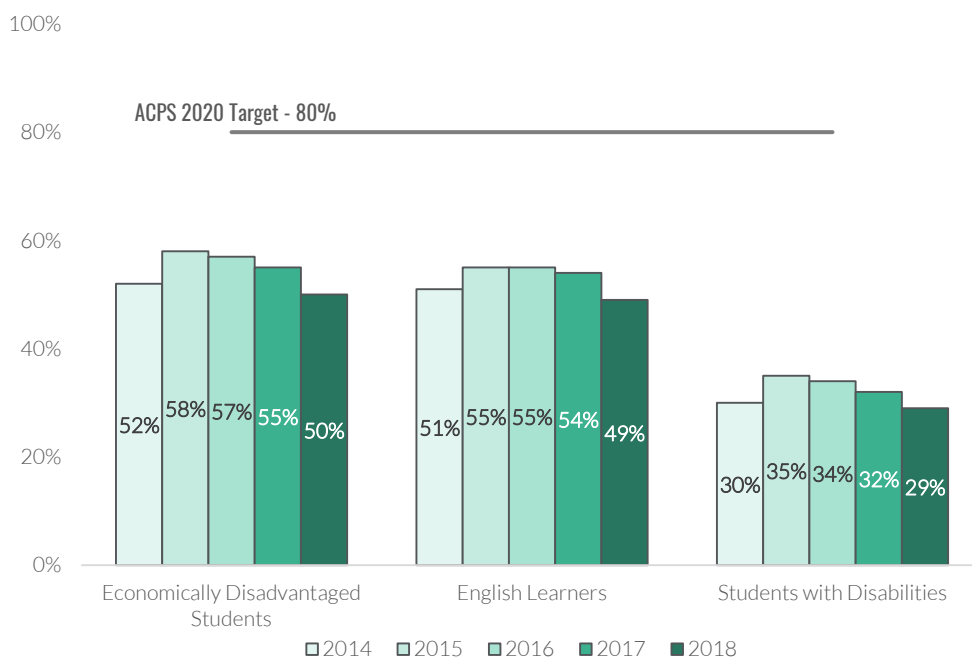*Sources for SOL Pass Rates: [1] "SOL Test Pass Rates & Other Results." [2] "ACPS 2020 Scorecard."*

KEY INDICATOR – SOL PASS RATES
MATH

By Race/Ethnicity

ACPS 2020 Target - 80%

Asian: 78% (2014), 82% (2015), 82% (2016), 79% (2017), 75% (2018)
Black: 55% (2014), 62% (2015), 61% (2016), 60% (2017), 57% (2018)
Hispanic: 53% (2014), 57% (2015), 55% (2016), 52% (2017), 46% (2018)
White: 87% (2014), 89% (2015), 89% (2016), 88% (2017), 84% (2018)

■2014 ■2015 ■2016 ■2017 ■2018

By Sub-Group

ACPS 2020 Target - 80%

Economically Disadvantaged Students: 52% (2014), 58% (2015), 57% (2016), 55% (2017), 50% (2018)
English Learners: 51% (2014), 55% (2015), 55% (2016), 54% (2017), 49% (2018)
Students with Disabilities: 30% (2014), 35% (2015), 34% (2016), 32% (2017), 29% (2018)

■2014 ■2015 ■2016 ■2017 ■2018

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

Trends in Math Scores

By Race/Ethnicity

- Asian students' performance in 2018 was lower than in 2014.
- Black students' pass rate was two percentage points higher in 2018 than in 2014.
- Hispanic students' pass rate in 2018 was lower than in 2014.
- White students have consistently surpassed the division target.

By Sub-Group

- No sub-groups have met the division target.
- Performance of economically disadvantaged students and English learners is similar.
- All three sub-groups had slightly lower pass rates in 2018 compared to 2014.
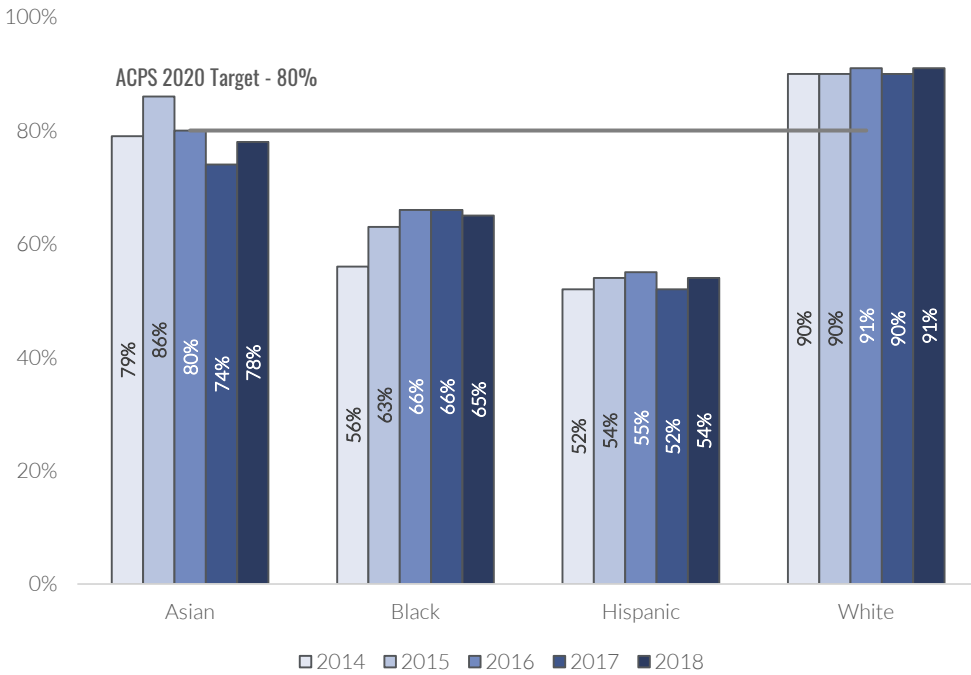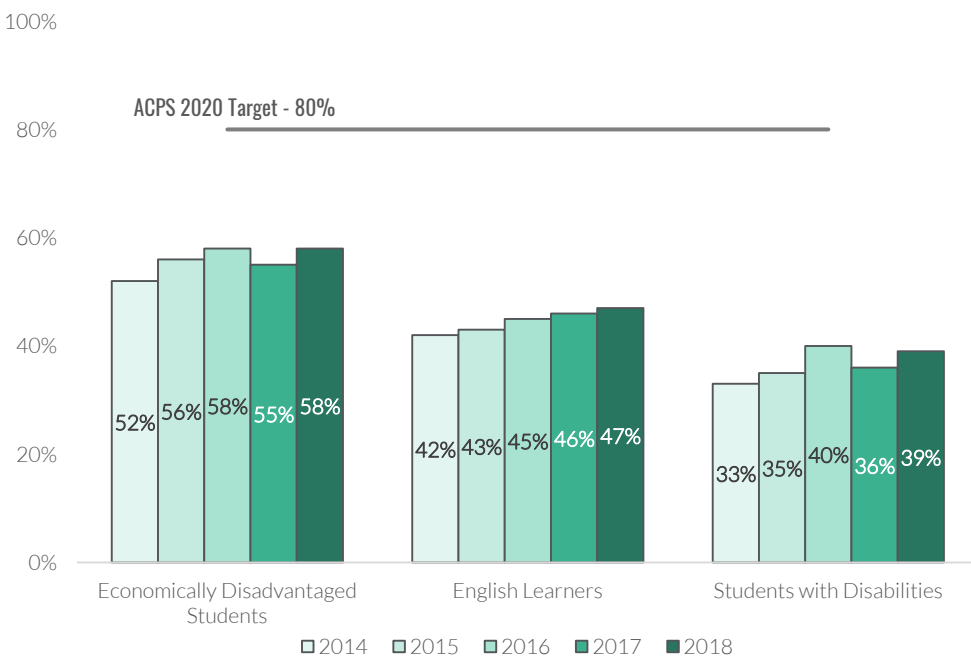
WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR – SOL PASS RATES
SCIENCE

By Race/Ethnicity

ACPS 2020 Target - 80%

	2014	2015	2016	2017	2018
Asian	79%	86%	80%	74%	78%
Black	56%	63%	66%	66%	65%
Hispanic	52%	54%	55%	52%	54%
White	90%	90%	91%	90%	91%

By Sub-Group

ACPS 2020 Target - 80%

	2014	2015	2016	2017	2018
Economically Disadvantaged Students	52%	56%	58%	55%	58%
English Learners	42%	43%	45%	46%	47%
Students with Disabilities	33%	35%	40%	36%	39%

Trends in Science Scores

By Race/Ethnicity

- Asian students met the division target in 2015 and 2016, but failed to meet target levels from 2017 on.
- Black students' pass rate was higher in 2018 than in 2014.
- Hispanic students' pass rate was two percentage points higher in 2018 than in 2014.
- White students have consistently surpassed the division target.

By Sub-Group

- No sub-groups have met the division target.
- All three sub-groups had slightly higher pass rates in 2018 compared to 2014.

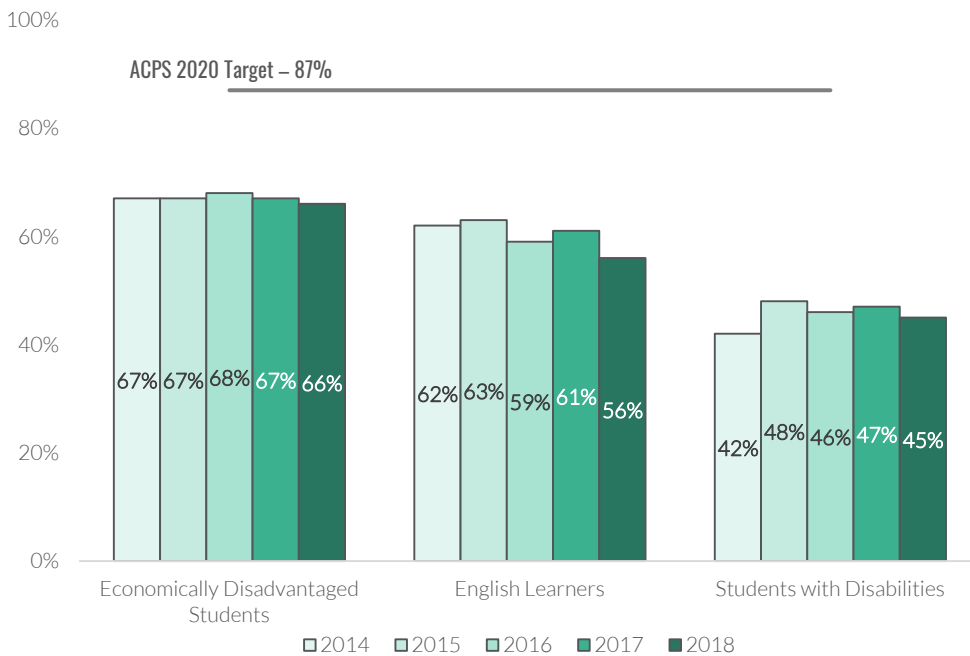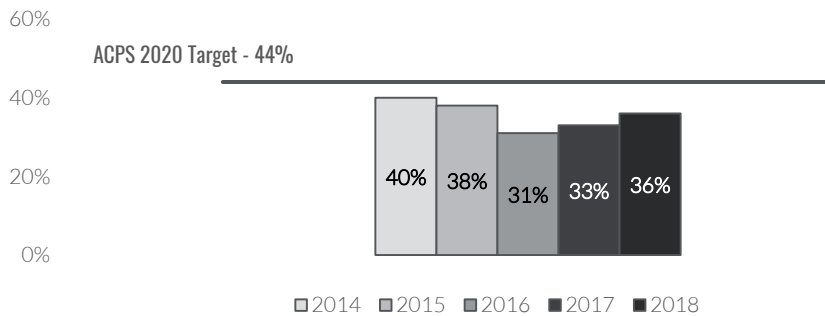### WHAT ELSE DO YOU NOTICE?

Write your observations here.

