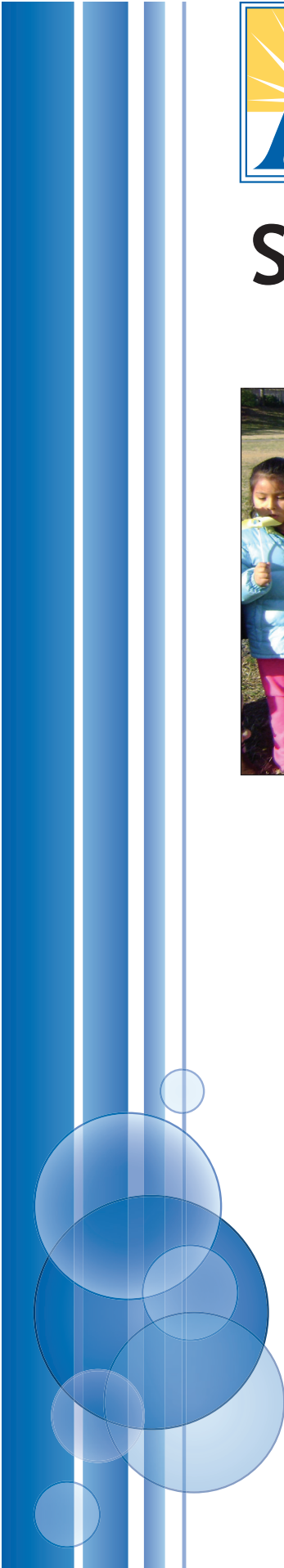


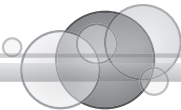


Arlington
Public
Schools

Strategic Plan 2011-17

A Long-Range Plan for the Future





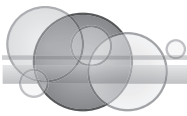
APS STRATEGIC PLAN 2011-17

A Long-Range Plan for the Future

The purpose and primary value of strategic planning is its power to involve people in a process leading to new understandings and insights about the challenges the Arlington Public Schools might confront in the future and how it should plan for those possibilities.

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To the Arlington Community:

The School Board is pleased to present this Strategic Plan to the Arlington community. It is a plan built on the proud legacy of the past with a firm belief that the best is yet to come. It recognizes the strengths of our schools while charting a course to overcome the challenges that have been identified during the previous plan.

Successful organizations routinely chart a long-term course, take action, monitor progress, and modify plans over time as conditions and assumptions change. The School Board has articulated the mission and vision for the school district and has adopted this Strategic Plan, which will guide our actions in Arlington Public Schools for the next six years. The Plan focuses equally on what needs to be accomplished and how it will be accomplished. It was developed with community involvement in every step of the process. The Board will strive to provide the resources needed to accomplish the Plan's goals and will monitor progress toward achievement of these goals.

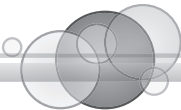
The Plan anticipates a set of challenges that the school district might confront in the future and how it should address those possibilities. To best meet the needs of our students and to allocate resources effectively, the School Board is not reacting to challenges and events as they arise, but is proactively planning for the future. In this way, we can make decisions that are sustainable and that promote achievement for all students.

The School Board believes that this Strategic Plan represents the promise of what can be accomplished over the next six years. We have high expectations for our students' performance and know that this Plan is the guide to help ensure the success of all of our students. We recognize that the Arlington community's ongoing support is critical to our success. We invite you to continue to partner with us as we strive to achieve the ambitious goals of this Strategic Plan.

Sincerely,

Abby Raphael
Chair





To the Arlington Public Schools Stakeholders:

The education students receive in the Arlington Public Schools is the door that opens to the many opportunities and possibilities that the 21st century holds for them. The school division’s success in defining and carrying out its goals predicts our students’ future success. That is why this strategic plan is so important.

The development of the plan was led by co-chairs Kevin Clark and Ron Fecso and a steering committee comprised of 26 Arlington community members. The committee sought input from over 170 community organizations, through forums, surveys, and meetings with over 50 stakeholder groups. The information from the various district stakeholders shaped the strategic plan you are reading.

Our most important focus over the next six years is to accomplish the five goals defined in the strategic plan. These goals and their related strategies, desired outcomes, and indicators, will drive our continuous improvement efforts across all schools and administrative departments for the benefit of all students. The accomplishment of these goals must include an investment in our most important asset, our very talented staff members. Their commitment and support for this work are essential. We also recognize the important role that parents, as well as business, civic and community leaders, play in making our schools successful.

The past has demonstrated the value and strengths of an Arlington Public Schools education. This new strategic plan will build on those strengths and give us confidence as we move forward to invest in new ways to, in the School Board’s words, “instill a love of learning in our students and prepare them to be responsible and productive global citizens.”

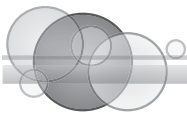
A key component of the strategic plan is regular reporting to our stakeholders on progress in meeting our goals. We encourage you to stay engaged in the planning process, study the reports on indicators of our progress, and help us hold ourselves accountable as we ensure the success of all of our students.

With deep appreciation to all of our stakeholders,

Sincerely,

Patrick K. Murphy, Ed.D.
Superintendent





EXPECTATIONS

The School Board revised its Mission, Vision and Core Values statement for action on September 22, 2011 to include the values identified as important by the community through the strategic plan development process.

MISSION

Arlington Public Schools instills a love of learning in its students and prepares them to be responsible and productive global citizens.

VISION

Arlington Public Schools is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with families and the community.

CORE VALUES

EXCELLENCE

Arlington Public Schools fosters excellence in our students and staff.

INTEGRITY

We expect our students and staff to act in an honest, ethical and respectful manner.

DIVERSITY

We value all students, staff and families in our diverse, inclusive school community.

COLLABORATION

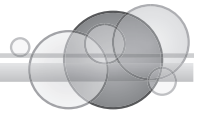
We support relationships among students, staff, families and the community that ensure effective communication and promote opportunities to benefit our students.

ACCOUNTABILITY

We take responsibility for our progress through transparent evaluation of student success, staff quality and management of the community's resources.

SUSTAINABILITY

We practice stewardship of economic and environmental resources, meeting our current needs without compromising the ability of future generations to meet their needs.



CHALLENGES

Arlington Public Schools faces many challenges — current and upcoming trends and events that have a high potential for exerting significant influence on the future success of a school district. These challenges were identified in the external scan document and through community input from forums and surveys. The magnitude of these challenges is great — they are serious or have the potential to become serious if not addressed, they have a high likelihood of impacting the district, and the community believes they are important. Developing appropriate solutions to these challenges will determine the future quality of education that students experience and the sustainability of the district over time. The challenges are:

- Providing access and creating opportunities for all students to experience challenging and engaging educational courses, programs, and activities
- Reducing and finally eliminating the achievement gap between and among different groups of students
- Recruiting, retaining, and developing high-quality instructional, administrative and support staff
- Maximizing the management of resources to provide high-quality, energy-efficient facilities that make available excellent learning environments for all students
- Providing networks of support services and broad-based partnerships with parents and the community to meet the needs of the whole child

These challenges become the most important goals for the Arlington Public Schools to accomplish over the next six years. By meeting these challenges, the district is assuring its students the best possible education to prepare them to be successful in their future endeavors.

DATA-DRIVEN PROCESSES ACROSS GOAL AREAS

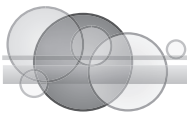
An underlying district priority for the goals identified through the strategic planning process is information-driven decision-making and managing data in order to turn it into usable information. Staff members depend on measurement and analysis of performance as indispensable parts of the decision-making process and for continuous improvement of all aspects of the district. Parents and the community rely on timely and understandable information to make good choices and hold the school system accountable for reaching its goals.

A comprehensive and integrated fact-based system—one that includes various kinds of data (implementation, performance, comparative/competitive, workforce, and cost), as well as process and operational performance measurement, should be designed, deployed, and improved over time. A comprehensive set of leading and lagging performance data points or indicators aligned to student, stakeholder, and organizational performance requirements will provide clear information for improving all processes and achieving organizational goals and targets.

The outcome is to manage resources more effectively and efficiently and to manage operations to maximize productivity and eliminate waste.

Means by which processes are information-driven include:

- Investing in data management and using technology that links student, teacher, and school data over time;
- Implementing an information-driven, outcome-oriented management and evaluation system that is designed to focus attention on student achievement; and
- Investing in technology that will support collection of evaluation data, and improve the delivery and tracking of professional development and training activities.



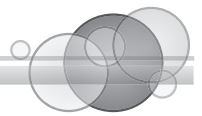
GOAL ONE: ENSURE THAT EVERY STUDENT IS CHALLENGED AND ENGAGED

Arlington Public Schools will provide all students with the knowledge and skills to succeed in the 21st century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.

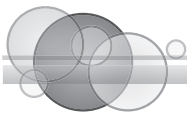
The most important components of a challenging and engaging education are:

- Early foundational skills of reading, writing, and mathematics;
- Science, technology, engineering, and advanced mathematics (STEM);
- Advanced communication techniques in reading, writing, speaking, and active listening; world language acquisition; technology; and the arts;
- Twenty-first century skills, best described as critical thinking skills in all subject areas, including problem-solving, decision-making, data analysis, negotiation, and research and information analysis to support life-long learning;
- Character development including ethics and ethical behavior and the ability to understand and work with people from different cultural and language backgrounds; and
- Life skills of teamwork and collaboration, time management, setting goals, community service, consumer and financial management, and appreciation of the fine and performing arts.

