



CYCP PROGRESS REPORT 2021-2022

Goal Two | All Children and Youth are Academically Successful and Career Ready

Strategic Area | Educational Equity

RESULT

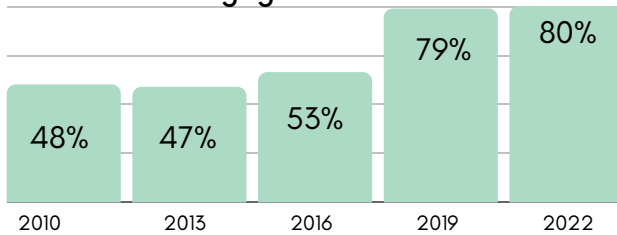
All young people are supported by an equitable education system that promotes their success in school, career, and life

CHAMPION/TACTIC OWNERS

ACPS
DCHS - Early Childhood
Community Health Improvement Plan (CHIP)

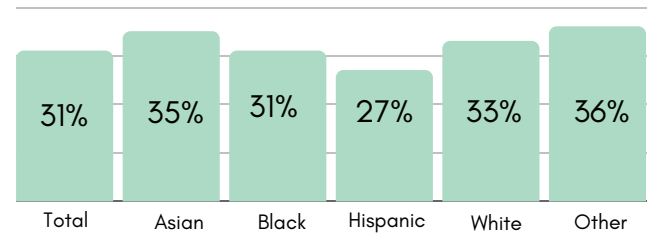
HOW ARE WE DOING?

School Engagement



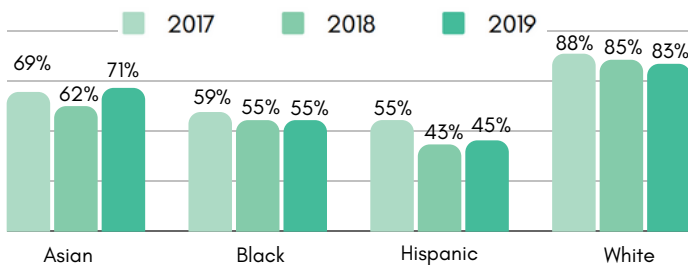
Source: Developmental Assets, Alexandria City Public Schools, Search Institute

Caring School Climate by Race/Ethnicity, 2022



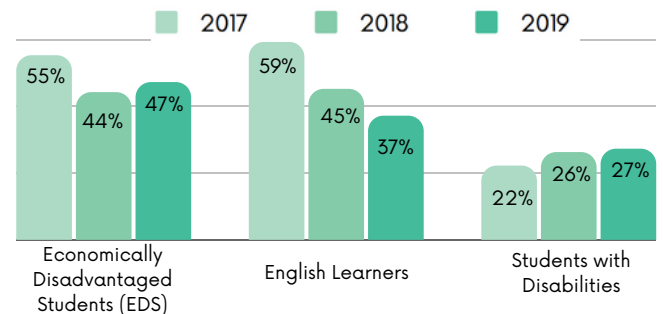
Source: Developmental Assets, Alexandria City Public Schools, Search Institute, 2022

3rd Grade Reading by Race/Ethnicity



Source: ACPS Strategic Planning Report, 2019

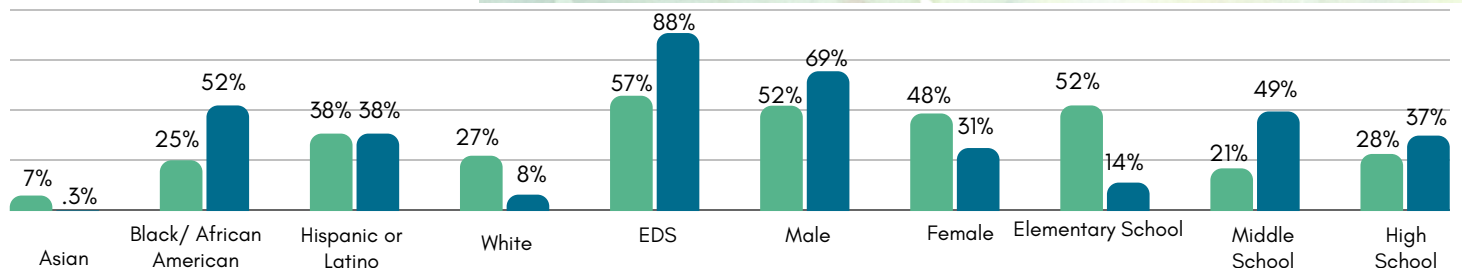
3rd Grade Reading by Sub-Group



Suspension Rates by Sub-Group

Source: ACPS Equity for All Dashboard, 2021-2022

■ % of Enrollment ■ % of Suspensions



Trends in Suspension Rates: The chart below depicts the percentage of students by demographic enrolled in ACPS compared to the suspension rate of that sub-group. Comparing these sets of data reveal many instances of disproportionality in suspensions at ACPS. For example, Black students comprise 25% of student enrollment and yet make up 52% of school suspensions. EDS comprise of 57% enrollment and yet make up 88% of school suspensions.



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STRATEGIES

27. Promote equity and inclusion at the school and classroom level

28. Strengthen technology infrastructure

IMPLEMENTATION PROGRESS

Progress with fostering supportive learning environments:

2 Strategies, 5 Action Steps,



90%
are in progress

WHAT HAVE WE DONE?


To advance strategy #28, ACPS is in the process of:

- Engaging students and families in identifying needed supports and services and offering them in schools while monitoring utilization of existing and new resources
- Improving students' and families' experiences during key transitions in their educational journey
- Identifying and remove educational barriers and provide supports to students who are identified as experiencing homeless as defined by the McKinney-Vento Act

...and DCHS – Early Childhood has fully implemented:

- Ensuring that all eligible youth with intellectual and other developmental disability diagnoses are assessed and placed on the Developmental Disabilities Waiver Services waiting list by age 18 years to ensure a seamless transition from high school to higher education, career readiness or other desired plan for independence.

To advance strategy # 29, ACPS and the CHIP is in the process of:

- Maintaining funding for technology and for building capacity for its use through professional learning
- Providing a reliable technology infrastructure that facilitates the operation of the school division and supports greater access and equity
- Funding tech or other skills training for vulnerable populations 

To learn more about the Alexandria's plans to advance educational equity, see the [ACPS Equity for All 2025 Strategic Plan](#)

To learn more about the Alexandria's efforts to improve reading, see the [CYCP Report Card on Reading for Pleasure](#)