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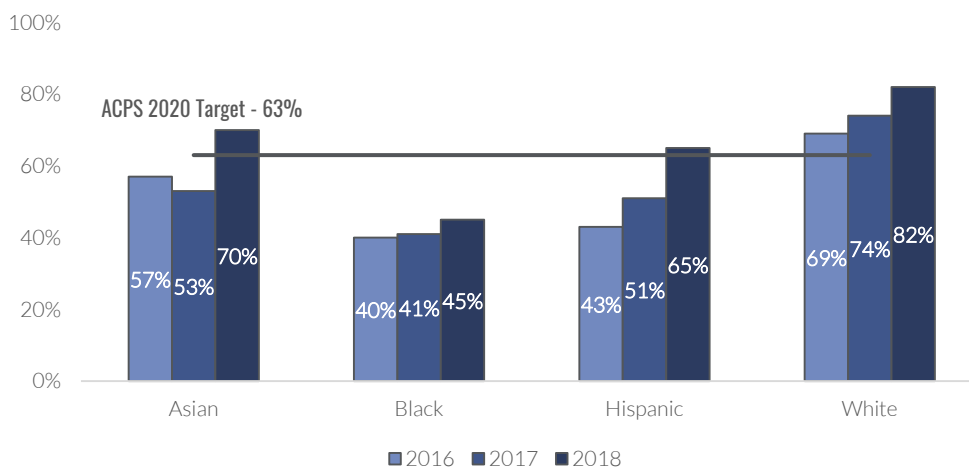
KEY INDICATOR – SOL PASS RATES
HISTORY

By Race/Ethnicity

ACPS 2020 Target – 87%

Asian: 91% (2014), 91% (2015), 88% (2016), 87% (2017), 85% (2018)
Black: 69% (2014), 72% (2015), 71% (2016), 73% (2017), 73% (2018)
Hispanic: 67% (2014), 66% (2015), 67% (2016), 64% (2017), 62% (2018)
White: 93% (2014), 93% (2015), 94% (2016), 94% (2017), 91% (2018)

Legend: ☐2014 ☐2015 ☐2016 ■2017 ■2018

By Sub-Group

ACPS 2020 Target – 87%

Economically Disadvantaged Students: 67% (2014), 67% (2015), 68% (2016), 67% (2017), 66% (2018)
English Learners: 62% (2014), 63% (2015), 59% (2016), 61% (2017), 56% (2018)
Students with Disabilities: 42% (2014), 48% (2015), 46% (2016), 47% (2017), 45% (2018)

Legend: ☐2014 ☐2015 ☐2016 ■2017 ■2018

Trends in History Scores

By Race/Ethnicity

- Asian students met the division target in 2014-2017, but performance declined in 2018.
- Black students' pass rate was higher in 2018 than in 2014 by four percentage points.
- Hispanic students' pass rate was lower in 2018 than in 2014.
- White students have consistently surpassed the division target.

By Sub-Group

- No sub-groups have met the division target.
- Students with disabilities had slightly higher pass rates in 2018 compared to 2014.
- English learners had lower pass rates in 2018 compared to 2014.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

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

KEY INDICATOR – AP PARTICIPATION

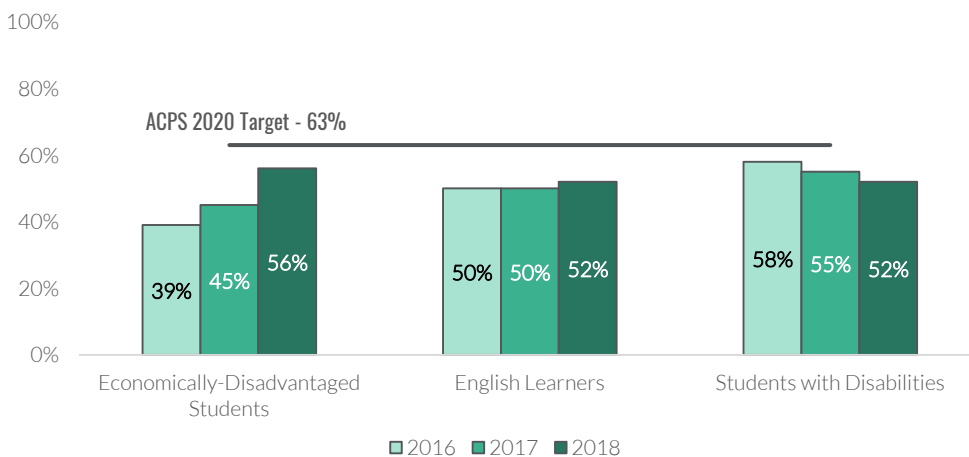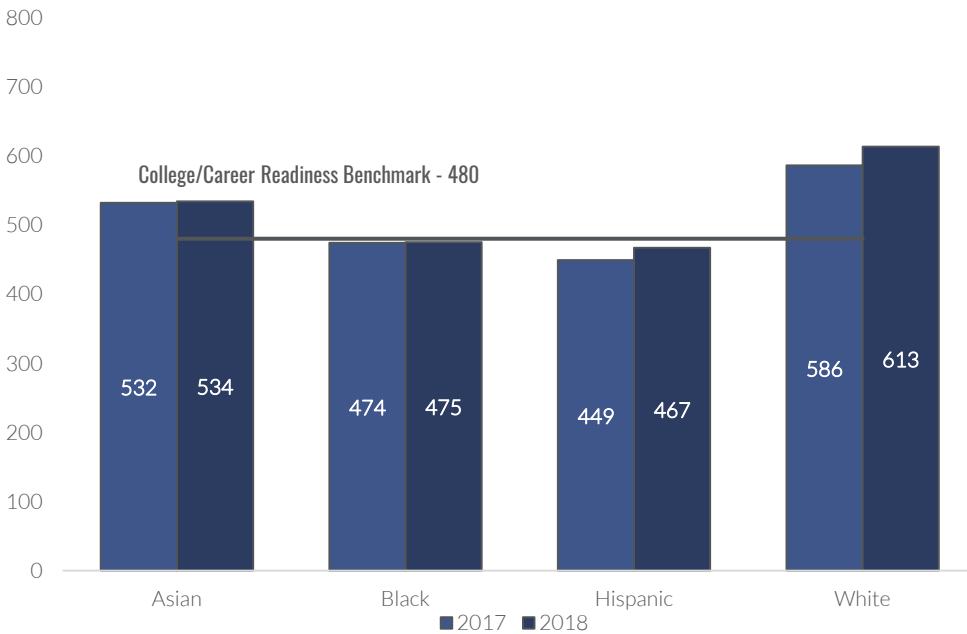## Grade 10-12 Students Participating in an AP Exam

ACPS 2020 Target - 44%

40%	38%	31%	33%	36%

■2014 ■2015 ■2016 ■2017 ■2018

KEY INDICATOR – AP PERFORMANCE

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

ACPS 2020 Target - 63%

Asian	Black	Hispanic	White
57% 53% 70%	40% 41% 45%	43% 51% 65%	69% 74% 82%

■2016 ■2017 ■2018

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

ACPS 2020 Target - 63%

Economically-Disadvantaged Students	English Learners	Students with Disabilities
39% 45% 56%	50% 50% 52%	58% 55% 52%

■2016 ■2017 ■2018

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

Trends in AP Exams

- AP participation rates among students in Grades 10-12 were lower in 2018 than in 2014.

- Asian and Hispanic students surpassed the division performance target for the first time in 2018.

- Black students have not met the division performance target.

- White students have consistently surpassed the division performance target.

- Economically-disadvantaged students, English Learners, and students with disabilities have not met the division performance target.

- However, economically-disadvantaged students have made increases toward the division performance target.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

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

By Race/Ethnicity

College/Career Readiness Benchmark - 480

	Asian	Black	Hispanic	White
2017	532	474	449	586
2018	534	475	467	613

■2017 ■2018

MATH

By Race/Ethnicity

College/Career Readiness Benchmark - 530

	Asian	Black	Hispanic	White
2017	546	464	441	568
2018	540	449	453	587

■2017 ■2018

Source for SAT Scores: "2018 SAT Digest."

Key Trends in SAT Scores

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

WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR – ON-TIME GRADUATION RATES

By Race/Ethnicity

ACPS 2020 Target - 90%

By Race/Ethnicity graph data:
- Asian: 77% (2014), 92% (2015), 100% (2016), 90% (2017), 94% (2018)
- Black: 86% (2014), 82% (2015), 85% (2016), 88% (2017), 90% (2018)
- Hispanic: 75% (2014), 68% (2015), 71% (2016), 73% (2017), 64% (2018)
- White: 94% (2014), 92% (2015), 93% (2016), 94% (2017), 94% (2018)

Legend: 2014, 2015, 2016, 2017, 2018

By Sub-Group

ACPS 2020 Target - 90%

By Sub-Group graph data:
- Economically-Disadvantaged Students: 82% (2014), 76% (2015), 78% (2016), 80% (2017), 74% (2018)
- English Learners: 72% (2014), 61% (2015), 68% (2016), 74% (2017), 63% (2018)
- Students with Disabilities: 82% (2014), 83% (2015), 87% (2016), 90% (2017), 83% (2018)

Legend: 2014, 2015, 2016, 2017, 2018

KEY INDICATOR – DROPOUT RATES

By Race/Ethnicity
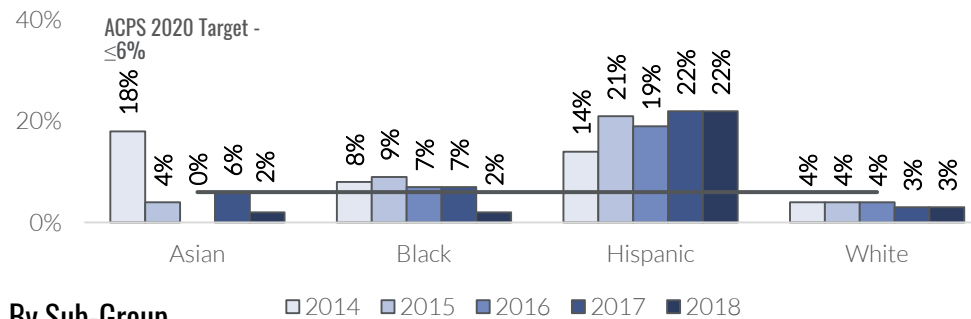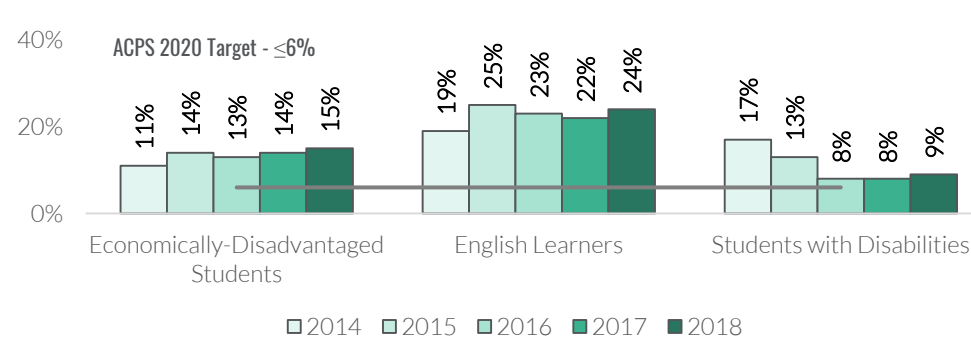
ACPS 2020 Target - ≤6%

By Race/Ethnicity graph data:
- Asian: 18% (2014), 4% (2015), 0% (2016), 6% (2017), 2% (2018)
- Black: 8% (2014), 9% (2015), 7% (2016), 7% (2017), 2% (2018)
- Hispanic: 14% (2014), 21% (2015), 19% (2016), 22% (2017), 22% (2018)
- White: 4% (2014), 4% (2015), 4% (2016), 3% (2017), 3% (2018)

Legend: 2014, 2015, 2016, 2017, 2018

By Sub-Group

ACPS 2020 Target - ≤6%

By Sub-Group graph data:
- Economically-Disadvantaged Students: 11% (2014), 14% (2015), 13% (2016), 14% (2017), 15% (2018)
- English Learners: 19% (2014), 25% (2015), 23% (2016), 22% (2017), 24% (2018)
- Students with Disabilities: 17% (2014), 13% (2015), 8% (2016), 8% (2017), 9% (2018)

Legend: 2014, 2015, 2016, 2017, 2018

Note: Targets come from the ACPS 2020 Strategic Plan.
Sources for Graduation and Dropout Rates: [1] "Comparison of ACPS Four Year Cohort Dropout Rates for 2011-2018 by Subgroups." [2] "Virginia Cohort Reports." [3] "ACPS 2020 Scorecard."