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>A. Present high and clear expectations for all students and include a consistent guide for the evaluation of student work. Within this framework, APS ensures that a core set of standards-based concepts and competencies form the basis of what all students should learn.</p>	Students master the foundational skills of reading, writing, and mathematics.	<ul style="list-style-type: none"> • Phonological Awareness Literacy Screening (PALS) • SOLs (reading, writing, and mathematics) • ACCESS for ELLs
	Students graduate on time and attain the highest level possible diploma.	<ul style="list-style-type: none"> • On-time graduation rates • Diploma types earned
	Students achieve or exceed standards on competency and readiness assessments by grade level and subject area (reading, writing, mathematics, science and social studies).	<ul style="list-style-type: none"> • Phonological Awareness Literacy Screening (PALS) • SOLs • Stanford10 in grades 4 and 6
	Students master advanced communication skills of reading for understanding, writing, speaking, and active listening (English).	<ul style="list-style-type: none"> • Performance in AP, IB and dual enrollment courses
	Students acquire world languages and meet proficiency standards in reading, writing, speaking, and listening.	<ul style="list-style-type: none"> • Successful completion of two years of a World Language by the end of Grade 8. • Language proficiency assessments in reading, writing, speaking, and listening (e.g., Aprenda, NOELLA, SOPA, STAMP)
	Students appreciate the arts through participation in APS-sponsored arts opportunities.	<ul style="list-style-type: none"> • Student and parent Site-Based and Community Satisfaction Surveys
	Students become physically fit through participation in school-sponsored physical fitness activities.	<ul style="list-style-type: none"> • Student participation in High School and Middle School sports and intramural sports • Student and parent Site-Based and Community Satisfaction Surveys



STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>(A., cont'd.)</p>	<p>Students successfully complete “higher level” courses (Intensified, AP, IB, STEM courses that lead to state-approved industry certification, and dual-enrolled courses).</p>	<ul style="list-style-type: none"> • Successful completion of Intensified, AP, IB, STEM, dual-enrolled courses • Successful completion of Algebra I by Grade 8 • Successful completion of Algebra II by Grade 11 • Successful completion of High School credit-bearing courses by the end of Grade 8
	<p>Students succeed in alternative programs who may not have otherwise achieved success.</p>	<ul style="list-style-type: none"> • Graduation rates and diploma types for students in alternative programs
	<p>Schools increase student participation in the SATs/ACTs and student performance on the PSATs and SATs.</p>	<ul style="list-style-type: none"> • SAT and ACT participation rates • Mean SAT and PSAT critical reading, mathematics, and writing scores, and ACT composite scores
<p>B. Create engaging and motivating educational program choices that prepare students to achieve college and career aspirations. These choices provide opportunities to: (1) explore, discover, and optimize their individual strengths; (2) recognize and help them overcome their weaknesses; and (3) be evaluated and benchmarked against the best educational systems nationally and internationally.</p>	<p>Students apply critical thinking, problem-solving skills, and creativity in all subject areas.</p>	<ul style="list-style-type: none"> • Performance on Advanced Placement (AP) and International Baccalaureate (IB) exams • International benchmark tests, e.g., College and Work Readiness Assessment (CWRA), Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) <i>(Implementation and sampling plan to be determined)</i>
	<p>Students use technology effectively.</p>	<ul style="list-style-type: none"> • CTE industry certifications
	<p>Students participate in internships.</p>	<ul style="list-style-type: none"> • Internship participation
	<p>Students participate in outdoor and/or indoor experiential learning.</p>	<ul style="list-style-type: none"> • Student participation in programs that focus on indoor and/or outdoor experiential learning (e.g., elementary exemplary projects, high school clubs and service organizations)
<p>C. Create an environment where all students feel challenged, supported, and accepted as they learn. Such an environment puts students first: their needs, abilities, interests, and learning styles are central when making decisions about what to learn and how to learn it. Students are active and responsible participants in their own learning.</p>	<p>Students are passionate about learning and feel that their coursework is challenging.</p>	<ul style="list-style-type: none"> • Assets, Site-Based and Community Satisfaction Surveys
	<p>Students demonstrate ethical behavior.</p>	
	<p>Students understand and work with people from different cultural and language backgrounds.</p>	
	<p>Students apply life skills of teamwork and collaboration, managing time, setting goals, community service, and appreciation of the fine and performing arts.</p>	



GOAL TWO: ELIMINATE ACHIEVEMENT GAPS

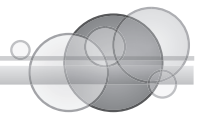
All Arlington Public Schools students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.

The most important components in eliminating achievement gaps are:

- All stakeholders have high expectations for students—the School Board, administration, teaching and support staff, parents, and students.
- Students are provided clear and challenging learning targets.
- Students engage in a variety of opportunities to demonstrate their levels of understanding.
- Students take part in effective and dynamic classroom instruction that is differentiated according to their particular academic needs, interests, and learning preferences.
- Staff and students understand and respect the cultures, norms, beliefs, ideas, and feelings of others.
- Parents and guardians are informed, supported, and encouraged to be effective partners in their children’s education.
- The responsibility for eliminating achievement gaps is shared with schools, parents, and the larger community. APS actively collaborates with parents and the community to meet the needs of all students.

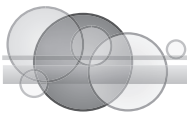
STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>A. Provide equitable educational opportunities with clear and meaningful learning targets. APS presents students with clear explanations of what they are expected to know and demonstrate in class, and targets instruction to areas of need as identified through assessment practices.</p>	<p>Students are prepared for success at the next grade or subject level. Students in all identified groups make expected academic progress, eliminating the need for remediation.</p>	<ul style="list-style-type: none"> • Enrollment in pre-K • Student mastery by grade level, subject area, and identified groups on: <ul style="list-style-type: none"> ◦ Common benchmark formative assessments ◦ SOL tests
	<p>Students are provided appropriate program/service options to support their learning.</p>	<ul style="list-style-type: none"> • Online 4- and 6-year student Academic Plans approved by counselor and parent • Special education enrollment by subgroup • Gifted services enrollment by subgroup • ESOL program placements and English language proficiency levels (ACCESS for ELLs)





STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>B. Provide effective and dynamic classroom instruction. Student instruction is responsive to individual academic needs, interests, and learning preferences, as evidenced by student data and supported by ongoing staff training. Classroom instruction is characterized by high expectations; clear and consistent learning targets; and a variety of opportunities to demonstrate levels of understanding. It is differentiated to particular academic needs, interests, and learning preferences, and includes experiential education.</p>	<p>Students engage in high quality classroom interactions.</p>	<ul style="list-style-type: none"> • Data from CLASS Observation Tool used in program evaluations
	<p>Students are passionate about learning and feel that their coursework is challenging.</p>	<ul style="list-style-type: none"> • Student Site-Based and Community Satisfaction Surveys
	<p>Students graduate and attain an Advanced Studies diploma.</p>	<ul style="list-style-type: none"> • On-time graduation rates • Diploma types earned
<p>C. Provide necessary and appropriate support for all students and all identified groups. Diagnostic and instructional activities as well as achievement growth data are aimed at early detection of learning gaps so that interventions can be prescribed to prevent gaps from increasing and to close those that exist.</p>	<p>Students achieve at the level of their peers, irrespective of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be predictors of success.</p>	<ul style="list-style-type: none"> • Student enrollment and achievement disaggregated by race/ethnicity and special service populations (economically disadvantaged, limited English proficient, students with disabilities)
	<p>Students meet academic progress goals.</p>	<ul style="list-style-type: none"> • Common benchmark formative assessments • Dropout rate
<p>D. Provide a culturally-competent classroom, school, and community environment. Students understand and respect the interrelationships, norms, beliefs, histories, and ideas of other countries and cultures of the world.</p>	<p>Students experience culturally competent practices implemented by APS staff.</p>	<ul style="list-style-type: none"> • Student Site-Based and Community Satisfaction and Assets Surveys
	<p>Students experience high quality classroom interactions.</p>	<ul style="list-style-type: none"> • Data from CLASS Observation Tool used in program evaluations





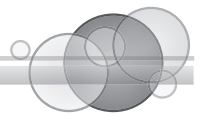
GOAL THREE: RECRUIT, RETAIN AND DEVELOP HIGH-QUALITY STAFF

Arlington Public Schools will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.

The most important functions that APS will perform to recruit, retain, and develop high quality staff are:

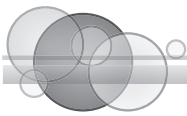
- Attracting and hiring highly qualified candidates to enhance its effective and diverse staff and meet all student needs;
- Motivating and developing highly qualified staff members in ways that make them feel supported, valued, productive, and successful;
- Applying systems and practices for recruitment, retention, assessment, and evaluation; compensation and benefits; and learning and development that strengthen the ability to hire and retain a highly qualified, diverse staff; and
- Providing professional opportunities, including professional learning communities that allow employees to excel and maximize their potential.

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
A. Strengthen recruitment and retention. APS attracts and hires highly qualified candidates for each position and then develops a working environment that motivates, competitively compensates, and retains them.	APS hires highly qualified new employees.	<ul style="list-style-type: none"> • Annual report on qualifications of new employees • State Instructional Personnel and Licensure (IPAL) Verification Report (includes highly qualified teachers and teachers' highest degree) • VDOE Instructional Assistant Audit (Title I)
	APS attracts a diverse staff reflecting, to the extent possible, the diversity of the student body.	<ul style="list-style-type: none"> • Annual report on staff diversity
	APS offers salaries and compensation packages that are competitive with neighboring local school districts.	<ul style="list-style-type: none"> • Annual report comparing salaries and compensation in APS and other local districts
	To promote career advancement, APS identifies and develops internal candidates to fill higher level positions.	<ul style="list-style-type: none"> • Identification of potential successors for administrative and teaching positions
	APS staff members feel included, respected and supported so that they can be productive and successful.	<ul style="list-style-type: none"> • Staff Site-Based and Community Satisfaction Surveys
	The APS work environment promotes employee well-being, satisfaction and positive morale.	



STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>B. <i>Strengthen professional development and evaluation.</i> APS has a systematic process in place to identify, organize, share, adapt, and use data, information, knowledge, and best practices that exist among professional and support staff members to improve processes and outcomes.</p>	APS provides professional development that supports both student needs and ongoing individual or group improvement goals.	<ul style="list-style-type: none"> • Review of professional development activities • Staff Site-Based and Community Satisfaction Surveys • Additional data sources that reflect impact of professional development (<i>to be developed</i>)
	Staff evaluations employ established district performance standards.	<ul style="list-style-type: none"> • Review of staff evaluations
	Teacher and principal evaluations include student achievement as an important component.	<ul style="list-style-type: none"> • Review of teacher and principal evaluations
	Professional development activities align with district continuous improvement efforts.	<ul style="list-style-type: none"> • Review of professional development activities
	APS employs a systemic process to enhance knowledge management activities among staff.	<ul style="list-style-type: none"> • Staff participation in knowledge management activities (e.g., sharing best practices)
<p>C. <i>Strengthen professional learning communities.</i> Instructional staff members are given opportunities to work as colleagues and participate in professional learning communities to reflect critically on the teaching process; the thinking, actions, and achievement of students; subject content and structure; and to grow professionally through dialogue, inquiry, and action research.</p>	APS establishes professional learning communities as part of a continuous improvement culture of professional practice.	<ul style="list-style-type: none"> • Number of professional learning communities established
	Instructional staff members participate in professional learning communities.	<ul style="list-style-type: none"> • Number and frequency of staff participating in professional learning communities
	Instructional staff members are satisfied with their professional learning community experience.	<ul style="list-style-type: none"> • Staff Site-Based and Community Satisfaction Surveys





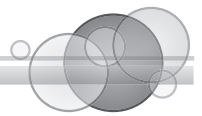
GOAL FOUR: PROVIDE OPTIMAL LEARNING ENVIRONMENTS

Arlington Public Schools provides the necessary resources and facilities to sustain excellence.

The most important actions of APS to create optimal learning environments are to:

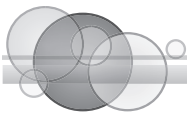
- Manage resources efficiently and effectively to enhance teaching and learning;
- Provide attractive, safe, and healthy spaces that engage students in active and meaningful ways;
- Create vital and engaging, technology-rich learning environments;
- Manage the effects of growth to ensure that all students, teachers, and staff have access to quality facilities, resources, and instructional programs;
- Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources;
- Feature flexible designs that allow students, teachers, and other staff to re-configure spaces with minimal cost to meet the needs of specific populations; and
- Include environmental stewardship in decision-making, by designing or redesigning facilities and their grounds to be high-quality, energy-efficient, and sustainable.

