Objectives

- Use **strategic plan document** to map out the necessary measurement needed to track progress.

- Identify **formative** and **summative** measures for each KPI.

- Present draft timeline of **Board Updates**

Planning is bringing the future into the present so that you can do something about it now.
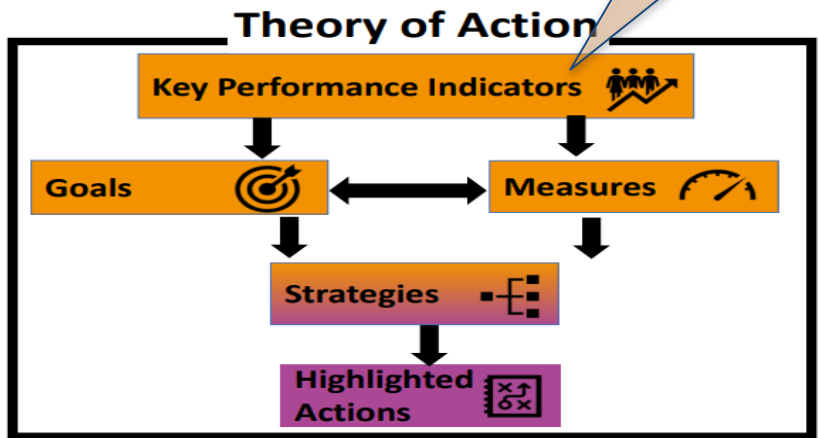
-Alan Larkin

Systemic Alignment

Equity for All 2025 Strategic Plan

Fiscal Year 2022 Budget Priorities

School Year 2021-22 Focus Areas

Superintendent Evaluation 2021-22

SY 2021-22 Department Improvement Plans (DIPs)

SY 2021-22 School Improvement Plans (SIPs)

Purposeful Action

Outcomes

Key Performance Indicators

Monitoring for Continuous Improvement

School Board
Strategic Planning Committee
Division Staff

Vision
Mission
Core Values

Theory of Action

Key Performance Indicators
Goals
Measures
Strategies
Highlighted Actions

School Board
Steering Committee
Division & School Leaders

Alexandria City Public Schools

Strategic Measurement

...examines the role of **key performance indicators (KPIs)** as a leadership tool. ... How can KPIs be used to effect, rather than assess, change?

Schrage, M. and Kiron, D. *MIT Sloan Management Review, 2018*

Guiding Principles

- Incorporate **leading indicators** to be able to adjust and steer outcomes
- **Multiple stakeholder** input throughout the process
- Implement processes to support **continuous improvement** and learning
- Reflect **core values** of the division with a laser focus on **ensuring racial equity** by removing barriers

Equity for All 2025
Goal Areas

Systemic Alignment

Strategic Resource Allocation

RACIAL EQUITY

Instructional Excellence

Family and Community Engagement

Student Accessibility and Support

EQUITY FOR ALL 2025   Strategic Plan Measurement

	Surveys	Rubrics	Quantitative Data
Systemic Alignment	Student Survey / Staff/Administrator Survey / Family/Community Survey → Systemic Aliginment Approach/ Support from CO → Support for Strategic Areas of Focus	School & Dept. Improvement Plans → Implementation of Strategic Areas of Focus	**2025**
Instructional Excellence	Student Equity Audit → Feel Supported Socially, Emotionally, Academically; Staff/Administrator Survey → Feel Supported with Training and Supports; Family/Community Survey → Agreement that Students receiving high-quality instruction	Teacher/Classroom Observation → Utilization of Instructional Framework; High-Impact Strategies	**KPIs** — Kindergarten Readiness; MAP Growth Reading; MAP Growth Math
Student Accessibility and Support	Student Survey → Feel safe, valued, engaged in learning		Chronic Absenteeism; SWD Identification; % 9th gr. On-Track to Graduate; Advanced Coursework; Dropout data; Suspension Data; Pre-K students served
Strategic Resource Allocation	Administrator Survey → Quality of facility & maintenance support; Staff Survey → Climate (Retention)		Resource Allocation Analysis; Staff Retention Rates; Bus Safety/Timeliness
Family & Community Engagement	Family/Community/Volunteer Survey → Families feel welcomed, valued, empowered; included in decision-making; Volunteers feel welcomed and empowered		Representative Family/Community Survey Participation

Additional State Data Monitoring

- SOL performance & Growth
- Graduation Data
- Postsecondary Enrollment
- CTE
- EL Progress and Proficiency
- Discipline

"Good KPIs create expectations and drive action, and because of this they are a small subset of information from your reports."