Trends in Graduation Rates

- Hispanic students' graduation rate declined from 2014 to 2018.
- White students have consistently high graduation rates. The gap between White and Asian students' and Black students' graduation rates is much smaller than the gap between White and Asian students and Hispanic students.
- Students with disabilities met the on-time graduation target in 2017.

Trends in Dropout Rates

- Hispanic students consistently have a high dropout rate; the dropout rate was 22 percent in both 2017 and 2018.
- Black student dropout rates were lower in 2018 at 2 percent which also met the target.
- English learners consistently have the highest dropout rate among all sub-groups.
- Students with disabilities saw lower dropout rates in 2018 compared to 2014.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

CURRICULUM

SUMMARY

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

KEY COMMENDATIONS

- ✓ Curriculum guides use a common framework for all education levels (elementary, middle school, high school) and all content areas.

- ✓ Curriculum guides facilitate a variety of diverse learning experiences, including group work, individual work, and project-based learning.

- ✓ Instructional resources, materials, and strategies for English learners are a strength in the curriculum guides. They are specific to the content of each unit by grade level.

- ✓ Useful literary recommendations provide opportunities to link lessons across different content areas in the curriculum guide.

- ✓ Division resources for differentiating instruction and executive function provide helpful instructional ideas for how to meet the needs of a variety of learners and for encouraging self-regulation and self-direction in the classroom.

- ✓ Teachers report that the greatest strengths of the curriculum guide include integration of technology, essential questions to guide instruction, and key vocabulary for lesson development.

KEY RECOMMENDATIONS

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

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

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

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

Source: "Curriculum Audit Report."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

TALENTED AND GIFTED PROGRAM

SUMMARY

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

KEY COMMENDATIONS

- ✓ Comprehensive Advanced Placement (AP) Program available from 9th grade;

- ✓ Dual Enrollment (DE) opportunities for linkage to community college (NOVA);

- ✓ Grades 4-5 language arts and math advanced programs for TAG learners;

- ✓ Young Scholars Program (YS) for underrepresented populations at Grades K-5; and

- ✓ Revised acceleration policy and regulation.

KEY RECOMMENDATIONS

IMPLEMENTATION OF STATED GOALS AND OUTCOMES
- ❏ Develop a comprehensive K-3 Program.
- ❏ Extend the Young Scholars Program.
- ❏ Revamp the middle school TAG Program.

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

RIGOR OF THE CURRICULUM FOR TAG STUDENTS
- ❏ Revise TAG and honors course curricula.
- ❏ 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.

Source: "Evaluation Report on the TAG Program."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

STUDENTS WITH DISABILITIES

SUMMARY

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

KEY COMMENDATIONS

COMPLIANCE AND ACCOUNTABILITY
- ✓ Inclusive settings
- ✓ Separate settings
- ✓ Dropout and graduation rates

MULTI-TIERED SYSTEM OF SUPPORTS
- ✓ ACPS MTSS 2015 framework
- ✓ Cross-departmental leadership
- ✓ Technology use

REFERRAL AND ELIGIBILITY
- ✓ Parent engagement
- ✓ English learner guidance

TEACHING, LEARNING, AND SOCIAL EMOTIONAL SUPPORT FOR STUDENTS WITH DISABILITIES
- ✓ Co-teaching
- ✓ Interventions
- ✓ City-wide classes
- ✓ Assistive technology

SUPPORT FOR TEACHING AND LEARNING
- ✓ Governance meetings
- ✓ Professional development

COLLABORATION, COMMUNICATION, AND PARENT ENGAGEMENT
- ✓ Parent participation
- ✓ Parent engagement
- ✓ Parent resource center

KEY RECOMMENDATIONS

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

SPECIAL EDUCATION REFERRAL, ASSESSMENT, AND ELIGIBILITY PRACTICES
- ❑ Develop a systematic data analysis process for analyzing special education referral, assessment, and eligibility practices.

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

SPECIALLY DESIGNED INSTRUCTION (SDI) AND TARGETED INTERVENTIONS
- ❑ Assess the fidelity of implementation and effectiveness of SDI and targeted interventions for each student with a disability by analyzing data.

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

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

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

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

QUESTIONS FOR REFLECTION AND DISCUSSION

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

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

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

Academic Achievement

SOURCES

"2018 SAT Digest." Alexandria City Public Schools, October 24, 2018

"ACPS 2020 Scorecard." Alexandria City Public Schools. Contained in file "190321_ACPS 2020 Scorecard for SY 17-18_v2"

"Alexandria City Public Schools: Curriculum Audit Final Report." McREL International, September 19, 2016. Contained in file "Curriculum Evaluation Memo and Report_09292016"

"AP Test Summary Results by Subgroup." Alexandria City Public Schools. Contained in file "AP Tables"

"Comparison of ACPS Four Year Cohort Dropout Rates for 2011-2018 by Subgroups." Alexandria City Public Schools. Contained in file "2018 On-Time Graduation and Dropout Figures to Board10.1.2018"

"Comprehensive Review of Special Education, Pre-K through Grade 12 – Alexandria City Public Schools." PCG Education, October 25, 2018. Contained in file "SWD Evaluation PresentationEnglish"

"Comprehensive Review of Special Education, Pre-K through Grade 12 – Alexandria City Public Schools. Final Report." PCG Education, October 2018. Contained in file "SWD Evaluation Report"

"Curriculum Audit Report." McREL International, September 29, 2016. pp. 4-6, 10-17. Contained in file "Curriculum Evaluation and Division Action Plan PowerPoint_09292016"

"ECEW Baseline Data Indicators Reported by ACPS." Alexandria City Public Schools, November 4, 2016. Contained in file "memo_ECEW Data for Baseline Indicators_11042016"

"ECEW Baseline Data Indicators Reported by ACPS." Alexandria City Public Schools, November 9, 2017. Contained in file "memo_ECEW Data for Baseline Indicators_11092017"

"ECEW Baseline Data Indicators Reported by ACPS." Alexandria City Public Schools, November 2, 2018. Contained in file "memo_ECEW Data for Baseline Indicators plus one year"

"SOL Test Pass Rates & Other Results." Virginia Department of Education. http://www.doe.virginia.gov/statistics_reports/sol-pass-rates/index.shtml

VanTassel-Baska, J., J. Robbins, and G. Fischer Hubbard. "Evaluation Report on the TAG Program." October 12, 2017. Contained in file "TAG Evaluation PowerPoint 10.12.2017"

VanTassel-Baska, J., J. Robbins, and G. Fischer Hubbard. "Evaluation Study Report – Talented and Gifted (TAG) Program – Alexandria City Public Schools." October 2, 2017. Contained in file "TAG Evaluation Report 10.12.2017"

"Virginia Cohort Reports." Virginia Department of Education. http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml

CHAPTER 3:
BEHAVIOR AND SOCIAL-EMOTIONAL LEARNING

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

Data Source	Description
Chronic Absenteeism Data	Data source provided by the district that Hanover Research used to gather chronic absenteeism data
Developmental Assets Survey	A survey administered to a sample of ACPS students in Grades 8, 10, and 12 in 2009-10, 2013-13, and 2015-16 that Hanover Research used to gather data on the percentage of students that have various positive internal and external assets
Discipline Data	Data source provided by the district that Hanover Research used to gather data on suspensions
ECEW Indicators Data	Used to gather data on the Virginia Kindergarten Readiness Program (VKRP)
Youth Risk Behavior Survey	A survey administered to a sample of ACPS students in Grades 8, 10, and 12 in 2013-2014 and 2016-2017 that Hanover Research used to gather data on substance use, physical activity, and mental health

Behavior & Social-Emotional Learning

ACPS PERFORMANCE SUMMARY

Progress Made

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

Areas for Improvement

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

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: "Historical Tables Developmental Assets."

Trends in External Assets

• Many of the external developmental assets did not see dramatic shifts across the three survey administrations.

• The percentage of students with the *service to others* developmental asset declined by nearly 5 percentage points in the most recent survey year, falling further from the ACPS 2020 target.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR – INTERNAL DEVELOPMENTAL ASSETS

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

Achievement Motivation
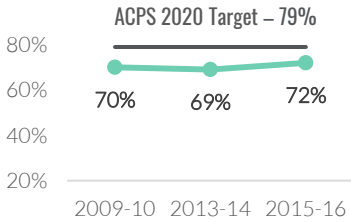
ACPS 2020 Target – 79%

80%
60% — 70% — 69% — 72%
40%
20%

2009-10 2013-14 2015-16

Cultural Competence

ACPS 2020 Target – 64%

80%
60%
40% — 52% — 55% — 60%
20%

2009-10 2013-14 2015-16

School Engagement

80%
60% — 48% — 47% — 53%
40%
20%

2009-10 2013-14 2015-16

Self Esteem

80%
60% — 57% — 52% — 48%
40%
20%

2009-10 2013-14 2015-16

Equity and Social Justice

80% — 62% — 65% — 76%
60%
40%
20%

2009-10 2013-14 2015-16
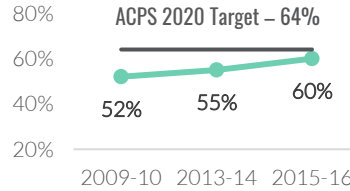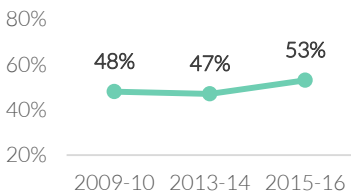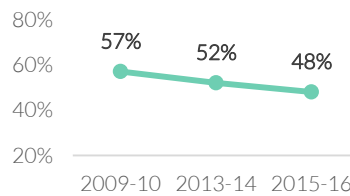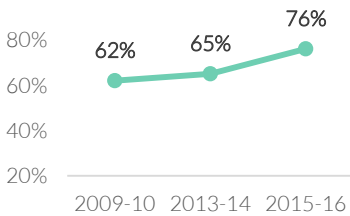
Positive View of Personal Future

80% — 74% — 72% — 73%
60%
40%
20%

2009-10 2013-14 2015-16
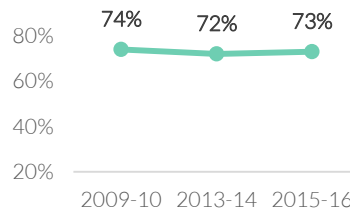
Trends in Internal Assets

- The two internal developmental assets with ACPS 2020 targets – *achievement motivation* and *cultural competency* - fell short of their goals, but have seen positive growth over time.

- Students' *equity and social justice* development asset increased by 14 percentage points across the three survey administration years.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

Note: Percentages reflect the percent of respondents who have a particular asset.
Source: "Historical Tables Developmental Assets."

