



Issue Brief

Recommendations from SPQA Discovery Feedback Report

To support fulfillment of Strategic Goal 4, *“Achieve recognition as a world-class educational system,”* School Board Priority 4.1 calls for the Division to *“benchmark performance against Baldrige National Quality Criteria, aligning or creating structures, systems, and processes to support continuous improvement.”* During the 2009-2010 school year, members of the Division’s Quality Council collaborated to successfully submit a completed self-assessment to the U.S. Senate Productivity and Quality Award for Virginia’s Discovery Program (Virginia SPQA). Virginia SPQA endorses the Malcolm Baldrige criteria for performance excellence and administers the program under the sponsorship of Senators Jim Webb and Mark Warner. In September 2010, ACPS was recognized for participation in the Discovery Program at the *Virginia SPQA Annual Forum for Excellence* in Richmond.

The Discovery Program is intended to assist organizations in their efforts to improve processes and results. Following submission of the Division’s completed self-assessment, a team of independent examiners reviewed the submission and produced a Discovery Feedback Report identifying organizational strengths and opportunities for improvement based on best practices. Members of the Division’s Quality Council subsequently analyzed the Feedback Report and produced a list of recommended action plans using the PDSA framework.

At their Regular Board Meeting on March 10, 2011, members of the School Board had an opportunity to review the attached report which included a copy of the *Virginia SPQA Self-Assessment and Feedback Report* along with a summary of recommendations from the Division’s Quality Council.

Division Quality Council – List of Members

- **Melissa Anderson** - Systems Coordinator
- **Bruce Benson** - Assistant Superintendent for Operations & Systems Planning
- **Darah Bonham** - Director of CATEC
- **Gwedette Crummie** - Principal of Crozet Elementary
- **Josh Davis** - Director of Transportation
- **Alison Dwier-Selden** - Principal of Yancey Elementary
- **Patrick Farrell** - Special Education Coordinator
- **Becky Fisher** - Director of Instructional Technologies & Professional Development
- **John Gray** - HR Manager for Support Services
- **Matt Haas** - Director of Secondary Education
- **Bernard Hairston** - Executive Director of Community Engagement
- **Billy Haun** - Assistant Superintendent for Student Learning
- **India Haun** - Principal of Brownsville Elementary
- **Clare Keiser** - Principal of Hollymead Elementary
- **Vincent Scheivert** - Chief Information Officer
- **Jonathan Wamsley** - Instructional Coach

Summary of Analysis

Category	Total Number of Feedback Comments Provided by SPQA Examiners	Total Number of Action Plan Recommendations from Quality Council
Leadership	12	5
Strategic Planning	14	3
Customer Focus	11	10
Measurement, Analysis, and Knowledge Management	9	5
Workforce Focus	14	4
Process Management	8	4
Results	24	4
Team Observation Summary (Overall)	8	<Reflected in other areas>
TOTAL	100	35

Of the 35 recommendations, the following action plans were recommended by more than one subcommittee during the independent analysis process:

1. Develop a process to revisit/revise the validity of Strategic Goals that includes stakeholder input

2. Evaluate the impact of implementing recommendations from the Resource Utilization Study
3. Develop an approach to informing stakeholders about what is done with their feedback
4. Develop a process to evaluate if we are reaching all stakeholders, including all members of the workforce, and to gauge their level of satisfaction
5. Develop a process to review the validity of the Balanced Scorecard performance indicators and alignment with improvement planning
6. Develop an approach to clarify how the Balanced Scorecard relates to action plans and how data is used to improve performance
7. Develop a process to review, analyze, and improve communications with Division stakeholders
8. Develop a knowledge management approach to capture, utilize, and update institutional knowledge and standard operating procedures. Begin by focusing on the new administrator guide.

The Quality Council's entire list of recommended action plans appears in detail on the pages that follow. A full copy of the Virginia SPQA Self-Assessment and Feedback Report is attached for reference at the end of this issues brief.

Baldridge Subcommittee Analysis of SPQA Discovery Feedback Report 2010

Feedback Report Page #	Category	Examiner Observation Addressed	Recommended Action Plan	Recommended Department of Primary Responsibility
15	Leadership	While the Vision, Mission, and Strategic Goals are displayed in framed posters throughout the organization, the organization recognizes that it is unclear if their line staff actually understands their role in meeting the mission and goals. Establishing and deploying an approach to align all employees with Mission, Vision, Values and Strategic Goals could help employees better connect to the organization, improve both employee and customer engagement, and take a step toward being more systematic.	Develop an approach to engage leadership in providing the framework to support "line staff" understanding of how their work connects to Vision, Mission, Goals, & Values. Explore the creation of a media campaign that would highlight how employees at all levels of the organization contribute to the Mission, Vision, Values and Strategic Goals (see Montgomery County example).	Operations & Systems Planning
15	Leadership	In 2007, an independent Resource Utilization Study was commissioned by the School Board which resulted in recommendations for improved efficiency. Under the direction of Senior Leaders, more than 90% of the efficiencies recommended in the study were implemented. It is unclear if there is a systematic learning process in place to determine the impact of the changes and if additional improvements can be made.	Develop a system to <u>evaluate the impact</u> of implementing recommendations from the RUS using the PDSA continuous improvement framework.	Operations & Systems Planning
15 & 16	Leadership	...show how the information gathered is used to make decisions. (15) How does the organization know that they have the necessary information to make informed decisions? (16)	Develop an approach to letting stakeholders know what is done with their feedback.	Communications
15 & 16	Leadership	...it is unclear how well <Division communication approaches> solicit input from all stakeholders. (15) How does the organization solicit input from those stakeholders that do not attend the meeting? How does the organization know that they have the necessary information to make informed decisions? (16)	Develop a process to determine whether or not we are reaching <u>all</u> stakeholders.	Communications

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Feedback Report Page #	Category	Examiner Observation Addressed	Recommended Action Plan	Recommended Department of Primary Responsibility
16	Leadership	While employees are evaluated on the competency of ethics/integrity/professionalism during their annual performance reviews, it is unclear how leadership promotes and assures ethics in all interactions. This includes ethics for other stakeholders as well as suppliers and partners.	Develop an approach to clarify our systematic efforts and processes that support ethics and ethical behaviors.	Human Resources
22	Strategic Planning	It is unclear how the organization verifies and validates that the five goals are still valid	Implement and document a biennial process using the PDSA framework to revisit/revise the validity of the five goals that incorporates stakeholder feedback gathered through a variety of formats (ex. Town hall meetings, online feedback form, surveys). Assign a process owner to ensure that the process is followed and updated, as needed.	Operations & Systems Planning
21	Strategic Planning	It is unclear ...how they determined the most effective metrics for this scorecard (when referencing the BSC)	Implement and document a process using the PDSA framework to review and validate the quality and effectiveness of BSC metrics. Pilot this process with the Quality Council since it is comprised of leaders from Schools, Departments, and Division...all of whom share responsibility in gathering and reporting BSC metrics. Assign a process owner to ensure that the process is followed and updated, as needed	Department of Accountability, Research, and Technology
21	Strategic Planning	It is unclear if the School Board Priorities listed in Figure 2.2, Balanced Scorecard KPI's equate to action plans or are action plans developed at another level? Do action plans contain responsibilities, responsible person, due dates, etc.?	Expand the BSC to include: 1) a person of responsibility; 2) a description of the KPI or any key Division terms that may not be familiar to stakeholders (ex. Framework for Quality Learning); 3) a rationale for why the KPI was chosen and how it will help the Division achieve their goals; 4) dates relevant to the KPI	Department of Accountability, Research, and Technology
27	Customer and Market Focus	It is unclear how the organization considers other competing organizations, such as private schools in their area, when determining the customer needs, expectations, and preferences.	Implement an exit survey for families who leave ACPS to determine reason for leaving, satisfaction/dissatisfaction, and expectations regarding the education of their child.	Communications

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Feedback Report Page #	Category	Examiner Observation Addressed	Recommended Action Plan	Recommended Department of Primary Responsibility
27	Customer and Market Focus	The strategic planning goals were determined in 1997 based on stakeholder feedback. Are there regular "scans" to determine if requirements are changing?	As part of regular review, ensure that systems are in place to review the goals as related directly to stakeholder groups, providing feedback based on their input.	Operations & Systems Planning
27	Customer and Market Focus	While there are several means for stakeholders to provide input, it is unclear how the organization obtains input from key stakeholders who may not attend meetings or have access to the website.	Implement a system for tracking participants from various stakeholder groups to determine if a wide audience is being reached through current communication methods. Include, by invitation, specific stakeholder members to ensure a cross-representation.	Communications
27	Customer and Market Focus	How does the organization determine if the key specialized programs are meeting the customer needs?	Identify evaluative criteria for each specialized program to drive survey questions. Use a survey or other method of collecting feedback (ie., forum, advisory group, town hall meetings, etc). This should be done for those who already participate in the specialized programs as well as to the larger stakeholder audience.	Communications
27	Customer and Market Focus	It is unclear if systematic processes are in place to review, analyze, and improve communication processes.	Evaluate the current Communication Plan for these components.	Communications
27	Customer and Market Focus	It appears that customer and stakeholder groups are segmented as their needs and expectations may vary. A next step may be to review and improve customer listening methods based on learning that should be a part of any process.	Analyze customer input and provide feedback. Develop means for communicating outcomes to various stakeholder groups.	Communications
27	Customer and Market Focus	With regard to the various parent stakeholder groups and methods of communication, the organization may consider the effectiveness of these processes in gaining effective two way communication.	Evaluate the effectiveness of the following as communication methods/tools: open forums, open houses, state of the school addresses, radio, television, telephone announcement system, email, internet, newsletters, etc.	Communications
28	Customer and Market Focus	It is unclear how the organization builds relationships with other customers and increases customer loyalty with other stakeholders such as the business community or organizational partners.	Develop a systematic method to identify business and organizational partners and their contribution to ACPs priorities and goals that is shared across all segments of the School Division.	Community Engagement

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Feedback Report Page #	Category	Examiner Observation Addressed	Recommended Action Plan	Recommended Department of Primary Responsibility
28	Customer and Market Focus	The organization has methods to determine customer dissatisfaction of some groups, but it is unclear if all groups are addressed and how the organization determines what is customer satisfaction and dissatisfaction.	Identify trends in stakeholder groups to determine if satisfaction/ dissatisfaction is broad-based or specific.	Communications
28	Customer and Market Focus	A variety of communication methods are in place to communicate with segmented customer groups. A next step may be to periodically review each method to determine if communication process changes may need to be considered to keep the method current.	Determine methods to evaluate the effectiveness of communication methods/tools. Evaluation methods should be inclusive in the ACPs Communication Plan.	Communications
32	Measurement, Analysis, and Knowledge Management	While there is data, it is unclear how the organization aligns, reviews and improves through the use of this data at all levels and all parts of the organization. A next step might be to describe how performance data and information from the individual, school/department, and division is then used in a systematic improvement effort.	Evaluate alignment of BSC and department/school improvement plans with performance data.	Department of Accountability, Research, and Technology
32	Measurement, Analysis, and Knowledge Management	It is unclear how the organization systematically uses data.	Evaluate alignment of BSC and department/school improvement plans with performance data.	Department of Accountability, Research, and Technology
32	Measurement, Analysis, and Knowledge Management	The organization used the Commonwealth Educational Policy Institute (CEPI) of Virginia Commonwealth University to conduct a Resource Utilization Study. The organization then reviewed, prioritized, and implemented some of recommendations from the Study. A next step to support a systematic improvement process may be to show how this study then generated more improvement via the organization's continuous improvement process.	Evaluate the CEPI recommendations to determine implementation status and document results and progress.	Operations & Systems Planning
33	Measurement, Analysis, and Knowledge Management	It is unclear how all the information sharing is aligned throughout the organization and how effective this sharing is in building and managing the knowledge that the organization has.	Evaluate current avenues for information sharing and accessibility of key resources for stakeholders.	Communications

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Feedback Report Page #	Category	Examiner Observation Addressed	Recommended Action Plan	Recommended Department of Primary Responsibility
33	Measurement, Analysis, and Knowledge Management	The organization discusses several methods for capturing knowledge assets. It is not clear if there is a systematic process in place to capture and utilize the individual and subsequent organizational knowledge of retiring or departing employees.	Evaluate processes and procedures to capture and utilize institutional knowledge, documenting standard operating procedures.	Human Resources
38	Workforce	There is a breakdown in connection with Professional Development and Continuous Improvement systemically across the division, across all departments. Examiner questioned how professional development opportunities are developed and measured for effectiveness. There was a question as to how professional development training demonstrated results and improvements. Lastly, there was a question as to where gaps in training existed.	The committee felt the need to develop a systemic process for determining staff development and identifying areas of improvement for all employees. We felt that this needed to be consistent across all schools and departments and follow the PDSA approach with studying data and consistent evaluation and review. Plan would take the approach as a "needs assessment" rather than an improvement plan for all employees to identify areas that they could use assistance to enhance based on their specific job requirements and their own skill sets. Data would be compiled across departments and schools in the fall and aggregated to determine common areas of need that would then inform organizers of professional development. Once employee needs were identified, a menu of options would be provided for employees at convenient times and through alternative delivery methods. Lastly, a follow-up of performance related to training would be completed by the supervisor and employee to measure gains on the area of need.	Instruction
38	Workforce	It is unclear if the organization attempts to measure or quantify employee engagement levels in order to establish improvement baselines.	Develop a platform for <u>all</u> employees to give input and feedback through formalized methods.	Human Resources
38	Workforce	There are challenges...to support instructional leadership needs and professional growth across the Division.	Develop pathways for advancement, including a diagram outlining all positions with logical steps for advancement or lateral movement. Create or select a succession planning model for the school division at all levels.	Human Resources

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Feedback Report Page #	Category	Examiner Observation Addressed	Recommended Action Plan	Recommended Department of Primary Responsibility
38	Workforce	Several mentions of how the system assists the workforce in achieving high performance. Generally, standard operating procedures are lacking.	Develop a knowledge management system for key processes and a standard review cycle to support continuous improvement.	Human Resources
43	Process Management	"...the process for designing work systems and processes is not clear"	Although some departments have begun documenting their own internal processes, there is not a transparent, systematic approach for doing this across the Division. One recommendation is to develop and publish a central repository of tools (such as process map templates) which can be used by stakeholders to document internal processes. Montgomery County Public Schools has an existing web site that could serve as a model.	Operations & Systems Planning
43 & 44	Process Management	"...the process for designing work systems and processes is not clear" (p. 43) "More detail on specific methods used for implementing key processes, managing key processes, and improving key processes would better clarify the organization's level of maturity in this area" (p. 44)	The process for designing work systems does not currently exist in a documented, systematic state. A long-term goal would be to establish a repository of key work/business processes and standard operating procedures that are revisited on a review cycle, similar to the approach used with Board policies. The County's Department of Social Services could serve as a model for this initiative as they have been immersed in this work for several years. As a starting point, one recommendation is to appoint a Division-level designee to document the organization's core work/business processes.	Operations & Systems Planning
43 & 44	Process Management	"...the process for designing work systems and processes is not clear" (p. 43) "More detail on specific methods used for implementing key processes, managing key processes, and improving key processes would better clarify the organization's level of maturity in this area" (p. 44)	Develop a knowledge management solution to support continuity in performance when leadership changes occur within the Division. (ex. New Principals) In the short-term, it is recommended that the SOP and guidelines outlined in the new administrator guide for Principals be revisited, and a documented review process be established.	Human Resources

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Feedback Report Page #	Category	Examiner Observation Addressed	Recommended Action Plan	Recommended Department of Primary Responsibility
43	Process Management	"The organization identified their key competencies in Figure 6.1, Core Competencies. These are rigor, relevance and relationships. These core competencies are embedded in the strategic goals and reflected in their mission. They determined these when they formed their strategic plan. It is unclear how these may have changed over the years and how they review and refine them, as necessary."	Implement and document a biennial process using the PDSA framework to revisit/revise the organization's core competencies as well as the validity of the five goals. Assign a process owner to ensure that the process is followed and updated, as needed.	Operations & Systems Planning
53	Results	"Narrative comments indicate that the organization has developed some future targets for student achievement..."	Develop future targets for student achievement.	Department of Accountability, Research, and Technology
53	Results	"The organization identifies many different types of customers and it appears that students are the only customer results provided...Is there a specific process for determining, analyzing, and learning from customer/student satisfaction and dissatisfaction?"	Develop a process to collect measurements of stakeholder engagement beyond just students. (ex. Workforce, parents, community)	Communications
53 & 54	Results	"A next step might be to compare segmented customer-focused results with other organization, especially best-in-class organizations." (p. 53) "Operational Performance Outcomes...A general next step would be to provide comparative data with best-in-class organizations performing the same function or process." (p. 54) "Comparisons should be to best-in-class where that data is available." (p. 54)	Develop a process to compare our data with other "Best-in-Class" organizations.	Department of Accountability, Research, and Technology
54	Results	Comparative Expenditures - "This would be a good metric for comparison with competitors as well as with the state and national averages."	Develop standardized method to compare per pupil expenditures with other localities (ex. Washington Areas Boards of Education)	Fiscal Services

Virginia SPQA

Self-Assessment & Feedback, 2010



Organization: Albemarle County Public Schools

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August 10, 2010

Dr. Pamela Moran
Superintendent
Albemarle County Public Schools
401 McIntire Road
Charlottesville, VA 22902

Dear Dr. Moran:

Thank you for participating in the SPQA Discovery Self-Assessment Program. The Discovery Program is intended to assist organizations in their efforts to improve processes and results, and perhaps apply for recognition in the future.

We hope that the attached Discovery Feedback Report will help Albemarle County Public Schools continue to mature in the Baldrige Criteria for Performance Excellence.

Albemarle County Public Schools will be recognized at the Virginia Forum for Excellence on September 15, 2010 for its participation in this important program.

Please feel free to comment on your experience so we can continue to improve the Discovery Program. We hope you will continue to be engaged with Virginia SPQA.

