ACPS 2020 Scorecard

1. *Academic Excellence and Educational Equity:* Every student will be academically successful and prepared for life, work, and college.

Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
1.1 Educational Excellence ACPS will regularly assess and respond to the needs, interests, and abilities of individual students.	**1.1.1** *PALS % above the benchmark on fall Kindergarten assessment*	84%	87%	84%	82%	78%	89%	**78%**	90%	**91%**
	1.1.2 *% of fall-identified K-2 students who meet the PALS spring benchmark assessment*	41%	36%	35%	36%	38%	54%	**40%**	59%	**63%**
	1.1.3 *% of students passing the third grade Reading SOL assessment*	70%	64%	75%	75%	70%	78%	**61%**	80%	**82%**
	1.1.4 *% of students in Grades 6-12 with Individual Career and Academic Plans (ICAP's) [1]*	94%	84%	95%	100%	100%	100%	**100%**	100%	**100%**
	1.1.5 Advanced Placement & Dual Enrollment:									
	% of students taking an AP assessment (gr 10, 11, 12)	38%	40%	38%	31%	33%	42%	**36%**	43%	**44%**
	% of AP scores earning '3', '4', or '5'	58%	62%	55%	57%	61%	61%	**72%**	62%	**63%**
	% of students taking a dual-enrollment class	6%	7%	8%	10%	10%	11%	**10%**	12%	**13%**
	1.1.6 Algebra by 8th Grade:									
	A. % of participation in Algebra I by end of Grade 8	84%	87%	96%	90%	94%	92%	**96%**	93%	**94%**
	B. % pass on Algebra/Geometry for Grade 8 students	58%	73%	67%	70%	67%	75%	**67%**	78%	**80%**
	1.1.7 Overall SOL Pass Rate:									
	A. Reading	67%	66%	71%	73%	71%	77%	**69%**	79%	**81%**
	B. Math	63%	64%	69%	68%	66%	75%	**61%**	78%	**80%**
	C. History	78%	76%	77%	77%	76%	83%	**75%**	85%	**87%**
	D. Science	68%	66%	68%	69%	68%	76%	**69%**	78%	**80%**
	E. Writing	70%	71%	70%	69%	68%	78%	**72%**	80%	**82%**
	1.1.8 *VA on-time graduation rates for all students.*	86%	84%	80%	82%	83%	88%	**81%**	89%	**90%**

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Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
1.2 Achievement Gaps ACPS will target academic achievement gaps and increase positive educational outcomes across race/ethnicity, income, disability, and language subgroups.	**1.2.1** Standards of Learning Examinations									
	% Pass on Reading SOL – SWD students	35%	36%	37%	42%	39%	53%	**35%**	58%	**62%**
	% Pass on Math SOL – SWD students	32%	30%	35%	34%	32%	51%	**29%**	56%	**60%**
	% Pass on Reading SOL – EL students	46%	45%	51%	57%	57%	61%	**50%**	65%	**69%**
	% Pass on Math SOL – EL students	51%	51%	55%	55%	54%	65%	**49%**	69%	**72%**
	% Pass on Grade 3-5 Reading SOL – all students	67%	66%	72%	74%	73%	77%	**67%**	79%	**81%**
	% Pass on Grade 6-8 Reading SOL – all students	61%	62%	67%	70%	70%	73%	**68%**	76%	**78%**
	% Pass on TCW Reading SOL – all students	85%	82%	79%	79%	69%	87%	**77%**	88%	**89%**
	% Pass on Grade 3-5 Reading SOL – Black/Hispanic students	57%/53%	54%/52%	65%/59%	68%/60%	66%/63%	70%/68%	**64%/51%**	73%/71%	**76%/74%**
	% Pass on Grade 6-8 Reading SOL – Black/Hispanic students	51%/51%	53%/49%	59%/53%	61%/55%	63%/56%	67%/64%	**67%/51%**	70%/68%	**73%/71%**
	% Pass on Grade 3-5 Math SOL – all students	65%	66%	70%	70%	69%	76%	**63**	78%	**80%**
	% Pass on Grade 6-8 Math SOL – all students	57%	64%	68%	71%	70%	73%	**65**	76%	**78%**
	% Pass on Grade 3-5 Math SOL – Black/Hispanic students	56%/51%	58%/55%	62%/60%	66%/58%	64%/57%	70%/68%	**59%/50%**	73%/71%	**76%/74%**
	% Pass on Grade 6-8 Math SOL – Black/Hispanic students	47%48%	54%/52%?	61%/55%	60%/57%	60%/55%	67%/65%	**58%/48%**	70%/69%	**73%/72%**
	% Pass on TCW Math SOL – all students	66%	60%	66%	59%	54%	74%	**52%**	77%	**79%**
	1.2.2 Average SAT Total Score									
	A. Black	N/A	N/A	N/A	N/A	938	957	**923**	976	**996**
	B. Hispanic	N/A	N/A	N/A	N/A	891	909	**920**	927	**946**
	C. White	N/A	N/A	N/A	N/A	1154	1166	**1200**	1178	**1190**

