



Part 1: School Board /Superintendent Progress Assessment of the School Division Strategic Plan

The Board and Superintendent shall assess the ACPS progress toward division-wide impact for the strategic plan. Based on data contained in the State of the Division report and ACPS Board Priorities Status Report, the School Board and Superintendent will score each of the priorities using the following impact rubric:

Impact Rubric

Transformation /Innovation:	Strong evidence exists that the division has implemented the core of its vision, goal, and this priority. Evidence exists to show that the Division is experiencing a demonstrable change in paradigm and outcomes because of this priority.
Integration:	Considerable evidence exists for attention to the priority both in terms of outputs for teaching and learning and for operations. Implementation of the division’s vision through purposeful, systemic implementation of this priority is well documented.
Application:	Considerable evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of broad implementation and execution through inputs that will impact outcomes for teaching, learning, and operations.
Development:	Adequate evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of variable implementation and execution through inputs that will impact outcomes.
Absence:	Evidence does not exist to indicate systemic attention to planning or execution for this priority across the Division that will impact outcomes for teaching, learning, and operations.
Strategic Priority One <i>Create a culture of high expectations for all.</i>	
Integration – 2 Application – 4 Development – 1 Comments: <ul style="list-style-type: none"> • Priorities like this one take time to implement. I have not heard this goal expressed in any school to date. • Our intent is there, and there is a lot of planning. Now we need to see results. • While we have some students performing at very high levels, we are failing to raise expectations for all students. We have not paid enough attention to our equity dashboard. 	

- I would like to think we do well at this, but then we have the WAHS Family Life sexual fiasco, and the public from other jurisdictions commenting on the racist language used by WAHS players during sporting events. I do wonder what many of our teachers think. We do not see the unfiltered data and comments that our students and staff fill out in their surveys so considerable transparency is required.
- There is evidence of implementation such as teacher collaboration, community engagement in school activities, data driven decision making, attendance at conferences on individualized learning and building relationships within school communities.
- I do think there is considerable evidence for this and each school was able to provide examples of initiatives and programs that support this priority. I am not sure how well this is integrated in the urban ring schools where there is a constant mobility of students moving in and out. This is a challenge for both the teachers and students and extra measures must be implemented. Part of the SEAD Team and Equity Initiatives are supposed to be working on this but I am not sure what progress has been made.

Many of the examples in the school profiles do show the effort:

1. At Agnor-Hurt, every student had an "artifact" of their PBL displayed. All are important;
2. Baker-Butler and other schools had a wide range of after school clubs
3. At Cale, CRT became a school-wide effort

Strategic Priority Two

Identify and remove practices that perpetuate the achievement gap.

Application – 2

Development – 5

Comments:

- The most important of the three priorities. There is evidence of a desire to remove the obstacle. Matt can do a lot to drive the concepts home during his speech to the teachers this summer.
- We made a step in this direction by eliminating academic fees. But I do not believe that all schools are focused on this priority. Western's graduation with emphasis on the few award winners is an example of practice with years of tradition can continue to perpetuate the achievement gap.
- I think we have been paying attention to this issue. Would like to see more research based approaches to narrowing the gap. I think implementation is varied and not systemic. Deedee gave a phenomenal presentation of the transformative work she is trying to do at Cale as she fully embraces the CRT philosophy (working hard to get rid of a deficit model of thinking, train

her teacher, etc.) At another presentation, a CRT leader mentioned that she was more effective in her role when she moved to a school with a supportive principal. Examples further illustrated by our data packet which shows that our efforts on this topic seems to be school and school leader specific. I would like us to move closer to a systemic approach to making sure all students are being valued and given opportunity and broad implementation of the programs that are finding success (ex: program at Jack Jouett and Burley to reduce OSS). I think some measures, which are publicly highly touted such as providing transportation to academies, don't hit at underlying issues such as the fact that we have a demographically skewed percentage of gifted identification, AP placement, and special needs identification for low income students. I do think we are having conversations and paying attention to this strategic priority but would like to see more done. I also do not think the conversation is happening as it pertains to our new high school model. I would like deliberate and open conversations about how we will address inequities as it pertains to our new high school centers.

- We have identified practices but will need to see data to examine our efforts.
- There is evidence of programs that are being implemented to address this priority such as Safe Brain training and training teachers to use alternative methods of identifying gifted students. Programs to address this priority have not been implemented to all schools.
- This has to be a SB and Division priority with concrete actions to address the multitude of barriers. I am pleased that the Division and SB worked to address the issues of academic fees, transportation barriers to attending the academies, the hiring of additional equity educators, the promotion of CRT, and other efforts to break down these barriers. I think that there has been a systematic effort to do this. The work on this, however, must be part of the school division's DNA.

Although there was clearly variation in approaches, every school's profile had examples of how educators were working to break down these barriers. There was a seriousness in the reporting of the principals of efforts to genuinely address teacher development to promote student learning that was great to see.

1. Henley Middle 7th and 8th graders are part of the school's Equity Team, providing greater understanding of the issues among students.
2. Jack Jouett's AVID program continues to do good work; its young women and men's leadership groups also promote strong and motivated young people.

Strategic Priority Three

Ensure that students identify and develop personal interests.

Integration – 3

Application – 4

Comments:

- This priority is developing the fastest in both middle schools and high schools. The Freshman Seminar will be an important component of this process.
- Project and passion based learning is starting to take hold in the division. The Freshman seminar could be a big boost to this effort at the high school level if it is implemented well.
- We have done a lot of positive work on this strategic priority. I appreciate the strong leadership and vision that Pam and Matt have provided as we transition towards a HS model that will allow our students to pursue their individual interests. I recently attended a VSBA school law conference and one of the presentations was on how our schools can adapt to the guidelines of the Profile of a Virginia Graduate. As I sat in the lecture I thought that we were doing an excellent job of embracing this new model...particularly the component of establish multiple paths towards career and college readiness which can include support for internships, externships, and credentialing. I think our freshman seminar is an example of purposeful strategic implementation. I did not rate us as Transformation this year as we have not fully implanted or vision and do not have demonstrable evidence of a change in the paradigm.
- We continue to demonstrate improvement but more data is needed to demonstrate integration.
- There is evidence of programs to address this priority in most schools including clubs, PBL, use of Naviance to identify areas of student strength and partnerships with several universities including MIT and UVA.
- Clearly, a great deal of work has been done toward developing our teachers' skills and in implementing programs, experiences, and projects for students to develop their interests. It will be interesting to see the impact of the Freshman Seminar this year on helping to foster this among our high school students. At the lower grade levels, working to promote individualized learning, in part, through multiage and cross-disciplinary teaching, P-based learning, and other avenues is becoming baked into the ACPS way of doing things.

All schools showed strong efforts in this priority:

1. At Woodbrook, 95% of students participate in after school enrichment activities that are passion based.
2. I was surprised at how many schools implements flexible scheduling and how that impacted both student learning broadly, but how it provided an avenue for students to pursue their particular interests.
3. AHS's RAMP certified counseling program helps students with their academic, social, and emotional needs.