Draft KPIs

- Kindergarten readiness
- Student growth and proficiency in reading (by student subgroup)
- Student growth and proficiency in mathematics proficiency (by subgroup)
- Percentage of students (by subgroup) chronically absent
- Percentage of students (by race/ethnicity) identified with a disability
- Percentage of 9th graders on target to graduate high school in 4 years (by subgroup)
- Percentage of students (by subgroup) who graduate high school ready for the next step on their preferred postsecondary pathway (incl. approved CTE credential or completion of an AP, honors, or IB course)

Comment [SJ1]: A bit of debate here about whether to focus specifically on over labeling of African American students as ED. We are going with the more general KPI here with the assumption that ACPS will keep a close eye on specific disprportionalities.

1. Systemic Alignment

Objective: Create and implement a plan for school and instructional improvement that:

- Supports the ACPS mission
- Provides a clear, concise, system-wide understanding among ACPS staff, students, parents, and the community
- Focuses attention, energy, and resources on a limited number of strategic, non-negotiable initiatives that all schools implement with fidelity
- Ensures Division leaders provide schools and school leaders with the support, collaboration, and monitoring they need to be successful

Measures:

- Knowledge of the Division's approach to systemic alignment and identified strategic initiatives by ACPS staff, students, families, and the broader community (survey)
- Input and support from ACPS staff, students, families, and community for the Division's approach to systemic alignment and identified strategic initiatives (survey)
- Level of implementation of strategic initiatives by each school (rubric)

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Comment [SJ2]: Team: Since this is still at the objective level, we shortened these a bit to keep a bit more general and clear and to allow for connections to other objective areas

Comment [SJ3]: Team: Keeping this general to allow flexibility for administration to design something useful but not overwhelming

1. Systemic Alignment

Draft Strategies :

a) Clearly define areas and conditions in which schools have autonomy and do not, and corresponding roles and responsibilities for administrators and educators.

b) Clearly define principals as instructional leaders and develop and implement a systematic approach to instructional leadership development.

c) Clearly define the role and responsibilities of the Executive Director of School Leadership to be focused on supporting and supervising principals to be instructional leaders.

d) Clearly define the responsibilities and processes of any individual or team from the central office that supports school improvement

e) Clearly define strategic initiatives that all schools must implement with proper support from the central office. Consider having 1-2 classroom-based initiatives (e.g., MTSS, trauma-informed instruction, Balanced Literacy, instructional strategy), one school-level initiative (PLCs), and one initiative connecting each school and the central office (superintendent's quarterly meetings). Each initiative should have clear frameworks that support their implementation and monitoring.

f) Restructure the Division's professional development to be focused on established strategic

Comment [SJ4]: Team: There were notes about adding community, health and social/emotional in here. Feel free to add ideas.

Comment [SJ5]: Team: There was a question about what this means. Let's discuss.

initiatives. Assess the quality and impact of the professional development on instruction.

g) Transform the Division into a "learning network":

- Across the Division and schools, create and manage systems and structures that identify key barriers to high student performance and that implement "plan-do-study-act" cycles of continuous improvement.

- Identify schools and programs that outperform others on given indicators, define their processes, and work to adapt their processes to other schools and programs through protocol development, coaching, and networks.

- Collect feedback on Division initiatives

h) Ensure the board receives regular, formative updates on students' academic progress and on implementation levels of key strategic initiatives focused on improving student progress.

i) Regularly monitor and report on progress in implementing the strategic plan.

Comment [SJ6]: Team: There was a suggestion to call out "vertical alignment" here. Feel free to elaborate or suggest language.

2. Instructional Excellence

Objective: Ensure that all ACPS students have access to high-quality instruction that is: ● aligned to an instructional framework and high-quality curricula ● engaging and rigorous ● culturally relevant ● differentiated to students' strengths ● responsive to students' social, emotional, and academic needs ● focused on a limited number of high-leverage instructional strategies supported and monitored by school and Division administrators and instructional coaches, creating a systemic culture of substance, depth, and critical thinking in curriculum and instruction through effective training and support	**Measures:** ● Student growth as measured by formative assessments at school and Division levels ● Percentage of classrooms in each school demonstrating use of high-impact(engaging, rigorous, culturally relevant) strategies (observation; rubric) ● Percentage of teachers planning lessons utilizing the ACPS instructional framework ● Percentage of teachers agreeing that they feel well supported with high-quality instructional training and support (survey)