Clifton, B. (2012)

KPIs

KPI	Formative Indicator	Summative Outcome
Kindergarten Readiness	• # of students enrolled in the public pre-K program	• Fall K-PALS % of students meeting benchmark
Reading/ Mathematics Proficiency and Growth	• Grades 2-12 MAP % of students at or above "typical performance" on Fall Growth Assessment	• Grades 2-12 MAP % of students meeting or exceeding projected growth Fall-Spring • Grades 2-12 MAP % of students at or above "typical performance" on Spring Growth Assessment
Advanced Coursework	• TAG referrals • Secondary Honors, AP, and DE course enrollments	• TAG identification • Secondary *Persistence* in Honors, AP, and DE (cohort completion rate)

KPIs

KPI	Formative Indicator	Summative Outcome
Chronic Absenteeism	• % of students chronically absent as of Q2	• EOY % of students chronically absent
Identification of Students with Disabilities	• Q1 and Q2 # of referrals and students found eligible by race/ethnicity and disability categories	• EOY # of referrals and students found eligible by race/ethnicity and disability categories
% of 9th graders on-track to graduate	• Q1 and Q2 % of 9th grade students earning Ds/Fs in coursework leading to verified credits	• % of 9th grade students earning 3 high school verified credits within the 9th grade year

COVID Considerations

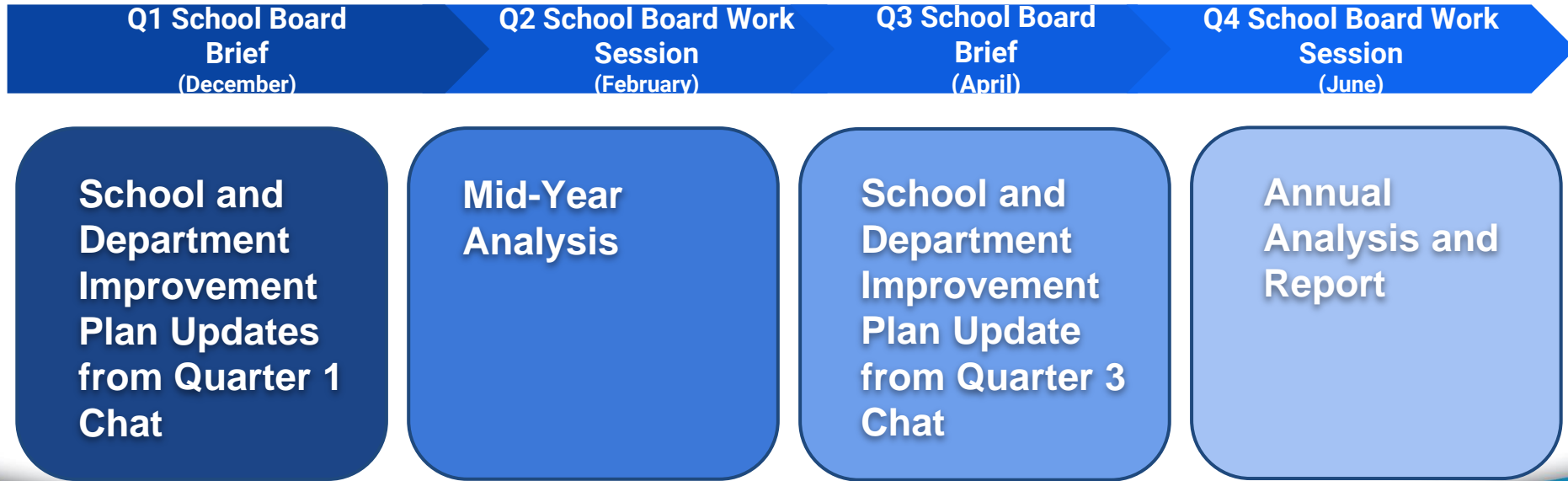MAP administration

Fall Screener v. Full Growth Assessment

Absenteeism excused absences (e.g. technology)

SWD identification

Extended evaluation timelines

2020-2021 Timeline of School Board Deliverables

Q1 School Board Brief (December)	Q2 School Board Work Session (February)	Q3 School Board Brief (April)	Q4 School Board Work Session (June)
School and Department Improvement Plan Updates from Quarter 1 Chat	Mid-Year Analysis	School and Department Improvement Plan Update from Quarter 3 Chat	Annual Analysis and Report

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Equity Scorecard

Representation Index

Values less than 1 indicate that the student group is underrepresented for the outcome relative to other groups of students, while values greater than 1 show that the group has greater representation than would be expected based on their share of the total student population.

KPIs	Economically Disadvantaged	English Learners	Special Education	Asian	Black	Hispanic	White	Other Races
Kindergarten Readiness	0.9	0.5	0.4	1.3	0.6	0.9	0.9	1.0
MAP Reading Proficiency	0.8	0.6	0.4	1.1	0.8	0.7	1.2	1.2
MAP Reading Growth	0.9	0.6	0.4	1.0	0.6	0.8	1.0	1.1
MAP Math Proficiency	0.8	0.5	0.5	1.2	0.9	0.7	1.0	1.2
MAP Math Growth	0.8	0.6	0.4	1.1	0.5	0.8	1.1	1.3
Advanced Course Participation	0.6	0.5	0.4	1.3	0.5	0.9	1.0	1.2
TAG identification	0.7	0.6	0.3	1.1	0.6	0.9	1.0	1.1
Absenteeism	0.6	0.7	0.5	1.3	0.7	0.9	0.9	1.3
SWD Identification	0.7	0.6	0.5	1.1	0.7	0.9	1.1	1.0
9th grade on-track to graduate	0.8	0.6	0.3	1.1	0.5	0.9	1.0	1.2

Underrepresented   Overrepresented

Next Steps

- Finalization of measurements
- Identification and development of instruments
- Ensure measures aligned within School/Department Improvement Plans (SIPs/DIPs)
- Development and launch of Equity Dashboard

Thank You!

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