KEY INDICATOR – KINDERGARTEN SOCIAL AND SELF-REGULATION SKILLS

Percentage of Students Meeting the Social Skills Benchmark on the VKRP
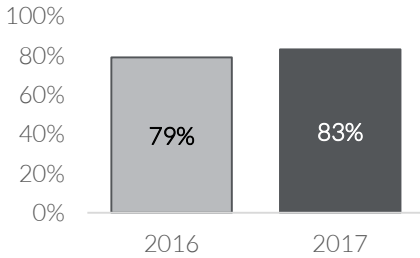
100%
80%
60%
40% — 79% — 83%
20%
0%
2016   2017

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

100%
80%
60%
40% — 84% — 86%
20%
0%
2016   2017
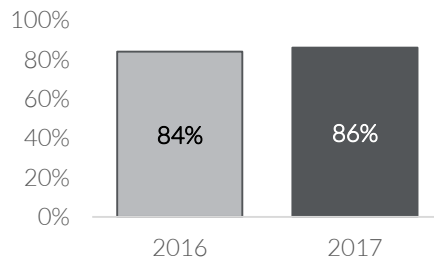
KEY INDICATOR – SUBSTANCE USE
GRADES 10 AND 12

Current Alcohol Use

100%
35%   26%   23%
0%
2011   2014   2016

Current Marijuana Use

100%
25%   21%   16%
0%
2011   2014   2016

Current Cigarette Use

100%
16%   9%   4%
0%
2011   2014   2016

Current E-Cigarette Use

100%
5%   8%
0%
2011   2014   2016
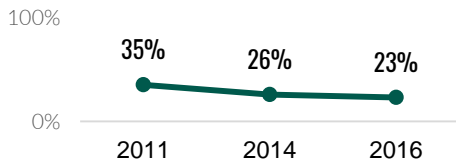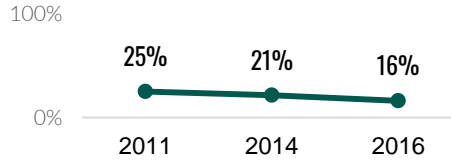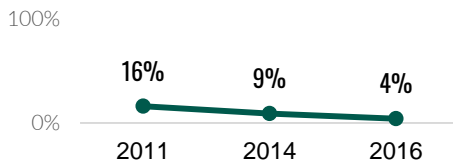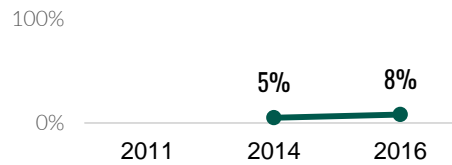
GRADE 8

Current Alcohol Use

100%
12%   7%
0%
2011   2013   2016

Current Marijuana Use

100%
11%   5%
0%
2011   2013   2016

Current Cigarette Use

100%
6%   6%   3%
0%
2011   2013   2016

Current E-Cigarette Use

100%
4%   6%
0%
2011   2013   2016
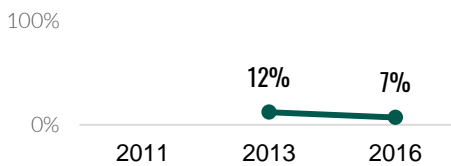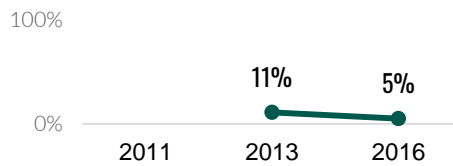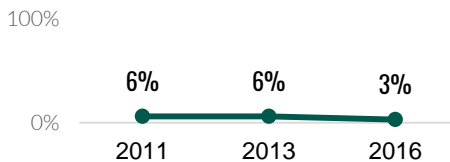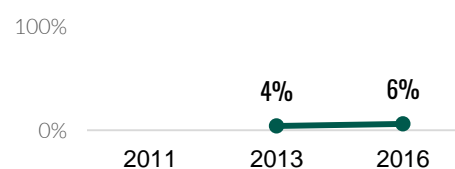
Trends in Kindergarten Social and Self-Regulation Skills

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

- The percentage of kindergarten students meeting the self-regulation benchmark of the VKRP increased by 2 percentage points between 2016 and 2017.

Trends in Substance Use

- Use of all substances, except e-cigarettes, has decreased among students in Grades 10 and 12.

- Use of all substances, except e-cigarettes, has decreased among students in Grade 8.

- E-cigarette usage among students in Grade 10 and 12 increased by 3 percentage points between 2014 and 2016.

- E-cigarette usage among students in Grade 8 increased by 2 percentage points between 2013 and 2016.
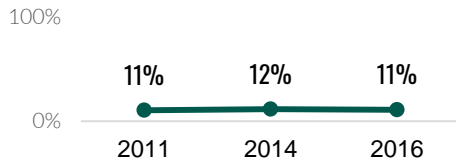
WHAT ELSE DO YOU NOTICE?
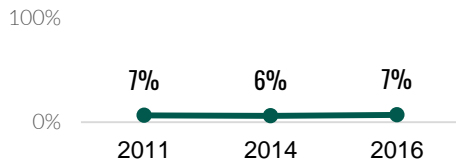
Write your observations here.

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

KEY INDICATOR – MENTAL HEALTH
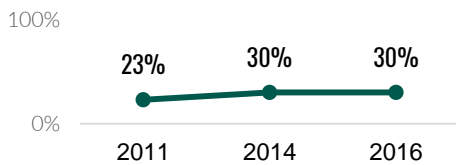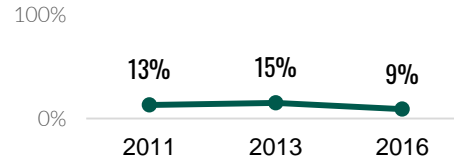
GRADES 10 AND 12

Made a Suicide Plan

100%

11%   12%   11%

0%

2011   2014   2016

Attempted Suicide

100%

7%   6%   7%

0%

2011   2014   2016

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

100%

23%   30%   30%

0%

2011   2014   2016

GRADE 8

Made a Suicide Plan

100%

13%   15%   9%

0%

2011   2013   2016

Attempted Suicide

100%

11%   11%   7%

0%

2011   2013   2016

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

100%

29%   25%

0%

2011   2013   2016
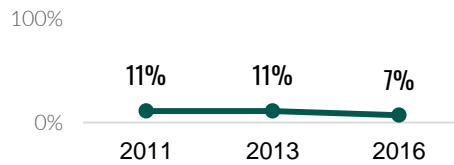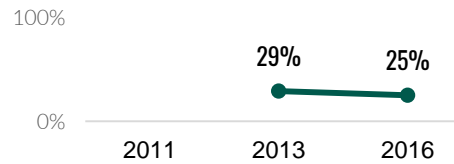
Trends in Mental Health

- The percentage of students in Grades 10 and 12 who have made a suicide plan or attempted suicide has remained relatively constant since 2011.

- The percentage of students in Grade 8 who have made a suicide plan or attempted suicide decreased between 2011 and 2016.

- About a third of students in Grades 10 and 12 and a quarter of students in Grade 8 have felt sad or hopeless for 2 or more weeks in the past year.
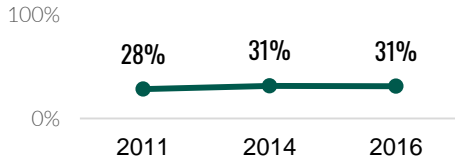
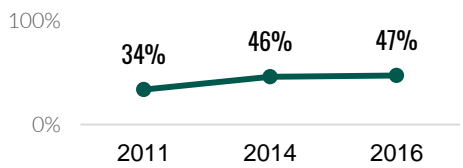## WHAT ELSE DO YOU NOTICE?

Write your observations here.

Sources : [1] "Youth Risk Behavior Survey 2013-2014." [2] "Youth Risk Behavior Survey 2016-2017."
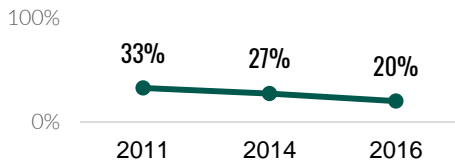
KEY INDICATOR – PHYSICAL ACTIVITY

GRADES 10 AND 12

Physically Active 5+ Days Per Week

100%

28%   31%   31%

0%
2011   2014   2016

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

100%

34%   46%   47%

0%
2011   2014   2016

Watches TV for 3+ Hours per Day

100%

33%   27%   20%

0%
2011   2014   2016

GRADE 8

Physically Active 5+ Days Per Week
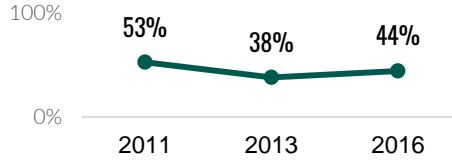
100%

53%   38%   44%

0%
2011   2013   2016

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

100%

40%   52%   48%

0%
2011   2013   2016

Watches TV for 3+ Hours per Day

100%

39%   38%   27%

0%
2011   2013   2016
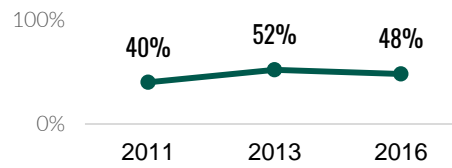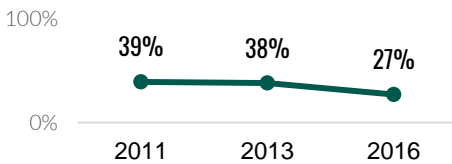
Trends in Physical Activity

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

- The percentage of students in Grades 8, 10, and 12 who watch TV for 3 or more hours per day decreased between 2011 and 2016.
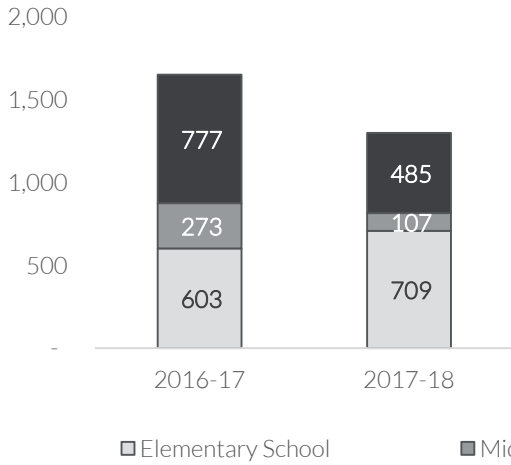
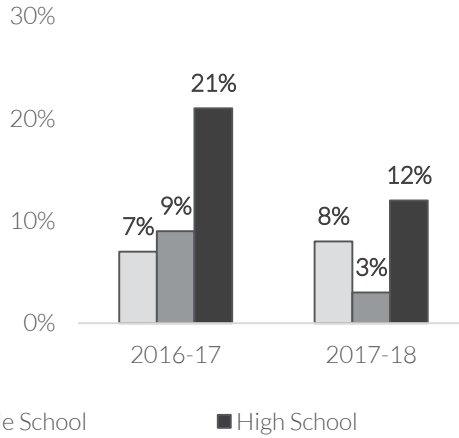### WHAT ELSE DO YOU NOTICE?

Write your observations here.

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

KEY INDICATOR – CHRONIC ABSENTEEISM

Number of Students Chronically Absent

Percentage of Students Chronically Absent

Elementary School   Middle School   High School

Note: In August 2017 the division changed the absenteeism and student attendance data coding practices. Thus, only students who missed all periods within a school day, rather than the previous "3 or more periods" within a school day are considered to have an all-day absence. The updated definition of chronic absenteeism is reflected in this report. As a result, there was a significant decline in student chronic absenteeism rates from the current year in comparison to the previous year at the secondary level.

Distribution of Chronically Absent Students in 2017-18

By Race/Ethnic

By EL Status

By Disability Status

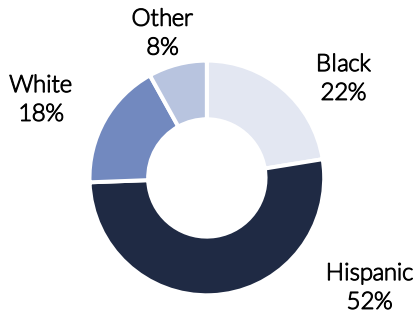### Trends in Chronic Absenteeism

- High school students have the highest rate of chronic absenteeism (12% in 2017-18), followed by elementary school students (8% in 2017-18).

- About half of all students that are chronically absent are Hispanic (52%) and nearly half are English Language Learners (47%).

WHAT ELSE DO YOU NOTICE?