Sincerely,

Jo Lin Rohr
Chair, Virginia SPQA

Organizational Profile

The **Organizational Profile** is a snapshot of your organization, the key influences on how you operate, and the key challenges you face.

1. Organizational Description

Located in Central Virginia, Albemarle County Public Schools (ACPS) is a Virginia public school system serving approximately 12,800 students in grades Pre-K through Post-High. Albemarle County is geographically the fifth largest county in the Commonwealth of Virginia and covers nearly 750 square miles. The County includes rural, suburban, and urban areas, and is home to a diverse population of over 90,000 residents. Albemarle County surrounds the City of Charlottesville which is home to the University of Virginia. Albemarle County Public Schools includes:

- 16 Elementary Schools
- 5 Middle Schools
- 3 Comprehensive High Schools
- 1 Charter High School
- 1 Charter Middle School
- 1 Technical School (Jointly operated with Charlottesville City Schools)

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time. (See Figure 1.1: ACPS Vision, Mission, Values, and Strategic Goals)

a. What are your organization's main products and services? What are the delivery mechanisms used to provide your products and services to your customers?

High quality Pre-K through Post-High public education is the **main service** provided by Albemarle County Public Schools. ACPS offers a wide range of core academic programs and support services based on the Virginia Standards of Learning (VA SOL) and Standards of Quality (SoQ) established by the Virginia State Board of Education. Course offerings and services are divided into Preschool, Elementary (K-5), Middle School (6-8), High School (9-12), and Post High (>12). In addition to using the State standards, ACPS has developed local standards for what is taught at every grade level to ensure consistency in the content and quality of education every child receives in each school. Guided by the Division's Framework for Quality Learning (FQL), a locally developed, foundational system model for teaching and learning, teachers engage in backwards design using concept-centered, standards-based curriculum frameworks in language arts, social studies, mathematics, and science to plan units, construct assessments and demonstrate instructional strategies in support of student learning. Core subjects are complimented by a full-range of offerings in fine arts, physical education/health, world languages, and career/technical education. ACPS offers students the option of participating in athletic programs, clubs, and extracurricular activities. Professional services for students include guidance counseling, speech and hearing therapy, and social work/psychological assistance for students that require Special Education Services.

In order to meet the wide range of student and stakeholder needs, ACPS provides a variety of alternative academic programs and services. Notably, the School Division operates two of Virginia's four alternative public charter schools, representing 50% of charter schools across the State. Charter schools focus on providing innovative solutions and flexible options for students who encounter challenges reaching their full potential within the traditional school setting. In 2009, ACPS opened the Math, Engineering, and Science Academy (MESA), a four-year program designed to prepare students for a college preparatory pathway to a career in engineering. In cooperation with Charlottesville City Schools, ACPS jointly operates the Charlottesville-Albemarle Technical Education Center (CATEC) a technical education center where students can acquire job skills or obtain certifications for careers in areas such as Dental Assistance, Certified Nursing Assistance, Culinary Arts, and Auto Body Technology.

An array of specialized programs ranging from Gifted Services to Migrant Education addresses the needs of a diverse population as noted in **Figure 3.2: Key Specialized Programs**. Support services include pupil transportation, building maintenance and custodial services, child nutrition and food services, and technology.

ACPS primarily delivers its instructional programs within a traditional school setting as well as through the use of fixed and mobile technology laboratories. Virtual learning is offered using the School Division's self-hosted Blackboard server and through a variety of distance learning suppliers. Dual Enrollment courses are offered in partnership with the local community college and the University of Virginia, and special options are available for homebound students which vary depending upon their circumstances. ACPS follows an August to June school calendar, and a variety of summer school programs are available.

b. What is your organizational culture? What are your stated purpose, vision, mission, and values?

Led by Superintendent Dr. Pamela Moran, ACPS is committed to **performance excellence within a culture of collaboration and continuous improvement**. Shared decision making, open communication, accountability, and lifelong learning are emphasized at all levels and segments of the organization. ACPS has defined four key *Values* which underlie the organization's culture and has built a Strategic Plan consisting of a shared *Vision*, a *Mission* that defines their core purpose, and five core goals that lead to the achievement of the Vision (**Figure 1.1: ACPS Vision, Mission, Values, and Strategic Goals**)

c. What is your workforce profile? What are your workforce or employee groups and segments? What are their key requirements and expectations? What are their education levels? What are your organization's workforce and job diversity, organized bargaining units, key benefits, and special health and safety requirements?

ACPS is one of the largest employers in Albemarle County. The Albemarle County Human Resources Department (ACHR) provides human resources support for both the county's public school division and all local government departments. The workforce is regulated by federal, state, and local guidelines, and employees are required to complete a criminal background check, a Child Protective Services Central Registry check, and a tuberculosis test prior to employment.

The Division employs approximately 2,333* people in teaching, administration and support staff positions as outlined in **Figure 5.3: ACPS Workforce Snapshot**. As a division, 99.93% of teachers are Highly Qualified under the provisions of the No Child Left Behind act. Approximately 58% of Albemarle County teachers hold a master's degree, and both teachers and support staff continue to receive honors as leading education experts in Virginia and the nation. ACPS employs teachers at the elementary, middle, and high school levels who have achieved National Board Certification.

The Division offers a wide range of benefit options that promote a healthy lifestyle and contribute to financial stability. Benefits offered include: medical, dental, deferred compensation, flexible spending accounts, optional life insurance, direct deposit, family medical leave, employee discounts, and paid leave (annual, sick, Sick Leave Bank, etc.). Pension and life insurance plans for full-time employees are offered through the Virginia Retirement System (VRS) and for part-time employees through other vendors.

d. What are your major facilities, technologies, and equipment?

The Division owns and operates **28 major facilities** including 26 schools and 2 departmental structures. In addition, it maintains 57 mobile classrooms that are used at various sites throughout the Division. Altogether, over 2 million square feet of space is maintained by the School Division. The Division's expansive fleet of pupil-transportation vehicles transports students approximately 11,000 miles each school day throughout the County's nearly 750 square miles. ACPS operates its own Vehicular Maintenance Facility which is responsible for the repair and maintenance not only of the school buses but also all local government and school division vehicles. Schools enjoy a variety of nutritional food options and cafeteria services provided by the Division's Child Nutrition department.

ACPS has invested a significant amount of funding and resources to ensure reliable, high-speed network connectivity between local facilities and to outside technology resources delivered through the Division's robust fiber-optic wide area network. The Division's network infrastructure was designed to support data, voice and video for all schools and departments, to provide a technology-rich teaching and learning environment, and to allow access to countless instructional and administrative applications and resources used to enhance student achievement and school management. Schools have the use of fixed and/or mobile technology labs to be shared among instructional staff, and all classrooms are equipped with either desktop or laptop computers for use in classroom instruction. Many schools have their own television production studios wherein students are able to broadcast news and other matters of interest. Middle and high schools offer technology-based classes in robotics and other areas. Students with disabilities utilize a variety of assistive technologies to assist them in their access to instruction. Teachers

can develop and deliver virtual learning opportunities through use of the Division's Blackboard learning system, or can access any number of online subscription databases to support the development of high-quality learning units.

To meet information management and administrative needs, the Division uses a variety of core systems including a student information system (GradeSpeed SIS), an instructional management system (SchoolNet), a content management system (SchoolCenter), and a paperless school board meeting system (ElectronicSchoolBoard). In addition, EdPlan and EasyIEP are instructional management systems that support intervention and prevention services for students at risk. Many key technology systems are self-hosted and housed in one of the Division's two data centers. These systems are monitored for performance and evaluated for ongoing data integration opportunities with other support systems used throughout the Division.

Among Support Services departments such as Transportation and Building Services, technology systems are used for planning, monitoring equipment, human resource allocation, and for other operational needs. For example, the Transportation Department recently implemented a GPS based technology system in an effort to monitor fuel consumption and to eliminate deadhead miles on bus routes. Building Services utilizes energy conservation software, an application system for scheduling work orders, and an electronic time clock for keeping track of employee time.

e. What is the regulatory environment under which your organization operates? What are the applicable occupational health and safety regulations, accreditation, certification, or registration requirements, relevant industry standards, and environmental, financial, and product regulations?

ACPS is governed by a combination of federal, state, and local laws and regulations. Primary regulatory agencies include the United States Department of Education (DOE), Virginia Department of Education (VDOE), federal and state labor agencies, and the Albemarle County School Board. The Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act of 2002 (NCLB), is the main federal law affecting K12 public education. The law requires school systems to focus on 1) helping students meet challenging academic standards in reading, math, and science; 2) making Adequate Yearly Progress (AYP) by annually demonstrating that all students are meeting specified goals for reading and math; 3) collecting and reporting student achievement data; 4) ensuring that all teachers are *highly qualified*. ACPS must meet requirements for the Occupational Safety and Health Administration (OSHA), Section 504 of the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Improvement Act (IDEIA).

At the State level, the Constitution of the Commonwealth of Virginia provides that the General Assembly establish a system of free public elementary and secondary schools for all children of school age throughout the state and seek to ensure that an educational program of high quality is established and continually maintained. The General Assembly has required that such an educational system be maintained and administered by the State Board of Education, the Division Superintendent of Public Instruction, superintendents, and school boards as officers of the Commonwealth. The Constitution of Virginia requires the Board of Education to set Standards of Quality (SoQ) for Virginia's public schools. Virginia also sets academic standards, known as the Standards of Learning (SOL), and measures achievement through annual SOL tests and alternative and alternate assessments. ACPS is accredited according to standards developed by the VDOE.

Locally, the Albemarle County School Board, comprised of seven members who are elected by residents of Albemarle County, establishes board policy and ensures that school laws are properly explained, enforced, and observed. Six members of the Albemarle County School Board are elected by magisterial district and one from the county at large. Members serve four-year terms. The Division uses prevention activities to comply with the Safe Schools Act and has a zero tolerance policy that includes consequences for specific offenses (alcohol, drugs, weapons, tobacco and violence). The Albemarle County Police Department assigns School Resource Officers (SRO's) to all of the middle and high schools. These officers not only provide a regulatory presence, but also offer workshops for students and build relationships with students in order to prevent problems. Safety is the key factor in canceling school due to severe weather conditions.

The School Division receives the majority of its funding from local sources such as real estate and personal property taxes. For the 2008-09 school year, the School Division received slightly more than 67% of its revenue from local sources, 30.9 % from the state, and less than 2% from the federal government. As part of its annual budget development process, the Albemarle County Board of Supervisors allocates a portion of certain types of new local revenue, typically 60 percent, to the School Division. The School Division also has access to federal and state grants and subsidies, and gathers a small portion of revenue from fees, such as for facilities rental.

2. Organizational Relationships

- a. **What are your organizational structure and governance system? What are the reporting relationships among your governance board, senior leaders, and parent organization, as appropriate?**

The Albemarle County School Board shares a unique relationship with the Albemarle County Board of Supervisors due to several key funding implications. The Board of Supervisors are responsible for setting the local real estate tax rates, a decision which has significant impact annually to the school system since approximately 67% of the School Division funding comes from local sources, primarily the real estate property tax. Both boards participate in joint board sessions throughout the year, and the Superintendent works very closely with the County Executive, her equivalent role within the local government. The school system and local government share the services of several key departments including Human Resources, Finance, and Social Services. To ensure equity, all employees, with the exception of teachers, share the same salary structure and benefits under a policy that governs commonality between local government and the schools.

The School Board meets twice each month to establish policy, ensure fiscal accountability and oversee the protection of stakeholders' interests in School Division matters. Yearly, by August 31st, the Board reviews and revises its Biennial Board/Superintendent Priorities to support the achievement of organizational goals. (**Figure 2.1: Organizational Performance Review and Evaluation Process**) The Superintendent is appointed by and reports directly to the School Board and is responsible for the overall administration of the School Division. The Superintendent oversees an Executive Cabinet comprised of the Assistant Superintendent for Student Learning, Assistant Superintendent for Systems Planning and Operations, and Chief Information Officer. Members of the Executive Cabinet meet weekly with the Superintendent to address key organizational matters. (**Figure 1.3: ACPS 2009-2010 Organizational Chart**) School principals also report directly to the Superintendent and are responsible for the execution of school improvement plans that are aligned to the Division's strategic goals.

- b. **What are your key customers and stakeholder groups and market segments, as appropriate? What are their key requirements and expectations for your products, services, and operations? What are the differences in these requirements and expectations among customer and stakeholder groups and market segments?**

ACPS has identified its key stakeholder groups as students, parents, employees, community members, and organizational partners. The school system's key market segment includes students between the ages of 5 and 19 who live in Albemarle County and are eligible for public education. A smaller segment includes pre-school and post graduate students. Student segments by school level/grade include elementary (K - 5), middle (6 - 8), and high school (9-12).

Employees are segmented as Teachers, Administrators, or Classified Staff. Classified employees include all of the non-teacher and non-administrative positions in the school system. Examples include all non-administrative employees in transportation, building services, child nutrition, and extended-day programs. Office associates and teaching assistants are also included as classified employees. Employees are also segmented by ethnic distribution, gender, level of college degree, and years of service within Albemarle County.

In keeping with the school system's stated Mission, *rigor*, *relevance*, and *relationships* are key requirements, along with safety, for all stakeholders. Parents expect academic excellence and that their children will meet or exceed proficiency standards and graduate on time with career and/or college readiness skills. Businesses expect future employees to possess 21st century skills. ACPS is expected to provide high quality curricula and instruction and effective support services. Community members and the School Board expect effective and efficient fiscal management of the Division's operations.

- c. **What are your most important types of suppliers, partners, collaborators, and distributors? What role do these suppliers, partners, collaborators, and distributors play in your work systems and the production and delivery of your key products and services? What role, if any, do they play in your organizational innovation processes? What are your most important supply chain requirements?**

ACPS recognizes that suppliers, partners, collaborators, and distributors provide valuable support for and enhancement of the educational programs offered by the Division. As such, there are numerous suppliers, partners, collaborators, and distributors that support the school system's learning-centered and operational support processes. The University of Virginia is a key supplier of highly qualified teachers, professional development for the workforce, and educational research. The University also

plays a key role in fostering organizational innovation both administratively and instructionally through unique collaborations such as the Partnership for Leaders in Education (PLE), an Executive Education Program offered jointly by the Curry School of Education and Darden School of Business, and the Technology Infusion Program (TIP), a partnership designed to enrich the classroom experience of Albemarle County's students by integrating educational technologies into all areas of instruction. The Division has contracts with vendors to supply fuel for its vehicles, food for its school lunch program, office supplies, furniture, technology, learning resources, and many other necessary items. Professional development and training services for Teachers, Administrators, and Classified Staff are provided by the Human Resources Department. The local government's Parks and Recreation Department maintains the athletic fields that are located at the schools since these are considered community services. The Social Services Department funds several Family Support Workers to work in the schools with students who are in danger of becoming foster children. The School Division has a partnership with the Monticello Area Community Action Agency to provide Head Start preschool programs in several of its schools. Key supply chain requirements include alignment with the organizational goals of ACPS, high-quality, and competitive pricing

d. **What are your key supplier and customer partnering relationship and communication mechanisms?**

Key supplier and customer partnering relationship and communication mechanisms range from direct, in-person interactions to contractual/legal agreements to a variety of electronic communications. **Figure 3.3: Communication with Stakeholders** outlines key communications mechanisms for organizational partners as well as other stakeholders.

3. **Competitive Environment**

a. **What is your competitive position? What is your relative size and growth in your industry or markets served? What are the numbers and types of competitors for your organization?**

ACPS was one of only 15 school divisions in the state of Virginia to earn the Board of Education's Award for Educational Excellence. The distinction is given to school systems that surpassed performance benchmarks established by the state for two consecutive years. Fifteen Albemarle County Schools were recognized by the Governor and Virginia Board of Education through the 2010 Virginia Index of Performance Program. Four elementary schools were in the top-tier of the program, among 89 select schools out of more than 1300 in Virginia. Another 11 Albemarle County schools were honored by the Board of Education with either the VIP Excellence Award or VIP Competence to Excellence Award. This is the third consecutive year that Albemarle County Schools have been honored with multiple schools in each tier of the program.

Albemarle County has adopted a competitive market of localities and organizations that are used as a benchmark for employee salaries. The local government and school division regularly monitor the salary and benefit programs offered by the competitive market to ensure the strategic ability to attract high quality teaching personnel, staff, and administrators in support of Strategic Goal 3. (See **Figure 1.1 - ACPS Vision, Mission, Values, and Strategic Goals** and **Figure 5.4- Competitive Market for Compensation**)

b. **What are the principal factors that determine your success relative to your competitors? What are any key changes taking place that affect your competitive situation, including opportunities for innovation and collaboration, as appropriate?**

Over the past three years the Division has made considerable progress toward **closing the achievement gap** for black and socio-economically disadvantaged students. While these membership groups are still disproportionately overrepresented in standard level classes and special education programs, significant progress has been made in closing the achievement gap for these students in terms of scores on SOLs. The achievement gap has been closed for black students, as compared to their white peers, by an average of 10 percentage points in reading and math. Progress has been made in closing the achievement gap for socioeconomically disadvantaged, as compared to all students in the Division, by an average of 9 percentage points in reading and math. Furthermore, all NCLB membership groups met the benchmarks across all SOLs at the Division level, which demonstrates a Division-wide trend toward higher achievement. Taken together, the Division is helping all students succeed, and the students making the greatest gains are those most frequently caught in the achievement gap.

Enrollment has grown over the last 10 years, including a nearly 200 student spike in 2009-10. It is projected to continue to increase in the future with shifting demographics. The pending opening of the Defense Intelligence Agency with 878 new jobs in the area creates the possibility of increased families with school-aged children, projecting further enrollment growth.

The Division's proven track record of academic success and strong partnership with the University of Virginia increases the likelihood of eligibility for access to federal and state level grant funds. Access to key educational grant sources such as Race to the Top (RTTT) and Investing in Innovation (i3) provide options for funding continued innovation amidst the current economic downturn.