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>A. <i>Align resources to achieve student learning expectations.</i> APS ensures that its resources are aligned and funded to support student achievement. There is a balance between resources and program demands.</p>	APS designs, develops, and maintains facilities to provide optimal and safe learning environments, meeting or exceeding school facilities standards.	<ul style="list-style-type: none"> • Monthly plant operation and annual maintenance safety inspections and reports that check facilities against APS specifications and industry standards for high performance schools • Annual state school safety audits
	Transportation supports student learning and co-curricular activities.	<ul style="list-style-type: none"> • Site-Based and Community Satisfaction Surveys
	The APS Capital Improvement Plan (CIP) aligns resources to capacity and facility requirements.	<ul style="list-style-type: none"> • Biennial review of Capital Improvement Plan (CIP) and Arlington Facilities and Student Accommodation Plan (AFSAP)
	APS obtains community and business support through available grant money and other resources.	<ul style="list-style-type: none"> • Grants APS receives that support strategic initiatives
	APS maintains high standards for fiscal responsibility.	<ul style="list-style-type: none"> • Parent Site-Based and Community Satisfaction Surveys • Ratio of school- and non-school-based positions (WABE Guide)



STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>B. Provide an infrastructure for learning. APS makes available to students an infrastructure for learning regardless of their location or the time of day. It supports access to information, as well as access to participation in online learning communities. It enables seamless integration of in- and out-of-school learning.</p>	<p>APS utilizes state-of-the-art technology that creates engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disabilities.</p>	<ul style="list-style-type: none"> • APS technology compared to industry standards (e.g. student to computer ratios, uptime for core services)
	<p>Students and parents are satisfied with the APS learning infrastructure.</p>	<ul style="list-style-type: none"> • Student and parent Site-Based and Community Satisfaction Surveys
	<p>APS employs technology to assess student achievement in authentic and meaningful ways that generates data to diagnose and modify instructional practices.</p>	<ul style="list-style-type: none"> • Feedback from teacher and employee advisory groups (e.g., CPST-Collaborative Professional Strategies Team; TCI-Teachers' Council on Instruction)
<p>C. Improve productivity and manage costs. APS plans, manages, monitors, and reports 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.</p>	<p>APS aligns needs and resources.</p>	<ul style="list-style-type: none"> • Financial forecasts and enrollment projections • Annual audit
	<p>APS monitors spending throughout the year and provides reports to decision makers and the community.</p>	<ul style="list-style-type: none"> • Quarterly spending reports • Quarterly monitoring reports for major construction projects
<p>D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Staff members identify and report ways to increase energy efficiency of facilities and support programs. These reports include comparability data so that senior leaders can evaluate the energy efficiency of district facilities and programs against other sites and identify practices to improve energy efficiency.</p>	<p>Students and parents report that learning environments are safe and conducive to learning.</p>	<ul style="list-style-type: none"> • Student and parent Site-Based and Community Satisfaction Surveys
	<p>APS practices environmental stewardship and reduces energy usage and greenhouse gas emissions by designing or redesigning facilities and their grounds to be high-quality, energy-efficient, and “green.”</p>	<ul style="list-style-type: none"> • APS annual facility energy report card, demonstrating practices, materials, and services that meet or exceed industry environmental standards (e.g., energy usage per square foot) • APS annual tonnage reports for all recyclable materials
	<p>APS optimizes learning opportunities by providing energy-efficient facilities and engaging students in what it means to be responsible stewards of the environment.</p>	<ul style="list-style-type: none"> • Student and parent Site-Based and Community Satisfaction Surveys





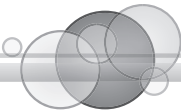
GOAL FIVE: MEET THE NEEDS OF THE WHOLE CHILD

Arlington Public Schools will nurture students’ intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.

The most important functions to strengthen support services include:

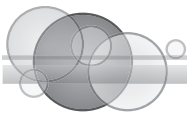
- Promoting the development of internal and external assets in students;
- Developing dynamic partnerships between parents and schools, including the implementation of parent education and training to cultivate their involvement;
- Incorporating comprehensive physical, mental health, and wellness services;
- Implementing and enforcing the anti-bullying policy and procedures system-wide; and
- Maintaining internet safety and social media policies and procedures, and expanding opportunities to ensure that students have knowledge of and practice accepted norms, rules, and laws of being a responsible technology user.

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>A. Increase developmental assets in students. External and internal developmental assets enhance all children, allowing them to thrive in their health, safety, relationships, long-term development, and academic pursuits.</p>	<p>APS provides students with supports and opportunities to develop assets that encourage them to become healthy, caring, and responsible adults.</p>	<ul style="list-style-type: none"> • Assets Survey • Suspensions due to violations of the district’s alcohol and substance abuse policy • Student-reported incidences of alcohol and substance abuse (Youth Risk Behavior Survey) • Second Chance program data • Student survey of co-curricular activities, including physical activities (to be developed)
	<p>APS provides students with health and wellness information, practices and opportunities necessary to develop lifelong healthy habits, including opportunities for physical activity and healthy food choices.</p>	<ul style="list-style-type: none"> • Student and parent Site-Based and Community Satisfaction Surveys • Assets Survey • Governor’s Nutrition and Physical Activity Scorecard
	<p>APS assures that schools provide a safe and supportive environment, free from bullying.</p>	<ul style="list-style-type: none"> • Student reports of being bullied at school during the past year • Student and parent Site-Based and Community Satisfaction Surveys, and Youth Risk Behavior Survey
	<p>APS provides counseling services that are responsive to the needs of students and assist in their academic, personal-social, and career development.</p>	<ul style="list-style-type: none"> • Student satisfaction with counseling services (e.g., Senior Survey and student Site-Based and Community Satisfaction Surveys, including items at all school levels—elementary, middle, high)
	<p>All APS graduates are prepared to pursue post-secondary education and employment.</p>	<ul style="list-style-type: none"> • Post-secondary plans from Senior Survey • College enrollment and completion rates (4-6 years after graduation from National Student Clearinghouse) • Alumni surveys



STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>B. Strengthen family involvement. APS encourages family involvement and feedback systemically, at all levels of school and district operations, including policy and governance deliberations. Parents are given opportunities to promote the educational, social, and emotional growth of their children. Information and learning events are designed for parents and include strategies developed to reach out and assist them in advocacy and support of their children’s education and growth.</p>	<p>The APS Parent Academy provides training and information that addresses the educational, social, and emotional needs of children.</p>	<ul style="list-style-type: none"> • Satisfaction survey of participants in Parent Academy classes and events (<i>to be developed</i>)
	<p>APS provides clear, proactive communication and conducts effective outreach with families.</p>	<ul style="list-style-type: none"> • Parent Site-Based and Community Satisfaction Surveys
	<p>APS provides comprehensive family involvement opportunities that align with the national PTA family involvement standards.</p>	<ul style="list-style-type: none"> • Parent Site-Based and Community Satisfaction Surveys (include items aligned with national PTA family involvement standards)
	<p>All schools are welcoming to our diverse families and provide varied opportunities for engaging parents as partners.</p>	<ul style="list-style-type: none"> • Parent Site-Based and Community Satisfaction Surveys
<p>C. Strengthen parent, student, staff, and community partnerships. Parent, student, staff, and community members are active partners in district programs and governance. Partnership opportunities expand the ability of stakeholders to actively participate in the education of students, to help students effectively navigate the educational system, and to provide support for every student to learn and succeed.</p>	<p>APS expands its capacity to develop and manage highly effective and sustainable partnerships.</p>	<ul style="list-style-type: none"> • Number and type (resource, service, strategic) of active partnerships established with the district • Number of sustained partnerships (three or more consecutive years of continuing collaboration with the district)
	<p>APS expands and strengthens partnerships with business, county, and community agencies, and recruits volunteers to provide support services responsive to the needs of all students.</p>	<ul style="list-style-type: none"> • Survey aimed at partner, student, staff, and community satisfaction with the partnership experience (<i>to be developed</i>)
<p>D. Promote, support, and expect strong relationships with students and parents, making them feel respected and appreciated.</p>	<p>Staff members promote high quality classroom interactions.</p>	<ul style="list-style-type: none"> • Data from CLASS Observation Tool used in program evaluations
	<p>Students, parents, and staff experience culturally competent practices.</p>	<ul style="list-style-type: none"> • Site-Based and Community Satisfaction Surveys
	<p>Every staff member strives to have a positive relationship with every student.</p>	





IMPLEMENTING THE STRATEGIC PLAN

It is the responsibility of the Arlington School Board, senior leadership, district administrators and all other staff members to implement the district’s mission, vision, and core values and align all activities to achieve the strategic plan goals. Arlington Public Schools must be goal-focused because well-deployed goals are the means to achieving exemplary student performance. The strategic plan provides district leaders the information they need to move from an abstract set of goals to an actionable set of priorities. The strategic plan strategies, desired outcomes, and data sources form the “game plan” to achieve the mission, vision, and goals.

The School Board and senior leadership play key roles in communicating the district’s mission, vision, core values, and goals to community members, parents, and staff in order to gain consensus, support, and commitment. It is the School Board’s responsibility to monitor the implementation of the strategic plan as well as the resulting outcomes, using the performance indicators derived from the data sources specified under each goal.

Arlington Public Schools will utilize two tools that are essential to the successful implementation of a school district strategic plan: a strategy map which lays out how the goals and strategies work together; and a scorecard which identifies the key performance indicators under each goal that will be monitored to determine progress and make any necessary corrections along the way.

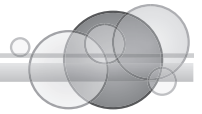
ARLINGTON PUBLIC SCHOOLS STRATEGY MAP

The strategy map (on the opposite page) lays out the strategies under each goal. It provides the “blueprint” district leaders use to accomplish the mission, vision, and strategic plan goals. The strategies identified in the strategic plan are used by district senior leaders to determine specific programs, processes, and practices. A strategy map is a useful graphic that shows all the strategies that need to be in place for the strategic plan to be accomplished and illustrates how the different strategies support each other. Equally important, board members, the superintendent, district staff members, parents, and others can use the strategy map to monitor implementation activities and review the performance of strategies as their influence is felt throughout the organization.

ARLINGTON PUBLIC SCHOOLS SCORECARD

The division scorecard (beginning on page 18) identifies the key performance indicators that the district and its stakeholders will monitor to determine progress toward specific targets and ultimately the successful achievement of the strategic plan goals. The key performance indicators are the metrics derived from the data sources listed in the strategic plan. These indicators operationally define the standards the division will hold itself accountable for and the most salient measures within each goal area. Baseline data from the last three school years (2008-09, 2009-10 and 2010-11) are provided where available to reflect our current status on these indicators. Six-year targets have been set for each indicator, considering the importance of high standards for all students, our already relatively high levels of performance in many areas, and national benchmarks from Baldrige award-winning districts. APS has already met some of these benchmarks; the challenge will be reaching these same high standards for all students in the identified subgroups under Goal 2.