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		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
	1.2.3 On-Time Graduation Rates									
	% On-time graduation rate – SWD	90%	82%	81%	86%	90%	88%	**83%**	89%	**90%**
	% On-time graduation rate – EL students	80%	72%	60%	68%	74%	79%	**63%**	81%	**83%**
	% On-time graduation rate – Black students	88%	86%	81%	85%	88%	89%	**90%**	90%	**91%**
	% On-time graduation rate – Hispanic students	80%	75%	67%	71%	73%	81%	**64%**	83%	**85%**
	% On-time graduation rate – White students	91%	94%	92%	93%	94%	95%	**94%**	96%	**96%**
1.3 Disproportionality ACPS will focus on increasing representation of minority students in talented and gifted programs and in Honors and Advanced Placement courses; decreasing suspension rates of minority students, particularly males; and preventing over-identification of racial/ethnic minorities for remedial or special education services. ACPS will also focus on eliminating gender and racial/ethnic disparities among students enrolling in science, technology, engineering, math, and literature classes and in advanced classes such as honors and Advanced Placement.	**1.3.1** Talented and Gifted Services									
	% Disproportionality between K-5 TAG identification and K-5 enrollment – Economically Disadvantaged	45%	36%	35%	36%	39%	≤28%	**42%**	≤25%	**≤22%**
	% Disproportionality between K-5 TAG identification and K-5 enrollment – Black students	17%	16%	10%	12%	11%	≤11%	**11%**	≤10%	**≤9%**
	% Disproportionality between K-5 TAG identification and K-5 enrollment – Hispanic students	22%	23%	25%	24%	24%	≤17%	**22%**	≤15%	**≤13%**
	1.3.2 Suspensions									
	Total # of short-term suspensions									
	Elementary school Black male students	N/A	96	57	65	40	≤59	**82**	≤53	**≤48**
	Middle School Black male students	N/A	210	198	194	122	≤163	**101**	≤147	**≤132**
	High School Black male students	N/A	52	149	165	57	≤99	**65**	≤89	**≤80**
	% Disproportionality between short-term suspensions and enrollment – Elementary School Black male students	35%	51%	37%	41%	29%	≤30%	**52%**	≤27%	**≤24%**
	% Disproportionality between short-term suspensions and enrollment – Middle School Black male students	23%	24%	21%	25%	18%	≤17%	**12%**	≤15%	**≤13%**

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		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
	% Disproportionality between short-term suspensions and enrollment – High School Black male students	19%	23%	28%	25%	17%	≤17%	**11%**	≤15%	**≤13%**
	1.3.3 Disproportionality between SWD identification and enrollment – Black students	6%	5%	5%	6%	8%	≤2%	**11%**	≤ 2%	**≤2%**
	1.3.4 Drop-Out Rates									
	% Dropout Rate – All students	11%	9%	12%	11%	12%	≤8%	**10%**	≤7%	**≤6%**
	% Dropout Rate – SWD students	10%	17%	15%	8%	8%	≤11%	**9%**	≤10%	**≤9%**
	% Dropout Rate – Black/Hispanic students	10%/15%	8%/14%	9%/21%	7%/19%	7%/22%	≤6%/13%	**2%/22%**	≤5%/12%	**≤4%/11%**
	% Dropout Rate – EL students	18%	19%	26%	23%	22%	≤15%	**24%**	≤13%	**≤12%**
	1.3.5 Participation in Algebra I by end of Grade 8									
	White students	89%	91%	94%	95%	98%	94%	**98%**	95%	**96%**
	Black students	81%	82%	86%	87%	90%	88%	**96%**	89%	**90%**
	Hispanic students	83%	86%	94%	89%	95%	91%	**95%**	92%	**93%**
	SWD	58%	53%	51%	50%	55%	67%	**64%**	70%	**73%**
	EL	71%	63%	90%	81%	90%	82%	**91%**	84%	**86%**
1.4 Educational Equity ACPS will provide each student with opportunities to be challenged and supported regardless of his/her background and abilities.	1.4.1 % of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: [2]									
	A. Enrolled in higher education within one year of leaving high school.	34%	30%	32%	39%	32%	35%	**38%**	36%	**37%**
	B. Enrolled in higher education or competitively employed within one year of leaving high school.	57%	63%	66%	78%	74%	72%	**88%**	74%	**76%**
	C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other	80%	75%	77%	84%	82%	83%	**91%**	85%	**87%**

