

# Dismantling Systemic Racism through Equity



**Dr. Gregory C. Hutchings, Jr., Superintendent**  
**March 14, 2021**

# Alexandria City Public Schools



Located in Alexandria, Virginia



More than 1,400 teachers



More than 16,000 students

1  
Pre-K

1  
High



12  
Elementary

2  
Middle

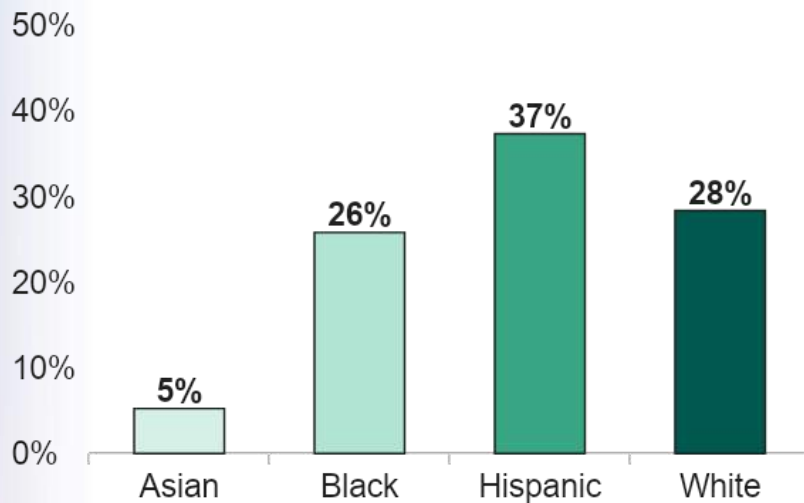
18 schools

2  
K-8

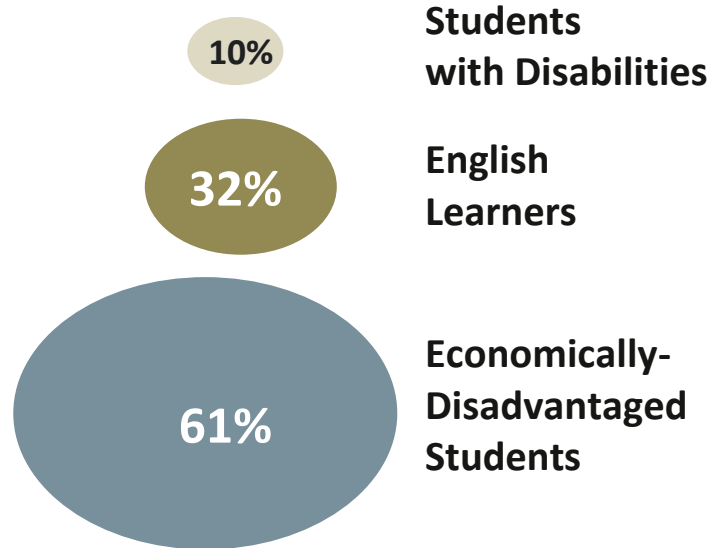
# Alexandria City Public Schools

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.

## Enrollment by Race/Ethnicity



## Enrollment in Special Programs



# 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

# Alexandria City Public Schools

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:



**Benchmarking the  
Inclusion of Equity in  
Strategic Plans**



**Creating a  
Strategic Planning  
Workbook**



**Analyzing Classroom  
Distribution**

# 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 narrowed over the past five years. Black students have similar Kindergarten readiness levels as White and Asian students.

### Areas for Improvement

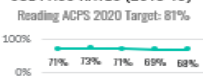
❑ **Many achievement gaps persist.** White and Asian students tend to outperform black and Hispanic students in terms of SOL pass rates, average SAT scores, and on-time graduation rates. Gaps between White and Hispanic and English Learner students' SOL pass rates and on-time graduation rates have widened.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

### KEY STATISTICS (ALL STUDENTS)

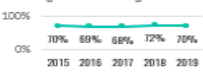
#### PRE-K PARTICIPATION (2015-19)



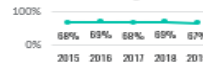
#### SOL PASS RATES (2015-19)



#### Writing ACPS 2020 Target: 82%



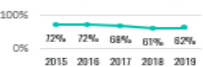
#### Science ACPS 2020 Target: 80%



#### PALS BENCHMARKS (2015-19)



#### Grade 3 Reading ACPS 2020 Target: 81%



#### Math ACPS 2020 Target: 80%



#### History ACPS 2020 Target: 87%



### INCLUDED IN THIS SECTION:

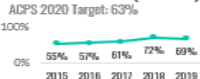
#### Key Indicators

- ✓ 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 (2015-19)