APS will track its performance annually over the next six years against these baseline data and the 2017 targets. Our performance data will be provided in reports delivered to the School Board each fall and through graphic displays accessible on web-based dashboards linked to each performance indicator. While the focus is on the key performance indicators, we will also monitor our progress using the other data sources listed under each strategic plan goal (pages 6-15). Finally, the strategic plan is a dynamic document that allows for the development of additional indicators as new data sources become available.



GOAL 2: ELIMINATING GAPS

- *Provide Equitable Educational Opportunities*
- *Provide Effective and Dynamic Classroom Instruction*
- *Provide Necessary and Appropriate Student Support*
- *Provide Culturally Competent Classrooms*

GOAL 3: HIGH QUALITY STAFF

- *Strengthen Recruitment and Retention*
- *Strengthen Professional Development and Evaluation*
- *Strengthen Professional Learning Communities*

GOAL 1: CHALLENGING AND ENGAGING INSTRUCTION

- *Present High and Clear Expectations*
- *Create Engaging and Motivating Program Choices*
- *Create Challenging, Supported, and Accepting Learning Environments*

GOAL 4: OPTIMAL LEARNING ENVIRONMENTS

- *Align Resources to Student Learning Expectations*
- *Provide Infrastructure for Learning*
- *Improve Productivity and Manage Costs*
- *Provide Clean, Safe, Energy Efficient, and Sustainable Learning Environments*

GOAL 5: SUPPORT THE WHOLE CHILD

- *Increase Developmental Assets in Students*
- *Strengthen Family Involvement*
- *Strengthen Parent, Student, Staff, and Community Partnerships*
- *Promote, Support, and Expect Strong Relationships With Students and Parents*

APS Strategic Plan: SCORECARD

This scorecard is used to monitor progress on the APS Strategic Goals.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS				ANNUAL PERFORMANCE				TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	
GOAL 1: CHALLENGE AND ENGAGE ALL STUDENTS											
<u>Elementary SOLs</u>											
English/Reading	1.1.a. Percentage of students grades 3-5 scoring proficient or above	89.7%	90.4%	89.8%	89.5%	79.0% ♦	80.9%	86.5%	87.8%	87.1%	90-95%
Mathematics	1.1.b. Percentage of students grades 3-5 scoring proficient or above	88.7%	91.6%	93.1%	80.9% ♦	81.5%	83.3%	87.0%	87.4%	85.7%	90-95%
Science	1.1.c. Percentage of students grades 3 and 5 scoring proficient or above	90.1%	91.0%	91.3%	91.5%	83.9% ♦	82.6%	80.9%	85.6%	82.5%	90-95%
History/Social Science	1.1.d. Percentage of students grades 3 and 4 scoring proficient or above	86.7%	89.3%	89.4% ♦	90.0%	90.0%	90.3%	89.8%	89.3%	90.3%	90-95%
<u>Middle School SOLs</u>											
English/Reading	1.2.a. Percentage of students grades 6-8 scoring proficient or above	88.4%	88.6%	89.2%	87.9%	78.1% ♦	80.7%	84.5%	84.5%	85.3%	90-95%
Mathematics	1.2.b. Percentage of students grades 6-8 scoring proficient or above	80.3%	80.1%	80.6%	75.8% ♦	80.4%	83.8%	88.3%	87.2%	87.6%	90-95%
Science	1.2.c. Percentage of students grades 6-8 scoring proficient or above	89.0%	90.8%	91.7%	93.6%	79.5% ♦	78.8%	82.9%	85.9%	85.4%	90-95%
History/Social Science	1.2.d. Percentage of students grades 6-8 scoring proficient or above	81.3%	84.7%	86.4% ♦	85.1%	85.8%	85.6%	89.9%	88.8%	88.2%	90-95%
<u>High School SOLs</u>											
English/Reading	1.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test	95.5%	92.6%	94.3%	94.1%	89.3% ♦	89.1%	91.5%	89.1%	88.8%	90-95%
Mathematics	1.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests	87.9%	88.3%	89.1%	82.1% ♦	80.8%	82.4%	86.6%	84.3%	85.1%	90-95%
Science	1.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests	85.5%	86.1%	87.1%	90.7%	84.9% ♦	87.2%	87.6%	86.9%	87.6%	90-95%
History/Social Science	1.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests	89.8%	90.3%	80.1% ♦	81.7%	85.9%	87.4%	86.8%	86.1%	85.8%	90-95%

♦ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.

APS Strategic Plan: SCORECARD

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE					TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	
GOAL 1 cont'd											
SOL - Writing (Grades 5,8,11)	1.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL	92.9%	94.2%	93.1%	93.0%	85.5% ♦	84.4%	84.5%	85.1%	86.7%	90-95%
AP/IB Enrollment	1.5. Percentage of graduating seniors completing at least one AP/IB course during high school career	61.6%	66.8%	68.3%	71.1%	73.6%	76.0%	78.8%	78.7%	77.8%	66%**
AP/IB Exam Performance	1.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career	47.4%	51.9%	50.6%	51.4%	54.2%	53.9%	58.3%	58.8%	58.6%	50%*
On-time Graduation	1.7. Percentage of students graduating on-time with any diploma (as defined by state)	84.5%	85.2%	87.6%	89.2%	91.4%	92.0%	92.8%	91.1%	90.8%	95%*
Diploma Types	1.8. Percentage of students graduating on-time who earn an advanced studies diploma (includes IB)	61.2%	60.4%	63.7%	63.9%	65.4%	64.3%	68.5%	67.9%	66.8%	65-70%
SAT/ACT Participation	1.9. Percentage of graduating seniors taking SAT or ACT during high school career	66.9%	69.4%	71.6%	73.2%	74.0%	75.8%	75.1%	76.9%	74%	70-75%
SAT Performance	1.10. Mean total score (critical reading + mathematics + writing)	1623	1660	1627	1641	1631	1649	1636	1674**	1677	1615*
ACT Performance	1.11. Mean composite score	23.2	24.7	23.0	24.7	25.5	25.2	25.8	25.5	26.7	23*
Dual Enrollment	1.12. Percentage of grade 9-12 students completing at least one dual enrollment course	2.1%	4.1%	4.9%	5.9%	5.0%	4.8%	4.8%	5.6%	7.3%	6-8%

*Benchmark based on Baldrige award-winning districts

Note: Under Goal 1, APS has already met or exceeded many of the 2017 targets; our challenge is to maintain these high levels of performance.



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS				ANNUAL PERFORMANCE					TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: ELIMINATE THE GAPS												
Pre-K Enrollment	2.0.a. Percentage of kindergarten students previously enrolled in pre-K program by identified subgroups	Asian	85.1%	81.1%	78.7%	78.6%	83.4%	76.8%	88.1%	83.9%	85.1%	85-90%
		Black	82.4%	77.6%	86.2%	86.3%	85.6%	76.1%	85.9%	88.3%	89.6%	85-90%
		Hispanic	83.5%	79.1%	86.3%	83.9%	84.9%	82.0%	81.3%	83.8%	84.7%	85-90%
		White	89.1%	88.2%	90.1%	89.1%	92.5%	84.5%	93.0%	92.7%	94%	85-90%
		EconDis	85.5%	78.3%	84.8%	82.6%	83.5%	81.4%	82.6%	83.3%	84.1%	85-90%
		LEP	83.6%	78.7%	85.1%	81.3%	83.0%	80.1%	81.5%	82.2%	83.1%	85-90%
		SWD	88.8%	90.4%	91.0%	93.4%	93.1%	90.0%	95.1%	95.7%	94.4%	85-90%
		Asian	20.5%	20.0%	18.6%	19.1%	21.2%	22.1%	23.9%	23.5%	24.1%	0-5% pts
		Black	12.4%	12.1%	11.4%	11.9%	12.9%	13.4%	14.3%	12.9%	13.9%	0-5% pts
		Hispanic	10.5%	10.7%	11.9%	11.9%	12.0%	12.1%	12.8%	11.4%	11.6%	0-5% pts
White	27.2%	27.4%	27.7%	28.1%	28.6%	29.2%	31.0%	31%	32.3%	0-5% pts		
EconDis	9.7%	9.2%	9.5%	9.5%	10.1%	10.1%	10.7%	9.4%	9.9%	0-5% pts		
LEP	7.2%	6.9%	7.2%	8.4%	7.0%	5.4%	6.5%	5.7%	6.1%	0-5% pts		
SWD	6.6%	7.5%	7.7%	8.4%	8.0%	8.7%	10.0%	9.3%	9.4%	0-5% pts		
Elementary School SOLs												
English/Reading	2.1.a. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	93.4%	93.6%	90.8%	92.0%	80.1%	86.2%	90.9%	92.1%	91.3%	90-95%
		Black	76.5%	77.5%	81.3%	77.8%	59.7%	64.1%	75.2%	77.4%	79.3%	90-95%
		Hispanic	81.9%	83.0%	79.0%	79.5%	61.0%	61.9%	71.0%	75.1%	73.7%	90-95%
		White	96.0%	96.1%	96.9%	96.4%	91.7%	92.4%	95.2%	94.9%	94.4%	90-95%
		EconDis	81.1%	81.4%	78.2%	77.1%	55.8%	58.8%	69.6%	74%	73%	90-95%
		LEP	84.4%	85.1%	80.4%	80.1%	57.6%	60.8%	69.6%	74%	74.1%	90-95%
		SWD	73.3%	75.6%	71.6%	68.9%	55.1%	54.6%	60.9%	64.5%	64.8%	90-95%
		Asian	92.8%	95.0%	95.1%	83.1%	83.3%	89.3%	92.1%	90.7%	91.2%	90-95%
		Black	77.2%	85.0%	84.8%	61.9%	63.3%	69.9%	75.5%	78.6%	75.5%	90-95%
		Hispanic	77.4%	82.7%	86.8%	65.4%	68.1%	69.1%	75.0%	74.4%	70.9%	90-95%
White	95.9%	96.6%	97.5%	91.7%	91.4%	91.7%	93.9%	94.5%	94%	90-95%		
EconDis	76.8%	83.7%	85.1%	61.2%	62.6%	67.4%	73.4%	73.6%	70.3%	90-95%		
LEP	80.2%	85.5%	87.1%	67.2%	65.6%	69.5%	74.2%	74.1%	72.4%	90-95%		
SWD	65.6%	68.4%	73.2%	50.5%	51.6%	51.6%	56.8%	60.9%	56%	90-95%		
Mathematics	2.1.b. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	92.8%	95.0%	95.1%	83.1%	83.3%	89.3%	92.1%	90.7%	91.2%	90-95%
		Black	77.2%	85.0%	84.8%	61.9%	63.3%	69.9%	75.5%	78.6%	75.5%	90-95%
		Hispanic	77.4%	82.7%	86.8%	65.4%	68.1%	69.1%	75.0%	74.4%	70.9%	90-95%
		White	95.9%	96.6%	97.5%	91.7%	91.4%	91.7%	93.9%	94.5%	94%	90-95%
		EconDis	76.8%	83.7%	85.1%	61.2%	62.6%	67.4%	73.4%	73.6%	70.3%	90-95%
		LEP	80.2%	85.5%	87.1%	67.2%	65.6%	69.5%	74.2%	74.1%	72.4%	90-95%
		SWD	65.6%	68.4%	73.2%	50.5%	51.6%	51.6%	56.8%	60.9%	56%	90-95%

◆ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.