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		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
	employment within one year of leaving high school.									
	1.4.2 % of families reporting that ACPS provides each student opportunities to be challenged and supported (annual survey)									
	A. Families of Black students	N/A	N/A	N/A	81%	75%	80%	**81%**	82%	**84%**
	B. Families of Hispanic students				83%	79%	83%	**90%**	85%	**87%**
	C. Families of White students				73%	74%	77%	**74%**	79%	**81%**
	D. Families of EL students				87%	88%	89%	**86%**	90%	**91%**
	E. Families of SWD students				68%	64%	69%	**73%**	72%	**75%**
	F. Families of TAG students				70%	73%	75%	**73%**	78%	**80%**
	1.4.3 *% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results of children with disabilities* [3]	61%	87%	64%	79%	70%	83%	**83%**	85%	**87%**
1.5 Teacher Resources and Supports ACPS will make available to each teacher the resources and supports needed to provide an outstanding education for each and every student, differentiated according to the student's learning style and background.	1.5.1 *TELL Survey: Teachers have sufficient access to appropriate materials.*	No Survey	68%	No Survey	75%	No Survey	74%	**75%**	No Survey	**77%**
	1.5.2 *TELL Survey: Sufficient resources are available for professional development in my school.*	N/A	67%	No Survey	73%	No Survey	73%	**78%**	No Survey	**76%**

LEGEND: **Reached Target** – **Improved** – **Stayed Constant (+/-2 percentage points)** - **Declined**   *Please see footnotes on last page.*

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Objective	Key Performance Indicator	Baseline 2012-13	2013-14	2014-15	Actuals 2015-16	2016-17	2017-18 Target	Actual	TARGETS 2018-19	2020
1.6 Early Childhood Education ACPS will continue to participate with the Early Care and Education Work Group to create an early care and education (ECE) system focused on improved access, quality, and public awareness of ECE services available for children and families.	1.6.1 *% of students who participate in early childhood programs the year prior to entering ACPS kindergarten classrooms (based on analysis of kindergarten registration forms)*	N/A	76%	73%	76%	77%	78%	**81%**	80%	**82%**
1.7 Adult Education and Services for Adult English Language Learners In pursuit of its desire to provide life-long learning opportunities, ACPS will facilitate English-language education programs in support of individual economic advancement and civic engagement in Alexandria.	1.7.1 *% of Adult English language learners meeting the Virginia state target of Educational Functional Gains in reading, writing, listening, and speaking English (as measured by Best Plus and the Futures Placement assessments).*	60%	47%	51%	58%	50%	52%	**58%**	55%	**58%**
1.8 Alternative Education ACPS will create or expand alternative education strategies and programs that will respond to individual learning styles, minimize out of school suspensions, and improve opportunities for all students.	1.8.1 *Number of students enrolled in Alternative Programs.*									
	A. *Chance for Change*	N/A	N/A	N/A	34	51	45	**47**	50	**50**
	B. *TCW Satellite Campus*	N/A	N/A	N/A	44	71	85	**101**	95	**105**
	1.8.2 Number of suspensions after placement in Alternative Program:									
	A. *Chance for Change*	N/A	N/A	N/A	38	33	≤24	**14**	≤19	**≤15**
	B. *TCW Satellite Campus*	N/A	N/A	N/A	0	11	≤5	**5**	≤5	**≤5**
1.9 Cultural Competence and an Atmosphere of Respect ACPS will implement practices that maximize the benefits of cultural,	1.9.1 *% of faculty TELL survey results and student Developmental Assets survey results reflecting positive answers by respondents about indicators of organizational culture.*									

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		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
linguistic, racial, ability, religious, gender, gender-identity, and ethnic diversity within the student body to ensure optimal levels of cultural competence among staff members and students, and that engage every student in a respectful school environment.	A. Faculty: TELL Survey [4]	No Survey	57%	No Survey	67%	No Survey	67%	**67%**	No Survey	**70%**
	B. Students: Developmental Assets survey [5]	No Survey	55%	No Survey	60%	No Survey	No Survey	No Survey	64%	**64%**
1.10 Civic Engagement and Civic Responsibility ACPS will engage with its students in an atmosphere conducive to mutual respect, civic engagement, and good citizenship.	1.10.1 *Young person serving in the community one hour per week (Developmental Assets survey).*	No Survey	46%	No Survey	40%	No Survey	No Survey	No Survey	56%	**60%**
1.11 Ethics and Behaviors for Success ACPS will set expectations for the habits and behaviors students need to succeed and will lay the foundations for student explorations of ethical conduct.	1.11.1 *% of schools implementing a positive behavior intervention and supports system, including Responsive Classroom and restorative practices, which foster positive and respectful learning environments within the school as a learning community.*	71%	59%	82%	100%	100%	100%	**100%**	100%	**100%**
	1.11.2 *Perceptions on the TELL Survey of the schools as a positive and engaging environment for learning.* [6]	No Survey	74%	No Survey	79%	No Survey	79%	**82%**	No Survey	**81%**

Goal 1 Footnotes:
[1] Data collected from different sources each year.
[2] Data source (VDOE Special Education Performance Report) lags by one year.
[3] Data source (VDOE Special Education Performance Report) lags by one year.
[4] Strongly agree + agree on question Q7.1b: "There is an atmosphere of trust and mutual respect in this school."
[5] Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. See Developmental Assets: A Profile of Your Youth prepared by the Search Institute for ACPS, April 2013.
[6] Strongly agree + agree on question Q10.6 "Overall, my school is a good place to work and learn."