- c. **What are your key available sources of comparative and competitive data from within your industry? What are your key available sources of comparative data from outside your industry? What limitations, if any, are there in your ability to obtain these data?**

Key sources of comparative and competitive data from within the academic community include the State Standards of Learning Assessments, National Assessment of Educational Progress (NAEP), Advanced Placement (AP), Scholastic and Predictive Scholastic Aptitude Tests (SAT and PSAT) and School Report Cards issued annually by the Virginia Department of Education. In addition to the State Department of Education, the Virginia Association of Business Officials (VASBO) provides data for financial use and the Virginia Education Association (VEA) for human resources. The Human Resources Department also obtains data from surveys it conducts with 26 school divisions in our Board-adopted competitive market.

4. **Strategic Context**

- a. **What are your key business, operational and human resource strategic challenges and advantages?**

The key strategic challenge for Albemarle County Public Schools is the ability to sustain high-quality programs and services throughout the entire academic experience of each and every student amidst a fluctuating economy. Students who enter the Division in kindergarten and graduate on-time will be with the organization for 13 years at the current average cost per student of \$11,800 each year. High-quality education requires the ability to hire and retain quality teachers in a competitive job market and to offer a wide variety of programs and services designed to meet the diverse needs of the student population. Assuring that all capital, operational, financial and human resources are available and used to meet strategic goals will be a continuing challenge to the school system for the foreseeable future. For example, decline in local revenue has significantly reduced availability of funds to support capital improvements, including facility maintenance and renovation projects. Insufficient funds are available to support regular replacement of deployed technologies assigned to schools, students, teachers, and administrators as outlined in the ACPS Technology Plan.

Key strategic advantages for Albemarle County Public Schools include innovative leaders, a highly effective workforce, geographic location including proximity to the University of Virginia, and an engaged community.

- b. **What are your key strategic challenges and advantages associated with organizational sustainability?**

As with the key business, operational and human resources strategic challenges, access to funding is a key challenge to achieving and sustaining a "world-class" organization. Most of the Division's expenses are operationally essential in nature, necessary just to *keep the doors open*. Without access to funds that support strategic goals, long-term initiatives, creativity, and innovation, competitiveness and quality will suffer. For example, increased use of web-based instructional resources has created quality of service issues due to limited bandwidth available for such applications, compromising the growth of innovative teaching and learning opportunities in classrooms.

An ongoing commitment to performance excellence and continuous improvement at all levels of the organization provides a strategic advantage for organizational sustainability. In 2008, Albemarle County was named one of the Best Places to Raise a Family by Forbes magazine. Only twenty localities nationwide were named to this list, and Albemarle County was the only one in Virginia. This ranking was based primarily on the quality of the county's public schools and included other quality of life indicators which are also affected by the quality of schools. The vitality of our public education in Albemarle County is deeply rooted in the vitality of our entire community, and is a key factor in the County's continuing to be highly ranked as a place to reside.

5. **Performance Improvement**

What are the key elements of your performance improvement system, including your evaluation and learning processes?

ACPS is managed by the School Board and Superintendent using a Continuous Improvement Model. The Division utilizes a fully deployed strategic planning process that involves the School Board establishing its long term goals, its annual priorities that are linked to the goals and its annual measurement indicators. The Board/Superintendent Evaluation Process spans a thirteen-month cycle with multiple checkpoints within the cycle. Annually, the Board holds a retreat with key leaders in attendance to discuss progress on the strategic goals, to establish priorities for the coming year, and to assess whether the yearly measurement indicators have been met. Quarterly, senior leaders review performance indicators for all aspects of the School Division including student achievement, compensation, recruitment results and other key measures. To support transparent and timely access to performance data, the Division is developing an interactive, electronic "State of the School Division" report and Balanced Scorecard which will be accessible to all stakeholders via the Internet. Challenges remain in dynamically connecting key performance indicators to field-based data sources.

Systematic performance appraisal is used for administrators, teachers and classified staff. The appraisal process includes establishing individual goals that are linked to the organizational goals (**Figure 4.1: Alignment and Deployment – ACPS Performance Improvement Systems**). Evaluation results are affected by how well the individual has met his/her established goals. The Division's locally developed, research-based Teacher Performance Appraisal (TPA) system provides teachers with opportunities for self-assessment, professional reflection, results-based "SMART" goal-setting and access to observational data to inform targeted improvements in practice. The Division's instructional management system, SchoolNet, provides the infrastructure for using formative and summative student achievement data to improve instruction, although it remains difficult to gauge individual teacher use of resources available in the system. A project management process is used to manage new initiatives within the Division and calls for completion of a "Lessons Learned" report at the end of each project.

Knowledge assets include all of the Division's employees. Professional Learning Communities (PLCs) are key organization constructs designed to support knowledge sharing, collaboration, best practices, and continuous improvement among and between instructional staff members. Instructional Coaches, staff/student mentors, and job-embedded professional development opportunities support learning processes. The University of Virginia and Piedmont Virginia Community College provide a wealth of resources for knowledge sharing to include student interns, student mentors and student teachers. The faculty at these institutions has been very involved in working with the Division on various projects, committees and staff development opportunities.

1. Leadership

The Leadership Category examines how your organization's senior leaders guide and sustain your organization. Also examined are your organization's governance and how your organization addresses its ethical, legal, and community responsibilities.

- a. Describe how senior leaders guide and sustain your organization. Describe how senior leaders communicate with your workforce and encourage high performance.

Guidance through Alignment

Senior Leaders, defined as the Superintendent and members of the Executive Cabinet, guide the organization by aligning resources, decision-making, core processes, and performance improvement efforts with the Division's Vision, Mission, Values, and Strategic Goals. This is achieved within a collaborative, high-performing environment that seeks ongoing input from stakeholders.

Figure 1.1: ACPS Vision, Mission, Values, and Strategic Goals

Vision	All learners believe in their power to embrace learning, to excel, and to own their future.
Mission	The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time.
Values	<i>EXCELLENCE:</i> We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities. <i>YOUNG PEOPLE:</i> We believe young people deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning. <i>COMMUNITY:</i> We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community. <i>RESPECT:</i> We believe in treating all individuals with honor and dignity.
Strategic Goals	1. Prepare all students to succeed as members of a global community and in a global economy 2. Eliminate the Achievement Gap. 3. Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff and administrators. 4. Achieve recognition as a world-class educational system. 5. Establish efficient systems for development, allocation and alignment of resources to support the Division's vision, mission and goals.

The *Vision, Mission, and Strategic Goals* are displayed on framed posters throughout the organization and on the Division's web site, providing easy access to the workforce and customers. At this time, it is unclear as to whether line staff in all functional areas understand their role in meeting Division mission and goals. Senior Leaders guide the Division's core Strategic Planning and Budget processes by aligning new initiatives, resource allocation decisions, and funding requests to one or more of the five Strategic Goals. This model of alignment is deployed throughout the organization, requiring all department/school-level continuous improvement plans and individual employee goals to have defined connections to one or more of the five Strategic Goals (**Figure 4.1: Alignment and Deployment – ACPS Performance Improvement Systems**). Common planning forms and templates are used to support such alignment, and a balanced scorecard model is used to monitor progress towards organizational goals.

Organizational Sustainability

By monitoring the competitive market and legislative landscape, Senior Leaders remain current on the changes that may impact organizational progress and strive to ensure sustainability through the strategic allocation of resources that will meet both current and future needs. As an example, the use of hiring freezes and targeted operational reductions over the past two years has allowed the organization to build a reserve or “rainy day fund” that will assist in meeting the revenue shortfalls in the current year and also offset the severity of the impact of revenue reduction for next fiscal year. In spite of economic challenges, the Superintendent, under the support of the School Board, presented a 2010-11 funding request that outlined the following priorities:

- Maintain commitment to the Strategic Plan
- Provide resources to support high-quality teaching and learning through Division levers: the Framework for Quality Learning, the Teacher Performance Appraisal, and the Professional Learning Community Model
- Provide support for continued innovation Position the organization so it is able to recover as economy recovers
Consider available revenues, rather than base decisions solely on needs

The Division closely examines its processes, procedures, schedules, and expenditures, looking for ways to combine and streamline. In 2007, an independent Resource Utilization Study was commissioned by the School Board which resulted in recommendations for improved efficiency. Under the direction of Senior Leaders, more than 90% of the efficiencies recommended in the study were implemented through reductions in 2008-09 and 2009-10. Continued facilities management, transportation, and personnel efficiencies will be realized in the proposed 2010-11 budget.

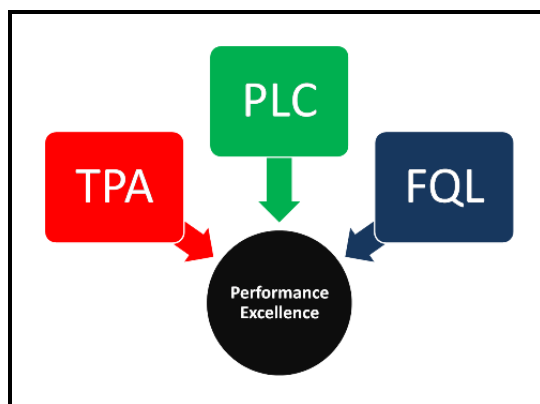
Senior Leaders – Collaboration, Communication and High Performance

To support the Division's culture of collaboration and core value of *Community*, Senior Leaders use a multi-pronged approach to communicate with and solicit input from stakeholders. These approaches range from face-to-face “Town Hall” meetings conducted on-site at schools to the use of an electronic notification system that can call and email thousands of stakeholders within one session. During key points in the Strategic Planning and Budget processes, Senior Leaders host “Telephone Town Hall” meetings, providing members of the workforce and community an opportunity to join the forum from their telephone and provide input or simply listen. Senior Leaders also employ the use of contemporary social media technologies such as blogs, YouTube and Twitter to engage stakeholders. The Superintendent posted a video of her 2010-2011 budget address on YouTube and called for a Twitter feed to be added to the Division's home page. As an active “Twitterer” and blogger, the Superintendent was recently recognized by *eSchoolNews* Magazine with an award for being one of the **Top 10 Tech-Savvy Superintendents**. (Figure 3.3: Communication with Stakeholders)

Senior Leaders encourage high performance through their ongoing commitment to the Vision, Mission, Values, and Goals. Working with the School Board, they have adopted use of the Baldrige Criteria for Performance Excellence as the framework for continuous improvement and created performance metrics to measure progress toward performance-related goals. Senior Leaders stress the core value of *Excellence* and champion a level of performance that far exceeds regulatory requirements through the use of the Division's unique key “levers”:

- **TPA (Teacher Performance Appraisal)** - A systematic, inquiry-based process designed to support a teacher's individual growth and development. The TPA process provides opportunities for self-assessment, professional reflection, results-based “SMART” goal-setting and access to ongoing *learning walk* and formal observational data to inform targeted improvements in practice. This model honors Lifelong Learning as a hallmark of all professions, especially within the field of education.
- **PLC (Professional Learning Community)** - Collaborative teams of teachers whose members work interdependently to achieve common goals linked to meeting the learning needs of all students. A core belief of the PLC model is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning, thus linking PLCs to the ACPs commitment to Lifelong Learning and continuous improvement.
- **FQL (Framework for Quality Learning)** - A locally developed, foundational system model for teaching and learning. Using the FQL, teachers engage in backwards design using concept-centered, standards-based curriculum frameworks in language arts, social studies, mathematics, and science to plan units, construct assessments and demonstrate instructional strategies in support of student learning

Figure 1.2: Key Levers



b. **Describe your organization's governance system.**
Describe how your organization addresses its responsibilities to the public, ensure ethical behavior, and practices good citizenship.

Organizational Governance

As indicated in the Organizational Profile, ACPS is governed by a seven member School Board who are elected by residents of Albemarle County. Six members of the Albemarle County School Board are elected by magisterial district and one from the County at large. Members serve four-year terms. The Albemarle County Attorney's Office provides regular legal counsel to the School Board, and they are authorized to employ other legal counsel on an as-needed-basis. Per board policy, the School Board's legal counsel attends meetings of the

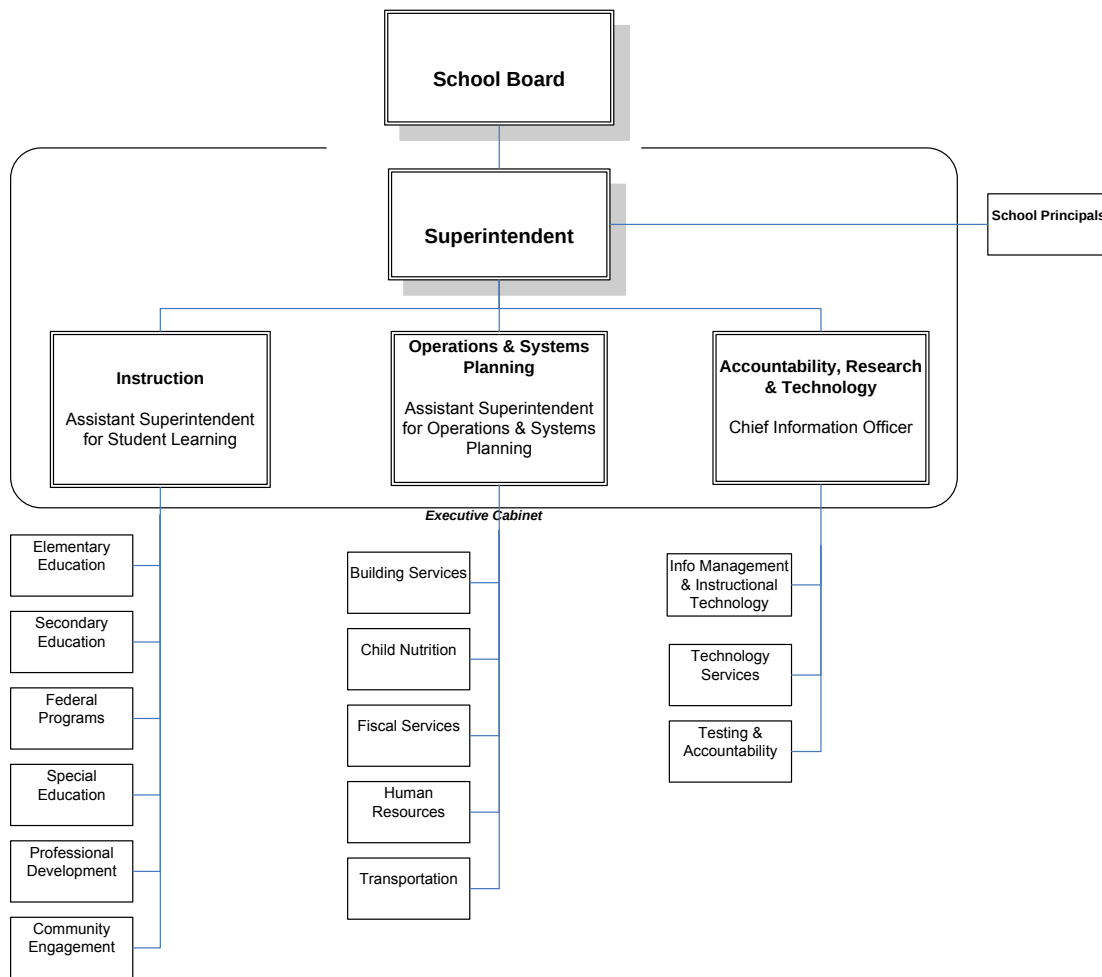
Board and its committees upon request and makes counsel available to Board members, the Superintendent, and other school personnel, as needed. Working with the Albemarle County Attorney's Office, the School Board establishes board policy and ensures that school laws are properly explained, enforced, and observed.

The Superintendent is appointed by and reports directly to the School Board and is responsible for the overall administration of the School Division. The Superintendent oversees an Executive Cabinet comprised of the Assistant Superintendent for Student Learning, Assistant Superintendent for Systems Planning and Operations, and Chief Information Officer. Members of the Executive Cabinet meet weekly with the Superintendent to address key organizational matters. (See Figure 1.3: ACPS 2009-2010 Organizational Chart). School principals also report directly to the Superintendent and are responsible for the execution of school improvement plans that are aligned to the Division's strategic goals.

Responsibility and Ethics

The School Board and Superintendent take primary ownership for ensuring ACPS is an effective school system that addresses responsibilities to the public, ensures ethical behavior, and practices good citizenship. This commitment is reflected in School Board policies which cover everything from *Student Sportsmanship, Ethics, and Integrity to Harassment* and *Staff/Community Involvement in Decision-Making*. In order to affirm their partnership in fulfilling this responsibility, the School Board and Superintendent share common areas of periodic evaluation including the Board's annual self-evaluation and biennial evaluation of School Board/Superintendent priorities. In an effort to provide the public with timely and transparent access to Board policies, agendas, and minutes, the School Board adopted the use of an Electronic School Board technology system in 2008.

Figure 1.3: ACPS 2009-2010 Organizational Chart



While School Board policies formally establish the Division's responsibilities to the public, as well as expectations for ethical behavior and good citizenship, Senior Leaders use the performance management system and accountability measures in combination with relationships, partnerships, targeted staffing, and communication with stakeholders to support these expectations. Individual employees are evaluated on the competency of *Ethics/Integrity/Professionalism* during their annual performance reviews (**Figure 5.2: Performance Management System Competencies**). To meet the needs of the diverse community they serve, Senior Leaders have put many structures in place to build relationships and ensure a principled environment. For example, each school has one teacher identified as the school's Diversity Resource Teacher, supported by the Office of Community Engagement, who is responsible for assisting the school with on-going growth regarding culturally-responsive teaching and respect for diverse cultures in the school community. The Office of Community Engagement also leads outreach to a growing Hispanic community through the efforts of the Latino Relations Coordinator.

Recognizing that a best practice in helping to break poverty cycles is to support families so that students can focus on achieving an education, the School Division has established a partnership with the Department of Social Services. Family Support Workers are placed in the schools to help connect families with appropriate community resources. These Family Support Workers have close working relationships with school-based instructional staff, and they collect data on client and school satisfaction, establishing annual professional goals that are evaluated by department supervisors. Senior Leaders have budgeted funds for staffing to support special customer needs such as those of the Division's homeless and migrant population.

