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				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
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%	85%	87%	88%	89%	90%	**91%**
	1.1.2 *% of fall-identified K-2 students who meet the PALS spring benchmark assessment*	41%	36%	35%	37%	43%	49%	54%	59%	**63%**
	1.1.3 *% of students passing the third grade Reading SOL assessment*	70%	64%	75%	70%	73%	76%	78%	80%	**82%**
	1.1.4 *% of students in Grades 6-12 with Individual Career and Academic Plans (ICAP's)[1]*	94%	84%[2]	95%	91%	100%	100%	100%	100%	**100%**
	1.1.5 Advanced Placement & Dual Enrollment:									
	% of students taking an AP assessment (grades 10, 11, 12)	38%	40%	38%	39%	40%	41%	42%	43%	**44%**
	% of AP scores earning '3', '4', or '5'	58%	62%	55%	58%	59%	60%	61%	62%	**63%**
	% of students taking a dual-enrollment class	6%	7%	8%	7%	9%	10%	11%	12%	**13%**
	1.1.6 Algebra by 8th Grade:									
	% of participation in Algebra I by end of Grade 8	84%	87%	96%	89%	90%	91%	92%	93%	**94%**
	% pass on Algebra/Geometry for Grade 8 students	58%	73%	67%	66%	69%	72%	75%	78%	**80%**
	1.1.7 Overall SOL Pass Rate:									
	A. Reading	67%	66%	71%	68%	71%	74%	77%	79%	**81%**
	B. Math	63%	64%	69%	65%	69%	72%	75%	78%	**80%**
	C. History	78%	76%	77%	77%	79%	81%	83%	85%	**87%**
	D. Science	68%	66%	68%	67%	70%	73%	76%	78%	**80%**
	E. Writing	70%	71%	70%	70%	73%	76%	78%	80%	**82%**
	1.1.8 *VA on-time graduation rates for all students.*	86%	84%	80%	83%	85%	87%	88%	89%	**90%**
1.2 Achievement Gaps ACPS will target academic achievement gaps and increase positive educational outcomes across race/ ethnicity, income, disability, and language sub-	1.2.1 Standards of Learning Examinations									
	% Pass on Reading SOL – SWD students	35%	36%	37%	36%	42%	48%	53%	58%	**62%**
	% Pass on Math SOL – SWD students	32%	30%	35%	32%	39%	45%	51%	56%	**60%**
	% Pass on Reading SOL – ELL students	46%	45%	51%	47%	52%	57%	61%	65%	**69%**
	% Pass on Math SOL – ELL students	51%	51%	55%	52%	57%	61%	65%	69%	**72%**
	% Pass on Grade 3-5 Reading SOL – all students	67%	66%	72%	68%	71%	74%	77%	79%	**81%**

[1] The senior Leadership Team will also identify progress monitoring tools for all grades.
[2] Data collected from different sources each year

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groups.	% Pass on Grade 6-8 Reading SOL – all students	61%	62%	67%	63%	67%	70%	73%	76%	**78%**
	% Pass on TCW English SOL – all students	85%	82%	79%	82%	84%	86%	87%	88%	**89%**
	% Pass on Grade 3-5 Reading SOL – Black/Hispanic students	57%/53%	54% / 52%	65% / 59%	59%/55%	63%/60%	67%/64%	70%/68%	73%/71%	**76%/74%**
	% Pass on Grade 6-8 Reading SOL – Black/Hispanic students	51%/51%	53% / 49%	59% / 53%	54%/51%	59%/56%	63%/60%	67%/64%	70%/68%	**73%/71%**
	% Pass on Grade 3-5 Math SOL – all students	65%	66%	70%	67%	70%	73%	76%	78%	**80%**
	% Pass on Grade 6-8 Math SOL – all students	57%	64%	68%	63%	67%	70%	73%	76%	**78%**
	% Pass on Grade 3-5 Math SOL – Black/Hispanic students	56%/51%	58% / 55%	62% / 60%	59%/55%	63%/60%	67%/64%	70%/68%	73%/71%	**76%/74%**
	% Pass on Grade 6-8 Math SOL – Black/Hispanic students	47%/48%	54% / 52%	61% / 55%	54%/52%	59%/57%	63%/61%	67%/65%	70%/69%	**73%/72%**
	% Pass on TCW Math SOL – all students	66%	60%	66%	64%	68%	71%	74%	77%	**79%**
	1.2.2 ACT Performance Composite									
	A. African American	17.2	18.1	18.1	17.8	18.0	18.2	18.4	18.6	**18.8**
	B. Hispanic	19.7	18.7	18.6	19.0	19.2	19.4	19.6	19.8	**20.0**
	C. White	25.0	25.4	25.6	25.3	25.4	25.5	25.6	25.7	**25.8**
	1.2.3 On-Time Graduation Rates[3]									
	% On-time graduation rate – All students(Repeat)	86%	84%	80%	83%	85%	87%	88%	89%	**90%**
	% On-time graduation rate – SWD	90%	82%	81%	84%	86%	87%	88%	89%	**90%**
	% On-time graduation rate – ELL students	80%	72%	60%	71%	74%	77%	79%	81%	**83%**
	% On-time graduation rate – African Americans	88%	86%	81%	85%	87%	88%	89%	90%	**91%**
	% On-time graduation rate – Hispanic students	80%	75%	67%	74%	77%	79%	81%	83%	**85%**
	% On-time graduation rate – White students	91%	94%	92%	92%	93%	94%	95%	96%	**96%**
1.3 Disproportionality ACPS will focus on increasing representation of minority students in talented and gifted programs and in Honors and Advanced Place-	1.3.1 Talented and Gifted Services									
	% Disproportionality between K-5 TAG identification and K-5 enrollment – FARM	45%	36%	35%	39%	35%	31%	28%	25%	**22%**
	% Disproportionality between K-5 TAG identification and K-5 enrollment – Black students	17%	16%	10%	14%	13%	12%	11%	10%	**9%**