APS Strategic Plan: SCORECARD

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE					TARGET				
		2009	2010	2011	2012	2013	2014	2015	2016	2017				
GOAL 2: cont'd.														
Elementary School SOLs cont'd.														
Science	2.1.c. Percentage of students grades 3 and 5 scoring proficient or above by identified subgroups	Asian	93.0%	91.9%	91.2%	91.7%	84.0%	87.4%	82.8%	85.2%	84%	90-95%		
		Black	77.7%	79.5%	81.3%	77.0%	66.7%	60.5%	66.7%	76.1%	71.2%	90-95%		
		Hispanic	79.2%	78.3%	82.5%	81.5%	65.2%	61.6%	60.3%	69.1%	64.5%	90-95%		
		White	97.2%	98.1%	97.7%	98.3%	95.5%	94.1%	93.3%	94.4%	93.5%	90-95%		
		EconDis	77.7%	77.5%	79.2%	78.3%	61.6%	56.5%	55.8%	67.5%	61%	90-95%		
		LEP	81.3%	80.3%	82.0%	82.0%	63.4%	58.4%	53.2%	63%	63.1%	90-95%		
		SWD	71.2%	72.5%	74.6%	68.8%	61.1%	51.8%	46.6%	58%	49.3%	90-95%		
		Asian	88.6%	92.3%	91.9%	92.2%	92.6%	93.9%	90.0%	94.7%	92.2%	90-95%		
		Black	71.3%	77.2%	75.5%	73.0%	77.6%	79.1%	76.0%	76.8%	78.3%	90-95%		
		Hispanic	74.6%	76.4%	75.5%	80.9%	80.0%	78.0%	76.1%	78.7%	76%	90-95%		
History/Social Science	2.1.d. Percentage of students grades 3 and 4 scoring proficient or above by identified subgroups	White	94.5%	96.6%	97.3%	96.9%	96.2%	96.4%	96.5%	94.7%	96.7%	90-95%		
		EconDis	70.6%	74.6%	72.4%	76.2%	73.9%	74.5%	74.1%	76.5%	76.2%	90-95%		
		LEP	76.3%	78.8%	77.0%	81.4%	78.8%	77.9%	75.5%	78.5%	80.3%	90-95%		
		SWD	68.1%	67.9%	71.3%	70.6%	69.3%	68.2%	68.8%	69.8%	73.2%	90-95%		
		Asian	89.3%	91.1%	91.3%	90.0%	78.1%	81.9%	88.3%	88%	88.6%	90-95%		
		Black	78.6%	78.6%	76.1%	78.1%	61.4%	66.1%	69.2%	71.6%	72%	90-95%		
		Hispanic	76.3%	75.2%	78.5%	74.9%	56.6%	59.1%	67.7%	68.2%	69.1%	90-95%		
		White	96.9%	97.2%	97.8%	97.0%	93.5%	94.8%	95.3%	94.8%	94.7%	90-95%		
		EconDis	74.3%	74.8%	75.1%	74.2%	53.0%	56.0%	63.4%	64.3%	64.2%	90-95%		
		LEP	72.8%	73.4%	75.3%	73.4%	43.6%	44.1%	50.9%	48.7%	61.9%	90-95%		
Mathematics	2.2.a. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	SWD	58.6%	60.6%	64.8%	61.1%	43.2%	47.3%	53.5%	52.7%	51.6%	90-95%		
		Asian	86.7%	87.4%	84.4%	83.3%	83.3%	86.2%	93.8%	90.8%	90.2%	90-95%		
		Black	65.9%	64.5%	58.2%	52.3%	63.4%	68.3%	77.2%	72.7%	77.5%	90-95%		
		Hispanic	61.6%	59.1%	65.5%	56.6%	63.5%	69.6%	76.8%	77%	75.3%	90-95%		
		White	92.4%	92.7%	93.3%	91.1%	92.8%	94.2%	95.5%	94.7%	94.7%	90-95%		
		EconDis	62.2%	60.7%	60.3%	53.8%	61.2%	67.1%	75.2%	72.5%	72.6%	90-95%		
		LEP	60.5%	60.2%	61.4%	57.6%	57.8%	62.3%	69.4%	66%	72.8%	90-95%		
		SWD	42.4%	41.8%	48.6%	43.0%	43.9%	51.3%	60.2%	58.9%	56.7%	90-95%		
		English/Reading	2.2.b. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	89.3%	91.1%	91.3%	90.0%	78.1%	81.9%	88.3%	88%	88.6%	90-95%
				Black	78.6%	78.6%	76.1%	78.1%	61.4%	66.1%	69.2%	71.6%	72%	90-95%
Hispanic	76.3%			75.2%	78.5%	74.9%	56.6%	59.1%	67.7%	68.2%	69.1%	90-95%		
White	96.9%			97.2%	97.8%	97.0%	93.5%	94.8%	95.3%	94.8%	94.7%	90-95%		
EconDis	74.3%			74.8%	75.1%	74.2%	53.0%	56.0%	63.4%	64.3%	64.2%	90-95%		
LEP	72.8%			73.4%	75.3%	73.4%	43.6%	44.1%	50.9%	48.7%	61.9%	90-95%		
SWD	58.6%			60.6%	64.8%	61.1%	43.2%	47.3%	53.5%	52.7%	51.6%	90-95%		
Asian	86.7%			87.4%	84.4%	83.3%	83.3%	86.2%	93.8%	90.8%	90.2%	90-95%		
Black	65.9%			64.5%	58.2%	52.3%	63.4%	68.3%	77.2%	72.7%	77.5%	90-95%		
Hispanic	61.6%			59.1%	65.5%	56.6%	63.5%	69.6%	76.8%	77%	75.3%	90-95%		

◆ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.

APS Strategic Plan: SCORECARD

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE					TARGET		
		2009	2010	2011	2012	2013	2014	2015	2016	2017		
GOAL 2: cont'd.												
Middle School SOLs cont'd.												
Science	2.2.c. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	92.6%	88.5%	94.8%	95.4%	73.2%	82.4%	85.6%	87.9%	83.2%	90-95%
		Black	78.7%	86.0%	84.8%	87.0%	60.4%	59.3%	66.3%	72.5%	72.3%	90-95%
		Hispanic	76.1%	80.4%	82.5%	86.9%	61.8%	58.5%	59.5%	70.5%	69.7%	90-95%
		White	98.8%	97.7%	97.6%	98.7%	94.9%	95.4%	96.9%	96.4%	96.7%	90-95%
		EconDis	73.0%	78.9%	77.5%	84.3%	55.6%	55.5%	57.8%	66.5%	63.9%	90-95%
		LEP	71.1%	75.5%	77.2%	84.2%	45.5%	37.6%	37.3%	40.3%	57.1%	90-95%
		SWD	65.7%	72.2%	74.4%	79.3%	50.2%	50.6%	53.9%	64.6%	60%	90-95%
History/Social Science	2.2.d. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	83.0%	88.6%	88.5%	89.9%	87.5%	89.4%	95.0%	94.1%	88.8%	90-95%
		Black	68.8%	73.3%	72.3%	69.5%	74.4%	72.6%	78.7%	75.7%	76.2%	90-95%
		Hispanic	66.0%	66.3%	71.8%	70.5%	69.4%	67.3%	74.3%	75.9%	75.4%	90-95%
		White	91.6%	95.3%	96.7%	96.1%	96.6%	97.1%	98.0%	97.1%	96.3%	90-95%
		EconDis	64.0%	66.1%	68.2%	67.8%	66.4%	65.4%	73.8%	71.5%	69.2%	90-95%
		LEP	62.7%	64.0%	68.5%	69.6%	60.8%	55.8%	59.2%	54.2%	66.6%	90-95%
		SWD	55.5%	59.5%	63.6%	61.5%	58.5%	61.7%	61.4%	63.5%	58.9%	90-95%
High School SOLs												
English/Reading	2.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test by identified subgroups	Asian	98.7%	95.2%	95.6%	92.9%	89.2%	86.7%	93.1%	89.9%	88.2%	90-95%
		Black	91.2%	84.8%	89.8%	87.8%	77.7%	74.7%	82.8%	73.1%	79.5%	90-95%
		Hispanic	91.0%	88.4%	89.8%	90.3%	82.2%	82.7%	85.0%	80.4%	81.8%	90-95%
		White	98.9%	98.2%	98.4%	99.1%	97.9%	96.9%	98.1%	98.5%	95.6%	90-95%
		EconDis	92.0%	87.5%	89.4%	86.8%	79.9%	78.2%	82.5%	77%	75.7%	90-95%
		LEP	90.5%	81.4%	83.8%	85.1%	67.5%	66.6%	73.7%	64.8%	68.4%	90-95%
		SWD	82.1%	72.6%	82.0%	80.9%	72.1%	68.7%	77.3%	67.4%	72.7%	90-95%
Mathematics	2.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests by identified subgroups	Asian	92.2%	92.3%	93.9%	87.8%	86.1%	87.8%	92.8%	91.8%	90.6%	90-95%
		Black	78.5%	80.7%	82.5%	66.6%	67.4%	71.7%	76.9%	73.3%	74.5%	90-95%
		Hispanic	81.7%	82.7%	82.8%	73.1%	70.8%	72.4%	78.9%	74.5%	75.2%	90-95%
		White	95.4%	94.7%	95.8%	92.0%	91.5%	91.4%	95.0%	93.3%	94.3%	90-95%
		EconDis	82.1%	83.3%	83.2%	74.1%	72.4%	72.1%	78.1%	74.2%	74.7%	90-95%
		LEP	85.3%	85.8%	85.9%	74.6%	71.7%	70.6%	77.1%	71.6%	72.9%	90-95%
		SWD	71.3%	71.9%	75.2%	62.6%	55.9%	59.1%	66.5%	67.7%	71.7%	90-95%

◆ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.