Albemarle County Public Schools has taken a proactive approach to promoting green practices throughout the Division. As early as 1999, the School Division used solar energy to heat and light portions of its newest high school. Renovations in schools since then have continued to use energy-saving and environmentally-friendly construction practices. The Building Services Department uses an Energy Star compliance program led by an *Environmental Compliance Manager* who monitors energy use,

environmental conditions in the schools, and recycling programs. (**Figure 7.15: Recycling Rates, Figure 7.11: Energy Usage Per Square Foot**)

During the core budget process, the Division actively solicits input from internal and external stakeholders through town hall and School Board meetings and an interactive web site. (**Figure 6.2: Budget Process**) Key updates are covered in the local news media outlets and, before key decisions are finalized, the Superintendent's spending plan is published for feedback.

1. Leadership Feedback (for Examiners Only)

a. Describe how senior leaders guide and sustain your organization. Describe how senior leaders communicate with your workforce and encourage high performance.

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- Senior leaders have developed Division Mission, Vision, Values, and Strategic Goals that are communicated in a variety of ways and serve to guide and sustain the organization. Senior leaders then guide the organization by aligning resources, decision making, core processes and performance improvement efforts with these Division's Mission, Vision, Values and Strategic Goals.
- While the Vision, Mission and Strategic Goals are displayed in framed posters throughout the organization, the organization recognizes that it is unclear if their line staff actually understands their role in meeting the mission and goals. Establishing and deploying an approach to align all employees with Mission, Vision, Values and Strategic Goals could help employees better connect to the organization, improve both employee and customer engagement, and take a step toward being more systematic.
- The organization requires all new initiatives, resource allocation decisions and funding requests be aligned to one or more of the five strategic goals.
- While senior leadership utilizes several communication approaches to solicit input from stakeholders such as "town hall" meetings conducted with electronic notification systems, "telephone town halls, blogs, twitter, UTube, video addresses and was recognized as one of the Top Ten Savvy Superintendents, it is unclear how well these solicit input from all stakeholders. The organization identified their stakeholders as students, parents, employees, community members and organizational partners.
- The organization cites many challenges, including a projected growth potential of enrollment due to the Defense Intelligence Agency opening, sustainability of high quality education, ability to hire and retain quality teachers in a competitive market, decline in local revenue, and sustainability of web based instructional resources and the operations expenses challenges. It is unclear how the five strategic goals align and impact these challenges.
- "In 2007, an independent Resource Utilization Study was commissioned by the School Board which resulted in recommendations for improved efficiency. Under the direction of Senior Leaders, more than 90% of the efficiencies recommended in the study were implemented....." It is unclear if there a systematic learning process in place to determine the impact of the changes and if additional improvement can be made?
- The organization states that "By monitoring the competitive market and legislative landscape, Senior Leaders remain current on the changes that may impact organizational progress and strive to ensure sustainability through the strategic allocation of resources that will meet both current and future needs." A next step may to illustrate or document the steps in the "monitoring" process, and show how the information gathered is used to make decisions.

b. Describe your organization's governance system. Describe how your organization addresses its responsibilities to the public, ensures ethical behavior, and practices good citizenship.

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organization is governed by a seven member School Board elected by the county representatives for four year terms. The superintendant is appointed by, and reports to, the school board. The superintendant oversees an Executive Cabinet and the school Principals, who are responsible for the execution of the school improvement plans that are aligned to the Division goals.
- The School Board conducts annual self evaluations and biennial evaluations of the School Board/Superintendents priorities. All information is transparent to the public and available via an electronic school board technology system. However, it is not clear if there is a process in place to use the annual self evaluations to improve the Board process.
- While employees are evaluated on the competency of ethics/ integrity/professionalism during their annual performance reviews, it is unclear how leadership promotes and assures ethics in all interactions. This includes ethics for other stakeholders, as well as suppliers and partners.
- The organization addresses key societal issues such as environmental by promoting "green" throughout the organization and having an environmental compliance manager. It is unclear how the organization identifies and supports other key communities.
- Again, the organization solicits input from stakeholders through town hall and school board meetings and an interactive website, as well as local media, for the spending plan. How does the organization solicit input from those stakeholders that do not attend the meetings? How does the organization know that they have the necessary information to make informed decisions

2. Strategic Planning

The Strategic Planning Category examines how your organization develops strategic objectives and action plans. Also examined are how your chosen strategic objectives and action plans are deployed and changed if circumstances require, and how progress is measured.

- a. **Describe how your organization determines its strategic challenges and advantages. Describe how your organization establishes its strategy and strategic objectives to address these challenges and enhance its advantages. Summarize your organization's key strategic objectives and their related goals.**

Strategy – From Foundation to Process

In order to determine the strategic challenges and advantages of ACPS, the Division initially established a foundation using the Plan-Do-Study-Act model. From that, four primary phases were established: the development of the strategic approach, the deployment of the strategy, the measurement of the results, and the ongoing modifications using a continuous improvement cycle.

The initial development of the strategic approach included a comprehensive environmental scan facilitated by an outside consultant to determine the direction of the Division in upcoming years. The Superintendent purposefully selected Strategic Planning committee members to represent the perspectives of diverse stakeholder groups. The team gathered qualitative data through a structured interview process from focus groups comprised of students, community members, school staff, and parents. In all, over 100 individuals provided their opinions and insights. At the end of the environmental scan, qualitative and quantitative data were analyzed by the Strategic Planning Committee as well as an outside consulting firm. From this, the Division's mission, vision, and strategic goals evolved, setting the direction for long-range planning.

A Steering Team initially guided the deployment of strategy, and they oversaw the systematic implementation of the Strategic Plan and alignment with the Division's core processes. The Team helped Senior Leaders direct the change management process for the school system, placing focus on four functional areas for implementation of the plan:

- connecting the plan with school level work and to employees
- alignment of process and procedures to support the strategic goals
- infrastructure building of systems required to support the work of the plan
- developing measurements and indicators for the outcomes of the plan

The Team also evaluated the Division's systemic approach to aligning Board Priorities with the work needed to accomplish those priorities and submitted recommendations for improvement to the Superintendent and School Board calling for a biennial review. This recommendation for biennial review was adopted and is now reflected in Board policy.



Figure 2.1: Organizational Performance Review and Evaluation Process

To measure results, the Division uses a system of accountability comprised of individual and organizational evaluations, performance reviews, and an emerging online Balanced Scorecard. The online Balanced Scorecard provides visual indicators of organizational progress towards strategic goals in a "stoplight" format (red, yellow, green) using Key Performance Indicators (KPIs) established by central office leaders and adopted by the School Board. Metrics are updated on a quarterly basis. Current Board priorities and KPIs are listed in **Figure 2.2: Balanced Scorecard KPIs**.

Figure 2.2: Balanced Scorecard KPIs

Strategic Goal	School Board Priority	Performance Indicator
Goal 1	Priority 1.1- Implement the Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, in all learning communities.	➤ 100% of all teachers (individually and/or as represented by PLC teams) will upload a unit, resource, lesson, or assessment to SchoolNet that reflects project-based learning, mid-to-high-level Bloom's, Marzano's strategies, and/or engaging qualities ➤ 65% of classroom walkthroughs will report evidence of middle to high levels of Bloom's
	Priority 1.2 - Assess level of student engagement in learning communities, identifying and enhancing practices connected to high levels of student engagement.	➤ No more than 5% of students will be chronically absent (missing 10% of school days) at each quarter ➤ 55% of classroom walkthroughs will report evidence of more than one engaging quality
Goal 2	Priority 2.0 - Through common rigorous assessments and use of high-yield instructional strategies all students will meet high expectations for performance and achievement as measured by:	➤ 100% of K-12 courses in reading and math will use rigorous common (minimum - at the school level) quarterly assessments ➤ 95% of students will demonstrate proficiency on common quarterly assessments (i.e. PALS, DSA, feeder pattern math assessments, MAP, etc.)
Goal 3	Priority 3.0 - Review and align performance appraisal systems and compensation models to support workforce development and enhance diversity	➤ Applicant pool is representative of the community. Position hires are representative of the community. ➤ Overall distribution is representative of the community ➤ Exit survey data indicate 80% or more of employees leaving the system found their overall work experience to be favorable. ➤ The percentage of teachers with 0-5 years experience leaving the system is 5% or less.
Goal 4	Priority 4.1 - Benchmark Division performance against Baldrige National Quality Criteria, aligning or creating structures, systems, and processes to support continuous improvement	➤ 100% of the Virginia Senate Productivity and Quality Award Discovery Self-Assessment will be completed by the Division Quality Council and submitted to the Virginia Senate Productivity and Quality Award Discovery Program for an independent review of the Division's performance based on Malcolm Baldrige Quality Award Criteria.
	Priority 4.2- Implement balanced scorecard model, aligning Division strategies and performance measures in dynamic and transparent ways	➤ 100% of departments will monitor and record progress in meeting their departmental goals by entering quarterly metrics in the departmental scorecard.
Goal 5	Priority 5.0 – Support Division vision, mission, and goals through ongoing resource utilization review and strategic allocation of capital and operating revenues	➤ 100% of suggestions from the CEPI Resource Utilization Study will be reviewed for the possibility of implementation, priority level, and potential impact to the Division's vision, mission, and goals

Based on the accountability system results and any new information gained through stakeholder feedback, market analysis, regulatory changes, and innovation, the School Board and Senior Leaders make ongoing modifications to the Division's strategy

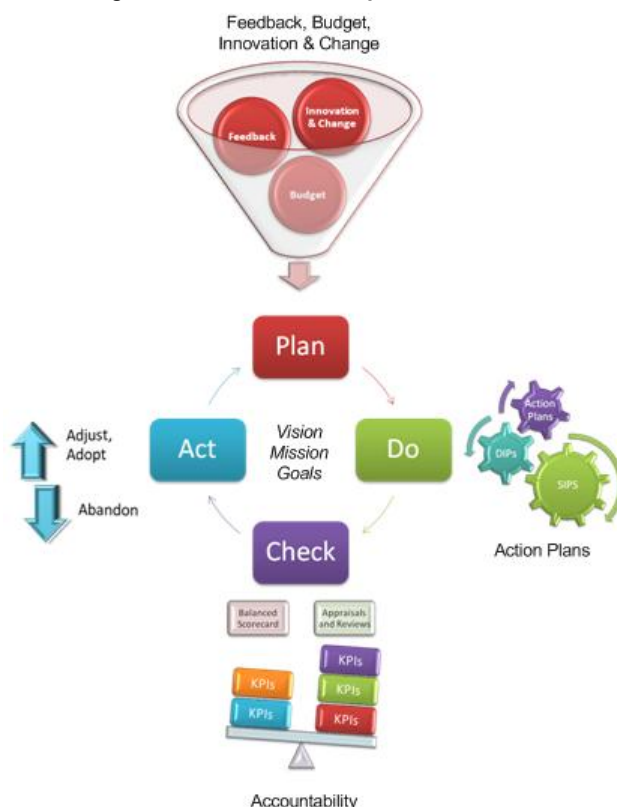
using a continuous improvement cycle. Each year, following the annual Board and Superintendent evaluations, the Board will develop and/or adjust Priorities as needed.

- b. Describe how your organization converts its strategic objectives into action plans. Summarize your organization's action plans and related key performance measures or indicators. Project your organization's future performance relative to key comparisons on these performance measures or indicators.

Board Goals/Priorities – Action Plans

The School Board establishes the vision, mission and goals for the School Division. They select priorities and measurable targets biennially for the specific purpose of reaching organizational goals. In 1995, the School Board revised Board Policy to include the Division's Mission and five Goals. In 1997, during the revision of the Policy Manual, the School Board revised Board Policy to include the evaluation of the School Board/Superintendent Priorities. The School Board/Superintendent Priorities provide focus for the Division in planning for continuous improvement. The Division's strategic planning process and annual budget process are closely aligned. Goals and Priorities from the strategic planning process are used to develop the Superintendent's annual budget request to the Board and to guide school-level, department-level, and individual action plans. Board priorities are reassessed every two years in order to determine their effectiveness in meeting the goals.

Figure 2.3: Continuous Improvement



Performance Measures and Indicators

The Superintendent and organizational leaders review yearly outcome measures and supporting strategies, updating or revising strategies to represent work accomplished or the need for modifications. The Superintendent and members of the Executive Cabinet monitor key Division-level projects through the Project Management Oversight Committee (PMOC) on a monthly basis, and the Board will review progress through the emerging balanced scorecard model during future Board work sessions. The budget cycle and long-range financial planning implications for projects associated with these strategies are topics for Board and stakeholder discussion during budget work sessions. **(Figure 6.2: Budget Process)** Each school, through their School Improvement Team, is asked each year to include in their annual school improvement plans (SIPs) strategies that support the organizational goals at the building level. School goals are informed by strategic goals and various school level data; each

school identifies at least three goals, one of which must be a focus on **Goal 2: Eliminate the Achievement Gap**. Each school's improvement plan is posted to a central share drive and the school's website.

Central Office Administrators and Principals are asked through their performance evaluations to include evidence of their work in support of both the Division's strategic goals and school-level or department-level goals. Every year, the Division produces the "*State of the School Division*" report, a comprehensive report that provides information to the School Board and the community about the School Division's work. For the 2009-10 school year, in an effort to make this information more readily available to stakeholders and to conserve paper, the report is being delivered online in a Balanced Scorecard reporting mechanism which makes near-real-time data on student achievement and the implementation of key Division priorities visible to the public. This initiative represents an improvement for stakeholders as key achievement metrics will now be available throughout the school year, rather than just once at the end of the year. The Balanced Scorecard includes a combination of leading and lagging data which helps Senior Leaders watch for trends and variance, providing them the ability to more accurately predict future performance based on historical and current data.

2. Strategic Planning (for Examiners Only)

- a. **Describe how your organization determines its strategic challenges and advantages. Describe how your organization establishes its strategy and strategic objectives to address these challenges and enhance its advantages. Summarize your organization's key strategic objectives and their related goals.**

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organization utilizes a plan-do-check-act approach to strategic planning
- While the superintendent “purposely chose committee strategic planning committee members to represent the diverse stakeholder groups”, it is unclear if this group provided the information required for this process. In addition, it is unclear if the organization validates the strategic plan with their stakeholders regularly to make sure the goals are still valid.
- While the organization has an “emerging” online balanced scorecard, it is unclear if quarterly updates will allow for timely measuring of progress towards the strategic goals and how they determined the most effective metrics for this scorecard.
- The balanced scorecard KPI's, Figure 2.2, lists strategic goals, school board priority and performance indicators. It is unclear how goal 3, as an example, of “recruiting, retaining and developing a cadre of the highest quality teaching personnel, staff and administrators” performance indicators show how the organization is doing in attracting and retaining the diverse population.
- It is unclear how the organization determines strategic challenges and advantages and how these align with the strategic goals in all areas.
- Figure 2.2, Balanced Scorecard KPI's, is a visual of the organizational Strategic Goals, Priorities, and Performance Indicators. It would be beneficial for an examiner or evaluator to have the specific goals written out rather than having them go back and search for the specific goal narrative.
- In Figure 2.2, Balanced Scorecard KPI's, the key performance indicators shown in column three might be further explained in Category 4 with results shown in Category 7.
- In Figure 2.2, Balanced Scorecard KPI's, Priority 1.2, it is unclear if there is a specific, standard definition and measurement process to quantify the term “engaging quality” in the statement.... “55% of classroom walkthroughs will report evidence of more than one engaging quality.”
- In Figure 2.2, Balanced Scorecard KPI's, Priority 2.0, it is unclear if there are standard measurements to quantify “rigorous common assessments” in the statement.... “100% of K-12 courses in reading and math will use rigorous common (minimum - at the school level) quarterly assessments.”
- In Figure 2.2, Balanced Scorecard KPI's, Priority 4.1, Benchmark Division performance against Baldrige National Quality Criteria, aligning or creating structures, systems, and processes to support continuous improvement . If not already a part of your benchmarking process, we suggest that you research the applications of other organizations that are posted on the Baldrige web site.

- b. Describe how your organization converts its strategic objectives into action plans. Summarize your organization's action plans and related key performance measures or indicators. Project your organization's future performance relative to key comparisons on these performance measures or indicators.**

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- While it appears that strategic priorities for the top five goals are reviewed annually, the School Board set the actual five goals in 1995, with an adjustment in 1997. It is unclear how the organization verifies and validates that the five goals are still valid.
- It is unclear how the individual school task of including three goals aligned to the division goals, with one being goal 2, eliminating the achievement gap, actually aligns the mission, vision, values and goals of the organization. If each school is working on different goals, and as the organization stated earlier, they are not sure if their line staff are clear of their role in the MVV, there may be missed opportunities for the school system and the individual schools to be achieving their goals.
- It is unclear if the School Board Priorities listed in Figure 2.2, Balance Scorecard KPI's equate to action plans or are action plans developed at another level? Do action plans contain responsibilities, responsible person, due dates, etc.?
- A next step might be to project your organization's future performance relative to key comparisons.

3. Customer and Market Focus

The Customer and Market Focus Category examines how your organization determines the requirements, needs, expectations, and preferences of customers and markets. Also examined is how your organization builds relationships with customers and determines the key factors that lead to customer acquisition, satisfaction, loyalty, and retention and to business expansion and sustainability. **Note for Education and Health Care Participants:** The Criteria for Education focuses on Students and Stakeholders in lieu of "Customers", and your responses to this Category should address the questions in this way. The Criteria for Health Care focuses on patients, and other customers, and your responses to this Category should address the questions in that way.

- a. Describe how your organization determines requirements, needs, expectations, and preferences of customers and markets to ensure the continuing relevance of your products and services and to develop new business opportunities.

Expectations for students and other stakeholders in Albemarle County Public Schools are encompassed in the organization's five strategic goals. (**Figure 1.1: ACPS Vision, Mission, Values, and Strategic Goals**) These five goals, originally developed with input from a cross-section of stakeholders during the Strategic Planning process, guide the organization in determining the needs, expectations, preferences, and requirements of the Division's customers.