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[3] 2014-15 data will be available in September and may impact the out-year targets.

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		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
ment 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.	*% Disproportionality between K-5 TAG identification and K-5 enrollment – Hispanic students*	22%	23%	25%	23%	21%	19%	17%	15%	**13%**
	1.3.2 Suspensions									
	% Disproportionality between short-term suspensions and enrollment – Elementary School Black male students	35%	51%	37%	41%	37%	33%	30%	27%	**24%**
	% Disproportionality between short-term suspensions and enrollment – Middle School Black male students	23%	24%	21%	23%	21%	19%	17%	15%	**13%**
	% Disproportionality between short-term suspensions and enrollment – High School Black male students	19%	23%	28%	23%	21%	19%	17%	15%	**13%**
	1.3.3 *Disproportionality between SPED identification and enrollment – Black students*	6%	5%	5%	5%	4%	3%	≤ 2%	≤ 2%	**≤ 2%**
	1.3.4 Drop-Out Rates									
	% Dropout Rate – All students	11%	9%	12%	11%	10%	9%	8%	7%	**6%**
	% Dropout Rate – SPED students	10%	17%	15%	14%	13%	12%	11%	10%	**9%**
	% Dropout Rate – Black/Hispanic students	10%/ 15%	8% / 14%	9%/21%	9%/17%	8%/15%	7%/14%	6%/13%	5%/12%	**4%/11%**
	% Dropout Rate – LEP students	18%	19%	26%	21%	19%	17%	15%	13%	**12%**
	1.3.5 Participation in Algebra I by end of Grade 8									
	All students	84%	87%	96%	89%	90%	91%	92%	93%	**94%**
	White students	89%	91%	94%	91%	92%	93%	94%	95%	**96%**
	Black students	81%	82%	86%	83%	85%	87%	88%	89%	**90%**
	Hispanic students	83%	86%	94%	88%	89%	90%	91%	92%	**93%**
	SWD	58%	53%	51%	54%	59%	63%	67%	70%	**73%**
	LEP	71%	63%	90%	75%	78%	80%	82%	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:									
	A. Enrolled in higher education within one year of leaving high school.	34%	30%	32%	32%	33%	34%	35%	36%	**37%**
	B. Enrolled in higher education or competitively employed within one year of leaving high school.	57%	63%	66%	62%	68%	70%	72%	74%	**76%**

ACPS 2020 Scorecard

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Objective	Key Performance Indicator	Baseline				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
	C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	80%	75%	77%	77%	79%	81%	83%	85%	**87%**
	1.4.2 % of families and community members reporting that ACPS provides each student opportunities to be challenged and supported (annual survey)									
	A. Families of African American students B. Families of Hispanic students C. Families of White students D. Families of LEP students E. Families of SWD students F. Families of TAG students	N/A	N/A	N/A	N/A	New Survey	TBD	TBD	TBD	**TBD**
	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	87%	64%	79%	77%	79%	81%	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	68%	71%	No Survey	74%	No Survey	**77%**
	1.5.2 TELL Survey: Sufficient resources are available for professional development in my school.	N/A	67%	No Survey	67%	70%	No Survey	73%	No Survey	**76%**