APS Strategic Plan: SCORECARD

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS				ANNUAL PERFORMANCE							TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017			
GOAL 2: cont'd.														
High School SOLs cont'd.														
<u>Science</u>	2.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests by identified subgroups	Asian	85.7%	86.3%	87.1%	91.3%	85.5%	86.8%	89.0%	88.6%	90.5%	90-95%		
		Black	74.7%	76.0%	78.6%	82.1%	72.7%	75.6%	78.3%	71.2%	78.2%	90-95%		
		Hispanic	74.4%	76.3%	77.0%	82.3%	72.7%	77.7%	78.0%	77.3%	75.6%	90-95%		
		White	97.3%	97.1%	97.4%	98.4%	96.1%	95.9%	96.2%	96.9%	96.7%	90-95%		
		EconDis	72.0%	75.3%	75.7%	81.9%	71.8%	76.0%	77.7%	72.9%	72.8%	90-95%		
		LEP	69.5%	70.4%	72.2%	79.9%	64.3%	68.4%	71.4%	62.6%	65.4%	90-95%		
		SWD	69.0%	70.1%	70.3%	75.7%	63.1%	67.6%	68.0%	70.1%	70%	90-95%		
		Asian	92.2%	92.6%	77.9%	80.9%	87.3%	87.5%	87.4%	90.3%	89.9%	90-95%		
		Black	82.0%	80.7%	62.3%	64.1%	71.7%	78.6%	75.8%	75.8%	76.7%	90-95%		
		Hispanic	80.7%	82.4%	67.7%	69.9%	74.9%	76.0%	77.9%	71.8%	72.8%	90-95%		
<u>History/Social Science</u>	2.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests by identified subgroups	White	98.3%	98.9%	96.3%	96.3%	96.3%	96.6%	96.4%	97%	95.7%	90-95%		
		EconDis	81.5%	80.9%	63.7%	65.8%	72.2%	74.7%	74.4%	71.3%	70.6%	90-95%		
		LEP	79.1%	80.5%	59.0%	64.8%	67.5%	66.4%	68.7%	61.7%	63.1%	90-95%		
		SWD	73.5%	72.2%	59.6%	62.0%	67.1%	72.4%	68.1%	67.7%	67%	90-95%		
		Asian	96.9%	95.9%	95.4%	95.1%	88.7%	86.9%	87.7%	88.6%	91.3%	90-95%		
		Black	85.0%	87.9%	87.8%	83.4%	69.8%	69.5%	71.2%	68.8%	72%	90-95%		
		Hispanic	85.5%	89.5%	87.2%	86.2%	72.7%	70.5%	69.9%	70.2%	76.5%	90-95%		
		White	97.9%	98.0%	97.2%	98.0%	95.3%	94.7%	95.5%	95.4%	94.3%	90-95%		
		EconDis	84.2%	88.0%	85.3%	83.4%	69.4%	67.0%	66.9%	67.9%	70.4%	90-95%		
		LEP	84.7%	86.9%	84.3%	83.6%	64.9%	60.0%	53.1%	51.6%	64.1%	90-95%		
<u>SOL - Writing (Grades 5,8,11)</u>	2.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL by identified subgroups	SWD	70.1%	76.3%	72.9%	73.2%	57.3%	53.5%	51.9%	49.2%	54.3%	90-95%		
		Asian	62.3%	65.2%	69.4%	81.3%	70.7%	72.3%	80.6%	82.4%	80.3%	66*		
		Black	38.0%	41.3%	42.0%	52.3%	48.6%	64.0%	56.4%	60.1%	61.4%	66*		
		Hispanic	46.0%	48.1%	52.5%	53.3%	62.0%	66.7%	67.1%	68.1%	63.2%	66*		
		White	78.9%	84.9%	87.3%	87.0%	89.7%	85.7%	91.2%	90.5%	90%	66*		
		EconDis	47.0%	46.0%	49.3%	52.2%	58.3%	60.9%	68.3%	72.1%	69%	66*		
		LEP	47.3%	41.9%	44.6%	46.9%	43.3%	37.1%	46.2%	37.7%	41.3%	66*		
		SWD	12.8%	28.0%	28.5%	30.5%	22.6%	34.0%	41.5%	48.6%	40.8%	66*		
		<u>AP/IB Enrollment</u>	2.5. Percentage of graduating seniors completing at least one AP/IB course during high school career by identified subgroups	Asian	62.3%	65.2%	69.4%	81.3%	70.7%	72.3%	80.6%	82.4%	80.3%	66*
				Black	38.0%	41.3%	42.0%	52.3%	48.6%	64.0%	56.4%	60.1%	61.4%	66*
Hispanic	46.0%			48.1%	52.5%	53.3%	62.0%	66.7%	67.1%	68.1%	63.2%	66*		
White	78.9%			84.9%	87.3%	87.0%	89.7%	85.7%	91.2%	90.5%	90%	66*		
EconDis	47.0%			46.0%	49.3%	52.2%	58.3%	60.9%	68.3%	72.1%	69%	66*		
LEP	47.3%			41.9%	44.6%	46.9%	43.3%	37.1%	46.2%	37.7%	41.3%	66*		
SWD	12.8%			28.0%	28.5%	30.5%	22.6%	34.0%	41.5%	48.6%	40.8%	66*		
Asian	62.3%			65.2%	69.4%	81.3%	70.7%	72.3%	80.6%	82.4%	80.3%	66*		
Black	38.0%			41.3%	42.0%	52.3%	48.6%	64.0%	56.4%	60.1%	61.4%	66*		
Hispanic	46.0%			48.1%	52.5%	53.3%	62.0%	66.7%	67.1%	68.1%	63.2%	66*		

*Benchmark based on Baldrige award-winning districts

◆ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS								ANNUAL PERFORMANCE								TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017							
GOAL 2: cont'd.																		
AP/IB Exam Performance	2.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career by identified subgroups	Asian	43.0%	46.8%	48.4%	50.0%	47.3%	42.2%	57.3%	60.8%	55.3%	50%						
		Black	20.7%	17.4%	14.6%	20.0%	20.7%	24.2%	23.0%	24.9%	21.2%	50%						
		Hispanic	33.3%	35.6%	37.7%	36.4%	40.0%	41.2%	42.2%	44.6%	42.2%	50%						
		White	65.7%	72.7%	72.2%	72.5%	76.2%	73.0%	77.5%	77.2%	80.5%	50%						
		EconDis	28.8%	28.8%	29.8%	25.8%	33.8%	29.1%	34.6%	41.2%	36.8%	50%						
		LEP	32.0%	29.0%	29.1%	22.9%	26.1%	15.9%	22.4%	17.8%	20.3%	50%						
		SWD	10.1%	16.5%	15.5%	18.8%	11.6%	12.1%	17.4%	21.7%	19.9%	50%						
		Asian	90.8%	91.9%	89.4%	91.9%	93.6%	89.1%	94.0%	96.2%	94.7%	95%						
		Black	80.4%	85.1%	88.5%	87.7%	87.9%	90.4%	91.8%	94.4%	91.8%	95%						
		Hispanic	69.1%	68.3%	73.7%	78.6%	82.1%	83.3%	84.3%	77.1%	78.1%	95%						
On-time Graduation	2.7. Percentage of students graduating on-time with any diploma (as defined by state) by identified subgroups	White	96.6%	96.3%	97.4%	97.4%	98.3%	98.7%	98.4%	99.1%	98.3%	95%						
		EconDis	78.4%	77.9%	80.7%	83.6%	86.2%	87.7%	92.1%	94.2%	96.2%	95%						
		LEP	54.8%	58.3%	62.7%	66.1%	68.1%	58.6%	67.3%	56.1%	74.4%	95%						
		SWD	82.6%	88.6%	90.5%	91.4%	92.5%	94.8%	94.7%	93.6%	93.3%	95%						
		Asian	61.5%	58.4%	65.8%	76.6%	63.9%	61.3%	67.2%	73.4%	64.8%	65-70%						
		Black	35.9%	32.7%	38.5%	33.5%	42.3%	44.7%	46.2%	44.1%	43%	65-70%						
		Hispanic	44.7%	37.6%	46.7%	48.8%	51.9%	49.9%	50.5%	53.5%	49.1%	65-70%						
		White	77.6%	81.7%	81.4%	80.3%	81.4%	78.9%	83.8%	82.3%	83.7%	65-70%						
		EconDis	45.2%	34.8%	45.2%	40.9%	48.6%	39.6%	44.7%	48.6%	44.1%	65-70%						
		LEP	38.2%	24.0%	32.5%	31.9%	24.6%	11.9%	18.9%	25%	30.1%	65-70%						
SWD	18.5%	19.6%	19.9%	17.1%	16.5%	16.0%	22.3%	26.5%	20.9%	65-70%								
SAT/ACT Participation	2.9. Percentage of graduating seniors taking SAT or ACT during high school career by identified subgroups	Asian	68.4%	75.2%	70.7%	78.9%	74.0%	72.3%	79.8%	80.8%	74.2%	70-75%						
		Black	58.2%	64.1%	66.0%	65.1%	61.5%	73.0%	66.1%	65.3%	69%	70-75%						
		Hispanic	45.7%	39.7%	48.6%	49.2%	53.4%	55.0%	52.9%	57%	49.6%	70-75%						
		White	82.3%	86.2%	88.2%	90.6%	91.0%	89.6%	90.0%	91.8%	91%	70-75%						
		EconDis	52.7%	45.3%	55.0%	55.5%	57.1%	58.2%	60.1%	61%	58.8%	70-75%						
		LEP	52.0%	41.3%	40.6%	45.1%	40.3%	33.8%	35.9%	38.4%	31.4%	70-75%						
		SWD	30.4%	40.1%	37.2%	43.7%	32.3%	42.2%	37.9%	52.6%	48.2%	70-75%						

*Benchmark based on Baldrige award-winning districts

APS Strategic Plan: SCORECARD

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS				ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017		
GOAL 2: cont'd.													
<u>SAT Performance</u>	2.10. Mean total score (critical reading + mathematics + writing) by identified subgroups	Asian	1553	1593	1598	1522	1514	1522	1626	1597**	1637	1615*	
		Black	1352	1310	1316	1330	1373	1365	1341	1431**	1402	1615*	
		Hispanic	1405	1438	1450	1483	1480	1467	1510	1465**	1514	1615*	
		White	1778	1815	1790	1804	1766	1813	1741	1831**	1818	1615*	
		EconDis	1323	1347	1347	1337	1397	1342	1401	1402**	1424	1615*	
		LEP	1330	1272	1300	1263	1275	1190	1317	1244**	1319	1615*	
		SWD	1387	1486	1488	1510	1375	1396	1427	1471**	1463	1615*	
		Asian	23.7	26.0	23.3	22.2	24.0	24.1	23.5	25.5	25.8	23*	
		Black	18.4	18.2	18.5	19.0	20.7	19.1	19.7	20.0	20.5	23*	
		Hispanic	18.8	22.0	20.0	22.6	22.6	22.0	23.5	21.9	23.2	23*	
White	25.5	26.2	25.4	26.4	27.2	27.6	27.6	27.4	28.4	23*			
EconDis	18.0	20.1	18.5	19.7	20.5	19.8	20.8	19.6	21.3	23*			
LEP	17.3	18.0	17.6	20.8	20.0	15.9	19.6	16.8	17.1	23*			
SWD	21.0	19.9	18.6	18.9	20.5	19.3	22.6	21.1	22.3	23*			
<u>Dual Enrollment</u>	2.12 Percentage of grade 9-12 students completing at least one dual enrollment course by identified subgroups	Asian	1.6%	4.1%	6.5%	6.1%	5.3%	3.5%	4.5%	7%	10.3%	6-8%	
		Black	2.8%	3.8%	4.6%	5.9%	3.9%	3.7%	3.0%	4.7%	6.3%	6-8%	
		Hispanic	2.7%	3.0%	4.7%	5.3%	4.3%	5.7%	5.9%	7.3%	7.9%	6-8%	
		White	1.5%	5.0%	4.9%	6.3%	5.7%	4.6%	4.7%	4.8%	6.5%	6-8%	
		EconDis	2.1%	3.1%	5.0%	5.3%	4.0%	5.1%	4.9%	6.7%	7.7%	6-8%	
		LEP	1.3%	2.3%	2.5%	3.9%	2.5%	2.9%	3.1%	4.8%	5.5%	6-8%	
		SWD	1.8%	3.1%	3.8%	5.5%	3.5%	4.3%	4.1%	3.8%	5%	6-8%	