Customer Input

ACPS is committed to performance excellence within a culture of collaboration and continuous improvement. While minimum regulatory requirements and standards for student performance are established by federal, state and local government, ACPS seeks considerable input from students, parents, workforce, and community to inform customer needs, expectations, preferences, and requirements. Senior Leaders and members of the School Board incorporate stakeholder input in key decision-making cycles. (**Figure 2.3: Continuous Improvement, Figure 6.2: Budget Process**) Various survey tools are used to provide baseline data, show growth, or determine opportunities for improvement. Students participate in school-based and Division surveys which focus on school climate and safety. Teacher and administrator surveys focus on school climate and safety as well as issues related to staff development and school scheduling. Parents and other community members have the opportunity to complete surveys that focus on such topics as safety, redistricting, and transportation. During the core budget process, a key area impacting all stakeholders, ACPS actively solicits input from all stakeholder groups through a variety of means including surveys, Tele-Town Hall meetings, online forms available via the Internet, and public comments at School Board meetings.

In an attempt to seek customer feedback on issues that Senior Leaders believe have tremendous impact on the stakeholders of the School Division, Town Hall and Tele-Town Hall meetings are held for topics such as the budget and the potential closing of several schools in the School Division. Using this format, information is shared in advance and community members have the opportunity to engage in feedback by asking questions, participating in discussion, and through the use of electronic voting. ACPS also uses technologies such as the Division's web site, an electronic telephone announcement system, and Twitter to present issues, ideas, plans, and policies in transparent, accessible ways. Senior Leaders will sometimes implement special community forums in response to specific events that impact customers.

Community Relations

In addition to soliciting and analyzing stakeholder input, ACPS uses a variety of community outreach efforts to understand and meet the needs of students (**Figure 3.1: School Community Relations**). In alignment with the School Board's priorities, there is a focus on developing each child holistically, ensuring that basic needs are met, providing them with high-quality learning opportunities supported by a rich curriculum, and providing academic and emotional support as needed. Partnerships exist with local colleges and universities, religious organizations, and businesses to provide tutoring, mentoring, enrichment, and special support for students. These partnerships include various groups within

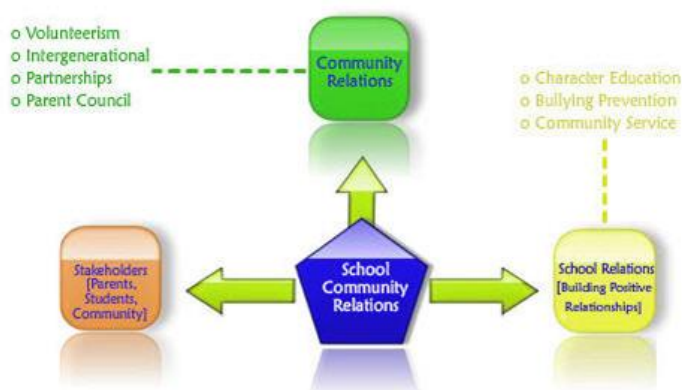


Table 3.1: SCHOOL COMMUNITY RELATIONS

the University of Virginia, Piedmont Virginia Community College, Jefferson Area Board for Aging (JABA), the Boys & Girls Club of Charlottesville/Albemarle, 100 Black Men of Central Virginia, African American Teaching Fellows, Region Ten, and various religious organizations. In addition, schools use a large cadre of parent and other community volunteers to support the educational programs within each school. Collaborative partnerships exist with the University of Virginia, Virginia Youth Violence Program, Young Women's Program, and the Albemarle County Police Department to focus on anti-bullying, school safety, and other school-climate related issues. ACPS participates in the Olweus Bullying Prevention Program (OBPP), a systems-based anti-bullying program backed by more than 30 years of research and used in school divisions worldwide. OBPP involves students, parents, teachers, staff, and administrators in efforts to eradicate bullying and improve student peer relationships. In order to foster innovation, creative problem solving, and new opportunities, members of the leadership team monitor current issues in the overall public education landscape. This is accomplished, in part, by attending conferences, subscribing to leading industry magazines and newsletters, and through memberships in professional organizations. ACPS pursues grants for special initiatives such as the *Safe Schools/Healthy Students* federal grant designed to fund a community-wide plan to create safe, respectful, and drug-free school environments and to promote pro-social skills and healthy childhood development in youth.

In an attempt to provide relevant experiences for all students, a range of opportunities exists to meet their academic needs. **(Figure 3.2: Key Specialized Programs).** **School choice** is an option if students wish to participate in a program not offered at their base school. Extracurricular and athletic opportunities are available at all levels of schooling within ACPS.

Figure 3.2: Key Specialized Programs

Program/School Name	Description	Customer Focus
Bright Stars, Head Start, Title I, Pre-School Special Education	Comprehensive early-childhood learning experiences for students with risk factors that may prevent early academic success.	Pre-School Students
Community Public Charter School	Charter Middle School designed to address needs of struggling learners through arts-infused and arts discipline-based curriculum and instruction.	Middle School Students
Charlottesville-Albemarle Technical Education Center (CATEC)	Vocational-Technical Education to prepare students for careers or to update existing skills.	High School Students
Individualized Student Alternative Education Program (ISAE)/Enterprise Center	Educational programs for students at-risk of dropping out of schools that can prepare them for continued learning, successful employment, and responsible citizenship.	High School Students
Math Engineering Science Academy (MESA)	Four-year program designed to prepare students for a college preparatory pathway to a career in engineering.	High School Students
Murray High School	Alternative, Charter High School and Glasser Quality School providing non-traditional educational options built on the Choice Theory.	High School Students
Dual Credit/Dual Enrollment/Advanced Placement	Opportunities for students to earn college credits before graduation	High School Students
Independent Studies	Opportunities for students to pursue interests outside of the existing curriculum	High School Students
Adult Ed	Affordable services for adult residences such as: • GED Program • Parent Seminars for Safe Teen Drivers • Evening High School Diploma	Community & Parents
Gifted Services	Differentiated instruction, grade-level or subject acceleration, distance and independent learning and other services for high-ability learners.	All Students Meeting Established Criteria
Migrant Education	Services enabling migrant students to learn English, reach State academic goals, receive a high school diploma or GED, etc.	All Students Meeting Established Criteria
Response to Intervention (RtI) • School-Based Intervention Teams (SBIT) • Special Education	Services designed to provide all students, especially those at risk for academic failure, the appropriate level of targeted, scientifically research-based interventions and behavioral supports with the specific progress monitoring they need to succeed in the classroom.	All Students Meeting Established Criteria
Homebound Instruction	Instruction for students who are unable to attend school for a period of time due to medical reasons	All Students Meeting Established Criteria
English for Speakers of Other Languages (ESOL) – School-Based Programs	Programs designed to ensure that limited English proficient (LEP) children learn English and meet the same academic standards as all children are expected to meet.	All Students Meeting Established Criteria
Newcomer Program	Program for beginning English-language learners who are new to the U.S. and may have experienced interrupted schooling. Secondary program is offered ½ day in partnership with CATEC. Elementary program is school-based and provided by an ESOL specialist.	All Students Meeting Established Criteria
Piedmont Regional Education Program (PREP)	Regional special education program that complements the special education services of local school divisions. Direct educational services are provided to students identified as autistic, seriously emotionally disturbed, multiple disabled, severely disabled, visually impaired, and hearing impaired.	All Students Meeting Established Criteria
Olweus Bullying Prevention Program/Character Counts!	Character education programs focusing on caring, trustworthiness, fairness, citizenship, respect, and responsibility.	All Students

- b. Describe how your organization builds relationships to acquire, satisfy, and retain customers and to increase customer loyalty. Describe also how your organization determines customer satisfaction and dissatisfaction.

Building Relationships to Retain Customers and Increase Customer Loyalty

Relationships represent a key mission attribute for ACPS, and communication is the cornerstone for building and sustaining relationships that satisfy customers and increase customer loyalty. Advisory groups and/or councils exist for teachers, parents, support staff, quality, gifted education, and special education. The Superintendent or a member of the Superintendent's staff meets directly with representatives on each of those committees. The Parent Council, comprised of parent representatives from each of the Parent-Teacher Organizations (PTO), actively engages in discussions with Senior Leaders about parent-specific needs. Groups meet on a set schedule, meeting times are posted on the Division-wide calendar, and the expectation is that schools are represented in each Advisory group. Students, parents, teachers, administrators, and other members of the workforce are asked to serve on committees that are responsible for influencing decision-making within the School Division. These committees include focus on the School Division's budget, redistricting, school year calendar, program of studies, staffing, and in the development of new or innovative programs.

ACPS recognizes the value of engaging in one-on-one contact with stakeholders. Schools provide numerous opportunities for parents and other community members to come to the school grounds. These events, often offered collaboratively with the PTO, include a range of activities such as expo nights, cultural or international celebrations, music concerts, plays, sporting events, movie nights, informational events, dinners, and various recognition events. School leaders may also hold open forums to get feedback from community members about school-specific issues. In all of the cases, the purpose is to build a sense of community and an atmosphere that supports the mission of the School Division.

Experience has shown that specific needs arise as students transition from one grade level to the next and one school to the next. Each school holds an Open House at the beginning of the school year allowing students and their families to visit the school together and meet their teachers. Specific transition programs are in place for students beginning kindergarten, middle school, and high school. All of these transition programs involve both the student and their parents. Kindergarten camps and staggered start days help students adjust to the expectations of elementary school. Middle school counselors meet individually with each eighth grade student and their parents to review high school graduation requirements, high school course offerings, and do collaborative course scheduling as those students transition to high school. High School counselors work with students and their parents on post-high school opportunities. Multiple events are held at each school throughout the year to foster the home-school relationship. Annually, principals are required to present a "State of the School" address to the stakeholders that focuses on the school's achievements, goals, programs, and areas of focus for improvement. Input from stakeholders also influences the goals, strategies, and results that comprise the continuous school improvement model.

Throughout the Organization, a wide variety of tools and methods are used to communicate with stakeholders. (**Figure 3.3: Communication with Stakeholders**). During recent winter snowstorms, ACPS used the local radio and television stations, the Division's web site, and an automated electronic telephone announcement system to provide parents, employees, and community members with timely information about the status of school and office closings. The Division's successful efforts were highlighted on a local news segment and received positive feedback from stakeholders. To meet the needs of the Division's growing Hispanic population, communication is often made available in Spanish as well as English.

Employee-specific communication is primarily achieved through the use of a Division-wide email distribution list, an intranet, a regular electronic newsletter (the COMPASS), and through the Division's Organizational structures. These tools and communication methods provide employees with information about everything from benefits to grants to professional development opportunities and curriculum-related information. Teachers serve on vertical teams for each of the content areas and act as liaisons between the central office and schools, serving as a conduit to share curriculum-based decisions and related issues. Principals, Department Directors, and Managers attend leadership meetings and are expected to convey matters of importance to their staff. All full-time employees are evaluated on *Communication* during their annual performance evaluation.

Determining Customer Satisfaction

Customer satisfaction and dissatisfaction are determined through several feedback mechanisms. The primary method of collecting this data is through surveys, providing students, parents, staff, and community members the opportunity to share their viewpoints. A biennial survey of Albemarle County parents and community members, last conducted in fall 2008, found that 92 percent of parents are satisfied with the quality of education that their children receive from Albemarle County Public Schools.

The percentage of community members who rate Albemarle County Public Schools positively increased from 88 to 92 percent from 2006 to 2008. As employees leave ACPS, the Human Resources Department conducts exit surveys to uncover and address any areas of dissatisfaction. Organizational leaders engage in both group and individual discussions with stakeholders, allowing them to express concerns and attempt to work together to resolve issues that may arise. As a public school system, customer satisfaction is directly linked to student success. ACPS leaders and teachers throughout the Division constantly monitor student progress to proactively detect and address any issues that may impede a child's ability to succeed.

Figure 3.3: Communication with Stakeholders

Stakeholder Focus	Key Communication Methods
Students	Classroom/Teacher/School/Division Web Sites, "Backpack Mail" (i.e. Paper Information Packets), Surveys, Student Representation on Advisory Groups and Committees (ex. DART Advisory Group, formerly Technology Advisory Committee), ElectronicSchoolBoard
Parents	Electronic School Notification System (ESNS), Classroom/Teacher/School/Division Web Sites, Electronic Newsletters, Email, Public Forums, Parent Council, Social Networking Technologies (i.e. Twitter, YouTube, Blogs), Surveys, Local Radio and Television Media Outlets, "Backpack Mail" (i.e. Paper Information Packets), ElectronicSchoolBoard
Employees	Electronic Newsletter (i.e. Division COMPASS & Superintendent's Advisory Bulletin), Electronic School Notification System (ESNS), Intranet (i.e. Outreach), Email, School/Department Newsletters, Meetings, School/Department/Division Web Sites, Social Networking Technologies (i.e. Yammer, Twitter, YouTube, Blogs), Surveys, Tele-Forums, Conferences (ex. Making Connections and CAI), ElectronicSchoolBoard
Community	Public Web Site, Public Forums, Tele-town Hall & Tele-Forums, Local Radio and Television Media Outlets, ElectronicSchoolBoard
Organizational Partners	Contracts, Status Reports, Email, Virtual (WebEx) and In-Person Meetings, Conference Calls

3. Customer and Market Focus (for Examiners Only)

- a. **Describe how your organization determines requirements, needs, expectations, and preferences of customers and markets to ensure the continuing relevance of your products and services and to develop new business opportunities.**

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- It is unclear how the organization considers other competing organizations, such as private schools in their area, when determining the customer needs, expectations and preferences.
- The strategic planning goals, determined in 1997 based on stakeholder feedback, guide the organization in determining needs, expectations, preferences and requirements of the division's customers. Are there regular "scans" to determine if requirements are changing?
- There are several means for stakeholders to provide input, but it is unclear how the organization obtains stakeholder information from those who may be key to the organization but may not attend the meetings or access the website. In other words, how does the organization assure they are obtaining information they may want to help guide them as they develop new business opportunities.
- The organization offers key specialized programs, Figure 3.2, to provide relevant experience for all students. How does the organization determine if these programs are meeting the customer needs?
- Customers and stakeholders are offered a variety of opportunities and formats in which to provide information on their requirements, needs, expectations and preferences. It is unclear if systematic processes are in place to review, analyze and improve communication processes as needed.
- It appears that customer and stakeholder groups are segmented as their needs and expectations may vary. This is important since customer segmentation indicates a higher level of maturity. A next step may be to review and improve customer listening methods based on learning that should be a part of any process.

- b. **Describe how your organization builds relationships to acquire, satisfy, and retain customers and to increase customer loyalty. Describe also how your organization determines customer satisfaction and dissatisfaction.**

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organization has advisory groups, the parent council and the Parent Teacher Organization to build relationships with the parent stakeholder groups. Leadership also holds open forums, open houses, state of the schools addresses, radio and TV, telephone announcement system, emails, internets and newsletters, etc. (Figure 3.3 Communication

with stakeholders) The organization may consider the effectiveness of these processes in gaining effective two way communication with this stakeholder group.

- It is unclear how the organization builds relationship with other customers and increases customer loyalty with other stakeholders such as the business community or organizational partners.
- The organization has methods to determine customer dissatisfaction of some groups, but it is unclear if all groups are addressed and how the organization determines what is customer satisfaction and dissatisfaction. Handling of dissatisfied customers (students, parents, and other stakeholders) and the reasons for their dissatisfaction is a learning opportunity and critical to organizational maturity.
- Figure 3.3: Communication with Stakeholders, shows a variety of communication methods in place to communicate with segmented customer groups. A next step, if not already identified, may be to periodically review each method to determine if communication process changes may need to be considered to keep the method current. This may indicate process learning and increased process maturity. (The organization's use of emerging social media to communicate is a good example of keeping methods current.)

4. Measurement, Analysis, and Knowledge Management

The Measurement, Analysis, and Knowledge Management Category examines how your organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. The Category also examines how your organization reviews and uses reviews to improve its performance.

- a. Describe how your organization measures, analyzes, aligns, reviews, and improves its performance through the use of data and information at all levels and in all parts of your organization. Describe how you systematically use the results of reviews to evaluate and improve processes.

Organization - Data and Information

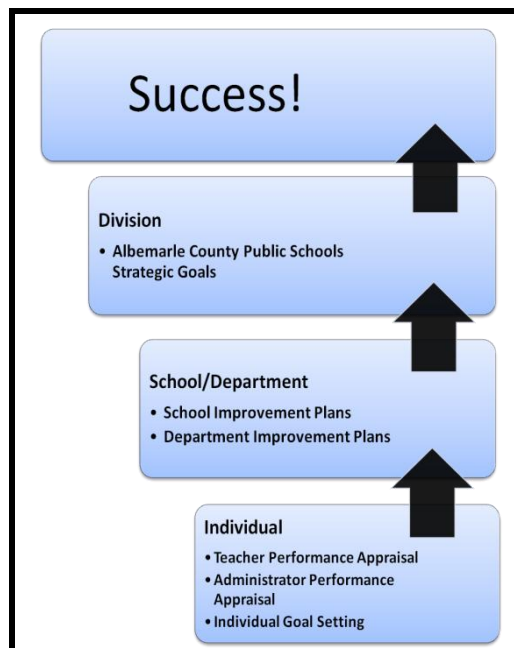
ACPS considers data to be a vital component of the organization's performance improvement cycle and Senior Leaders promote the use of data-driven decision making at all levels and in all parts of the organization. Top-level organizational performance measures are aligned to the Division's five Strategic Goals (**Figure 1.1: ACPS Vision, Mission, Values, and Strategic Goals**) and emerge from the Strategic Planning process following the School Board's retreat where they evaluate performance, select priorities, and identify key performance indicators (**Figure 2.2: Balanced Scorecard KPIs**). Annually, the Division produces a comprehensive Annual Progress Report (APR) designed to provide information to the School Board and stakeholders about the "State of the School Division." The APR contains information ranging from the status of progress on Strategic Goals to enrollment, staffing, and student progress on VA SOLs. This year, in an effort to make the APR readily available and to conserve paper, it is being offered online in an interactive format.