Write your observations here.
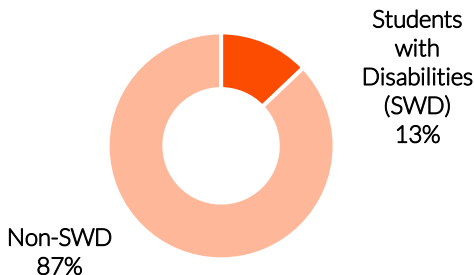
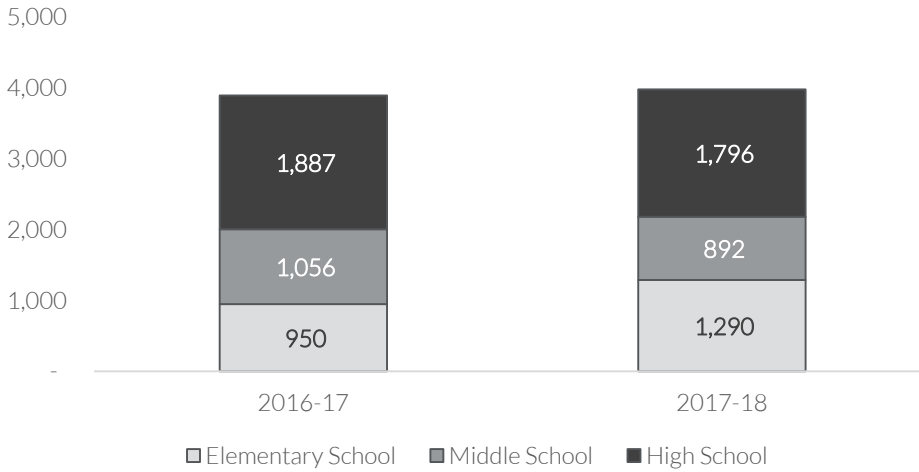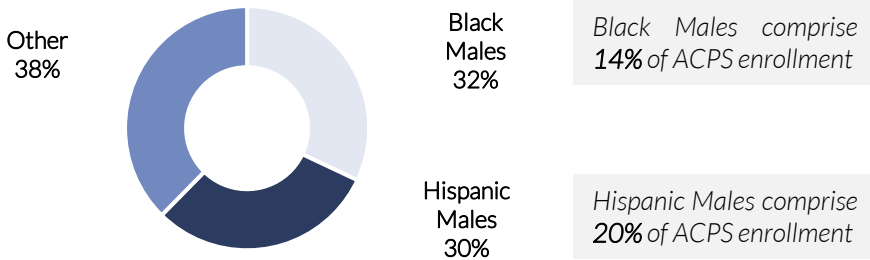*Sources: "Attendance Data." Note: This data is from an internal analysis that is not publicly available to committee members.*
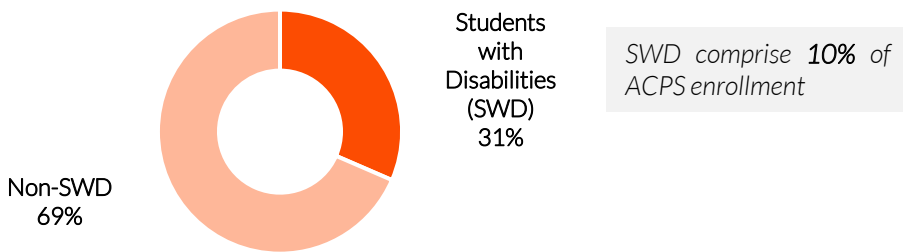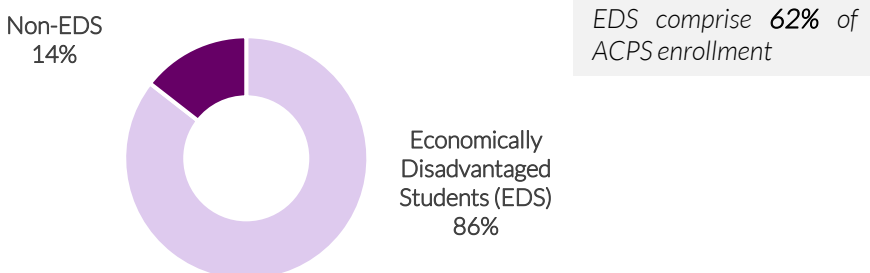
KEY INDICATOR – SUSPENSIONS

Stacked bar chart:

	2016-17	2017-18
High School	1,887	1,796
Middle School	1,056	892
Elementary School	950	1,290

■ Elementary School ■ Middle School ■ High School

Distribution of Suspensions in 2017-18

By Race/Ethnic & Gender

Other 38%
Black Males 32%
Hispanic Males 30%

*Black Males comprise **14%** of ACPS enrollment*

*Hispanic Males comprise **20%** of ACPS enrollment*

By Disability Status

Students with Disabilities (SWD) 31%
Non-SWD 69%

*SWD comprise **10%** of ACPS enrollment*

By Economic Status

Non-EDS 14%
Economically Disadvantaged Students (EDS) 86%

*EDS comprise **62%** of ACPS enrollment*

Trends in Suspensions

- The number of suspensions that occur at elementary schools increased by 340 between 2016-17 and 2017-18, while middle (-164) and high schools (-91) saw declines in the number of suspensions.

- There are multiple instances of disproportionality in suspensions at ACPS. For example, while Black males comprise 14% of all ACPS student enrollment, they comprise 32% of suspensions.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

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

QUESTIONS FOR REFLECTION AND DISCUSSION

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

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

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

Behavior & Social-Emotional Learning

SOURCES

"Chronic Absenteeism Data." Alexandria City Public Schools. Contained in file "EOY Attendance Tables 17-18"

"Historical Tables Developmental Assets." Alexandria City Public Schools.
https://esbpublic.acps.k12.va.us/attachments/b7e4f656-c3f8-4cbe-bb88-26a1dc3ca92b.pdf

"Discipline Data." Alexandria City Public Schools. Contained in file "EOY Discipline Tables 17-18"

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

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

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

CHAPTER 4:
STAKEHOLDER PERCEPTIONS

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

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

Stakeholder Perceptions
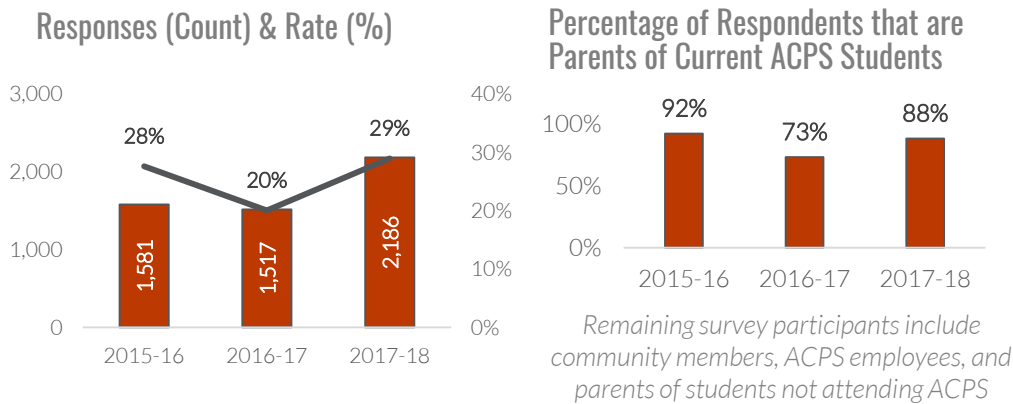## ACPS PERFORMANCE SUMMARY
Progress Made

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

Areas for Improvement

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

ACPS 2020 COMMUNITY SURVEY PARTICIPATION

Responses (Count) & Rate (%)

Percentage of Respondents that are Parents of Current ACPS Students

Remaining survey participants include community members, ACPS employees, and parents of students not attending ACPS

2017 SUPERINTENDENT SEARCH SURVEY PARTICIPATION

Percentage of Respondents by Group (n=1,243)
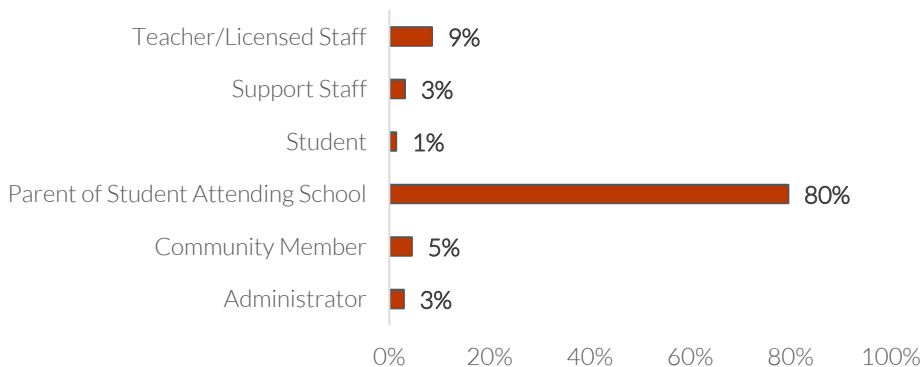
Source: [1] "ACPS 2020 Community Survey." [2] "Superintendent Search Survey."

INCLUDED IN THIS SECTION:

Key Indicators

✓ Perceptions of academic excellence

✓ Perceptions of health and safety

✓ Perceptions of division operations and services

✓ Perceptions of students' social, emotional, and cultural competence

✓ Perceptions of family engagement

Survey Participation Trends

• ACPS 2020 Community Survey participation increased by about 500 respondents in 2017-18. The participation rate ranged from about 20 to 30 percent of the total number of survey invitations delivered each year.

• Current ACPS parents comprise the largest stakeholder group participating in both the 2017 Superintendent Search Survey and all years of the ACPS 2020 Community Survey.
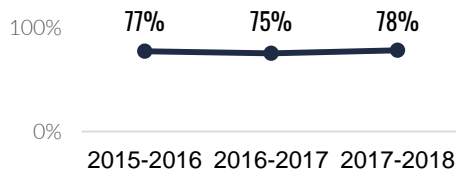
WHAT ELSE DO YOU NOTICE?

Write your observations here.
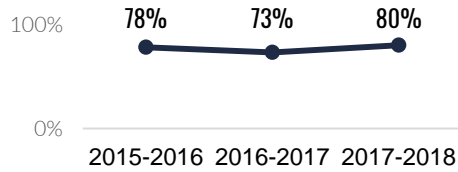
KEY INDICATOR – ACADEMIC QUALITY
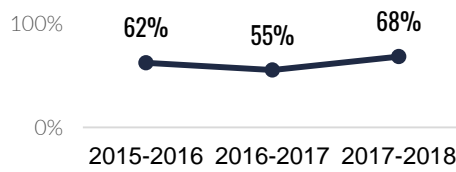
ACPS Offers Academic Excellence

100% 84% 79% 87%

0%
2015-2016 2016-2017 2017-2018
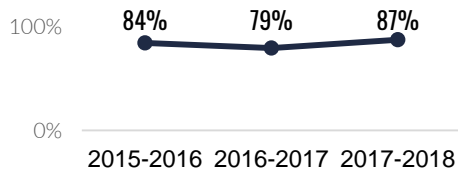
ACPS Employs Excellent Staff

100% 77% 75% 78%

0%
2015-2016 2016-2017 2017-2018

ACPS Provides Rigorous Opportunities for All Students

100% 78% 73% 80%

0%
2015-2016 2016-2017 2017-2018

ACPS Provides Optimal Learning Environments

100% 62% 55% 68%

0%
2015-2016 2016-2017 2017-2018

By Stakeholder Type

	The district has high standards for student performance.	The district is working to close the achievement gap.	Students are on track to be college and career ready.
Administrator	69%	64%	53%
Community Member	41%	55%	30%
Parent of Student Attending School	61%	62%	54%
Teacher/Licensed Staff	65%	63%	44%

☐ Administrator ☐ Community Member ☐ Parent of Student Attending School ☐ Teacher/Licensed Staff

Trends in Perceptions of Academic Quality

- Stakeholders have generally had favorable perceptions of the academic quality provided by ACPS since the 2015-2016 school year.