*Benchmark based on Baldrige award-winning districts

Note: Under Goal 2, our challenge is meet the 2017 targets for students in all identified subgroups, thereby eliminating performance gaps.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017		
GOAL 3: RECRUIT, RETAIN AND DEVELOP HIGH QUALITY STAFF													
<u>Teacher Qualifications (IPAL)</u>	3.1.a. Percentage of teaching staff who are highly qualified as defined by U.S. Dept. of Education	98%	99%	99%	98%	99%	98%	98%	98%	98%	98%	98%	97-100%
	3.1.b. Percentage of teaching staff who have attained a master's or doctoral degree	72%	73%	73%	71%	80%	81%	81%	81.4%	82%	81.4%	82%	70-75%
<u>Staff Diversity Profile</u>	3.2 Staff diversity, that is the percentage of all staff who are Asian, Black, Hispanic, and White	6.5%	6.5%	6.5%	6.4%	6.0%	6.0%	6.0%	6.5%	6.0%	6.5%	6.7%	**
	Asian	19.3%	18.7%	18.6%	18.4%	18.6%	19.0%	19.0%	19.9%	19.0%	19.9%	20.1%	**
	Black	17.4%	17.5%	17.7%	17.6%	17.5%	18.0%	18.0%	16.5%	18.0%	16.5%	16.9%	**
	Hispanic	56.0%	56.6%	56.6%	56.8%	57.0%	56.0%	56.0%	56%	56.0%	56%	54.8%	**
	White	0.8%	0.7%	0.7%	0.8%	0.9%	1.0%	1.0%	1.1%	1.0%	1.1%	1.5%	**
<u>Staff Satisfaction</u>	3.3 Percentage of professional and support staff who report job satisfaction (CSS and SBS survey items)	n/a	n/a	n/a	84%**	86%	84%	83%	84%	83%	84%	0.86%	85-95%*

*Benchmark based on Baldrige award-winning districts

**For information purposes only

n/a Baseline data are not available because the surveys used to measure this indicator were not administered to all staff categories in previous years.



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	ANNUAL PERFORMANCE									TARGET 2017	
		2009	2010	2011	2012	2013	2014	2015	2016	2017		
GOAL 4: PROVIDE OPTIMAL LEARNING ENVIRONMENTS												
Project Management	4.1.a. Percentage of major construction projects tracking on schedule	100%	100%	100%	100.0%	100%	100%	100%	100%	100%	100%	100%
	4.1.b. Percentage of major construction projects tracking within budget	100%	100%	100%	100.0%	100%	100%	100%	100%	100%	100%	100%
Energy Efficiency	4.2 Energy usage per square foot (site energy intensity=kBtu/ft ²) at the elementary, middle and high school levels (includes joint-use middle schools; excludes Washington-Lee which is metered with Ed Center)	64	63	69	61	68	69	68	69	68	68	56
		72	73	81	71	77	78	79	72	71	71	71
		65	62	69	63	68	69	72	65	62	62	62
School-Based Positions	4.3 Percentage of school-based vs. non-school-based positions	88.3%	89.4%	90.0%	90.4%	91%	91%	90.9%	91.8%	91.4%	88-92%*	
Fiscal Responsibility	4.4 Percentage of parents who report that tax dollars are being well spent on schools (CSS and SBS surveys)	85%	n/a	n/a	82%	81%	85%	80%	86%	82%	85-90%	
Technology Infrastructure that Supports Learning	4.5 Student-to-computer ratio	2.6:1	2.7:1**	2.8:1	2.8:1	2.6:1	2:1	2:1	1:1	1:1	1:1	
	4.6.a. Percent uptime for identified core services - Network infrastructure services	99.0%**	99.0%**	99.0%**	99.4%	99.3%	99.8%	99.8%	99.9%	99.9%	95-100%	
	4.6.b. Percent uptime for identified core services - Instructional applications	99.2%**	96.6%**	99.7%**	99.9%	99.8%	99.9%	99.9%	99.9%	99.9%	95-100%	
	4.6.c. Percent uptime for identified core services - Communication services	99.8%**	99.5%**	99.4%**	99.8%	99.8%	99.9%	99.9%	99.9%	99.9%	95-100%	
	4.6.d. Percent uptime for identified core services - Enterprise applications	99.6%**	99.6%**	99.6%**	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	95-100%	

*Benchmark based on Baldrige award-winning districts.

**Estimate based on available data; data from 2012 and beyond may not be exactly comparable.

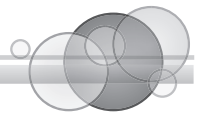
n/a Baseline data are not available because the survey used to measure this indicator was not administered in this year.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 5: MEET THE NEEDS OF THE WHOLE CHILD												
<u>Student Developmental Assets</u>	5.1 Average number of developmental assets reported by students in grades 6, 8, 10 and 12 (Assets Survey)	Grade 6	n/a	n/a	27			25				21-30
		Grade 8	n/a	n/a	21			21				21-30
		Grade 10	n/a	n/a	20			19				21-30
		Grade 12	n/a	n/a	20			19				21-30
<u>Student Safety</u>	5.2 Percentage of students and parents who report that student feels safe at school on CSS and SBS surveys	Students	n/a	n/a	80%	82%	81%	81%	78.8%	80%	90-95%	
		Parents	n/a	n/a	95%	93%	94%	92%	98%	94%	90-95%	
<u>Family Involvement and Communication</u>	5.3 Percentage of parents satisfied with family involvement and communication efforts (composite of CSS and SBS survey items)	85-95%**	n/a	n/a	89%	80%	90%	77%	85%	81%	96%*	
<u>Partnerships</u>	5.3 Number of strategic partnerships (defined by signed agreement)	123	146	146	159	176	182		207	226	240-250	
<u>Culturally Competent Practices</u>	5.5 Percentage of students who report that APS demonstrates culturally competent practices (CSS and SBS survey items)	73-82%**	n/a	n/a	75%	79%	76%	77%	75%	81%	80-85%	
<u>Positive Student Relationships</u>	5.6 Percentage of students who report positive relationships with staff (CSS and SBS survey items)	55-77%**	n/a	n/a	70%	74%	68%	71%	67.7%	74.4%	75-80%	

*Benchmark based on Baldrige award-winning districts

**Estimate based on available data; data from 2012 and beyond may not be exactly comparable.

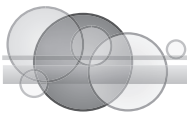
n/a Baseline data are not available because the survey used to measure this indicator was not administered in this year.



APPENDIX: THE STRATEGIC PLANNING PROCESS

- ◇ This plan was developed by the Arlington Public Schools community. It represents outreach to over 170 community organizations, comments from participants at six community/staff/student forums, a review of the 1,861 responses to our survey, and meetings with over 50 stakeholder groups (including APS advisory committees, councils and boards; student groups; school PTAs and faculties; civic/neighborhood associations; and various interest and advocacy groups).
- ◇ Led by co-chairs and residents Kevin Clark and Ron Fecso, the strategic planning steering committee was comprised of 26 Arlington community members who reflect the demographic and geographic diversity of the county and come from the various sectors found in every community, including community organizations; information services; legal, public health/human services; students; educators; families; finance; and government.
- ◇ The main tasks of the steering committee were to analyze external scan information; facilitate forum discussions; develop and administer a community input survey; review survey results; establish priorities; review district performance data; identify district strengths, weaknesses, opportunities, and threats; develop the plan; seek community reaction to the plan; revise the plan based on community input and committee analysis; and present our recommended plan to the Arlington School Board.
- ◇ A key document used by the steering committee was an external scan. The external scan provides the context for the development of the strategic plan. It scans the educational horizon to see what might potentially impact the school district over the next six years. It considers potential trends or events at four levels (local, state, national, and international) and covers seven categories (socio-demographic, economics, political/regulatory, technological and scientific, educational, customer/citizen, and competition/benchmarks).





GLOSSARY

ACADEMIC PLAN

Four- to six-year educational plan developed in grades 6–12 that reflects each student’s talents, skills, abilities, and challenges.

ACCESS FOR ELLS

Assessing Comprehension and Communication in English State-to-State for English Language Learners, a large-scale test developed by the WIDA Consortium that addresses English language development standards. These standards describe expectations for ELL students at four different grade level clusters and in five different content areas.

ACHIEVEMENT GAPS

The observed disparity on a number of educational measures between the performance of student groups, especially groups defined by gender, race/ethnicity, disability, English language proficiency and socioeconomic status. Achievement gaps can be observed on a variety of measures, including standardized test scores, dropout rates, and college enrollment and completion rates.

ADVANCED COURSES

Rigorous courses which include Advanced Placement, International Baccalaureate, courses labeled as intensified or gifted, and Algebra I and Geometry when taken in middle school.

ADVANCED PLACEMENT (AP) PROGRAM

An intensive program of college-level curricula and examinations that provides high school students an opportunity to earn advanced placement credit, college credit, or both, at participating universities and colleges. The AP program bridges the transition from secondary school to college by allowing students to develop their academic strengths through rigorous curricula and challenging national examinations and by exposing them to academic experiences usually reserved for college students.

AFSAP

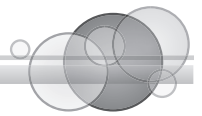
The Arlington Facilities and Student Accommodation Plan (AFSAP), a six-year plan developed by the Department of Facilities and Operations to provide a comprehensive look at student enrollment and building capacity within Arlington Public Schools.

ALTERNATIVE PROGRAMS

A variety of alternative and support programs, such as New Directions, that provide students with academic, counseling, and vocational opportunities outside of the comprehensive high school program for students to successfully complete their high school education. Alternative programs differ from comprehensive high schools in scheduling options and instructional delivery to allow more individualized approaches to completing high school diploma requirements.

AMERICAN COLLEGE TEST (ACT)

A college admissions examination that consists of subject area tests in English, mathematics, reading and science. Many college-bound students take the ACT instead of or in addition to the SAT.

**APS PARENT ACADEMY**

An educational program that provides parents and guardians of children in Arlington schools information on a wide variety of subjects. Topics include: child development; student achievement; educational programs; internet safety; personal or family growth; programs for second language speakers; social issues of importance to parents and families; and county-wide events and information nights.

ASSETS SURVEY

A survey developed by the Search Institute and administered every three years by the Arlington Partnership for Youth, Children, and Families and other communities around the country. The survey focuses on relationships and other strengths of the community to build the developmental foundation that all children and youth need to avoid risks and to thrive.

CAPITAL IMPROVEMENT PLAN (CIP)

A schedule of projects spanning a specific period of time to improve, update or construct school facilities and grounds. Much of the funding for the CIP comes from bond issues earmarked for this purpose and approved by Arlington voters. A portion of capital improvement money comes from annually appropriated funds.