Schools, Departments, and Employees – Data and Information

ACPS maintains alignment with the five Strategic Goals and performance measures at other levels and units of the Organizations using School Improvement Plans (SIPs), Department Improvement Plans (DIPs) and individual employee performance goals. (**Figure 4.1: Alignment and Deployment – ACPS Performance Improvement Systems**)

Annually, each principal is expected to deliver a public "State of the School" address within the first month of school. This annual address serves to report on the results achieved during the previous year and programmatic changes made in response to these results. Planning forms, templates, and standard performance appraisal frameworks such as the TPA support a systematic process for determining how performance is measured, analyzed, aligned and reviewed. For example, school principals annually complete their SIP using a common template that requires the following key elements: 1) *Identification of Strategic Plan Goal (for alignment)*, 2) *Supporting Data*, 3) *Measurable Outcomes*, 4) *Anticipated Obstacles*, 5) *Key Strategies*, 6) *Mid-Year Progress Evidence*, 7) *End-of-Year Progress Evidence*. Individual members of the classified workforce meet with their managers on an annual basis to set performance goals using the Division's *Goal/Objective Planning Form* that calls for alignment with Department or Strategic Goals as well as verifiable outcome measures and work steps. Employees review their progress with managers at the mid-year and then are evaluated at the end of the annual performance evaluation cycle. Teachers, through use of the Division's research-based TPA, have opportunities for self-assessment, professional reflection, results-based "SMART" goal-setting and access to ongoing observational data to inform targeted improvements in practice.

Figure 4.1: Alignment and Deployment – ACPS Performance Improvement Systems



The Division's Support Services and Technology departments use data to monitor operational performance and efficiency. The Transportation Department recently implemented a GPS system in order to reduce the number of deadhead miles travelled and to monitor idle times. The Department of Accountability, Research, and Technology uses a call tracking system to monitor the time it takes to close technology-related work orders, sending out reminders to technicians when deadlines are approaching. Stakeholders can login to the call tracking system to learn about the progress of their open work orders or to log new information. Building Services monitors the impact that their Environmental Management System has on key measures such as energy consumption. (**Figure 7.11: Energy Usage Per Square Foot**)

Students – Data and Information

The Division measures student achievement, in part, through performance on a variety of local, state, and national assessments. These assessments include quarterly local benchmark tests, Virginia SOLs, and National AP and SAT scores. Prior to 2007, each school principal maintained a physical “data notebook” containing all data received from the Virginia Department of Education related to SOL testing as well as other student performance data. This information is now available to all principals and teachers in timely manner via the Division’s web-based Instructional Management System (IMS). Through the IMS, principals, teachers, and members of Professional Learning Communities (PLCs) can examine a growing warehouse of longitudinal data related to student performance using multiple queries, filters, and reports. This ability to segment data in a variety of ways over time allows teachers, PLCs, School Based Intervention Teams (SBIT), principals, and Senior Leaders to discover trends and address issues in support of student success. Since implementing the Division’s IMS, ACPS has made significant gains in closing the achievement gap. **(Figure 7.1: Reading SOL Results & Figure 7.2: Albemarle County 3-Year Trend Data for Math SOL Test Results by Enrollment Group)**

Organizationally, from the School Board’s annual retreat to the classroom teacher’s use of the IMS to monitor student performance, key levels of performance are measured on multiple cycles including those on an annual, semi-annual, quarterly, or ongoing basis. Specific timelines for key School Board and State-Level reports are reflected in School Board policy.

Strategic Improvement Measure - Resource Utilization Study

In June 2007, the School Board took a strategic approach to performance improvement by commissioning the Commonwealth Educational Policy Institute (CEPI) of Virginia Commonwealth University to conduct a Resource Utilization Study. The study covered a five-month period and resulted in 176 observations/findings, with 117 recommendations for change in 8 key focus areas including fiscal planning, facilities, technology utilization, personnel, and central administration. Results were shared with the Division’s stakeholders on the public web site, and the Board set a schedule for reviewing the report results and determining short-term and long-term priorities for in-depth exploration by School Division staff. By the end of the 2008-2009 school year, approximately 90% of recommendations from the Resource Utilization Study had been researched and/or implemented in some capacity including a complete reorganization of the central administration staff and a comprehensive study of the efficiencies and best practices related to the Division’s small elementary schools. This strategic initiative aligned with Goal 5 and complimented the Division’s internal processes of performance improvement.

- b. Describe how your organization ensures the quality and availability of needed data, information, software, and hardware for your workforce, suppliers, partners, collaborators, and customers. Describe how your organization builds and manages its knowledge assets.**

Quality and Availability – Data, Information, Software, and Hardware

In keeping with the Division’s culture of performance excellence and continuous improvement as well as the mission attribute of *rigor*, ACPS uses a robust set of established processes to ensure the quality and availability of needed data, information, software, and hardware. **(Figure 4.2: Information Technology Assurance)**. The Division’s technology and information resources are deployed, maintained, and supported by a team of IT professionals. Core systems are accessible via a robust, redundant fiber-optic WAN and are housed in a climate-controlled central data center protected from interruptions by a generator and backup power sources. Contracts are in place with vendors to protect the school system’s investments in technology and to ensure that stakeholders experience minimal to no interruptions in service.

Figure 4.2: Information Technology Assurance

	Quality	Availability
Data and Information	Checklists, Internal Reviews, Audits, Data Standards, Automated Data Validation Routines, Data Quality Training	SIF/ZIS, Permissioning (via form-based approval process), Routine Backups with Off-site Rotations, Redundancy in Fiber Optic WAN, SLAs, Virtualization, Security Standards, Anti-Virus Software Standards
Software	Software Approval Process, Minimum Software Standards	Maintenance/Support Contracts, Backups, Redundancy, Group Policy, Customized Imaging, Routine Maintenance Windows for Core Systems
Hardware	Computer Replacement Cycle, Minimum Hardware Standards	Maintenance/Support Contracts, Technology Distribution Model, Routine Maintenance Windows for Core Systems, Generators and Battery Backups for Core Systems, Monitoring Software

Knowledge Assets

As an educational institution, ACPS builds and manages organizational knowledge assets from a foundation of people, processes, and technology systems. Departments and schools each have file shares and dedicated web sites which are used to store site or school-based information. Professional Learning Communities, Instructional Coaches and Vertical Teams are key organizational structures that promote collaboration and the sharing of best practices between educators both virtually and in person. Notably, two of the Division's schools were recognized on the "All Things PLC" web site as being exemplary PLCs nationwide. Content from discussion forums as well as training videos, how-to documents and FAQs are stored on technology systems, promoting easy access throughout the Division. Throughout ACPS, knowledge is shared between managers and staff during the performance management process, and between members of the workforce during face-to-face meetings and retreats. Newsletters, agendas, minutes and reports are used to capture knowledge and then stored on the appropriate technology systems. Between the central office and other units of the organization, knowledge is often managed through designees assigned to share knowledge about specific topics such as safety or recycling. School Board reports, agendas, minutes, and policies are available to stakeholders through the Division's online Electronic School Board (ESB) system. Project charters, status reports, and lessons learned documents are tools used to capture knowledge through the lifecycle of the project management process. In an effort to better systematize and standardize the Division's approach to knowledge management, ACPS has initiated a project to design, build, and maintain a central repository of process maps for key processes throughout the school system.

4. Measurement, Analysis, and Knowledge Management (for Examiners Only)

- a. Describe how your organization measures, analyzes, aligns, reviews, and improves its performance through the use of data and information at all levels and in all parts of your organization. Describe how you systematically use the results of reviews to evaluate and improve processes.

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☒ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organization has data in many areas to include student achievement, such as SOL, AP and SAT scores, which are directly related to their strategic goals. They also have other data related to resource utilization.
- While there is data, it is unclear how the organization aligns, reviews and improves through the use of this data at all levels and all parts of the organization. A next step might be to describe how performance data and information from the individual, school/department, and division is then used in a systematic improvement effort.
- It is unclear how the organization **systematically** uses data.
- The organization used the Commonwealth Educational Policy Institute (CEPI) of Virginia Commonwealth University to conduct a Resource Utilization Study. The organization then reviewed, prioritized, and implemented some of recommendations from the Study. A next step to support a systematic improvement process may be to show how this study then generated more improvement via the organization's continuous improvement process.
- Information on how the organization selects, gathers, analyzes, and manages key performance indicators identified in Figure 2.2, Balanced Scorecard KPI's is often further explained in Category 4.

- b. Describe how your organization ensures the quality and availability of needed data, information, software, and hardware for your workforce, suppliers, partners, collaborators, and customers. Describe how your organization builds and manages its knowledge assets.

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organization uses a set of processes to ensure the quality and availability of needed data, information, software and hardware as shown on Figure 4.2, Information Technology Assurance.

- The organization shares information via a variety of means including files shares, websites, discussion forums, training videos, reports, agendas, charters and lesson learned documents.
- It is unclear how all the information sharing is aligned throughout the organization and how effective this sharing is in building and managing the knowledge that the organization has.
- The organization discusses several methods for capturing knowledge assets. It is not clear if there is a systematic process in place to capture and utilize the individual and subsequent organizational knowledge of retiring or departing employees.

5. Workforce Focus

The Workforce Focus Category examines how your organization engages, manages, and develops your workforce to utilize its full potential in alignment with your organization's overall mission, strategy, and action plans. The Category examines your ability to assess workforce capability and capacity needs and to build a workforce environment conducive to high performance.

- a. **Describe how your organization engages, compensates, and rewards your workforce to achieve high performance. Describe how members of your workforce, including leaders, are developed to achieve high performance. Describe how you assess workforce engagement and use the results to achieve higher performance.**

Workforce Engagement, Compensation and Rewards

ACPS's Strategic Goal 3 reflects the Organization's commitment to recruiting, retaining, and developing a strong, diverse workforce. The School Board and Senior Leaders guide the Division in engaging, compensating, and rewarding a high quality workforce. Working with the Board of Supervisors, the School Board has adopted a Total Compensation Strategy to target employee salaries at 100% of market median, teacher salaries at the top quartile and benefits slightly above the market. The Joint Boards follow an established process to recommend annual merit increases, salary increases, and pay scale adjustments.

The Division offers a wide range of benefit options that promote a healthy lifestyle and contribute to financial stability. Benefits include: medical and dental insurance, deferred compensation, flexible spending accounts, optional life insurance, direct deposit, family medical leave, employee discounts to the local health club, Employee Assistance Program (EAP), and paid leave (annual, sick, Sick Leave Bank, etc.). Pension and life insurance plans for full-time employees are offered through the Virginia Retirement System (VRS) and for part-time employees through other vendors. To increase employee understanding and appreciation of their benefit package and total compensation, the Department of Human Resources uses an Open Enrollment website and other methods of communication including:

- Offering benefits orientation and refresher sessions
- Information on the intranet
- Financial education and pre-retirement seminars
- Monthly opportunities to meet with deferred compensation representatives

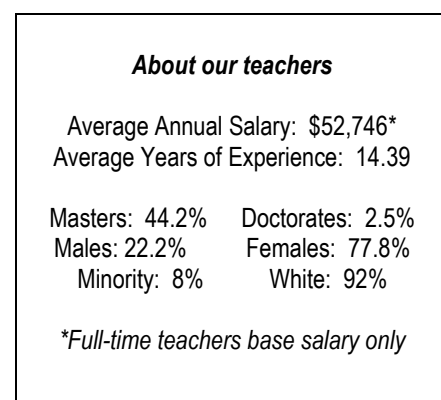
ACPS formally recognizes employees for years of service with the Division in school, department, or office-level employee recognition meetings. All recognized employees receive a framed certificate and those employed for 10, 15, 20, or 25+ years receive a gift of appreciation. Employee achievements are highlighted in the Division's electronic employee newsletter, on the web site, at School Board receptions, and through local media channels.

As with other key stakeholders, ACPS engages the workforce using multiple methods of communications. (**Figure 3.3: Communication with Stakeholders**)

Workforce Development – High Performance

System-wide professional development activities for teachers and administrators are coordinated through the Division's Albemarle Resource Center (ARC). The ARC maintains a website of professional development resources, publishes a catalog of workshops and training courses (*Opportunities*), and manages the Professional Development Reimbursement Program (PDRP). The ARC and Human Resources Department jointly manage the record-keeping process for teacher licensure, albeit in the absence of a comprehensive technology-based human resources information system. The Division offers an Academic Leadership Compensation Program to support instructional leadership needs and professional growth across the Division, but recent fiscal challenges resulted in a 35% reduction in funding to support the program. To meet the needs of incoming employees, targeted training is provided for new teachers and new administrators at the start of each school year.

Figure 5.1: About our Teachers



Beginning in 2006-07 school year, the Division began to provide funding for classified employees' to participate in professional development through the Department of Human Resources. During the fall of 2008 and the spring of 2009, classified employees took over 365 classes, totaling more than a 1,000 hours of class time. Areas of development included Effective Communication, Customer Service, Project Management, Computer Skills, Conflict Resolution, and other competency-based training. At the end of workshops, attendees complete surveys and the results are used to improve existing trainings or to identify future needs. Members of the Human Resources Team regularly offer and provide training to hundreds of employees during new employee orientation and in retirement planning, interviewing (legal issues and interviewing skills), safety awareness/OSHA training and sexual harassment training.

In addition to workshops and training, ACPS has adopted several key organizational models that leverage collaboration to promote workforce engagement and high performance among professionals. These approaches, promoted by leaders and used by educators throughout the Division, include Professional Learning Communities, Novice Teacher Network, Mentors, and teams of Instructional Coaches.

Assessing Workforce Engagement to Achieve High Performance

The ACPS Performance Management System was developed and designed by a cross-functional team to promote high performance. The system is based on a group of key competencies (**Figure 5.2: Performance Management System Competencies**) which are used to set clear goals and expectations for employees. Members of the workforce meet with their supervisors annually to establish individual goals. They review progress during mid-year and annual reviews. In addition, employees complete self-evaluations, measuring progress toward achieving goals, over the course of the year. At any given point, free classes are available in each competency as managers and/or employees identify opportunities for development.

Figure 5.2: Performance Management System Competencies

Job Knowledge/Technical Experience	All Employees
Communication	All Employees
Customer Service	All Employees
Initiative	All Employees
Ethics/Integrity/Professionalism	All Employees
Learning & Development/Self-Improvement	All Employees
Quality Results	All Employees
Teamwork/Attitude/Cooperation	All Employees
Coaching & Training	Supervisors/Managers
Influence & Advocacy	Supervisors/Managers
Leadership	Supervisors/Managers
Planning & Organizing	Supervisors/Managers

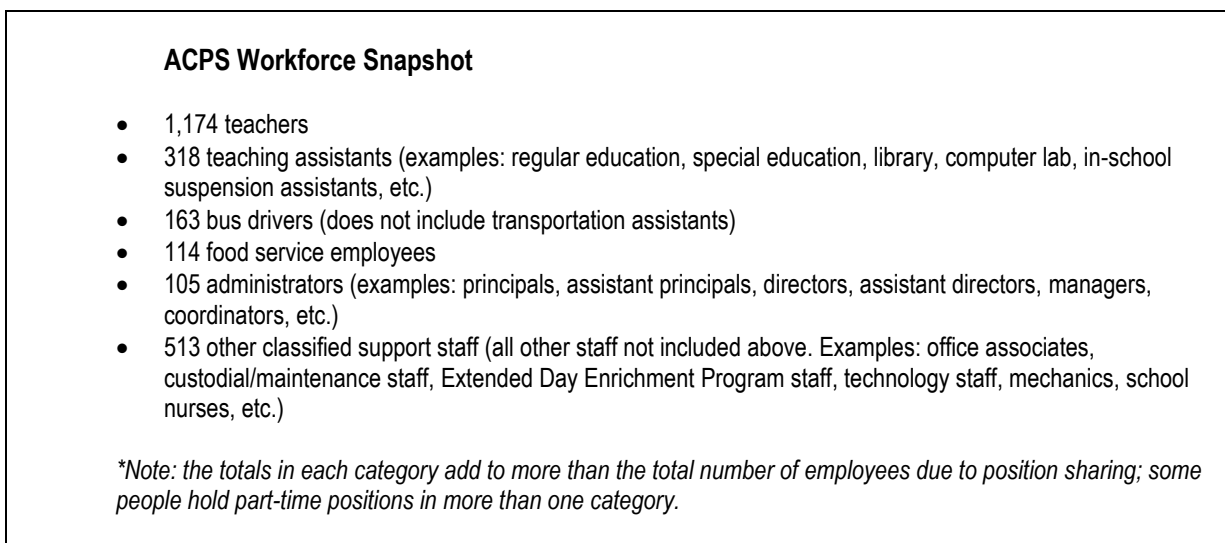
A key "teacher-focused" engagement strategy used to achieve high performance is the Division's Teacher Performance Appraisal (TPA). The appraisal process provides teachers, who represent the largest percentage of the Division's resources, with opportunities for self-assessment, professional reflection, results-based "SMART" goal-setting and access to ongoing learning walk and formal observational data to inform targeted improvements in practice. The Domains, Standards, and Key Elements of the Teacher Performance Appraisal model represent current educational research and the proven practices of high performing teachers. The Teacher Performance Appraisal process promotes professional accountability in developing and extending the behaviors and beliefs of effective educators. Teacher performance is assessed along a descriptive continuum of practices in the appraisal model, providing teachers the opportunities to improve as professionals. The TPA represents the Division's core mission to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time.

- b. Describe how your organization manages workforce capability and capacity to accomplish the work of the organization. Describe how your organization maintains a safe, secure, and supportive work climate.**

Workforce Capability and Capacity

In order to manage workforce capability and capacity, ACPS focuses on meeting specific regulatory requirements as well as the ongoing needs of the Division's stakeholders. Senior Leaders monitor changes in State and Federal mandates and work closely with Human Resources to align recruitment and retention strategies. As an example, the federal No Child Left Behind (NCLB) Act requires 100% of the teachers in "core" subject areas to meet specific criteria in order to be defined as "Highly Qualified". ACPS posts all openings with defined criteria and conditions for employment including specific licensures and certifications need for the position. Screening processes and interview teams ensure that these conditions are met prior to and during employment for all personnel. Department leaders regularly review and define hiring prerequisites for each position, and the Department of Human Resources periodically reassesses positions using a defined *position analysis* process.