LEGEND: **Reached Target** – **Improved** – **Stayed Constant (+/-2 percentage points)** - **Declined**   *Please see footnotes on last page.

ACPS 2020 Scorecard

2. Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria's youth.

Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
2.1 Family Engagement ACPS will collaborate with parents and guardians in providing the high-quality services they need to be leaders in the education of their children.	2.1.1 Participation in FACE-supported events									
	A. Total number of enrolled participants of FACE workshop series sessions	N/A	N/A	N/A	N/A	199	250	**170**	300	**350**
	B. % of participants that regularly participate and complete FACE workshop series sessions	N/A	N/A	N/A	N/A	84%	85%	**67%**	87%	**89%**
	2.1.2 Satisfaction with Family Engagement									
	A. % of families satisfied with family engagement services (annual survey)	N/A	N/A	N/A	78%	77%	80%	**81%**	82%	**84%**
	B. % of families satisfied with opportunities to be involved in school (ACPS Title I Annual Survey)	N/A	N/A	N/A	N/A	82%	84%	**84%**	86%	**87%**
2.2 School Engagement ACPS will create an atmosphere of mutual trust and respect to ensure effective communication in schools, enhanced engagement with families, and culturally responsive relationships.	2.2.1 % of families reporting that there is mutual respect and trust between ACPS and the community (annual survey)	N/A	N/A	N/A	67%	63%	67%	**76%**	70%	**73%**
	2.2.2 % of families reporting feeling welcome to attend school activities (annual survey)	N/A	N/A	N/A	94%	92%	94%	**92%**	94%	**94%**
2.3 Community Engagement ACPS will actively engage families, students, staff, and community members regarding school programs and activities, volunteer opportunities, and events.	2.3.1 Number of volunteers actively engaged in schools as measured by Keep-N-Track system	947	1,248	1,427	2,472[1]	2,375	2,596	**2,917**	2,726	**2,726**
2.4 Partnerships and Civic Engagement ACPS will partner with external organizations to extend its services	2.4.1 Partnerships									
	A. Total number of formal partnerships	N/A	54	82	125	174	150	**179**	160	**170**

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		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
and programs, to encourage a sense of community ownership of our schools, and to support the development of the academic, social, physical, creative, and emotional needs of students.	B. % of schools reporting overall satisfaction with partnerships	N/A	N/A	N/A	N/A	Plan to Survey Schools in SY 17-18	Establish Baseline	**100%**	TBD	**TBD**
2.5 Media and Public Outreach ACPS will use a wide variety of media to reach out to the community on issues of importance to the people of Alexandria.	2.5.1 *% of families and community members reporting that they can easily obtain information about ACPS services and activities (annual survey).*	N/A	N/A	N/A	82%	74%	84%	**81%**	85%	**86%**
	2.5.2 Media Outreach									
	A. *Number of community members and parents/guardians being sent information about ACPS services and activities through email newsletters.*	N/A	2,000	2,500	7,849	11,068	11,500	**13,263**	12,000	**12,500**
	B. *Number of community members and parents/guardians being sent information about ACPS services and activities through social media.*	N/A	4730	10,658	21,067	31,385	32,000	**41,142**	33,500	**35,000**
2.6 Collaboration with Social Service Organizations ACPS will promote the general welfare of its students, their families, and members of its community by collaborating with local and state agencies and non-profit organizations.	2.6.1 *Assess ACPS collaborative partnerships with DCHS through active participation in city boards, commissions, task forces and other work groups.*	N/A	N/A	N/A	N/A	N/A	Establish Baseline	**15**	TBD	**TBD**

Goal 2 Footnotes:

[1] A change in the volunteer system renewal process resulted in an increase in the number of active volunteers. Based on this, new targets were set beginning with 2017.

LEGEND: Reached Target – Improved – Stayed Constant (+/-2 percentage points) - Declined   *Please see footnotes on last page.