- Community members generally have the least favorable perceptions of the academic quality provided by ACPS.
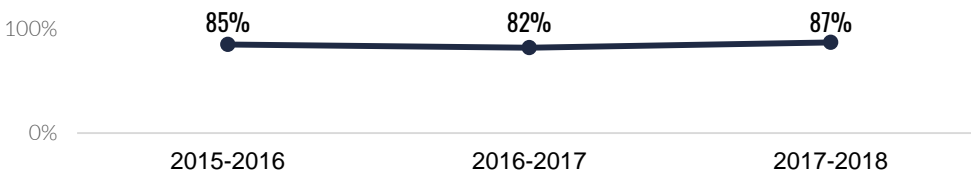
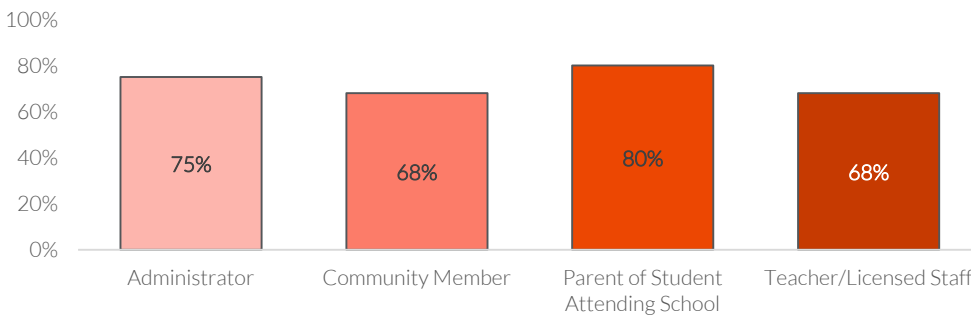### WHAT ELSE DO YOU NOTICE?

Write your observations here.

Note: Percentages reflect the percent of respondents who agreed with the statement.
Source: [1] "ACPS 2020 Community Survey." [2] "Superintendent Search Survey."

KEY INDICATOR – HEALTH AND SAFETY
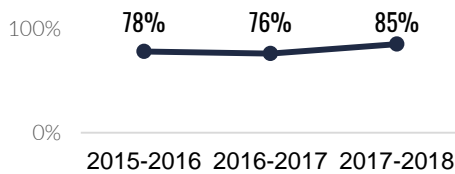
ACPS Promotes Student Health and Wellness

85% 82% 87%

2015-2016   2016-2017   2017-2018

ACPS' Schools are Safe by Stakeholder Type

Administrator	Community Member	Parent of Student Attending School	Teacher/Licensed Staff
75%	68%	80%	68%

KEY INDICATOR – DIVISION OPERATIONS

ACPS Allows for Public Input

78% 76% 85%

2015-2016 2016-2017 2017-2018

ACPS is Efficient, Effective, and Transparent in Business Operations

66% 58% 74%

2015-2016 2016-2017 2017-2018
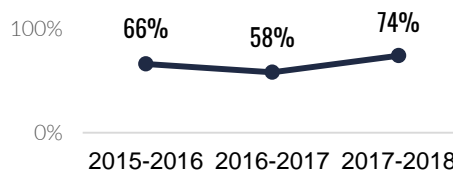
Important Characteristics of Superintendents by Stakeholder Type

	Provide transparent communication	Provide a clear, compelling vision for the future	Effectively plan and manage the long-term financial health of the District
Administrator	50%	22%	36%
Community Member	32%	38%	30%
Parent of Student Attending School	37%	36%	35%
Teacher/Licensed Staff	30%	20%	23%

■ Administrator ■ Community Member ■ Parent of Student Attending School ■ Teacher/Licensed Staff

Trends in Perceptions of Health and Safety

- Since 2015-2016, stakeholders have generally held a positive opinion about how ACPS promotes student health and wellness.
- Stakeholders of all groups generally believe that ACPS' schools are safe.

Trends in Perceptions of Division Operations

- Most stakeholders agree that ACPS allows for public input before making decisions.
- The percentage of stakeholders that agree that ACPS is efficient, effective, and transparent has increased since 2015-2016 by 8 percentage points.
- Half of administrators think that it is important for superintendents to provide transparent communication.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

Note: Percentages reflect the percent of respondents who agreed with the statement.
Source: [1] "ACPS 2020 Community Survey." [2] "Superintendent Search Survey." [3] "Leadership Profile Report."

KEY INDICATOR – STUDENT SOCIAL, EMOTIONAL, AND CULTURAL COMPETENCE
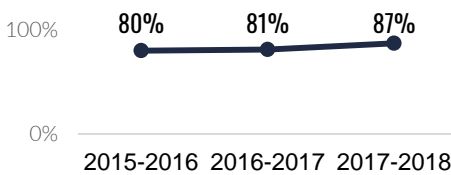
### ACPS Addresses Students' Social and Emotional Needs by Stakeholder Type
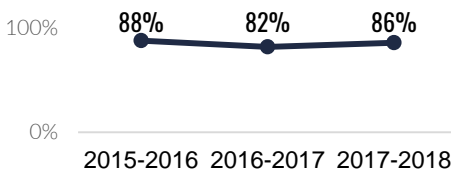
Administrator	Community Member	Parent of Student Attending School	Teacher/Licensed Staff
53%	39%	62%	49%
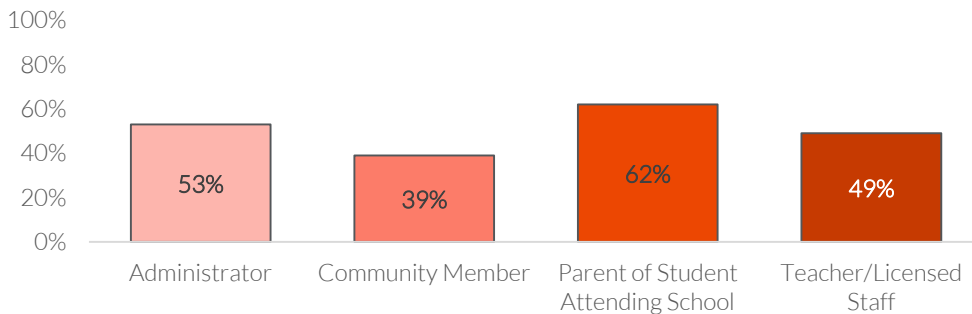
KEY INDICATOR – FAMILY AND COMMUNITY ENGAGEMENT

ACPS Works with Families to Provide High-Quality Services

2015-2016	2016-2017	2017-2018
80%	81%	87%

Stakeholders Feel Welcome at School Activities

2015-2016	2016-2017	2017-2018
94%	92%	93%
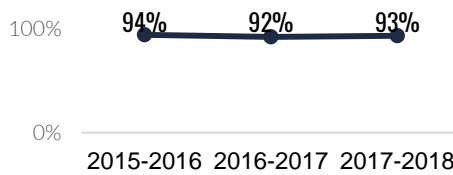
ACPS Partners with Families and the Community

2015-2016	2016-2017	2017-2018
88%	82%	86%

Stakeholders Can Obtain Information about ACPS' Services and Activities
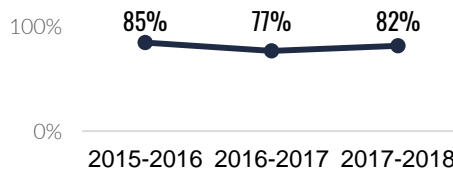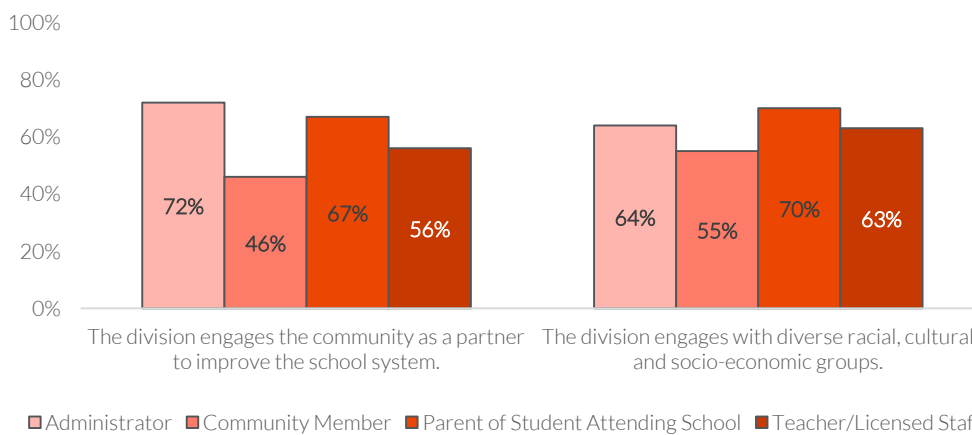
2015-2016	2016-2017	2017-2018
85%	77%	82%

By Stakeholder Type

	Administrator	Community Member	Parent of Student Attending School	Teacher/Licensed Staff
The division engages the community as a partner to improve the school system.	72%	46%	67%	56%
The division engages with diverse racial, cultural and socio-economic groups.	64%	55%	70%	63%

■ Administrator ■ Community Member ■ Parent of Student Attending School ■ Teacher/Licensed Staff

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

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

Trends in Perceptions of Family Engagement

- Since 2015-2016, stakeholders have generally held favorable perceptions of how ACPS engages with families and the community.
- Community members hold the least favorable views of ACPS' level of engagement with the community.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

Note: Percentages reflect the percent of respondents who agreed with the statement.
Source: [1] "ACPS 2020 Community Survey." [2] "Superintendent Search Survey."
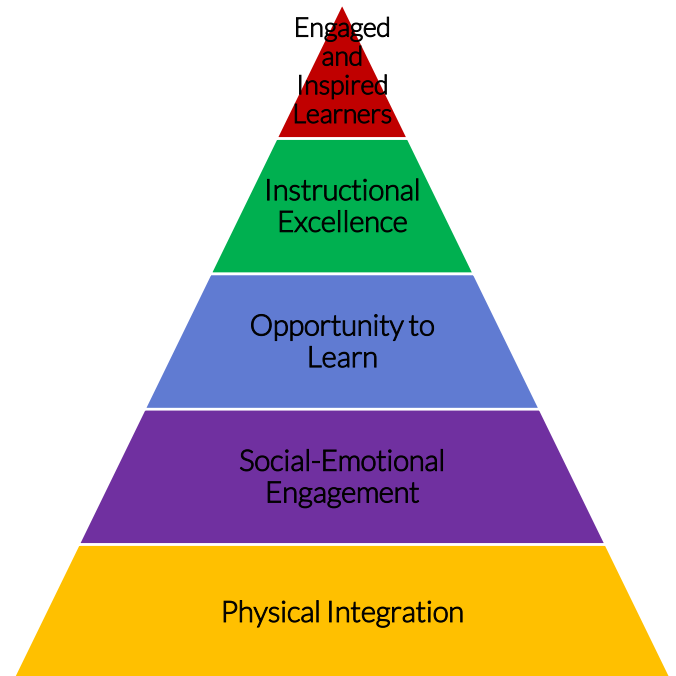
FIRST 100 DAYS REPORT

SUMMARY

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

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

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

FRAMEWORK FOR BUILDING EQUITY TAXONOMY

Engaged and Inspired Learners

Instructional Excellence

Opportunity to Learn

Social-Emotional Engagement

Physical Integration

LISTENING TOUR FINDINGS

✓ **Academic Excellence and Educational Equity:** ACPS stakeholders want multiple learning pathways to suit different student needs, less emphasis on standardized tests and more hands-on learning experiences. Stakeholders want students to graduate with 21st century skills and more options for students not looking to go to college.

✓ **Family and Community Engagement:** 'Coffees with the Principal' are seen favorably as well as multilingual communication, but ACPS does not always provide excellent customer service in other ways. In addition, external partners cannot easily get access to ACPS schools to provide supports. Stakeholders want greater trust between parents, schools and the community, more training on technology platforms for parents.

✓ **An Exemplary Staff:** ACPS struggles to recruit and retain staff which creates inconsistency in the classroom. ACPS needs to stay competitive in the area to not only recruit the best staff but then to retain them once developed. ACPS needs to provide onboarding for all new employees and work towards retaining excellent staff. ACPS needs to clearly articulate expectations for working with the diverse student population in ACPS.

✓ **Facilities and the Learning Environment:** Stakeholders want capacity issues resolved, especially at the high school level. Stakeholders want to maintain smaller class sizes, would like to see less crowded buses and safe walking routes to and from schools. In addition, stakeholders want to see environmental sustainability in our schools and well-maintained facilities.

✓ **Health and Wellness:** Stakeholders want to ensure ACPS has happy and healthy students. Stakeholders also want to see more restorative practices in our schools to help create equity in disciplinary practices.

✓ **Effective and Efficient Operations:** Stakeholders believe that ACPS needs better processes that are aligned and connected so that issues get resolved quickly and changes are better communicated to all impacted. ACPS needs to continue to work to improve our levels of transparency!

