

# 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			2015-16		2016-17	2017-18	2018-19	2020
		2012-13	2013-14	2014-15	TARGET	ACTUAL	ACTUAL	ACTUAL	ACTUAL	TARGET
<b>5.1 Student Physical, Social, and Emotional Health</b> 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 [1]	6 elem, 2 middle, 1 HS	9 Schools	<b>9 Schools</b>				All ACPS Schools (16)
	5.1.2 Number of new teachers who have received up-to-date training to deliver the FLE curriculum. [2]	21	19	20	20	<b>33</b>				29
	5.1.3 % of students who are chronically absent (missing more than 10% of the days registered in school).	16%	11%	13%	11%	<b>12%</b>				7%
<b>5.2 Values, Experiences, Relationships, &amp; Qualities that Benefit Young People</b> 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	New Survey	<b>97%</b>				99%
	5.2.2 Average number of Developmental Assets reported by middle school (8th grade) and high school students (10th & 12th grades). [3]	No Survey	MS = 20 HS = 19	No Survey	MS = 22 HS = 22	<b>MS = 20 HS = 19</b>				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	8 of 16	<b>10 of 16</b>				16 of 16
<b>5.3 Physical Fitness, Recreation, &amp; Play</b> 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 Governor's Nutrition and Physical Activity Report Card.		6 elem, 2 middle, 1 HS[1]	6 elem, 2 middle, 1 HS	9 Schools	<b>9 Schools</b>				All ACPS Schools (16)

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

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		2012-13	2013-14	2014-15	TARGET	ACTUAL	ACTUAL	ACTUAL	ACTUAL	TARGET
<b>5.4 Safe Routes to Schools</b> 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	Baseline Year			TBD
<b>5.5 Healthy Meals and Nutrition</b> 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%	86%	83%				88%
	B. Middle Schools	72%	80%	80%	82%	83%				85%
	C. High School	69%	72%	74%	75%	79%				80%
<b>5.6 Persistence and Resilience</b> 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 = 74% Personal power = 43%	Achievement motivation = 72% Personal power = 36%				Achievement motivation = 79% Personal power = 48% (SY 2018-19)

### Footnotes:

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

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

[3] 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.

[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.’”