Figure 5.3: ACPS Workforce Snapshot



ACPS prides itself on building relationships with local organizations, colleges, and universities that support the recruitment of graduates with dual teaching endorsements (ie. able to teach more than one subject), extracurricular involvement, and a large number of minority candidates. The Division monitors graduation demographics of colleges and universities, and participates in targeted recruitment fairs to ensure that the diversity of the teachers matches that of the student population. Candidates who meet key criteria based on the Division's needs may be awarded early contracts. To prepare for the 2009-2010 school year, ACPS hired 111 teachers from July 1, 2009 through September 30, 2009. Of the 111 teachers hired:

- 76 (68%) had previous teaching experience
- 57 (75%) had previously taught in Virginia
- 75 (68%) had at least a master's degree
- 3 (3%) had a doctorate
- 81 (73%) were female
- 61 (55%) had three or more years of teaching experience
- 56 (50%) were hired for the elementary level
- 55 (50%) were hired for the middle and high school (secondary) level

Throughout the school year, substitute teachers are used to ensure that instruction continues when the primary classroom teacher is unavailable. This year, in an effort to streamline the process of arranging for substitute teachers on short notice, ACPS partnered with a vendor to implement a new automated substitute employee finder system. Substitutes are also used to staff key members of the classified workforce including bus drivers and cafeteria workers. Cross-training is used in operational departments to ensure high levels of customer service and flexibility.

The Division's compensation strategy and benefits package are important factors in retaining high-quality employees. Climate surveys, performance evaluations, participation in non-contract or volunteer opportunities, and Human Resources data assist the

Division in determining additional factors influencing workforce engagement and workforce satisfaction. These findings inform and shape the Division's continuous improvement of retention efforts.

Work Climate

ACPS places a high priority on maintaining a safe, secure, and supportive work climate through comprehensive planning, relevant trainings, staffing, committees, and targeted programs. Senior Leaders oversee the Division's overall Emergency Readiness Plan working with school and department leaders and in collaboration with professionals in the community. During the recent H1N1 outbreak, school leaders worked closely with the Virginia Department of Education, Virginia Department of Health, and members of the local medical community to implement precautionary disease prevention measures across the Division, using multiple communications methods to keep parents and employees informed. Free vaccinations were provided to all employees, and hand-sanitizing stations were installed in key locations.

At the school level, principals follow guidelines in a common CRISIS manual and review emergency procedures for situations such as fire drills or bomb threats. Each member of the Leadership Team is assigned a cell phone that can be used in the event of an emergency or power outage. The Albemarle County Police Department assigns a School Resource Officer to each middle and high school, and all schools have a certified nurse on staff. Members of the workforce from each department and school are asked to serve on safety and emergency committees. A variety of free safety classes such as CPR, Environmental Safety, and Internet Safety are offered through Human Resources, Building Services, and in partnership with the Albemarle County Police Department. The Director of Building Services is responsible for ensuring that buildings and facilities are maintained to meet safety codes.

The Division's Wellness Program is sponsored by the Department of Human Resources and includes a range of positive employee benefits including biometric screenings, individual wellness coaching, disease prevention and management, weight loss initiatives, on-site medical services, discount memberships with the local health club, and yoga classes. The Division offers an Employee Assistance Program that provides five free consultation visits for employees and their families who are dealing with personal problems too difficult to resolve alone.

Figure 5.4: Competitive Market for Compensation

Albemarle County's Adopted Competitive Market of Organizations includes: Augusta County, Hanover County, City of Charlottesville, James City County, City of Chesapeake, Loudoun County, City of Danville, Louisa County, City of Harrisonburg, Madison County, City of Lynchburg, Montgomery County, City of Roanoke, Nelson County, City of Staunton, Orange County, City of Virginia Beach, Prince William County, City of Williamsburg, Roanoke County, Buckingham County, Rockingham County, Chesterfield County, Spotsylvania County, Fauquier County, Albemarle County Service Authority, Fluvanna County, Martha Jefferson Hospital, Greene County, UVA Health Systems.

5. Workforce Focus (for Examiners Only)

a. Describe how your organization engages, compensates, and rewards your workforce to achieve high performance. Describe how members of your workforce, including leaders, are developed to achieve high performance. Describe how you assess workforce engagement and use the results to achieve higher performance.

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- One of the organization's key strategic goals is to recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff and administrators. The organization adopted a Total Compensation Strategy to target employee's salaries at 100% of market median, teacher salaries at the top quartile and benefits slightly above the market. They also have annual merit raises, salary increases and pay scale adjustments as well as a variety of benefits.
- There are challenges, directly related to funding issues with an Academic Leadership Compensation Program to support instructional leadership needs and professional growth across the Division. It is unclear how this affects the organization's ability to develop the workforce to achieve high performance.
- The organization uses an ACPS Performance Management System to promote high performance. This system is based on a group of core competencies. The workforce meets with supervisors annually to establish goals and their progress is reviewed twice per year. It is unclear if this is the entire workforce of the teachers only. Also, if the organization is concerned that the mission, vision and values are not clearly understood at this level, it is unclear how effective this Performance Management System is in assisting the workforce in achieving higher performance.
- The workforce is segmented by types of employees (teachers, assistants, bus drivers, food service, administrators and other classified support staff) and it is unclear if the professional development, performance management system, total compensation strategy, etc, applies to all the segments. To be able to provide for a community of learners, the organization may consider the impact the entire workforce has on their stakeholders.
- The organization benchmarks their compensation via Figure 5.4 Competitive Market for Compensation, which are statewide organizations. It is unclear if there are local competitors for their workforce in the private school market and how the organization competes with them.
- Information is provided on employee compensation, benefits and reward. Employee engagement is addressed through the performance management system and based on core competencies as identified in Figure 5.2, Performance Management System Competencies, and through communication methods outlined in Figure 3.3, Communication with Stakeholders. It is unclear if the organization attempts to measure or quantify employee engagement levels in order to establish improvement baselines. Several survey tools are available to help assess employee engagement levels.
- It appears that the organization uses a variety of tools and methods for training and professional development, even in times of "recent fiscal challenges." Targeted training is provided for new teachers and administrators. Classified employees have access to a variety of training opportunities.
- Training and/or workshop surveys are mentioned in regard to classified employee workshops and are intended to improve training and identify future needs. It is unclear whether such surveys are used for other training environments

and programs. It is also unclear if there is a process to determine a quantifiable impact of employee training on results. Results should be shown in Category 7.

- Although training is provided at multiple levels, it is not clear how training and developmental opportunities are provided and measured for managers and senior leaders at the highest level.

b. Describe how your organization manages workforce capability and capacity to accomplish the work of the organization. Describe how your organization maintains a safe, secure, and supportive work climate.

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organization recruits graduates from local organizations, colleges and universities through a partnership with them. This enables them to recruit a diverse workforce, as well as a trained workforce.
- It is unclear, however, how the organization determines, understands and manages workforce capability and capacity. They identified a strategic challenge of recruiting in a highly competitive market but it is unclear how they address this.
- The organization has an emergency readiness plan, a CRISIS manual, a school resource officer, cell phones for emergencies, free safety classes and a Director of Building Services who is responsible for ensuring that buildings and facilities are maintained to meet safety codes.
- The organization has established screening processes and interview teams to ensure that regulatory requirements for teachers in core subject areas are met prior to and during employment for all personnel. Although Department leaders regularly review and define hiring prerequisites for each position, and the Department of Human Resources periodically reassesses positions using a defined position analysis process, it is unclear if terms such as “regularly” and “periodically” have defined timelines within the screening and review processes. Defining such timelines would be a step to a more systematic process.

6. Process Management

The Process Management Category examines how your organization determines its core competencies and work systems and how it designs, manages, and improves its key processes for implementing those work systems to deliver customer value and achieve organizational success and sustainability. Also examined is your readiness for emergencies.

- a. Describe how your organization determines its core competencies and designs its work systems and key processes to deliver customer value, prepare for potential emergencies, and achieve organizational success and sustainability.

Core Competencies

As a high-performing, collaborative public school system, ACPS has identified three core competencies: Rigor, Relevance, and Relationships (**Figure 6.1: Core Competencies**). The Organization originally identified these competencies during the formation of the strategic plan and mission statement (2a). These core competencies are appropriately reflected in the Division's mission and are embedded in the strategic goals (**Figure 1.1: ACPS Vision, Mission, Values, and Strategic Goals**).

Figure 6.1: Core Competencies

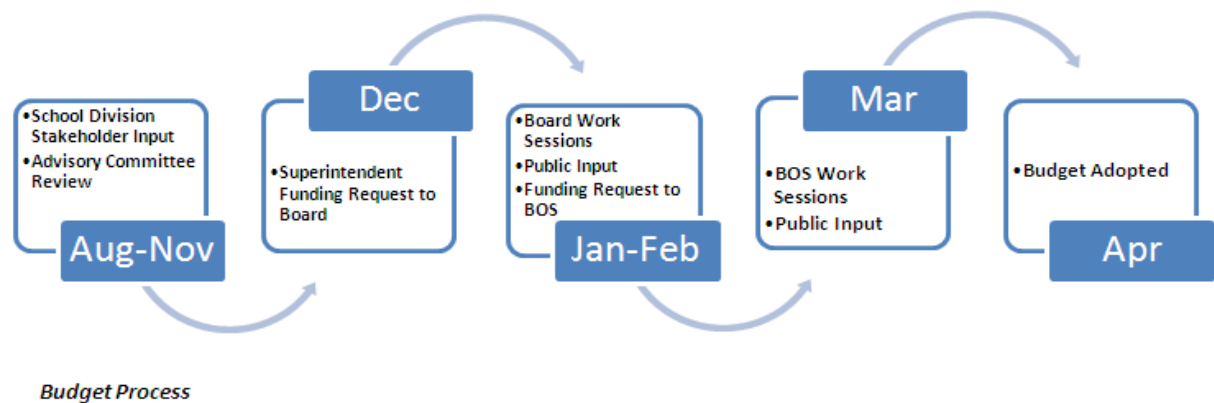
Core Competency	Key Association with Strategic Goal	Department of Primary Responsibility	Key Work System/Process/Framework
Rigor	Student Learning (Goals 1 & 2)	Instruction	Framework for Quality Learning (FQL) Professional Learning Communities (PLC) Teacher Performance Appraisal (TPA) Professional Development
	World Class (Goal 4)	Operations & Systems Planning	Baldrige Criteria
Relevance	Resource Management (Goal 5)	Accountability, Research, and Technology	Information Management Balanced Scorecard Project Management
		Operations & Systems Planning	Fiscal Management (Budget, Payroll) Short-Term and Long-Range Planning Operational and Support Services Emergency Preparedness Project Management
Relationships	Recruit/Retain/Develop Workforce (Goal 3)	Operations & Systems Planning	Staffing – Recruitment & Retention Performance Management System Professional Development

Work Systems, Key Processes, and Sustainability

Key work systems are designed to support the strategic goals using frameworks, templates, forms that promote deliberate reflection and alignment. The School Board, Senior Leaders, and other organizational leaders participate in ongoing performance reviews and data analysis to monitor work systems, putting action plans into place as needed to address deficits. (4.a) In keeping with the Division's culture of collaboration and continuous improvement, Senior Leaders specifically design key work systems to promote opportunities for stakeholder feedback throughout the process (**Figure 2.3: Continuous Improvement**). The School Board and Superintendent solicit input from customers during the Strategic Planning process (2.a, 3.a). Senior Leaders engage in short-term and long-term planning processes incorporating input from committees with diverse stakeholder representation. As an example, the *Long-Range Master Facilities Planning Team* is comprised of staff from transportation, building services, assessment, and instruction, as well as teachers and community members. Using a defined *Long-Range Master Facilities Planning* process that was adopted in October 2008, the team focuses on sustainability by analyzing key factors such as school buildings and student enrollment as well as anticipated changes over the next ten years. Forecasting the best ways to prepare students to compete in the 21st century global community, the team considers whether to renovate, redesign or close existing buildings, whether to build new ones, and how to create transportation routes and instructional programs that are both efficient and effective for students now and over the next decade. The budget process, a

foundational process impacting customer value, emergency preparedness, organizational success and sustainability, is designed to incorporate multiple opportunities for stakeholder feedback before the budget is finalized. **(Figure 6.2: Budget Process)**

Figure 6.2: Budget Process



Emergency Preparedness

The Commonwealth of Virginia requires local school boards to ensure that each school develops a written school crisis and emergency management plan. State law also requires schools to conduct weekly fire drills during the first twenty school days in order that pupils may be thoroughly practiced in such drills. During the remainder of the school session, fire drills must be conducted at least monthly. Schools also must conduct at least one tornado drill every school year. ACPs works in conjunction with the state and local governments as well as members of the medical community and local law enforcement to formulate and update the Division's emergency preparedness plan (5.b). All schools have a Crisis Response Team consisting of administrators, school counselors, nurses, building services staff, and other certified professionals. Schools also have a Crisis Preparedness Plan that is updated annually. Organizational leaders receive relevant updates from outside agencies such as the State's Department of Emergency Management and incorporate them into the Division's overall plan, providing updates to stakeholders through multiple communication channels.

- b. Describe how your organization implements, manages, and improves its key work processes to deliver customer value and achieve organizational success and sustainability.**

Work Processes

Key work processes are implemented, managed, and improved to deliver customer value and achieve organizational success and sustainability through the Performance Management System (Figure 5.2: Performance Management System Competencies). The Division's Performance Management System includes evaluation and review cycles at all levels of the organization. As gaps are identified in the review processes, leaders work with stakeholders to form action plans which may include the implementation of new processes or modifications to existing ones.

Since 2007, the Division has undertaken several key measures related to process improvement and organizational success:

- 1) 2007 – Commissioned Resource Utilization Study (4.a)
- 2) 2008 – Adopted Malcolm Baldrige Criteria
- 3) 2008 – Formed Division-Level Project Management Oversight Committee.

In 2008, ACPs adopted the Malcolm Baldrige Criteria for Performance Excellence as their performance improvement framework and formed a Quality Council to guide the Division's overall continuous improvement efforts. While the continuous improvement process is embedded into the Performance Management System, an initiative is underway to promote systemic use of the 4-step Plan-Do-Check-Act model based on recommendations from members of the Quality Council. Also in 2008, Senior Leaders implemented a Division-level Project Management Oversight Committee (PMOC) following recommendations they received in executive training through the University of Virginia's *Executive Leadership Program for Educators*. The PMOC, comprised of the Superintendent, members of the Executive Cabinet, Principal representatives, and key staff is designed to identify, approve,

and oversee the progress of the Division-level projects necessary to meet the goals and targets defined by the Strategic Plan or Balanced Scorecard. The project charter template calls for the following in **Figure 6.3: Project Charter/Baldrige Crosswalk**:

PMOC CHARTER CHARTER DOCUMENT / BALDRIGE CROSSWALK	LEADERSHIP	STRATEGIC PLANNING	STUDENT, STAKEHOLDER & MARKET FOCUS	MEASUREMENT, ANALYSIS & & KNOWLEDGE MANAGEMENT	WORKFORCE FOCUS	PROCESS MANAGEMENT	RESULTS
Level of Impact			●		●		
Correlation to Strategic Plan		●					
Strategic Plan Measurement Indicator(s) Addressed:		●		●			
Desired Results: (SMART goals)				●			●
Deliverables							●
Project Organization	●		●				
Key Stakeholders			●				
Project Strategies/Processes						●	
Project Dependencies and Assumptions		●		●		●	●
Risk Management				●		●	
Project Budget Summary				●			
Project Approval	●						
Team Member Agreement to Participate					●		
Submission Process						●	
Lessons Learned						●	

At the end of each project, the PMOC conducts a “Lessons Learned” analysis to make improvements in existing processes or future projects.

6. Process Management (for Examiners Only)

- a. **Describe how your organization determines its core competencies and designs its work systems and key processes to deliver customer value, prepare for potential emergencies, and achieve organizational success and sustainability.**

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organization identifies their key competencies in Figure 6.1, Core Competencies. These are rigor, relevance and relationships. These core competencies are embedded in the strategic goals and reflection in their mission. They determined these when they formed their strategic plan. It is unclear how these may have changed over the years and how they review and refine them, as necessary.
- The organization uses their strategic planning process and continuous improvement process, Figure 2.3, to achieve organizational success. It is unclear how this achieves sustainability.
- Processes relating to core competencies are identified in **Figure 6.1: Core Competencies**. However, the actual process for designing work systems and processes is not clear.
- The organization has an emergency preparedness program to prepare for potential emergencies. Emergency preparedness may go beyond being able to respond to an initial emergency. It is unclear whether there are processes in place to provide sustainability such as continuation of operations, storage of electronic data at an offsite location, or to provide for alternate physical school or administrative space.

- b. **Describe how your organization implements, manages, and improves its key work processes to deliver customer value and achieve organizational success and sustainability.**

Overall, based on what we read and given what we are looking for in Process Maturity and Applicability, the discussion we reviewed:

- ☐ Identified some systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☒ Identified some systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Identified many systematic processes and/or methods, but on balance, did not help us understand their maturity.
- ☐ Identified many systematic processes and/or methods, and in some cases, maturity concepts were addressed.
- ☐ Other:

Key Examiner Observations:

- The organizations performance management system includes evaluation and review cycles at all levels of the organization. Action plans are developed as gaps are identified. They use a PDCA model and adopted the Malcolm Baldrige Criteria for Performance Excellence in 2008 as their performance improvement framework.
- The organization established a Project Management Oversight Committee (PMOC) in 2008 and they use a Project Charter/Baldrige Crosswalk as shown in Figure 6.3 to assess their progress.

