

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				2016-17		2017-18	2018-19	2020	
		2012-13	2013-14	2014-15	2015-16	TARGET	ACTUAL	ACTUAL	ACTUAL	TARGET	
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%	99.1			>99%	
	3.1.2 Percentage of new teachers hired before June 30th of each year.	51%	41%	42%	53%	65%	63%			65%	
	3.1.3 Student-teachers placed in ACPS.	18	21	18	23	22	22			28	
	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
	3.1.5 Quality of the work place as reported on TELL Survey.	No Survey	74%[3]	No Survey	80%	N/A	No Survey			85%	
	3.1.6 % of teachers retained by ACPS annually	N/A	84%	84%	87%	87%	85%			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%	N/A	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%	N/A	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%	N/A	No Survey			90%	
	3.3.2 Professional development effectiveness as reported on TELL Survey.	No Survey	70%[7]	No Survey	76%	N/A	No Survey			90%	

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				2016-17		2017-18	2018-19	2020
		2012-13	2013-14	2014-15	2015-16	TARGET	ACTUAL	ACTUAL	ACTUAL	TARGET
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	36%	39%	42%			50%
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	Finalize Plan by 07/2017	Final Draft			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	12 [8]	N/A	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	Establish Baseline	81%			≥98%
	3.6.2 % of eligible support staff employees with documented evaluations completed on time	N/A	N/A	N/A	N/A	Establish Baseline	75%			≥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%	N/A	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%	N/A	No Survey			75%

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.