

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				2016-17		2017-18	2018-19	2020
		2012-13	2013-14	2014-15	2015-16	TARGET	ACTUAL	ACTUAL	ACTUAL	TARGET
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%	88%	78%			91%
	1.1.2 % of fall-identified K-2 students who meet the PALS spring benchmark assessment	41%	36%	35%	36%	49%	38%			63%
	1.1.3 % of students passing the third grade Reading SOL assessment	70%	64%	75%	75%	76%	70%			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%
	1.1.5 Advanced Placement & Dual Enrollment:									
	% of students taking an AP assessment (gr 10, 11, 12)	38%	40%	38%	31%	41%	33%			44%
	% of AP scores earning '3', '4', or '5'	58%	62%	55%	57%	60%	61%			63%
	% of students taking a dual-enrollment class	6%	7%	8%	10%	10%	10%			13%
	1.1.6 Algebra by 8 th Grade:									
	A. % of participation in Algebra I by end of Grade 8	84%	87%	96%	90%	91%	94%			94%
	B. % pass on Algebra/Geometry for Grade 8 students	58%	73%	67%	70%	72%	67%			80%
	1.1.7 Overall SOL Pass Rate:									
	A. Reading	67%	66%	71%	73%	74%	71%			81%
	B. Math	63%	64%	69%	68%	72%	66%			80%
	C. History	78%	76%	77%	77%	81%	76%			87%
	D. Science	68%	66%	68%	69%	73%	68%			80%
	E. Writing	70%	71%	70%	69%	76%	68%			82%
	1.1.8 VA on-time graduation rates for all students.	86%	84%	80%	82%	87%	83%			90%

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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%	48%	39%			62%
	% Pass on Math SOL – SWD students	32%	30%	35%	34%	45%	32%			60%
	% Pass on Reading SOL – EL students	46%	45%	51%	57%	57%	57%			69%
	% Pass on Math SOL – EL students	51%	51%	55%	55%	61%	54%			72%
	% Pass on Grade 3-5 Reading SOL – all students	67%	66%	72%	74%	74%	73%			81%
	% Pass on Grade 6-8 Reading SOL – all students	61%	62%	67%	70%	70%	70%			78%
	% Pass on TCW Reading SOL – all student s	85%	82%	79%	79%	86%	69%			89%
	% Pass on Grade 3-5 Reading SOL – Black/Hispanic students	57%/53%	54%/52%	65%/59%	68%/60%	67%/64%	66%/63%			76%/74%
	% Pass on Grade 6-8 Reading SOL – Black/Hispanic students	51%/51%	53%/49%	59%/53%	61%/55%	63%/60%	63%/56%			73%/71%
	% Pass on Grade 3-5 Math SOL – all students	65%	66%	70%	70%	73%	69%			80%
	% Pass on Grade 6-8 Math SOL – all students	57%	64%	68%	71%	70%	70%			78%
	% Pass on Grade 3-5 Math SOL – Black/Hispanic students	56%/51%	58%/55%	62%/60%	66%/58%	67%/64%	64%/57%			76%/74%
	% Pass on Grade 6-8 Math SOL – Black/Hispanic students	47%/48%	54%/52%	61%/55%	60%/57%	63%/61%	60%/55%			73%/72%
	% Pass on TCW Math SOL – all students	66%	60%	66%	59%	71%	54%			79%
1.2.2 Average SAT Total Score										
A. Black	N/A	N/A	N/A	N/A	Baseline Year	938			TBD	
B. Hispanic	N/A	N/A	N/A	N/A	Baseline Year	891			TBD	
C. White	N/A	N/A	N/A	N/A	Baseline Year	1154			TBD	