ACPS 2020 Scorecard

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Objective	Key Performance Indicator	Baseline				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
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	63%	76%	70%	73%	76%	78%	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 Education students 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).*	N/A	20%	37%	29%	38%	TBD	TBD	TBD	**TBD**
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.*	N/A	N/A	130[4]	N/A	139	150	163	178	**196**
	1.8.2 Number of suspensions after placement in Alternative Program:									
	A. *Chance for Change*	N/A	N/A	N/A	N/A	Establish Baseline	TBD	TBD	TBD	**TBD**
	B. *TCW Satellite Campus*	N/A	N/A	N/A	N/A	Establish Baseline	TBD	TBD	TBD	**TBD**

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[4] As of March 2015: Chance for Change - 34; TC Satellite - 44; Sheltercare - 6 in-house education program; Northern VA Juvenile Detention Center - 46. Chance for Change is being expanded for 2015-16, and thus baseline data for target-setting will be determined in 2016.

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Objective	Key Performance Indicator	Baseline				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
1.9 Cultural Competence and an Atmosphere of Respect ACPS will implement practices that maximize the benefits of cultural, linguistic, racial, ability, religious, gender, gender-identity, and eth-nic diversity within the student body to ensure optimal levels of cultural competence among staff members and students, and that engage every student in a respect-ful school environment.	1.9.1 *% of faculty TELL survey results and student De-velopmental Assets survey results reflecting positive answers by respondents about indicators of organiza-tional culture.*									
	A. Faculty: TELL Survey	No Survey	57%[5]	No Survey	57%	61%	No Survey	65%	No Survey	**69%**
	B. Students: Developmental Assets survey	No Survey	55%[6]	No Survey	55%	60%	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	46%	51%	No Survey	No Survey	56%	**56%**
1.11 Ethics and Behaviors for Suc-cess ACPS will set expectations for the habits and behaviors students need to succeed and will lay the foundations for student explora-tions of ethical conduct.	1.11.1 *% of schools implementing a positive behavior intervention and supports system, including Respon-sive Classroom and restorative practices, which foster positive and respectful learning environments within the school as a learning community.*	71%	59%	82%	71%	88%	94%	100%	100%	**100%**
	1.11.2 *Perceptions on the TELL Survey of the schools as a positive and engaging environment for learning.*	No Survey	74%[7]	N/A	No Survey	77%	No Survey	79%	No Survey	**81%**
*Note on methodology for deriving annual performance targets: Mirroring the federal accountability law's "safe harbor" provision, we aim to reduce any year's gap by 10%.										

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[5] Strongly agree + agree on question Q7.1b: *"There is an atmosphere of trust and mutual respect in this school."*

[6] 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.

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

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				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
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 Participation	1800	4,006	6,485	4097	7,140	7,855	8,640	9,500	**11,440**
	B. Satisfaction (Participants rating of "Very Good")	86%	89%	89%	88%	89%	≥ 90%	≥ 90%	≥ 90%	**≥ 90%**
	2.1.2 *% of families and community members satisfied with family engagement services (annual survey)*	N/A	N/A	N/A	N/A	New Survey	TBD	TBD	TBD	**TBD**
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 and community members reporting that there is mutual respect and trust between ACPS and the community (annual survey)*	N/A	N/A	N/A	N/A	New Survey	TBD	TBD	TBD	**TBD**
	2.2.2 *% of families and community members reporting feeling welcome to attend school activities (annual survey)*	N/A	N/A	N/A	N/A	New Survey	TBD	TBD	TBD	**TBD**
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	1248	1427	1207	1500	1575	1654	1737	**1824**
2.4 Partnerships and Civic Engagement ACPS will partner with external organizations to extend its services 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.	2.4.1 *Increase in Partners in Education (PIE) meeting academic goals as defined by ACPS criteria outlined in PIE funding grant.*	N/A	N/A	N/A	N/A	Establish Baseline (New ACPS criteria was established for 2015-16)	TBD	TBD	TBD	**TBD**

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				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
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	N/A	New Survey	TBD	TBD	TBD	**TBD**
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 efforts through a needs assessment administered every other year to city and state agencies and non-profit organizations.*	N/A	N/A	N/A	N/A	Develop Needs Assessment	Establish Baseline	TBD	TBD	**TBD**