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2. Instructional Excellence

Draft Strategies:

a) Ensure Division curricula are high-quality: aligned with Virginia standards of learning and assessment as well as the state definition of a graduate, supported by teachers and principals, vertically integrated, properly paced with clear learning targets, and supported with instructional materials.

b) Work collaboratively with educators to refine the instructional framework and ensure its use.

c) Clearly define high-leverage instructional strategies that support learning among a diverse student population.

d) Refocus professional development, Division integrated teams, and instructional coaching on instructional framework and identified high-leverage instructional strategies.

e) Require all schools to support and monitor implementation of high-leverage strategies.

f) Pilot instructional rounds and evaluate implementation and impact; scale use depending on evaluation.

g) Pilot a systematic approach to MTSS; monitor and evaluate for potential scale-up across the Division.

Comment [SJ7]: Team: There were some edits and questions about these that we discussed at the last meeting. Let's discuss further if you still have questions.

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3. Student Accessibility and Support

Objective: Ensure students have equitable access to programs and supports that:

- acknowledge the needs of the whole child
- reflect and support high expectations for all students
- engage and inspire students to take ownership of their learning
- enable them to explore and succeed in their postsecondary pathway

Measures:

- Percentage of students completing specified grade-level steps for academic and career planning by school and student demographics
- Percentage of students in TAG, honors, AP, dual enrollment, and CTE by school and student demographics
- Number of students chronically absent by school and student demographics
- Percentage of students referred to special education by school and student demographics
- Percentage of selected programs implemented effectively
- Percentage of students and families who feel safe, valued, knowledgeable about key transitions, and engaged in their learning (survey)
- Dropout rate by student group
- Percentage of students suspended (out of school and in school) by school and student demographics
- Percentage of students identified for key supports provided by school and student demographics

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Comment [SJ8]: Team: There was a request to add trauma informed care as a measure. We believe this is too specific and difficult to measure at this time. But feel free to offer suggestions if you feel strongly. Or we can discuss.

Comment [SJ9]: Team: Please consider whether there should be a measure for out of school time or whether this is covered by "program."

3. Student Accessibility and Support

Draft Strategies :

a) Work with the Alexandria City Health Department, the Alexandria Community Services Board, and other city and community agencies to increase mental health supports in all schools.

b) Depending on assessed need at each school, increase supports for social, emotional, and academic learning (SEAL).

c) Increase the percentage of low-income, Hispanic, Black, and other under-represented groups participating in honors, AP, and other high-level secondary courses.

d) Create networked improvement communities around special education disproportionality, discipline, early childhood education, chronic absenteeism, and access to TAG and high-level secondary courses for under-represented students: Identify root causes of the problems, brainstorm and test change ideas, and scale change ideas when appropriate.

e) Take a case management approach to serving an identified group of students most at risk of failure at each school.

f) Establish and implement consistent practices to introduce all students to the high school campuses beginning in the middle grades, providing in-person introductions to available programs, resources, and supports.

g) Increase accessibility to pre-K programs

h) Develop an informational tool for students and families to support key K-12 transitions

i) Ensure teachers and staff have the professional training needed to deliver programs and supports effectively

Comment [SJ10]: Team: Consider adding a strategy related to out of school time. Also consider exploring the possibility of later school start times (a strong theme that came out of the unified planning work).

Also: There were some comments about creating strategies on concepts of engaging, inspiring, and high expectations.

Comment [SJ11]: Team: There was a suggestion that this is probably more of a measure than a strategy (which is probably true). That said, we might want to leave at this level to enable administrators to determine appropriate strategy.

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4. Strategic Resource Allocation

Objective: Strategically provide differentiated resources and supports to schools and departments that are:

- focused on ensuring that all students are successful
- based on the strengths and needs of the schools and the students and families they serve

Measures:

- Size of projected annual deficit
- Resource allocation to each school
- Access to and effectiveness of professional development
- Quality of data entry (periodic mini audits)
- Teacher retention rates
- Timeliness and safety of buses
- Effective use of time
- Efficiency of facilities support and responsiveness

Comment [SJ12]: Team: There was some discussion of this one. We recommend keeping it as this was one of the biggest concerns of immigrant parents. But the language might need to change and the methodology should remain flexible for now

Comment [SJ13]: Team: Consider refining or dropping this one.