ACPS 2020 Scorecard

3. An Exemplary Staff: ACPS will recruit, develop, support, and retain a staff that meets the needs of every student.

Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
3.1 Staff Recruitment and Retention ACPS will hire the best employees possible and create an environment that motivates, competitively compensates, and retains them.[1]	3.1.1 *% of full-time classroom positions filled with well-qualified teachers on the first day of school.*	N/A	99.1%	99.4%	99.6%	99.1%	>99%	**98%**	>99%	**>99%**
	3.1.2 *Percentage of new teachers hired before June 30th of each year.*	51%	41%	42%	53%	63%	65%	**59%**	65%	**65%**
	3.1.3 *Student-teachers placed in ACPS.*	18	21	18	23	22	22	**26**	22	22
	3.1.4 Beginning teacher salaries at the Master's Level in Northern Virginia.[2]	Above mid-point	Above mid-point	Above mid-point	Above mid-point	Above mid-point	Above mid-point	**Above mid-point**	Above mid-point	**Above mid-point**
	3.1.5 *Quality of the work place as reported on TELL Survey.*	No Survey	74%[3]	No Survey	80%	No Survey	82%	**82%**	No Survey	**85%**
	3.1.6 *% of teachers retained by ACPS annually*	N/A	84%	84%	87%	85%	88%	**85%**	89%	**90%**
3.2 Collaborative Instructional Achievement ACPS will nurture a school culture in which professionals collaborate closely to share knowledge, skills, and best practices aimed at improving student achievement.	3.2.1 *Teachers reporting on TELL Survey that professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.*	No Survey	56%[4]	No Survey	65%	No Survey	65%	**70%**	No Survey	**70%**
	3.2.2 *Teachers reporting that they collaborate to achieve consistency on how student work is assessed.*	No Survey	70%[5]	No Survey	78%	No Survey	80%	**81%**	No Survey	**85%**
3.3 Individual Professional Development Opportunities and Strategic Plan Focus ACPS will expand professional development opportunities that include self-identified goals and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness and that respond to Strategic Plan priorities.	3.3.1 *First-year teachers reporting they received the support needed to be effective based on TELL Survey.*	No Survey	62%[6]	No Survey	74%	No Survey	80%	**73%**	No Survey	**90%**
	3.3.2 *Professional development effectiveness as reported on TELL Survey.*	No Survey	70%[7]	No Survey	76%	No Survey	80%	**81%**	No Survey	**90%**
3.4 Staff Wellness	3.4.1 *% of staff participating in staff wellness*	N/A	N/A	N/A	36%	42%	43%	**43%**	46%	**50%**

LEGEND: Reached Target – Improved – Stayed Constant (+/-2 percentage points) - Declined   *Please see footnotes on last page.*

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3. An Exemplary Staff: ACPS will recruit, develop, support, and retain a staff that meets the needs of every student.

Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
ACPS will promote the health and wellbeing of all members of the staff.	*plan.*									
3.5 Leadership Development ACPS will establish programs to identify talent and provide opportunities for future leadership roles.	3.5.1 *Percentage of "Deliverables and Action Steps" met in the Leadership Development Plan*	N/A	N/A	N/A	N/A	Finalized Plan 07/2017	50%	**50%**	75%	**100%**
	3.5.2 *Identify internal candidates prepared for school leadership roles and increase the number each year of the life of this Strategic Plan.*	N/A	N/A	N/A	12[8]	N/A	14	**14**	N/A	**16**
3.6 Staff Evaluation and Performance Improvement ACPS will provide multiple opportunities for all employees to receive feedback and coaching on their performance and resources needed to improve and excel.	3.6.1 *% of eligible licensed staff evaluation processes completed on time*	N/A	N/A	N/A	N/A	81%	≥ 86%	**84%**	≥ 92%	**≥ 98%**
	3.6.2 *% of eligible support staff employees with documented evaluations completed on time*	N/A	N/A	N/A	N/A	75%	≥ 86%	**69%**	≥ 92%	**≥ 98%**
	3.6.3 *Teachers reporting feedback is received to help them improve teaching as reported on TELL Survey.*	No Survey	68%[9]	No Survey	77%	No Survey	72%	**80%**	No Survey	**75%**
	3.6.4 *Teachers reporting that teacher evaluation procedures are consistent as reported on TELL Survey.*	No Survey	65%[10]	No Survey	75%	No Survey	72%	**77%**	No Survey	**75%**
	3.6.5 Percentage of classroom teachers completing the student survey summaries as outlined in the teacher growth and assessment system.	N/A	N/A	N/A	N/A	N/A	Establish Baseline	**86%**	90%	**95%**

Goal 3 Footnotes:

[1] Staff diversity is also an important element in the overall quality of instruction in ACPS. Backgrounds of members of the ACPS staff will be reported annually in a separate report to the School Board.

[2] Based on Master's level beginning salaries from neighboring Northern Virginia jurisdictions.

[3] Strongly agree + agree on question Q10.6 "Overall, my school is a good place to work and learn."