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	1.2.3 On-Time Graduation Rates									
	<i>% On-time graduation rate – SWD</i>	90%	82%	81%	86%	87%	90%			90%
	<i>% On-time graduation rate – EL students</i>	80%	72%	60%	68%	77%	74%			83%
	<i>% On-time graduation rate – Black students</i>	88%	86%	81%	85%	88%	88%			91%
	<i>% On-time graduation rate – Hispanic students</i>	80%	75%	67%	71%	79%	73%			85%
	<i>% On-time graduation rate – White students</i>	91%	94%	92%	93%	94%	94%			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									
	<i>% Disproportionality between K-5 TAG identification and K-5 enrollment – FARM</i>	45%	36%	35%	36%	31%	39%			22%
	<i>% Disproportionality between K-5 TAG identification and K-5 enrollment – Black students</i>	17%	16%	10%	12%	12%	11%			9%
	<i>% Disproportionality between K-5 TAG identification and K-5 enrollment – Hispanic students</i>	22%	23%	25%	24%	19%	24%			13%
	1.3.2 Suspensions									
	<i>Total # of short-term suspensions</i>									
	<i>Elementary school Black male students</i>	N/A	96	57	65	66	40			48
	<i>Middle School Black male students</i>	N/A	210	198	194	181	122			132
	<i>High School Black male students</i>	N/A	52	149	165	110	57			80
	<i>% Disproportionality between short-term suspensions and enrollment – Elementary School Black male students</i>	35%	51%	37%	41%	33%	29%			24%
<i>% Disproportionality between short-term suspensions and enrollment – Middle School Black male students</i>	23%	24%	21%	25%	19%	18%			13%	
<i>% Disproportionality between short-term suspensions and enrollment – High School Black male students</i>	19%	23%	28%	25%	19%	17%			13%	

LEGEND: Reached Target – Improved – Stayed Constant (+/-2 percentage points) - Declined

*Please see footnotes on last page.

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	1.3.3 Disproportionality between SWD identification and enrollment – Black students	6%	5%	5%	6%	3%	8%			≤ 2%
	1.3.4 Drop-Out Rates									
	% Dropout Rate – All students	11%	9%	12%	11%	9%	12%			6%
	% Dropout Rate – SWD students	10%	17%	15%	8%	12%	8%			9%
	% Dropout Rate – Black/Hispanic students	10%/15%	8%/14%	9%/21%	7%/19%	7%/14%	7%/22%			4%/11%
	% Dropout Rate – EL students	18%	19%	26%	23%	17%	22%			12%
	1.3.5 Participation in Algebra I by end of Grade 8									
	White students	89%	91%	94%	95%	93%	98%			96%
	Black students	81%	82%	86%	87%	87%	90%			90%
	Hispanic students	83%	86%	94%	89%	90%	95%			93%
	SWD	58%	53%	51%	50%	63%	55%			73%
EL	71%	63%	90%	81%	80%	90%			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%	34%	32%			37%
	B. Enrolled in higher education or competitively employed within one year of leaving high school.	57%	63%	66%	78%	70%	74%			76%
	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%	84%	81%	82%			87%

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	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 Black students				80%	82%	74%			87%
	B. Families of Hispanic students				81%	83%	76%			88%
	C. Families of White students				70%	73%	67%			80%
	D. Families of EL students	N/A	N/A	N/A	87%	88%	88%			91%
	E. Families of SWD students				68%	71%	64%			79%
	F. Families of TAG students				70%	73%	73%			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%	81%	70%			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%	N/A	No Survey			77%
	1.5.2 TELL Survey: Sufficient resources are available for professional development in my school.	N/A	67%	No Survey	73%	N/A	No Survey			76%

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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%	76%	77%			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%	49%	50%			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	40	51			50
	B. TCW Satellite Campus	N/A	N/A	N/A	44	75	71			105
	1.8.2 Number of suspensions after placement in Alternative Program:									
	A. Chance for Change	N/A	N/A	N/A	38	30	33			15
B. TCW Satellite Campus	N/A	N/A	N/A	0	0	11			0	

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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 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.	1.9.1 % of faculty TELL survey results and student Developmental Assets survey results reflecting positive answers by respondents about indicators of organizational culture.									
	A. Faculty: TELL Survey [4]	No Survey	57%	No Survey	67%	N/A	No Survey			70%
	B. Students: Developmental Assets survey [5]	No Survey	55%	No Survey	60%	N/A	No Survey			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%	N/A	No Survey			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%	94%	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%	N/A	No Survey			81%

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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.”