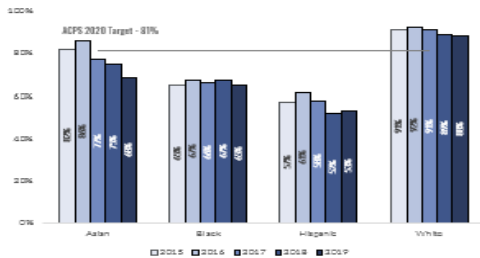
#### GRADUATION RATES (2015-19)



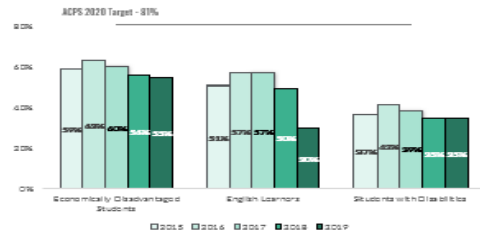
Chapter 2: Academic Achievement

## KEY INDICATOR – SOL PASS RATES READING

### By Race/Ethnicity



### By Sub-Group



Notes: 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 in 2015 and 2016, but performance declined from 2017 on.
  - Black students' pass rates were largely unchanged from 2015 to 2019.
  - Performance of Hispanic students declined from 2016 to 2018, but increase by one percentage point in 2019.
  - White students' pass rates declined slightly each year from 2016 to 2019, but still met division targets.

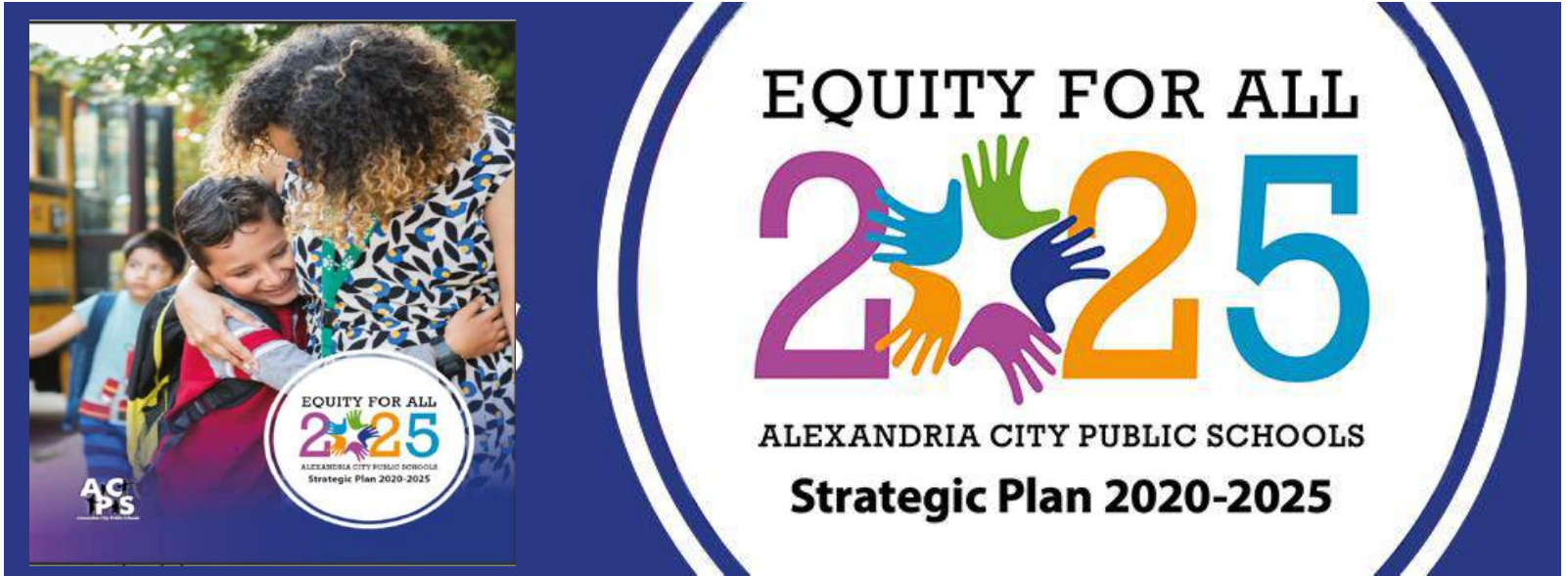
- By Sub-Group
  - No sub-groups have met the division target.
  - English learners' pass rate declined by 20 percentage points between 2018 and 2019.
  - Pass rates for students with disabilities and economically disadvantaged students saw little to no change between 2018 and 2019.

### WHAT ELSE DO YOU NOTICE?

Write your observations here.



# 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!



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**Superintendent**  
Dr. Gregory C. Hutchings, Jr.

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