[4] Strongly agree + agree on question Q8i.

[5] Strongly agree + agree on question Q9l.

[6] Strongly agree + agree on question Q11.6 "Overall, the additional support I received as a new teacher has helped me to impact my students' learning."

[7] Strongly agree + agree on question Q8.1l "Professional development enhances teachers' abilities to improve student learning."

[8] Represents the ACPS staff enrolled in the George Mason University Leadership Cohort.

[9] Strongly agree + agree on question Q7.1h.

[10] Strongly agree + agree on question Q7.1i.

LEGEND: Reached Target – Improved – Stayed Constant (+/-2 percentage points) - Declined   *Please see footnotes on last page.

ACPS 2020 Scorecard

4. *Facilities and the Learning Environment:* ACPS will provide optimal and equitable learning environments.

Objective	Key Performance Indicator	Baseline 2012-13	2013-14	2014-15	Actuals 2015-16	2016-17	2017-18 Target	Actual	TARGETS 2018-19	2020
4.1 Optimal Learning Environments and Infrastructure In collaboration with City partners, ACPS will move aggressively to modernize all learning environments, expand or otherwise adapt facilities to meet projected changes in school enrollment, and ensure equitable application of capital improvements throughout the school division.	4.1.1 *% of families and community members reporting that ACPS provides optimal learning environments (annual survey).*	N/A	N/A	N/A	54%	48%	58%	**62%**	59%	**60%**
4.2 Well Maintained Facilities ACPS will ensure that facilities are maintained at high levels and that repair needs are addressed in a timely and efficient manner to support the educational mission and daily operations of the district.	4.2.1 % of projects/repairs addressed within established timeframes. [1]									
	a. Emergency Service Calls - Immediate	N/A	N/A	N/A	N/A	15%	65%	**75%**	75%	**85%**
	b. Routine Work Orders - within 30 days	N/A	N/A	N/A	N/A	62%	65%	**50%**	68%	**70%**
	c. O&M (Small) Projects 30 days - 1 year	N/A	N/A	N/A	N/A	56%	58%	**45%**	62%	**65%**
4.3 Sustainable Facilities ACPS will model sustainable environmental practices.	4.3.1 *Energy usage per square foot in kBtu/Sqf [2].*	N/A	N/A	60.56	60.49	66.44	≤ 56.40	**64.83**	≤ 55.97	**≤ 55.54**
	4.3.2 *Ratio of amount recycled to total amount of waste at TC Williams High School.*	N/A	N/A	N/A	21%	11%	23%	**30%**	25%	**26%**
4.4 Safe and Secure Facilities ACPS will ensure that its facilities are safe and secure.	4.4.1 *% compliance with state-mandated safety drills (tornado, lock-down, fire, etc.).*	N/A	NA	NA	85%	91%	100%	**90%**	100%	**100%**
	4.4.2 *% of students reporting never feeling afraid of being hurt in school as measured by the Developmental Assets Survey.*	N/A	73%	N/A	71%	No Survey	No Survey	No Survey	77%	**77%**
	4.4.3 *% of faculty reporting safe school environment on TELL survey.*	N/A	86%	N/A	84%	No Survey	91%	**78%**	No Survey	**93%**
	4.4.4 *% of Transportation meeting State compliance for vehicles and drivers*	N/A	N/A	N/A	N/A	N/A	100%	**100%**	100%	**100%**

ACPS 2020 Scorecard

4. *Facilities and the Learning Environment:* ACPS will provide optimal and equitable learning environments.

Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
	4.4.5 *% of Bus drivers and monitors meeting required safety and related training*	N/A	N/A	N/A	N/A	N/A	Establish Baseline	**100%**	96%	**96%**
	4.4.6 School Bus On-time performance	N/A	N/A	N/A	N/A	N/A	Establish Baseline	**85%**	89%	**92%**
4.5 Information Technology Infrastructure ACPS will maintain an IT infrastructure within which an equitable distribution of resources provides support to every educational program and learning environment.	4.5.1 *% of devices less than four years old.*	60%	60%	71%	79%	87%	85%	**86%**	90%	**>90%**
	4.5.2 *Ratio of students to computers in each school.*	ES - 3:1 MS - 2.5:1 HS - 1:1	ES - 3:1 MS - 2.5:1 HS - 1:1	ES - 3:1 MS - 2.5:1 HS - 1:1	ES - 2:1 MS - 2:1 HS - 1:1	ES - 2:1 MS - 1:1 HS - 1:1	ES - 2:1 MS - 1:1 HS - 1:1	**ES - 2:1** **MS - 1:1** **HS - 1:1**	ES - 2:1 MS - 1:1 HS - 1:1	**ES - 2:1** **MS - 1:1** **HS - 1:1**
	4.5.3 *% of IT service requests resolved within established time-frame.*	N/A	N/A	N/A	48%	54%	58%	**60%**	64%	**70%**
	4.5.4 *% of buildings with high speed Internet as measured by the Future Ready Schools' definition of "very high-bandwidth."*	N/A	N/A	16%	42%	63%	80%	**85%**	100%	**100%**
4.6 Outdoor Learning and Recreational Opportunities ACPS will ensure its outdoor recreation and learning spaces are accessible and appealing to the community.	4.6.1 *% of families and community members reporting satisfaction with ACPS outdoor recreation and learning spaces (annual survey).*	N/A	N/A	N/A	74%	69%	78%	**73%**	79%	**80%**
	4.6.2 *% of playgrounds meeting ACPS standards (adapted from national ASTM standards)*	N/A	N/A	N/A	N/A	Guideline drafted/ not finalized 30% complete	Assess 100% of playgrounds	**60%**	Improve all playgrounds based on ACPS assessments	**100%**