QUESTIONS FOR REFLECTION AND DISCUSSION

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

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

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

Stakeholder Perceptions

SOURCES

"ACPS 2020 Community Survey: Division Report 2017-2018." Alexandria City Public Schools and K12 Insight, 2018. Contained in file "ACPS 2020 Survey Results to Board 8.31.2018"

"Alexandria Children & Youth Master Plan 2014 Overview." The City of Alexandria and Alexandria City Public Schools, 2014.
https://www.alexandriava.gov/uploadedFiles/dchs/info/Alexandria%20Master%20Plan%20-%20Overview.pdf

Draeger, B. and A. Monday. "Leadership Profile Report." Alexandria City Public Schools and HYA Executive Search, October 5, 2017. Contained in file "Superintendent Search – Presentation_Leadership_Profile_Report_PowerPoint to Board 10.5.2017"

"First 100 Days." Alexandria City Public Schools, 2019.

"Superintendent Search Survey." Alexandria City Public Schools and HYA Executive Search, October 3, 2017. pp. 6-7. Contained in file "Superintendent Search – HYA_Survey_Report to Board 10.5.2017"

CHAPTER 5:
STAFFING & OPERATIONS

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

Data Source	Description
Facilities Audit Report Presentation	Used to obtain information on ACPS' facilities audit
HR Audit Report Presentation	Used to obtain information on ACPS' human resources department audit
Procurement Audit Report	Used to obtain information on ACPS' procurement department audit
Teacher Retention Data	Data provided by district that Hanover Research used to gather teacher retention data
Teaching, Empowering, Leading, and Learning (TELL) Survey	A survey administered to ACPS teachers, administrators, and other staff in 2014, 2016, and 2018 that Hanover Research used to gather data on 8 constructs: use of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, and instructional practices and support
WABE Guides from FY 2015 to FY 2019	Used to obtain benchmarking data on staffing levels of 10 divisions in Northern Virginia and Maryland
ACPS 2020 Community Survey	A survey administered to ACPS' internal and external stakeholders that Hanover Research used to gather data on stakeholders' perceptions of ACPS' progress toward its ACPS 2020 goals and family and community engagement

Staffing & Operations
ACPS PERFORMANCE SUMMARY
Progress Made

✓ **ACPS has competitive teacher salaries and small average class sizes.** In fiscal year 2019, 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 high school levels.
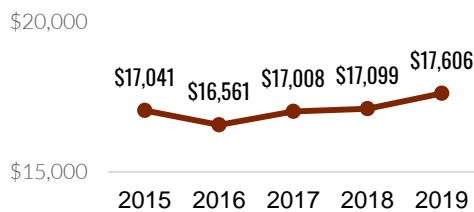
Areas for Improvement

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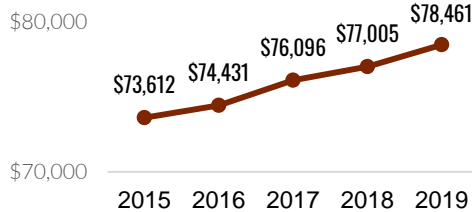
KEY INDICATOR – EXPENDITURES
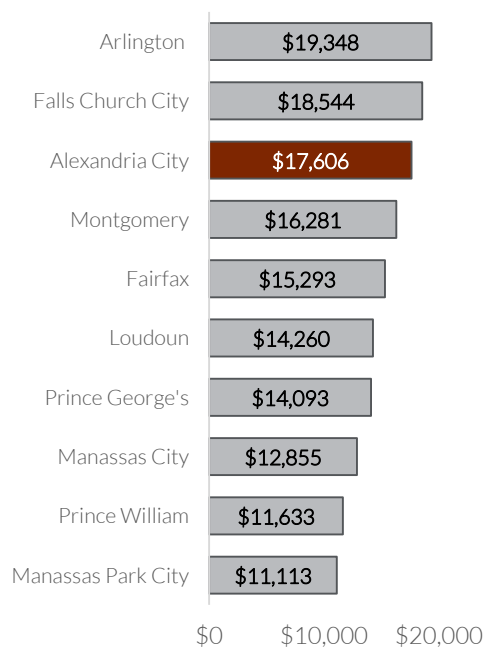### ACPS Trends

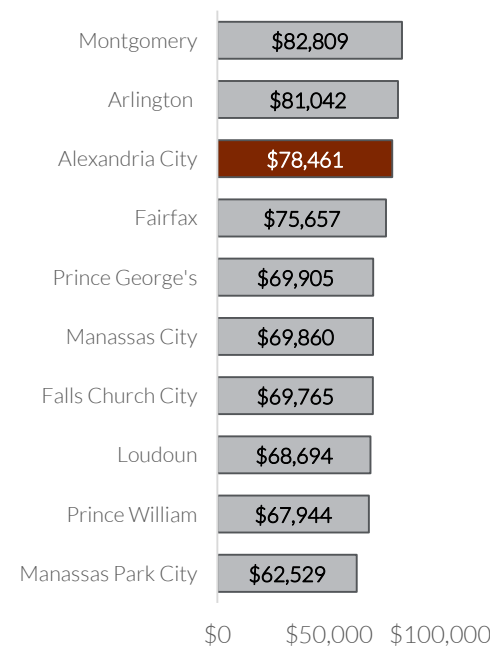**Cost Per Pupil**

Average Teacher Salary

Benchmarking Data

FY 2019 Cost Per Pupil

Arlington	$19,348
Falls Church City	$18,544
Alexandria City	$17,606
Montgomery	$16,281
Fairfax	$15,293
Loudoun	$14,260
Prince George's	$14,093
Manassas City	$12,855
Prince William	$11,633
Manassas Park City	$11,113

FY 2019 Average Teacher Salary

Montgomery	$82,809
Arlington	$81,042
Alexandria City	$78,461
Fairfax	$75,657
Prince George's	$69,905
Manassas City	$69,860
Falls Church City	$69,765
Loudoun	$68,694
Prince William	$67,944
Manassas Park City	$62,529

Sources: FY 2015 to FY 2019 WABE Guides.

INCLUDED IN THIS SECTION:

Key Indicators

✓ Expenditures (cost per pupil and average teacher salary)

✓ Staffing levels and teacher retention rates

✓ Staffing ratios

✓ Teacher resources, supports, and climate

✓ Facilities and general fund

ACPS Program Audits & Evaluation Results

✓ HR Audit (January 2018)

✓ Facilities Audit (August 2017)

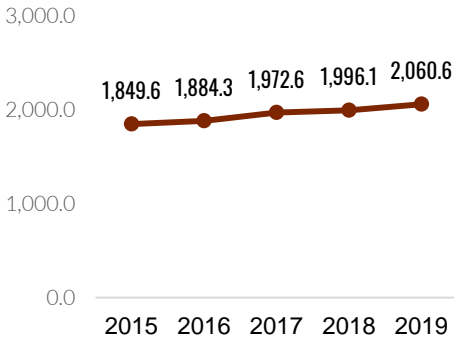✓ Procurement Department Audit (December 2016)

Trends in Expenditures

• ACPS' cost per pupil increased by about $560 between FY 2015 and FY 2019.

• ACPS' average teacher salary increased by about $4,800 between FY 2015 and FY 2019.

• Compared to other divisions in the region, ACPS had the third highest cost per pupil and average teacher salary in FY 2019.
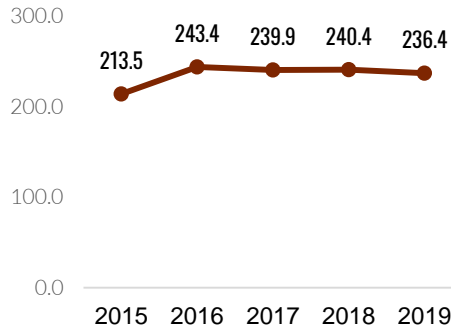
WHAT ELSE DO YOU NOTICE?
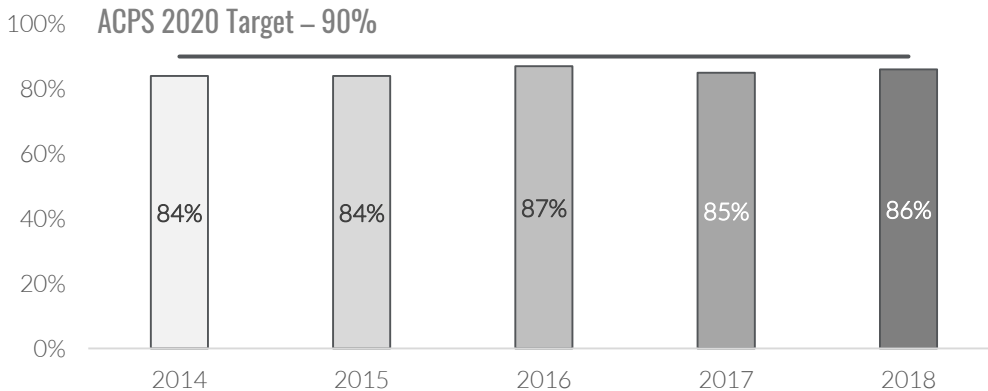
Write your observations here.

KEY INDICATOR – STAFFING

Number of School-Based Staff Positions

3,000.0

2,000.0 — 1,849.6 1,884.3 1,972.6 1,996.1 2,060.6

1,000.0

0.0

2015 2016 2017 2018 2019

Number of Non-School-Based Staff Positions

300.0

213.5 243.4 239.9 240.4 236.4

200.0

100.0

0.0

2015 2016 2017 2018 2019

Trends in Staffing

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

Trends in Retention

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

WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR – TEACHER RETENTION RATES

100% ACPS 2020 Target – 90%

80%

60%

40% 84%   84%   87%   85%   86%

20%

0%

2014   2015   2016   2017   2018

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

KEY INDICATOR – STAFFING

2019 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	23.4	25.4
		Grades 2-3	22.0		
		Grades 3-5	23.0		
Fairfax	27.3	27.3		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	23.0		23.8	24.2
Manassas City	23.0	Grades 1-3	23.0	28.0	28.0
		Grade 4	28.0		
Manassas Park City	19.0	Grades 1-3	19.0	24.0	24.0
		Grades 4-5	24.0		
Prince William	24.0	Grades 1-3	24.0	21.0	21.3
		Grades 4-5	25.0		

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

2019 Average Class Sizes

Division	Elementary	Middle	Secondary/High
Alexandria City*	14.4	25.7	21.7
Arlington	21.0	20.9	19.6
Fairfax	22.6	25.1	25.9
Falls Church City	22.6	22.4	22.5
Loudoun	22.7	22.1	23.8
Manassas City	21.8	25.6	26.5
Manassas Park City	21.5	26.4	28.4
Montgomery	19.1	25.0	26.4
Prince William	22.1	28.1	29.3

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

Sources: FY 2015 to FY 2019 WABE Guides.

Trends in Staffing

- ACPS' teacher staffing ratios are generally similar to other divisions in the region, although it does not specify ratios at the middle and secondary/high school levels.
- ACPS' average elementary class size is the smallest of all divisions in the region when factoring in student improvement FTEs.
- ACPS' average secondary/high school class size is smaller than most other divisions in the region.
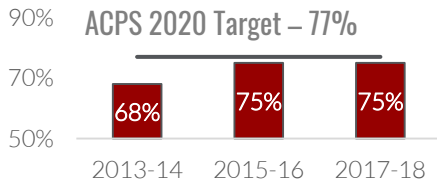
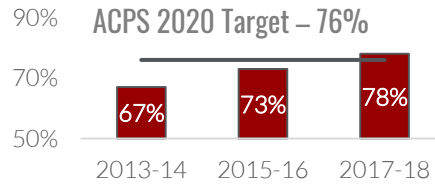### WHAT ELSE DO YOU NOTICE?

Write your observations here.