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				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
3.1 Staff Recruitment and Retention ACPS will hire the best employees possible and create an environment that motivates, competitively compensates, and retains them.[8]	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%	99.3%	>99%	>99%	>99%	>99%	**>99%**
	3.1.2 *Percentage of new teachers hired before June 30 of each year.*	51%	41%	42%	44.7%	55%	65%	65%	65%	**65%**
	3.1.3 *Student-teachers placed in ACPS.*	18	21	18	19	20	22	24	26	**28**
	3.1.4 *Beginning teacher salaries at the Master's Level in Northern Virginia.[9]*	Above mid-point	Above mid-point	Above mid-point	N/A	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%[10]	No Survey	N/A	78%	No Survey	82%	No Survey	**85%**
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	55.5%[11]	No Survey	N/A	60%	No Survey	65%	No Survey	**70%**
	3.2.2 *Teachers reporting that they collaborate to achieve consistency on how student work is assessed.*	No Survey	69.5%[12]	No Survey	N/A	75%	No Survey	80%	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	3.3.1 *First-year teachers reporting they received the support needed to be effective based on TELL Survey.*	No Survey	62%[13]	No Survey	N/A	67%	No Survey	80%	No Survey	**90%**
	3.3.2 *Professional development effectiveness as reported on TELL Survey.*	No Survey	70%[14]	No Survey	N/A	73%	No Survey	80%	No Survey	**90%**

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[8] 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.

[9] Based on MA level beginning salaries from neighboring Northern Virginia jurisdictions.

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

[11] Strongly agree + agree on question Q8i.

[12] Strongly agree + agree on question Q9l.

[13] 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."

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

ACPS 2020 Scorecard

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

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effectiveness and that respond to Strategic Plan priorities.										
3.4 Staff Wellness ACPS will promote the health and wellbeing of all members of the staff.	3.4.1 *% of staff participating in staff wellness plan.*	N/A	N/A	N/A	NA	Develop plan	Establish Baseline	+5%	+5%	**+5%**
3.5 Leadership Development ACPS will establish programs to identify talent and provide opportunities for future leadership roles.	3.5.1 *By July 2016, develop and vet leadership development plan; set goals and targets.*	N/A	N/A	N/A	N/A	Develop plan	Establish Baseline	TBD	TBD	**TBD**
	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	N/A	Establish baseline	+5%	+5%	+5%	**+5%**
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 employees with documented evaluations.*	N/A	N/A	N/A	N/A	Establish Baseline	TBD	TBD	TBD	**100%**
	3.6.2 *% of evaluations completed on time*	N/A	N/A	N/A	N/A	Establish Baseline	TBD	TBD	TBD	**100%**
	3.6.3 *Teachers reporting feedback is received to help them improve teaching as reported on TELL Survey.*	No Survey	68.1%[15]	No Survey	N/A	70%	No Survey	72%	No Survey	**75%**
	3.6.4 *Teachers reporting that teacher evaluation procedures are consistent as reported on TELL Survey.*	No Survey	65.3%[16]	No Survey	N/A	70%	No Survey	72%	No Survey	**75%**

[15] Strongly agree + agree on question Q7.1.
[16] Strongly agree + agree on question Q7.1.

ACPS 2020 Scorecard

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

Objective	Key Performance Indicator	Baseline				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
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 and equitable learning environments (annual survey).*	N/A	N/A	N/A	N/A	New Survey	TBD	TBD	TBD	**TBD**
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 time-frames.[17]									
	1-30 days	NA	NA	68%	68%	70%	72%	74%	75%	**76%**
	31-45 days	NA	NA	7%	7%	9%	10%	11%	14%	**14%**
	46-60 days	NA	NA	5%	5%	7%	9%	10%	11%	**8%**
	61+ days	NA	NA	20%	20%	14%	9%	5%	2%	**2%**
4.3 Sustainable Facilities ACPS will model sustainable environmental practices.	4.3.1 *% change of energy usage per square foot.*	N/A	N/A	N/A	N/A	Establish Baseline	TBD	TBD	TBD	**TBD**
	4.3.2 *Ratio of amount recycled to total amount of waste at TC Williams High School.*	N/A	N/A	N/A	N/A	Establish Baseline	TBD	TBD	TBD	**TBD**
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	N/A	100%	100%	100%	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	73%	75%	N/A	N/A	77%	**77%**
	4.4.3 *% of faculty reporting safe school environment on TELL survey.*	N/A	86%[18]	N/A	86%	89%	NA	91%	N/A	**93%**

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[17] 2014-15 will be the Baseline Year. This KPI defines a project as complete when all work at the site has been fully completed.
[18] Strongly agree + agree on question "The faculty work[s] in a school environment that is safe."