Goal 4 Footnotes:

[1] This KPI defines a project as complete when all work at the site has been fully completed.

[2] KBTU common unit energy measurements. As per Energy Star Portfolio Manager the national average for K-12 Schools is 58.2 kBtu/Sqft.

LEGEND: Reached Target – Improved – Stayed Constant (+/-2 percentage points) - Declined   *Please see footnotes on last page.

ACPS 2020 Scorecard

5. *Health and Wellness:* ACPS will promote efforts to enable students to be healthy and ready to learn.

Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
5.1 Student Physical, Social, and Emotional Health ACPS will develop, implement, and monitor effective programs that promote physical, social, and emotional wellness in order to maximize students' learning potential.	5.1.1 Number of new teachers who have received up-to-date training to deliver the FLE curriculum. [1]	21	19	20	33	27	37	**26**	40	**40**
	5.1.2 % of students who are chronically a (missing more than 10% of the days registered in school due to excused or unexcused absences).	16%	11%	13%	12%	12%	≤ 10%	**8%**	≤ 10%	**≤ 9%**
5.2 Values, Experiences, Relationships, & Qualities that Benefit Young People ACPS will help students develop positive attitudes, self-confidence, and self-direction by increasing the values, experiences, relationships, and qualities that have been identified to benefit young people.	5.2.1 *Student satisfaction with the School Counseling program as measured by ICAP survey (grades 6-11).*	N/A	N/A	N/A	97%	95%	98%	**95%**	98%	**99%**
	5.2.2 Average number of Developmental Assets reported by middle school (8th grade) and high school students (10th & 12th grades). [2]	No Survey	MS = 20 HS = 19	No Survey	MS = 20 HS = 19	No Survey	No Survey	**No Survey**	MS = 24 HS = 24	**MS = 24 HS = 24**
	5.2.3 *Fidelity of implementation of positive behavior plans as determined by the Benchmarks of Quality Assessments.*	3 of 16	4 of 16	5 of 16	10 of 16	11 of 16 [3]	14 of 16	**15 of 16**	16 of 16	16 of 16
5.3 Physical Fitness, Recreation, & Play ACPS will promote activities and curricula designed to promote lifelong commitments to active, healthy lifestyles among its students and to creative expression.	5.3.1 % of schools participating in a Comprehensive School Physical Activity Program.	N/A	N/A	N/A	N/A	1 School	6 Schools	**6 schools**	11 Schools	**All ACPS Schools (16)**
5.4 Safe Routes to Schools ACPS will encourage walking and bicycling and collaborate with city authorities to ensure that safe routes are available and publicized in order that students will develop a sense of autonomy and healthy, life-long habits.	5.4.1 Number of K-8 students walking/biking to school on an annual basis.	N/A	N/A	N/A	New Bike-Ped Plan & ACPS aligned. -Joint effort with city for upcoming	26% (2,134)	31%	**25% (2,828)**	36%	**41%**

LEGEND: Reached Target – Improved – Stayed Constant (+/-2 percentage points) - Declined   *Please see footnotes on last page.*

ACPS 2020 Scorecard

5. *Health and Wellness:* ACPS will promote efforts to enable students to be healthy and ready to learn.