KEY INDICATOR – TEACHER RESOURCES, SUPPORT, AND CLIMATE

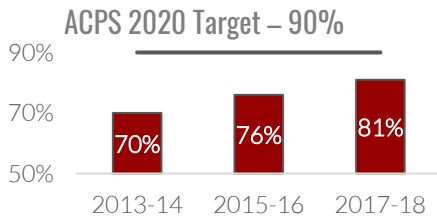## Results from the Teaching, Empowering, Leading, and Learning Survey
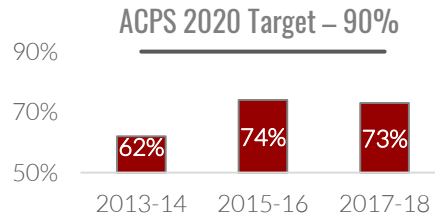
Sufficient Access to Appropriate Materials

ACPS 2020 Target – 77%

2013-14	2015-16	2017-18
68%	75%	75%

Sufficient Resources for Professional Development

ACPS 2020 Target – 76%

2013-14	2015-16	2017-18
67%	73%	78%

Professional Development is Effective

ACPS 2020 Target – 90%

2013-14	2015-16	2017-18
70%	76%	81%

First-Year Teachers Receive Support Needed to be Effective

ACPS 2020 Target – 90%

2013-14	2015-16	2017-18
62%	74%	73%

Opportunities to Work with Colleagues and Refine Teaching Practice

ACPS 2020 Target – 70%

2013-14	2015-16	2017-18
56%	65%	70%
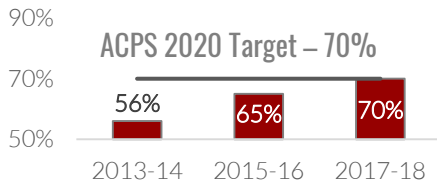
Teachers Collaborate to Achieve Consistency in Student Assessment

ACPS 2020 Target – 85%

2013-14	2015-16	2017-18
70%	78%	81%
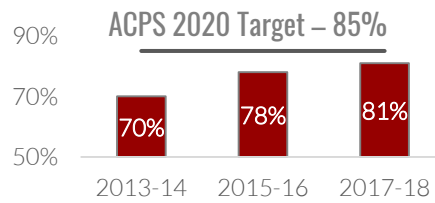
Teachers Receive Feedback to Improve Teaching

ACPS 2020 Target – 75%

2013-14	2015-16	2017-18
68%	77%	80%
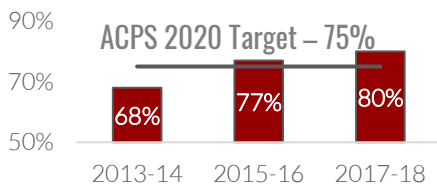
Teacher Evaluations are Consistent

ACPS 2020 Target – 75%

2013-14	2015-16	2017-18
65%	75%	77%
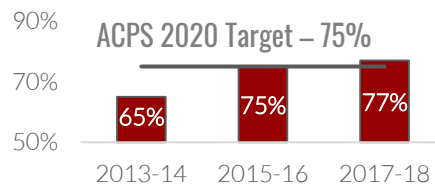
Atmosphere of Trust and Mutual Respect in School

ACPS 2020 Target – 70%

2013-14	2015-16	2017-18
57%	67%	67%
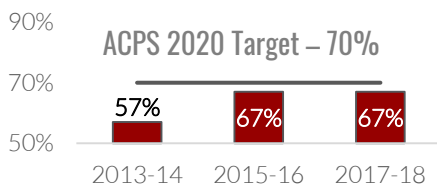
My School is a Good Place to Work and Learn

ACPS 2020 Target – 81%

2013-14	2015-16	2017-18
74%	79%	82%
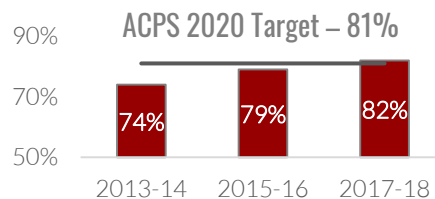
Faculty Work in a School Environment that is Safe

ACPS 2020 Target – 93%

2013-14	2015-16	2017-18
86%	84%	78%
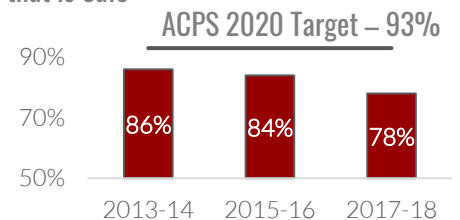
Trends in Teacher Resources

- Teachers generally report increasing levels of satisfaction with the resources and supports provided to them, as well as with their work and school climate.

- Many indicators fall below ACPS 2020 targets. However, teacher evaluations and feedback are areas that now exceed 2020 targets.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

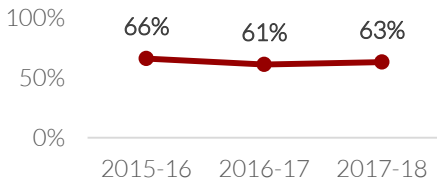Note: *Percentages reflect the percentage of respondents who agree or strongly agree with each statement.*
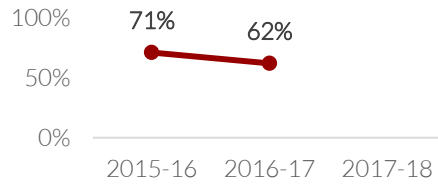
Source: *""ACPS 2020 Scorecard."*

KEY INDICATOR – SCHOOL FACILITIES
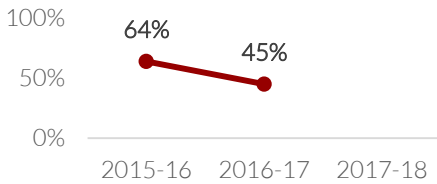
Results from Community Survey

ACPS Facilities are Well-Maintained

66% 61% 63%

2015-16   2016-17   2017-18

ACPS Continues to Modernize Schools

71% 62%

2015-16   2016-17   2017-18

ACPS is able to Address Overcrowding in Schools

64% 45%

2015-16   2016-17   2017-18

KEY INDICATOR – GENERAL FUND

ACPS Trends

City/County General Fund to Schools

$192 $199 $207 $214 $224 M

2015   2016   2017   2018   2019
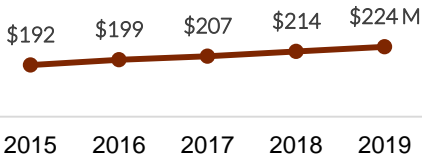
ACPS Trends

Percent of City/County General Fund to Schools

33.4%   34.6%   34.2%   33.3%   33.8%

2015   2016   2017   2018   2019

Benchmarking Data

FY 2019 City/County General Fund to Schools

Montgomery	$2,440 M
Fairfax	$2,067M
Loudoun	$797 M
Prince George's	$764M
Prince William	$475M
Arlington	$435M
Alexandria City	$224M
Manassas	$51M
Falls Church City	$42M
Manassas Park City	$12M
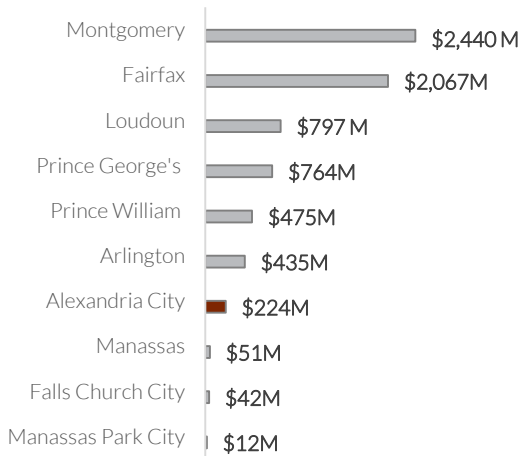
Benchmarking Data

FY 2019 Percent of City/County General Fund to Schools

Loudoun	57.7%
Montgomery	53.2%
Fairfax	52.8%
Falls Church City	50.5%
Prince William	49.1%
Manassas	47.6%
Manassas Park City	43.2%
Arlington	38.3%
Alexandria City	33.8%
Prince George's	24.2%

0%   40%   80%

Trends in School Facilities

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

Trends in General Fund

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

WHAT ELSE DO YOU NOTICE?
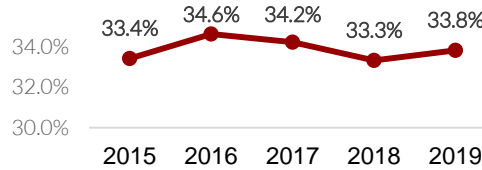
Write your observations here.

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

Sources: [1] "FY 2015 to FY 2019 WABE Guides." [2] "ACPS 2020 Community Survey."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

PROCUREMENT DEPARTMENT

SUMMARY

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

KEY COMMENDATIONS

THE PROCUREMENT DEPARTMENT:
- ✓ Won the Achievement of Excellence in Procurement (AEP) award from the National Procurement Institute, Inc. (NPI) in 2016.

- ✓ Prioritizes professional development.

- ✓ Is making strides towards becoming more efficient through the automation of several key processes.

- ✓ Has invested in the training of end users involved in the procurement process.

KEY RECOMMENDATIONS

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

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

Source: "Performance Audit of the Procurement Department."

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

FACILITIES PROCESSES

SUMMARY

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

KEY COMMENDATIONS

- ✓ The Department has a comprehensive long-range facility plan that addresses ACPS' capacity needs.

- ✓ ACPS has a dedicated position responsible for the management and oversight of contracted custodial operations.

- ✓ The majority of custodians are staffed during the nighttime, which is a best practice.

- ✓ The Educational Facilities department has established cleanliness standards, cleaning frequency standards, and procedural standards, and routinely monitors schools to ensure that they are adhered to.

- ✓ Grounds upkeep services operate efficiently and effectively.

KEY RECOMMENDATIONS

HIGH-PRIORITY RECOMMENDATIONS
- ❑ Develop a comprehensive, long-term school facilities management plan.

- ❑ Institute a formal quality assurance oversight system for review of contracted facility maintenance and repair services.

- ❑ Implement a system to proactively communicate with school principals about facility maintenance activities and issues.

MEDIUM-PRIORITY RECOMMENDATIONS
- ❑ Enhance the use of the SchoolDude to improve maintenance management and efficiency.

- ❑ Establish a Work Controller position (in-house or contracted) dedicated to work management oversight and reporting.

- ❑ Designate an Energy Manager and establish an Energy Management Program.

- ❑ Have ACPS custodians and Building Engineers report centrally to the Building Service Manager rather than to school principals.

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

SUMMARY OF PROGRAM AUDITS AND EVALUATIONS

HUMAN RESOURCES

SUMMARY

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

KEY COMMENDATIONS

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

KEY RECOMMENDATIONS

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

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

Source: "Internal Audit Report Presentation."

QUESTIONS FOR REFLECTION AND DISCUSSION

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

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

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

Staffing & Operations

SOURCES

"ACPS 2020 Community Survey: Division Report 2017-2018." Alexandria City Public Schools and K12 Insight, 2018. Contained in file "ACPS 2020 Survey Results to Board 8.31.2018"

"ACPS – Separations – Data from October 1 through September 30." Alexandria City Public Schools. Contained in file "Turnover Summary Report to Board 3.1.2019"

"FY 2015 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, November 2014. Contained in file "FY15-WABE-Guide"

"FY 2016 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, October 2015. Contained in file "FY16-WABE-Guide"

"FY 2017 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, October 2016. Contained in file "FY17WABE-Guide"

"FY 2018 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, October 2017. Contained in file "FY18-WABE-Guide"

"FY 2019 WABE Guide." The Washington Area Boards of Education and Fairfax County Public Schools, October 2018. Contained in file "FY19-WABE-Guide"

"Internal Audit Report Presentation." Alexandria City Public Schools and Gibson, October 11, 2018. Contained in file "HR Audit Presentation to Board 10.11.2018"

Maddock, A. "Preliminary Results of the 2018 Teaching, Empowering, Leading, and Learning (TELL) Survey." Alexandria City Public Schools, June 7, 2018. Contained in file "TELL Survey Results"

"Performance Audit of the Procurement Department." Alexandria City Public Schools and Gibson, 2017. Contained in file "Procurement Audit Final Report to Board 4.7.2017"

"Performance Audit Staff Update: Facilities Processes." Alexandria City Public Schools, February 15, 2018. Contained in file "Facilities Audit PowerPoint to Board 2.22.2017"

Notes:

Stay connected with the
2025 Strategic Planning process:

2025 web page:
www.acps.k12.va.us/2025

ACPS Express:
www.acpsk12.org/news