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4. Strategic Resource Allocation

Draft Strategies:

a) Increase resources dedicated to facilitating equity-focused conversations, leading to improvements in policy and practice.

b) Work with all senior leadership to identify cost savings that will narrow the Division's structural deficit.

c) Adopt a new funding formula —ideally a weighted student formula that includes central office positions—to drive additional resources to high-need schools in a transparent way.

d) Develop and implement a plan for increasing teacher retention rates, including the creation of a career ladder.

e) Create a schedule for revamping central office data systems—including Munis, Timeclock and Zimbra—and strengthen systems to improve the accuracy of data entry.

f) Conduct an evaluation of school transportation with a focus on timeliness and safety of buses.

Comment [SJ14]: Team: There were comments about establishing budget priorities based on student data and building assessments. Please feel free to add.

Comment [SJ15]: Team: There was a suggestion to delete this one. Unless there is a strong rationale, we recommend keeping it.

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5. Family and Community Engagement	
Objective: Take active steps to engage families and to ensure that all families and community members are: • welcomed in schools • respected and valued by all staff • included in ACPS decision-making processes • empowered to support the delivery of education and services to students • connected to a coordinated system of services across partner organizations	**Measures** (all surveys need representative voice across groups): • Percentage of families feeling welcomed, valued, and empowered as partners in their children's success (survey and funding to ensure demographically proportionate representation, incl. across language groups, and resulting data prompting timely ACPS response/action) • Percentage of families who feel their voices are included and valued in ACPS decision-making processes (survey) • Percentage of service providers and volunteers feeling welcomed and empowered to support the delivery or education and services to students (survey) • Percentage of students who feel safe, valued, and cared for (survey)

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5. Family and Community Engagement
Draft Strategies : a) Continue to meet regularly with city agencies through the Unified Planning Process around key issues of common interest, including the health and mental health of students and their families. b) Conduct an analysis of community need at each school and the resources available at each school to address the need. Work with DHS, DCHS, other city agencies, and local nonprofits to fill gaps in needed services at each school. c) Apply a case-management approach for students and families who are not being served effectively. d) In collaboration with partners, develop plans for use of high-tech hub opportunities in Northern Virginia.

Comment [SJ16]: Team: There were suggestions about adding a measure about utilization of resources. We think this could be difficult to do but you can consider language. Also, there was a suggestion about including parent/teacher conferences as a measure. We're not sure that this is a strong measure but you can consider it.

Comment [SJ17]: Team: There were comments about using methodologies beyond surveys. If you have ideas, please add them but also know that the administration will do the best it can to use methods that are effective and relatively cost effective to administer.

Comment [SJ18]: Team: This could use a bit of editing. We can deal with wording but please weigh in.

Comment [SJ19]: Team: Other suggestions offered that you can consider:
•Have school staff conduct home visits and visits to out-of-school time programs
•Cultivate long-term strategic relationships to meet student and family needs (e.g., adult educational opportunities for parents, such as GED classes; mental health; and workforce development)
•Create new family advisory board to the superintendent, to guide practice and policy decisions made up of most vulnerable (community-based -> go to families)

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e) Work with schools to create clear guidelines for the role of and outreach to PTAs and other nonprofit and volunteers in all schools.

f) Work with PTAs and other parent and family engagement groups (e.g., PLTI) to increase the diversity of participation and to decrease barriers for working parents

g) Hold regular information sessions in schools across the Division; work with parent liaisons to maximize parent attendance.

h) Pilot and evaluate a community school approach in a number of high-need schools; depending on the evaluation, expand the approach to other schools.

i) Increase the number of multilingual staff in schools as needed.

j) Consider piloting an Amharic and Arabic language class in a middle school and T.C. Williams.

k) Use annual surveys of students, parents, and school staff to regularly assess parent and community engagement efforts.

l) Provide professional development for all teachers and staff to engage with families and community organizations.

m) Have teachers and staff engage in self-reflection to build cultural competency and reduce implicit bias.

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