CLASS OBSERVATION TOOL

A research tool developed by the University of Virginia and used in APS program evaluations. This classroom observational system provides a common lens and language that: (1) focuses on effective teaching; (2) helps teachers recognize and understand the power of their interactions with students; (3) aligns with professional development tools; (4) works across age levels and subjects; and (5) uses data to support teachers' unique professional development needs.

CO-CURRICULAR ACTIVITIES

Student activities, also known as extracurricular activities, that while typically held outside the classroom, are aligned with approved curricula.

COLLEGE AND WORK READINESS ASSESSMENT (CWRA)

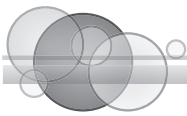
A test developed by the Council for Aid to Education to measure how high school students perform on constructed response tasks that require an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills—the higher order skills necessary to success in college and the workplace.

COMMON BENCHMARK ASSESSMENTS

Assessments common to all schools that are given at specified times throughout the school year to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals. Benchmark assessment results can inform policy, instructional planning, and decision-making at the classroom, school, and district levels.

COMMUNITY SATISFACTION SURVEY (CSS)

Survey of community residents, parents, teachers, and students, conducted every two years to provide a district wide snapshot of public support for APS and information for the strategic plan. Topics include the student experience, cultural sensitivity, achievement gaps, the teacher experience, communication, and stakeholder involvement.



CULTURAL COMPETENCE

The attainment of attitudes, skills, knowledge and behaviors that enable staff and students to develop positive relationships and work effectively in cross cultural situations. Culturally competent practices include fair and equitable practices, exposure to diversity of thought, opportunities to learn about various cultures and their contribution to our society, inclusive practices, and multicultural approaches in the delivery of the curriculum.

DEVELOPMENTAL ASSETS

A framework of positive relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive. The Search Institute's framework is grounded in extensive research in youth development, resiliency, and prevention, and includes assets that are both externally influenced and those that are more internal to the young person.

DIVERSITY

Ethnic, racial, cultural, language, learner style and ability variations that all children bring to schools.

DUAL ENROLLMENT COURSES

Courses with enrollment at both high school and local institutions of higher learning, such as a community college or university. Completion of such classes results in credit that may be applied toward both a high school diploma and a college degree or certificate.

ECONOMICALLY DISADVANTAGED (ECONDIS) STUDENTS

Students who (1) are eligible for the federal free and reduced meals program; (2) receive TANF (Temporary Assistance for Needy Families), or (3) are eligible for Medicaid. If the student is identified as homeless or migrant at any point during the school year, the student is automatically identified as disadvantaged.

ENVIRONMENTAL STEWARDSHIP

The careful and responsible management of our natural resources and the environment.

ENVIRONMENTAL SUSTAINABILITY

Managing the environment to meet the needs of the present without compromising the ability of future generations to meet their needs.

ESOL/HILT

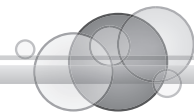
English for Speakers of Other Languages/High Intensity Language Training, the English as a second language program in Arlington Public Schools.

EXPERIENTIAL LEARNING

Learning from experience outside the classroom. The teacher's role includes clarifying the purposes of the learning, making available and organizing learning resources, and helping learners reflect on their experiences.

EXTERNAL SCAN

As part of the strategic plan development process, a review of external factors that influence the operation of or have the potential to affect the future of a school district. Local, state, national and international factors fall into several categories: socio-demographic; economic; political and regulatory; technological and scientific; educational trends; customer and citizens; and competition.

**FINE AND PERFORMING ARTS**

Visual and performing arts, such as music, dance, art, photography, and theater.

FORMATIVE ASSESSMENTS

Evaluation of student learning that aids understanding and development of knowledge, skills, and abilities. These assessments inform future instruction without assigning a formal grade to the student's level of learning.

GIFTED AND TALENTED (GT)

Students identified as having high ability in certain academic, fine arts, or performing arts areas.

GIFTED SERVICES

Systematic, continuous services for gifted and talented students that present unique and appropriately differentiated curricula and learning opportunities responsive to individual learning rates, styles, and interests.

GLOBAL CITIZEN

A term used in 21st century education with origins in multicultural education, that refers to a person who is able to engage effectively in varied global environments through for example, excellent written and oral communication skills; mastery of technology tools; sensitivity and skill to succeed in a culturally diverse environment; flexibility to accept and initiate change; and fluency in at least two languages.

GOVERNOR'S NUTRITION AND PHYSICAL ACTIVITY SCORECARD

Virginia's web-based tool for measuring school and district progress in meeting the nutrition and physical activity needs of students. The Governor's program promotes health and wellness in Virginia's public schools by encouraging good nutrition and increased physical activity for K-12 students.

GREEN

Any product or action intended to preserve the environment to include buying products made of sustainable material, using products that are made with natural ingredients, eating local or organic foods, conserving and renewing energy, using clean energy, creating one's own energy, planting trees, and recycling.

GREENHOUSE GAS EMISSIONS

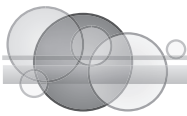
Any of the atmospheric gases that contribute to the greenhouse effect by absorbing infrared radiation produced by solar warming of the Earth's surface. They include carbon dioxide, methane, nitrous oxide, and water vapor.

INTERNATIONAL BACCALAUREATE PROGRAMME (IB)

An internationally recognized advanced academic program for 11th and 12th graders that offers college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country.

KNOWLEDGE MANAGEMENT

Strategies and processes designed to identify, capture, structure, value, and share an organization's intellectual assets to enhance its performance. In education, it involves codifying what teachers know and sharing that information among teachers and across schools and districts in an effort to devise and disseminate best practices.



LAGGING/LEADING INDICATORS

Lagging indicators are data points from previous years. Leading indicators are data points accumulated during the course of the current school year. Combining lagging and leading indicators, school districts can develop a comprehensive, integrated view of performance and act in response to leading indicators within the same school year.

LEARNING INFRASTRUCTURE

Learning spaces and the availability of library and information technology resources that enable students to study flexibly, work collaboratively, and access the full range of services, texts, and resources expected in a 21st century research-led institution.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Students aged 3 through 21 who are less than proficient in English as determined by the ACCESS for ELLs test, with difficulties speaking, reading, writing, or understanding the English Language. LEP students are eligible to receive ESOL/HILT services and accommodations or adjustments in instruction and assessment.

NATIONAL STUDENT CLEARINGHOUSE

The nation's leading provider of college enrollment and degree records to the nation's colleges and high schools, student lending community, the Department of Education, state and other educational agencies, students and alumni, employers, and other organizations.

PARTNERSHIPS

Business and community organizations that provide a wide range of support, for example: space; incentives (e.g., gift certificates, prizes, in-kind donations); personnel resources including mentors, tutors, and guest speakers; and training through workshops, internship opportunities, and job shadowing experiences. Partnership agreements include goals and outcomes that support both the APS Strategic Plan and the partner's organizational goals.

PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

Measure of children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

PRELIMINARY SAT (PSAT)

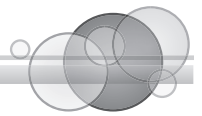
Tests taken by sophomores and juniors to help prepare students for the SAT; results are also used in determining National Merit Scholarships for college.

PROFESSIONAL DEVELOPMENT

System-wide support to promote teaching excellence and improve student learning for employees in APS at all stages of their careers. The services include mentoring teachers, conducting workshops, coordinating in-service programs, and working with universities to place field experience students.

PROFESSIONAL LEARNING COMMUNITIES

A professional environment in which a school's teachers and administrators continuously seek and share learning and then act on what they learn. The goal is to enhance their effectiveness as professionals so that students benefit. Also referred to as communities of practice or communities of continuous inquiry and improvement.

**PROGRAM FOR INTERNATIONAL STUDENT ASSESSMENT (PISA)**

A program to determine through surveys of 15-year-olds in the principal industrialized countries, whether students are well prepared for future challenges; can analyze, reason, and communicate effectively; and have the capacity to continue learning throughout life. Every three years, PISA assesses the extent to which students nearing the end of compulsory education have acquired the knowledge and skills essential for full participation in society.

QUALIFYING SCORE (AP/IB)

Score earned on an Advanced Placement (3, 4 or 5) or International Baccalaureate (4, 5, 6 or 7) exam that qualifies a student for college credit or placement in higher level classes.

SECOND CHANCE

A free, three-day early intervention program to help students review their behavior, relationships, and knowledge in order to explore links that led them to use prohibited substances and to get them back on track for a healthy and productive life.

SENIOR SURVEY

Survey administered to all grade 12 students at the end of the school year to gather state-required information on post-graduation plans (e.g., 2- or 4-year college, military, employment).

SITE-BASED SATISFACTION SURVEY

Surveys of students, parents, and teachers at individual schools on topics of specific interest to APS as it evaluates information and measures its progress toward meeting its strategic plan goals.

STAKEHOLDER

A person or group that has direct or indirect interest in an organization because it can affect or be affected by the organization's actions, objectives, and policies.

STANDARDS OF LEARNING (SOL)

Standards that describe the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

STANDARDS OF LEARNING (SOL) TESTS

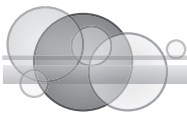
State-mandated assessments based on Virginia's Standards of Learning and administered to students in grades 3 through 8 and at the end of courses required for graduation. The results are used for state accountability to determine school accreditation and for federal accountability to determine whether schools and the division have made Adequate Yearly Progress (AYP) under No Child Left Behind.

STANFORD10 ACHIEVEMENT TEST

A nationally-normed standardized test that evaluates student achievement in reading, spelling, mathematics, language, science, and social science. APS administers the Stanford10 to all students in grades 4 and 6 each November.

STRATEGIC PLAN

A long-term plan required by the State of Virginia for the improvement of particular aspects of a school district. The state requires that these six-year plans be reviewed and updated every two years with community and staff input.



STUDENTS WITH DISABILITIES (SWD)

Students who are determined to have any of the following disabilities: autism; deaf-blindness; developmental delay; emotional disturbance; hearing impairment including deafness; cognitive disability; multiple disability, orthopedic disability, other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; or visual impairment, including blindness.

SUSTAINABLE

Capable of being continued with minimal long-term effect on the environment.

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)

An international comparison of U.S. fourth and eighth graders' performance in mathematics and science to that of students in other countries. TIMSS results have also been linked to the 2011 National Assessment of Educational Progress (NAEP) data to allow states to compare their results to international standards.

WASHINGTON AREA BOARDS OF EDUCATION (WABE) GUIDE

A statistical report comparing area school districts' salaries, budget, cost per pupil, and class sizes.

WHOLE CHILD

Pertaining to every aspect of the child, including health, nutrition, values, attitudes, beliefs, achievement and behavior.

WORLD LANGUAGE

A language spoken and known in many countries, such as English or Spanish.

YOUTH RISK BEHAVIOR SURVEY

A survey organized and funded by the national Centers for Disease Control and Prevention (CDC) for states, local education agencies, and state health agencies to monitor critical health-related behaviors, obesity and asthma among high-school students.





Arlington
Public
Schools