CYCP PROGRESS REPORT 2021-2022

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

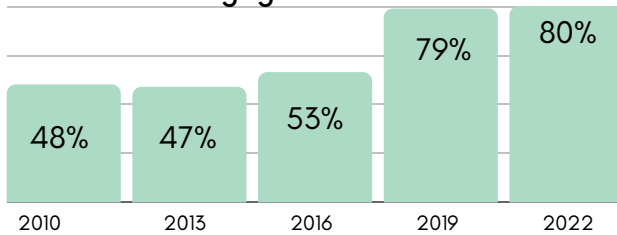## Strategic Area | Educational Equity

Result

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

Champion/Tactic Owners

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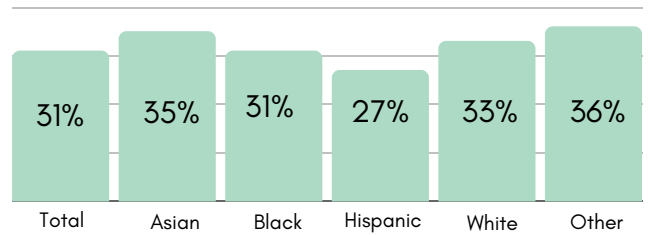DCHS - Early Childhood
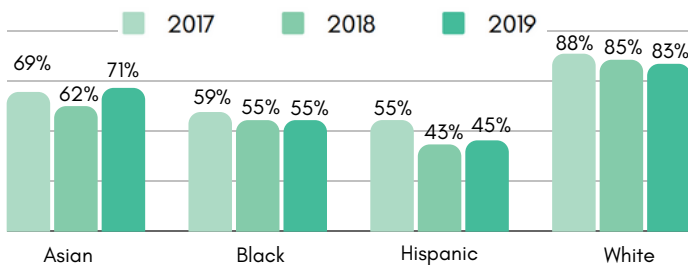Community Health Improvement Plan (CHIP)

How Are We Doing?

School Engagement

2010	2013	2016	2019	2022
48%	47%	53%	79%	80%

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

Caring School Climate by Race/Ethnicity, 2022

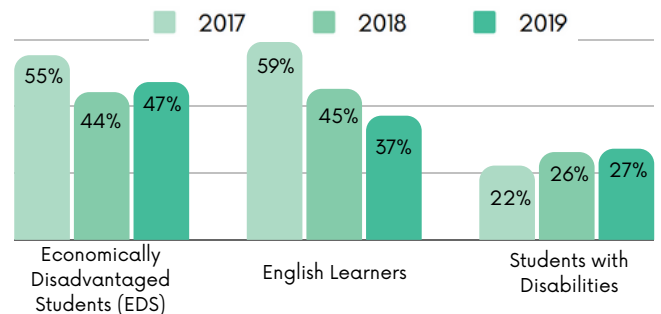| Total	Asian	Black	Hispanic	White	Other
31%	35%	31%	27%	33%	36%

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

3rd Grade Reading by Race/Ethnicity

	2017	2018	2019
Asian	69%	62%	71%
Black	59%	55%	55%
Hispanic	55%	43%	45%
White	88%	85%	83%

Source: ACPS Strategic Planning Report, 2019

3rd Grade Reading by Sub-Group

	2017	2018	2019
Economically Disadvantaged Students (EDS)	55%	44%	47%
English Learners	59%	45%	37%
Students with Disabilities	22%	26%	27%

Suspension Rates by Sub-Group

Source: ACPS Equity for All Dashboard, 2021-2022
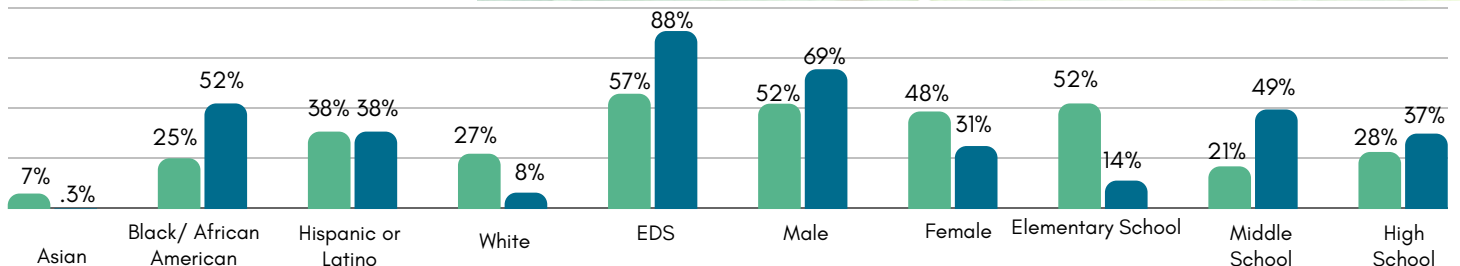
Trends in Suspension Rates: The chart below depicts the percentage of students by demographic enrolled in ACPS compared to the suspension rate of that sub-group. Comparing these sets of data reveal many instances of rates in suspensions at ACPS. For example, Black students comprise 25% of student enrollment and yet make up 52% of school suspensions. EDS comprise of 57% enrollment and yet make up 88% of school suspensions.

Legend: % of Enrollment, % of Suspensions

	% of Enrollment	% of Suspensions
Asian	7%	.3%
Black/ African American	25%	52%
Hispanic or Latino	38%	38%
White	27%	8%
EDS	57%	88%
Male	52%	69%
Female	48%	31%
Elementary School	52%	14%
Middle School	21%	49%
High School	28%	37%

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Strategies

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

28. Strengthen technology infrastructure

What Have we Done?

Implementation Progress

Progress with fostering supportive learning environments:

2 Strategies, **5** Action Steps,

90% are in progress

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