Objective	Key Performance Indicator	Baseline			Actuals		2017-18		TARGETS	
		2012-13	2013-14	2014-15	2015-16	2016-17	Target	Actual	2018-19	2020
					Bike to School Day					
5.5 Healthy Meals and Nutrition ACPS will ensure that all students are ready to learn by having the benefit of access to nutritious, appealing school meals and that lessons on the importance of nutritious foods are included in the curriculum.	5.5.1 Percentage of students eligible for Free/Reduced-price meals eating meals prepared by ACPS School and Nutrition Services Staff.									
	A. *Elementary Schools*	71%	85%	84%	83%	83%	87%	**82%**	88%	**88%**
	B. *Middle Schools*	72%	80%	80%	83%	80%	83%	**78%**	83%	**85%**
	C. *High School*	69%	72%	74%	79%	70%	78%	**72%**	79%	**80%**
5.6 Persistence and Resilience ACPS will provide opportunities and motivations for students to develop the attributes, dispositions, social skills, attitudes, and intrapersonal resources that high-achieving individuals draw upon to succeed.	5.6.1 Developmental Assets measures of resiliency. [4]	No Survey	Achievement motivation = 69% Personal power = 38%	No Survey	Achievement motivation = 72% Personal power = 36%	No Survey	No Survey	**No Survey**	Achievement motivation = 79% Personal power = 48%	**Achievement motivation = 79% Personal power = 48% (SY 2018-19)**

Goal 5 Footnotes:

[1] Numbers reflect new teachers who received training during that school year.

[2] There are 40 Developmental Assets. The higher the number of assets that students report, the greater likelihood that they will succeed as autonomous, self-directed and self-reliant individuals. See Developmental Assets: A Profile of Your Youth prepared by the Search Institute for ACPS, April 2013.

[3] In SY 2016-17, the fidelity measure was changed from the Benchmarks of Quality assessment to the Tiered Fidelity Inventory.

[4] Results from 2013 Developmental Assets Survey of ACPS students. Achievement motivation is defined as "Young person is motivated to do well in school." Personal power is defined as "Young person feels he or she has control over 'things that happen to me.'"

ACPS 2020 Scorecard

6. Effective and Efficient Operations: ACPS will be efficient, effective, and transparent in its business operations.

Objective	Key Performance Indicator	Baseline 2012-13	Baseline 2013-14	Baseline 2014-15	Actuals 2015-16	Actuals 2016-17	2017-18 Target	2017-18 Actual	TARGETS 2018-19	TARGETS 2019-20
6.1 Fiscal Policies and Practices ACPS will plan, manage, monitor, and report spending to provide decision-makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels.	6.1.1 *Number of major findings, defined as material weaknesses or significant deficiencies, identified in the comprehensive annual financial report audit.*	1	0	1	0	0	≤ 1	**0**	≤ 1	**≤ 1**
	6.1.2 *Accuracy of projections and utilization of fiscal resources:*									
	A. *Percentage point difference between actual fall enrollment and projected enrollment.*	1.00%	-0.5%	0.4%	0.1%	-1.1%	+/-2%	**-0.1%**	+/-2%	**+/-2%**
	B. *Actual annual expenditures as a percent of the revised operating budget.*	98.1%	97.7%	97.9%	98.0%	98.6%	<99%	**98.4%**	<99%	**<99%**
	C. *Based on the approved budget at the time of Final School Board CIP Adoption[1], the number of major CIP projects[2] reaching substantial completion within budget.*	0 out of 0	0 out of 0	5 out of 5	2 out of 2	1 out of 1	All	**0 out of 0**	All	**All**
6.2 Continuous Improvement ACPS will engage in cycles of continuous improvement at every level of the school division, and it will employ evidence-based decision-making in its consideration of process improvements, policy making, and budgeting and accountability.	6.2.1 *% of ACPS 2020 Scorecard KPI targets met or showing improvement on an annual basis.*	N/A	N/A	N/A	66%	49%	78%	**56%**	84%	**90%**
	6.2.2 *% of schools and departments having completed annual plans by September.*	N/A	N/A	100%	100% [3]	100%	100%	**62%**[4]	100%	**100%**
6.3 Operational Efficiency and Performance Management ACPS will focus resources on student learning by utilizing a comprehensive performance management system that ensures efficient, cost-effective business operations.	6.3.1 *Number of functional and compliance reviews performed focusing on business practices, compliance with procedures, and/or organizational effectiveness and efficiency.*	N/A	N/A	N/A	3	1	1	**2**	1	**1**
	6.3.2 *Implementation of recommendations from functional and compliance reviews within timelines agreed in management responses.*	N/A	N/A	N/A	N/A	6 out of 6 100%	80%	**91%**	85%	**90%**

Goal 6 Footnotes:

[1] Approved Budget at the Time of Final School Board CIP Adoption is defined as the total project amount included in the 10-Year CIP the first year that funding is appropriated for design or construction of the project.

[2] Major CIP projects are defined as those projects costing ≥10 million dollars.

[3] School and department plans were completed by the September target; however, some revisions were made after this date to ensure alignment with the division's strategic plan.

[4] School and Department plans created for the 2018-19 school year were redesigned to align with state plans and aimed towards Continuous Improvement. The division strategically focused on school planning and shifted deadlines for department planning.

LEGEND: Reached Target – Improved – Stayed Constant (+/-2 percentage points) - Declined   *Please see footnotes on last page.*