Dismantling Systemic Racism through Equity

Dr. Gregory C. Hutchings, Jr., Superintendent
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Alexandria City Public Schools

Located in Alexandria, Virginia

More than 1,400 teachers

More than 16,000 students

18 schools

1 Pre-K

1 High

2 Middle

12 Elementary

2 K-8
Like many districts, ACPS has experienced changing demographics. Compared with 2014, ACPS now serves more Hispanic students, English learners, and economically-disadvantaged students. Further, while proportions of Asian and white students have remained stable, the share of black students has declined.
The Dual Pandemic
Courageous & Bold Leadership = A Change In Culture
Strategic Plan as the Roadmap

What does the strategic plan accomplish?

• Creates a shared mission, vision, and core values across all staff
• Confirms a few specific priorities and ensures alignment
• Provides a path for the removal of barriers to address long standing inequities
When embarking on a new strategic planning process in 2019, ACPS decided to make equity the focal point.

1. Establish a large Strategic Planning Committee that is diverse and representative of stakeholders.
2. Utilize data to illuminate historical inequities to inform priorities.
3. Define equity across areas to create a shared understanding.

Hanover has supported ACPS with the following research:
Strategic Planning Workbook

Chapter 2: Academic Achievement

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 have 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. While 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, larger gaps remain between White and Hispanic and students who meet all SOL benchmarks.

KEY STATISTICS (ALL STUDENTS)

PRE-K PARTICIPATION (2015-19)

- ACPS 2020 Target: 87%

- 2016: 87%, 2017: 88%, 2018: 89%, 2019: 90%

SOL PASS RATES (2015-19)

- Reading: ACPS 2020 Target: 87%
  - 2016: 87%, 2017: 88%, 2018: 89%, 2019: 90%

- Writing: ACPS 2020 Target: 87%
  - 2016: 87%, 2017: 88%, 2018: 89%, 2019: 90%

- Mathematics: ACPS 2020 Target: 87%
  - 2016: 87%, 2017: 88%, 2018: 89%, 2019: 90%

- Science: ACPS 2020 Target: 87%
  - 2016: 87%, 2017: 88%, 2018: 89%, 2019: 90%

INCLUDED IN THIS SECTION:

KEY INDICATORS

- Free/Reduced Participation
- FALS Benchmarks for Kindergarten readiness
- SOL pass rates in Reading, Writing, and Math
- SAT and AP scores
- Grade 3 Reading SOL Benchmark in 2019
- Grade 8 Reading SOL Benchmark in 2019
- AP Score of 3 or above in 2019
- AP Course Participation in 2019
- AP Exam Participation in 2019
- AP Exam Pass Rates in 2019
- AP Exam Subject Area Participation in 2019

ACPS Program Audits & Evaluation Results

- Curriculum Audit (September 2016)
- Student with Disabilities Evaluation (October 2016)
- Evaluation of Gifted and Talented Program (October 2016)

KEY INDICATOR - SOL PASS RATES

READING

By Race/Ethnicity

- Asian: 100%, Black: 90%, Hispanic: 88%, White: 92%

By Sub-Group

- Male: 95%, Female: 96%

- Special Education: 75%, English Learner: 80%

- Dropout: 10%, Mobility: 20%

AFS SCORE of 3 to 5 (2015-19)

- ACPS 2020 Target: 87%

- 2016: 87%, 2017: 88%, 2018: 89%, 2019: 90%

GRADUATION RATES (2015-19)

- ACPS 2020 Graduation Rate Target: 80%

- 2016: 87%, 2017: 88%, 2018: 89%, 2019: 90%

WHAT ELSE DO YOU NOTICE?

Trends in Reading Scores:

- Black students met the graduation target in 2015 and 2016, but performance declined from 2017 to 2019.
- White students met graduation targets in 2015 and 2016, but performance declined from 2017 to 2019.
- English learner students declined from 2015 to 2016, but increased by 10 percentage points in 2017.
- Hispanic students declined from 2015 to 2016, but increased again in 2017.

By Sub-Group:

- 8th grade males and females increased from 2015 to 2016, but decreased in 2017.

- Black students declined from 2015 to 2016, but increased again in 2017.

- English learners increased from 2015 to 2016, but declined in 2017.

- Hispanic students declined from 2015 to 2016, but increased again in 2017.

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Dismantling Racial Inequities and Establishing Culture Through A Strategic Plan
Why Racial Equity?
RACE is the ROOT CAUSE!

- Institutional and structural approaches to racial equity can be used with other areas of marginalization (e.g. gender preference, religious expression, disability status, language proficiency) -GARE-

- Racism shows up in structures, policies and practices that contribute directly to inequities in scheduling, facilities and additional areas.
RACIAL EQUITY is when race does not determine quality of life, opportunities, and outcomes.

- Our goal is to collectively remove barriers that prevent someone from achieving their aspirations and fully engaging in whatever they choose within ACPS’ educational experiences.

- ACPS places racial equity at the heart of everything it does due to the recognition that the creation and perpetuation of racial inequities has been deeply rooted into school systems.
Establish Clear Principles

**Data Informed.** Analyze existing data, data workbook, needs assessment findings and recommendations

**Voice.** Include concerns and priorities from a diverse group of internal and external stakeholders in an iterative process.

**Equity Focused.** Concentrate on opportunity and achievement gaps.

**Alignment.** Theory of Action defines and aligns work of central office and schools; develop plan through a collaborative partnership with city of Alexandria agencies.

**Prioritization.** Identify a select number of key performance indicators and goals with clear measures of implementation.
Thank you!