ACPS 2020 Scorecard

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

Objective	Key Performance Indicator	Baseline				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
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%	64%	75%	80%	85%	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 – 3:1 MS – 2.5:1 HS – 1:1	ES – 3:1 MS – 2.5:1 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	N/A	Establish Baseline	TBD	TBD	TBD	**TBD**
	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%	16%	40%	60%	80%	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	N/A	New Survey	TBD	TBD	TBD	**TBD**

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				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	
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 *% of schools participating in the Governor's Nutrition and Physical Activity Report Card or School Health Index assessment.*	NA	6 elem, 2 middle, 1 HS[19]	6 elem, 2 middle, 1HS	9 Schools	9 Schools	12 Schools	15 Schools	All ACPS Schools (16)	**All ACPS Schools (16)**
	5.1.2 *Number of teachers who have received up-to-date training to deliver the FLE curriculum.[20]*	21	19	20	20	20	22	24	26	**29**
	5.1.3 *% of students who are chronically absent (missing more than 10% of the days registered in school).*	16%	11%	13%	13%	11%	10 %	9%	8%	**7%**
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 a survey.*	N/A	N/A	N/A	N/A	New Survey	TBD	TBD	TBD	**TBD**
	5.2.2 *Average number of Developmental Assets reported by middle school (8th grade) and high school students (12th grade).[21]*	No Survey	MS = 20 HS = 19	No Survey	MS = 20 HS = 19	MS = 22 HS = 22	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	4 of 16	8 of 16	12 of 16	16 of 16	16 of 16	**16 of 16**
5.3 Physical Fitness, Recreation, & Play ACPS will promote activities and curricula designed to promote life-long commitments to active, healthy lifestyles among its students and to creative expression.	5.3.1 *Governor's Nutrition and Physical Activity Report Card.*		6 elem, 2 middle, 1 HS	6 elem, 2 middle, 1HS	9 Schools	9 Schools	12 Schools	15 Schools	All ACPS Schools (16)	**All ACPS Schools (16)**

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[19] VDOE e-mail to Robin Wallin, May 21, 2015: Barrett, MacArthur, Polk, Lyle-Crouch, Tucker, Ramsay; GW, FCH, TC.

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

[21] 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.

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				Annual Performance Target				Target 2020
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	2020
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 *Increase the number of students walking/biking to school on an annual basis based on ACPS walk audits.*					-New Bike-Ped Plan & ACPS aligned. -Joint effort with city for upcoming Bike to School Day	Establish Baseline	TBD	TBD	**TBD**
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%	80%	86%	87%	87%	88%	**88%**
	B. *Middle Schools*	72%	80%	80%	77%	82%	82%	83%	83%	**85%**
	C. *High School*	69%	72%	74%	72%	75%	76%	78%	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.* [22]	No Survey	Achievement motivation = 69% Personal power = 38%	No Survey	Achievement motivation = 69% Personal power = 38%	No Survey	Achievement motivation = 74% Personal power = 43%	No Survey	No Survey	**Achievement motivation = 79% Personal power = 48%**

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[22] Results from the 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				Annual Performance Target				Target
		2012-13	2013-14	2014-15	3-Year Average	2015-16	2016-17	2017-18	2018-19	2020
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	1	≤ 1	≤ 1	≤ 1	≤ 1	**≤ 1**
	6.1.2 *Accuracy of projections and utilization of fiscal resources:*									
	A. *Percentage point different between actual fall enrollment and projected enrollment.*	+1.0%	-0.5%	+0.4%	+0.3%	+/-2%	+/-2%	+/-2%	+/-2%	**+/-2%**
	B. *Actual annual expenditures as a percent of the revised operating budget.*	98.1%	97.7%	97.9%	97.9%	97-100%	97-100%	97-100%	97-100%	**97-100%**
	C. *Based on the approved budget at the time of contract execution, the number of major CIP projects[23] reaching substantial completion within budget*	0 out of 0	0 out of 0	5 out of 5	All	All	All	All	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	N/A	Establish Baseline	TBD	TBD	TBD	**TBD**
	6.2.2 % of schools and departments having completed annual plans by September.	N/A	N/A	100%	100%	100%	100%	100%	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 internal functional and compliance reviews performed focusing on business practices, compliance with procedures, and/or organizational effectiveness and efficiency.*	N/A	N/A	N/A	N/A	N/A	Establish Baseline	TBD	TBD	**TBD**

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[23] Major CIP projects are defined as those projects costing ≥1 million dollars. Costs driven by outside requirements to the project after the contract has been executed are not factored into this calculation.