- It is unclear how the Performance Management System referenced in Figure 5.2 relates to how specific work processes are implemented, managed and improved in Category 6.
- More detail on specific methods used for implementing key processes, managing key processes, and improving key processes would better clarify the organizations level of maturity in the area.

7. Results

The Results Category examines your organization's performance and improvement in all key areas – product and service outcomes, customer-focused outcomes, financial and market outcomes, workforce-focused outcomes, process-effectiveness outcomes, and leadership outcomes. Performance levels are examined relative to those of competitors and other organizations providing similar products and services. Please incorporate your graphics as small items within each area.

- a. Summarize your organization's key product and service performance results. Segment your results by product and service types and groups, customer groups, and market segments, as appropriate. Include appropriate comparative data.

ACPS has a demonstrated history of success in student achievement. In 1999, ACPS had 73% of their students passing their Standards of Learning (SOL) Reading assessment, which surpassed the annual measurable objective until the 2006-07 school year. In the current academic year, 93% of students passed their Reading SOL, showing a 20 percentage point improvement in 10 years, as well as putting ACPS on target for having all students pass by 2014. These successes are mirrored in the closing of the achievement gap. In 1999, black students trailed their white counterparts by 32 percentage points in Reading. (Figure 7.1: Reading SOL Results) In the intervening 10 years, ACPS has reduced the black-white achievement gap to a mere 12 percentage points in Reading, with similar results in Math. (Figure 7.2: Albemarle County 3-Year Trend Data for Math SOL Test Results by Enrollment Group).

Figure 7.1: Reading SOL Results			
	White	Black	Gap
1999	76%	44%	32
2004	83%	61%	22
2009	95%	83%	12

Figure 7.2: Albemarle County 3-Year Trend Data for Math SOL Test Results by Enrollment Group

Math	2006-07	2007-08	2008-09	3-Year Gains
All	84	89	91	+7
White	88	92	93	+5
African-American	65	74	82	+17
Students with Disabilities	65	74	80	+15
Economically Disadvantaged	63	75	79	+16
Hispanic	80	82	85	+5
LEP	77	84	85	+8

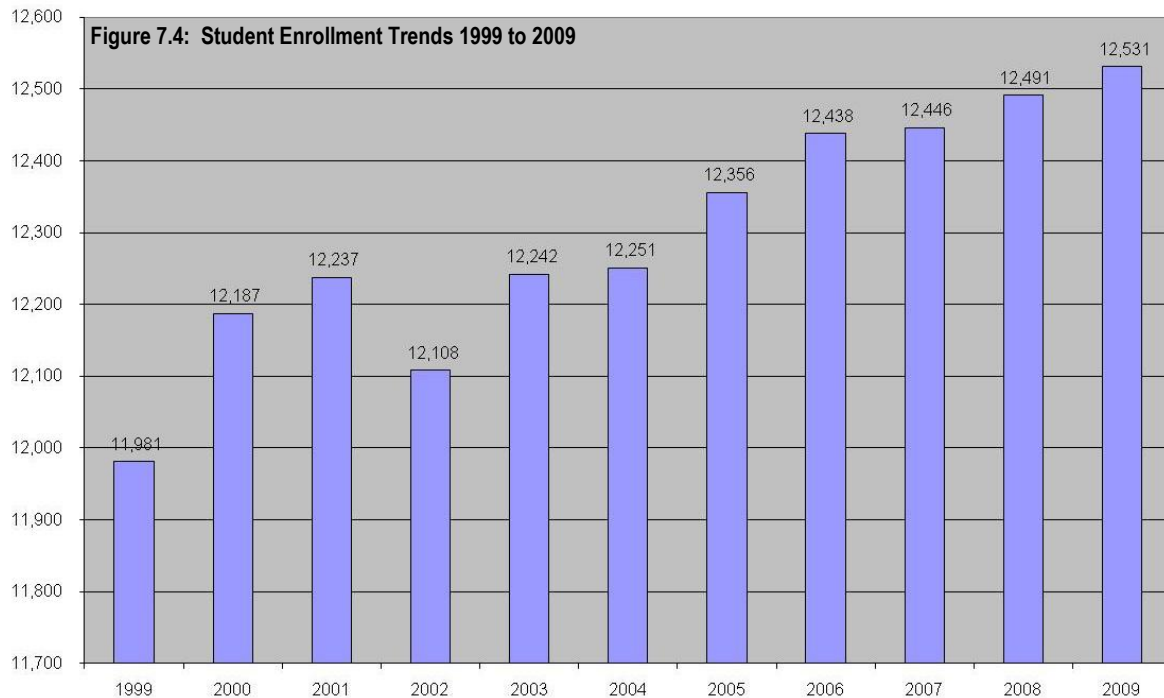
The systematic work necessary to realize this achievement gain is endemic of the success across all NCLB membership groups and emblematic of the culture of performance excellence in ACPS. In 2009, 83% of graduates reported intent to continue their education in a two- or four-year college, and the number of students scoring 3 or higher on Advanced Placement tests rose from 79% in 2007-2008 to 83% in 2008-2009, an increase of 4 percentage points. (Figure 7.3: Advanced Placement (AP) Trends)

Figure 7.3: Advanced Placement (AP) Trends

	# AP Enrollments	# AP Exams Taken	% Taking Exam	# AP Scores 3-5	% AP Scores 3-5
04-05	1539	1365	88%	969	71%
05-06	1677	1450	86%	1132	78%
06-07	2042	1652	81%	1340	81%
07-08	2150	1764	82%	1390	79%
08-09	2329	1892	81%	1572	83%

- b. Summarize your organization's key customer-focused results for customer satisfaction and customer-perceived value, including customer loyalty. Segment your results by product and service types and groups, customer groups, and market segments, as appropriate. Include appropriate comparative data.

Student enrollment has trended upward over the past 10 years, with the greatest growth rates occurring prior to 2002. (Figure 7.4: Student Enrollment Trends 1999 to 2009)

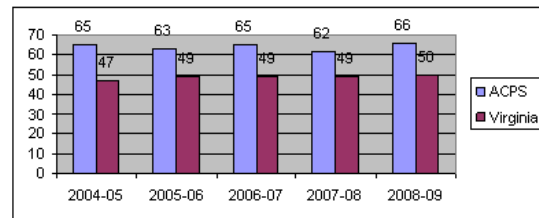


High expectations for student achievement have increased students' college readiness. In the 2008-2009 school year, 66% of students earned an advanced studies diploma, an increase of 4 percentage points over 2007-2008. (Figure 7.6: Advanced Studies Diploma) In 2009, ACPS had an on-time graduation rate of 90%, compared to 83% for the state of Virginia. Not only is this a high on-time graduation rate, but it represents an upward trend of 6 percentage points over the past five years. Since 2006-2007, the dropout rate has decreased for all student subgroups except African-Americans, which calls for additional focus from ACPS. (Figure 7.5: ACPS – Dropout Rates (Count/%))

Figure 7.5: ACPS - Dropout Rates (Count/%)

Student Subgroup	2006-2007	2007-2008	2008-2009
All Students	93 / 1.54%	94 / 1.57%	61 / 1.02%
Female	33 / 1.11%	30 / 1.02%	22 / .75%
Male	60 / 1.95%	64 / 2.09%	39 / 1.28%
Other	<	<	<
African-American	21 / 2.58%	16 / 1.96%	19 / 2.44%
Hispanic	<	11 / 4.25%	<
White	67 / 1.41%	64 / 1.38%	36 / .79%
Asian	<	<	<

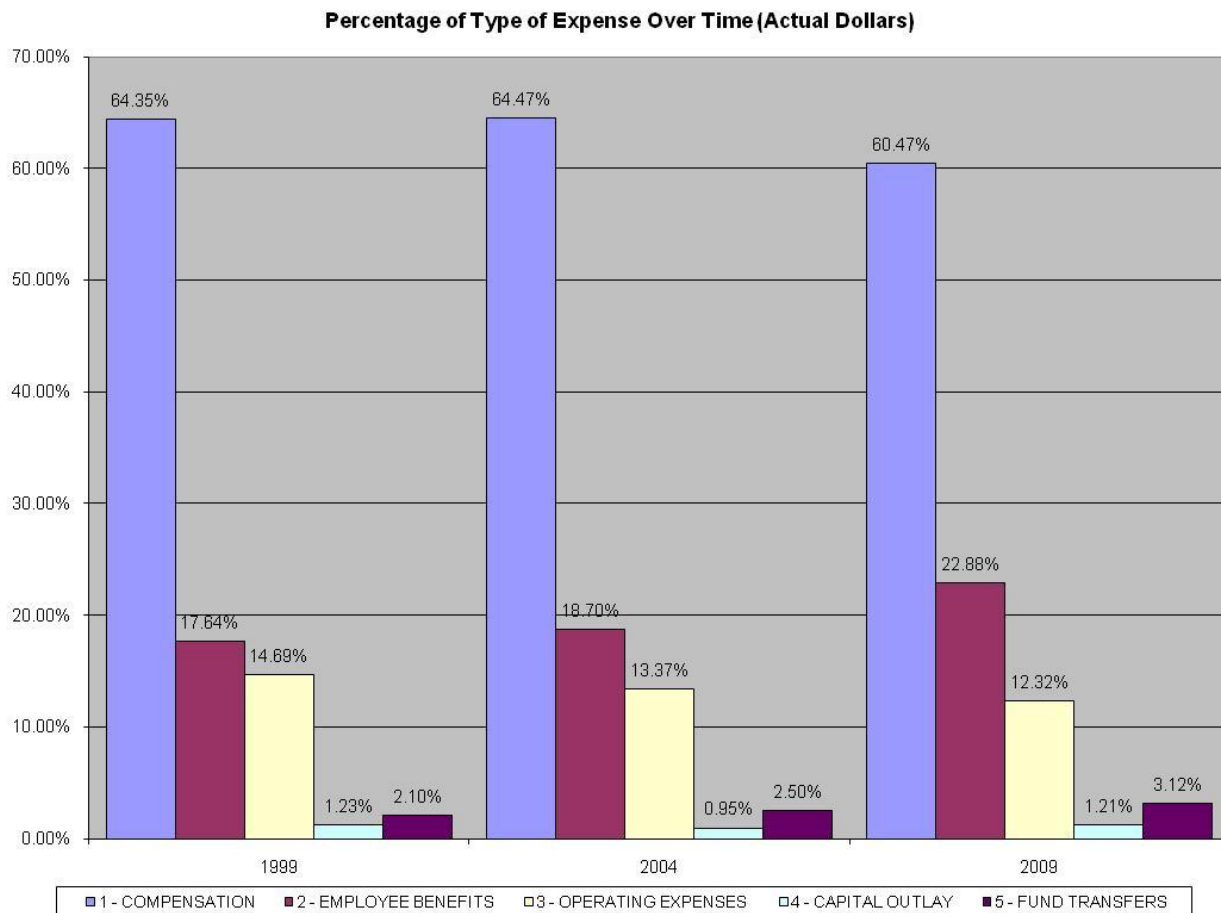
Figure 7.6: Advanced Studies Diploma



American Indian	<	<	<
Native Hawaiian	<	<	<
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

C. Summarize your organization's key financial and marketplace performance results by customer or market segments, as appropriate. Include appropriate comparative data.

Education is a "people business". More than 83% of the School Division's budget is spent on salary and benefits for its nearly 2,200 employees with the remaining 17% covering operational costs, capital outlay, and fund transfers. Looking at the expenditures another way, the School Division spends approximately 74% of its budget on instruction, well above the national target of 65% and more than 13% above the state average of all school divisions. Approximately 10% is allocated to building services, approximately 6% to transportation, approximately 5% to administration, attendance and health, approximately 2% to technology and 3% to transfers. (Figure 7.7: Percentage of Type of Expense Over Time)



Overall benefit costs have been increased due to rising health insurance costs. While these costs are consuming a greater portion of overall expenses, the health costs have been significantly less than either the private sector has experienced or other public sector organizations have experienced. Per-pupil expenditures have grown as a result of the Division's standing in the competitive market with higher teacher salaries and increasing costs of benefits and other inflationary expenses such as fuel and electricity. Comparative operational and per-pupil expenditures for FY 2009 as reported by the VDOE are summarized in **Figure 7.8: Comparative Expenditures**.

Figure 7.8: Comparative Expenditures		
School Division	Expenditures for Operations	Per Pupil Expenditure
Albemarle	157,577,331	12,506
Fluvanna	36,995,355	10,147
Augusta	103,674,569	9,652
Louisa	47,168,906	10,432
Greene	27,658,584	10,050
Harrisonburg	57,070,540	13,203
**Operations include regular day school, school food services, summer school, adult education, and other education, but do not include pre-kindergarten, non-regular day school programs, non-local education agency (LEA) programs, debt service, or capital outlay additions. Non-LEA programs include expenditures made by a school division for state-operated education programs (in hospitals, clinics, and detention homes) that are located within the school division and reimbursed with state funds.		

- d. Summarize your organization's key workforce-focused results for workforce engagement and for your workforce environment. Segment your results to address the diversity of your workforce and to address your workforce groups and segments, as appropriate. Include appropriate comparative data.

ACPS maintains strategic focus on workforce engagement in support of Goal 3, *Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff and administrators.* (Figure 1.1: ACPS Vision, Mission, Values, and Strategic Goals) During exit surveys conducted between October 1, 2008 and September 30, 2009, departing employees were asked their one primary reason for leaving from among the following: pay/benefits package; relocation; retirement; lack of training or career opportunities; leaving profession; supervision/management issues; or reasons external to the system (i.e. personal). More than half of the respondents left as a result of retirement. Less than 5% indicated they were leaving their professions and the number of respondents indicating pay/benefits package as their primary reason was less than 4%.

When asked to indicate their levels of satisfaction in eight different dimensions, it is important to note that Albemarle County Public Schools scored higher in six of the eight of the dimensions when compared to the previous year and higher in all eight dimensions from the year before that. The positive responses in all but one of the dimensions were higher or equal to the best in class of the normative data. Work Satisfaction was again the most positive response of all of the dimensions. (Figure 7.9: Exit Survey Analysis)

Figure 7.9: Exit Survey Analysis

Overall Positive Responses					
Dimension	Albemarle School Div. Score	Albemarle School Div. Score	Albemarle School Div. Score	Best in Class Exit Normative Data*	Government/ Public Sector Exit Normative Data*
**	2008-09	2007-08	2006-07	2009	2008
1. Work Satisfaction	83%	77%	75%	77%	64%
2. Work Distribution/ Schedule Flexibility	70%	69%	48%	67%	52%
3. Pay/Benefits	73%	71%	51%	73%	55%
4. Training and Development	71%	71%	48%	62%	53%
5. Career Advancement Opportunities	56%	51%	36%	54%	40%
6. Supervisory Consideration	66%	64%	48%	65%	51%
7. Work Group Communication	70%	72%	56%	70%	54%
8. Organizational Culture***	71%	65%	45%	78%	—

*The Best in Class Normative score is defined as the percent favorable score from the top 10 percent of surveyed organizations within the HR Solutions' Exit Survey database.

**Based on 107 responses from 264 surveyed.

*** Organizational Culture measures how the respondents feel about the organization's direction and its employees.

According to the 2009-2010 HR Annual Report, 8% of the teachers in the Division are minorities as compared to 16% of the administrators, 17% of the Albemarle County residents and 26% of the student population. The Division continues to value the importance of diversity within teacher staffing and administrative staff. ACPS has partnered with Charlottesville City Schools and the African American Teaching Fellows on an initiative to increase diversity. (**Figure 7.10: Stakeholders by Ethnicity**)

Figure 7.10: Stakeholders by Ethnicity

	White	Minority
Students	74%	26%
Teachers	92%	8%
Administrators	84%	16%
Community Residents	83%	17%

- e. Summarize your organization's key operational performance results that contribute to the improvement of organizational effectiveness, including your organization's readiness for emergencies. Segment your results by product and service types and groups, by processes and location, and by market segments, as appropriate. Include appropriate comparative data.

The Albemarle County School Board has adopted policies directly impacting operational performance and readiness for emergencies. For example, the Division's *Energy Management and Conservation Policy* is intended to support the reduction of energy consumption in Albemarle County Public Schools and sustain the commitment to environmental improvement. The fulfillment of this policy is the joint responsibility of support personnel, administrators, teachers, and students. The Building Services Department maintains records of energy consumption and cost of energy on a monthly basis and conduct energy audits to ensure policy implementation. Through the Division's efforts, energy usage per square foot and CO₂ tons emitted have been reduced. (Figure 7.11: Energy Usage Per Square Foot)

Figure 7.11: Energy Usage Per Square Foot

Calendar Year	Energy Usage (kBtu/Square Foot)	CO ₂ Emitted (tons)
2007	51.7	16,802
2008	49.7	16,142
2009	49.3	16,042

In 2007, ACPS joined the U.S. Green Building Council (USGBC). Subsequent building additions to one elementary school and to the Division's largest high school were Leadership in Energy and Environmental Design (LEED)-registered through the USGBC. The LEED Green Building Rating System™ encourages and accelerates global adoption of sustainable green building and development practices through the creation and implementation of universally understood and accepted tools and performance criteria.

Per OSHA Hazard Communication regulations, employers are required to maintain Material Safety Data Sheets (MSDS) for any data sheets that are received with incoming shipments of sealed container with hazardous chemicals and must ensure that the material MSDS are readily accessible during each work shift to employees when they are in their work area. Because the paper MSDS binders at each school became difficult to maintain, an electronic database was implemented, allowing access to chemical information at each school. MSDS for each school are categorized by custodial lab and kitchen chemicals/cleaners. MSDS Online training was conducted for a cross-functional group of science teachers, custodial staff, and the general school population. The database is continually updated to include current MSDS information and standard operating procedures were developed including annual audits.

Each school is required to maintain a written emergency management and emergency medical response plan which is reviewed annually by the School Board. All schools are required to conduct regular safety audits and to review emergency procedures such as fire drills. School safety reports are submitted to the VDOE each year. (Figure 7.12: ACPS School Safety Report)

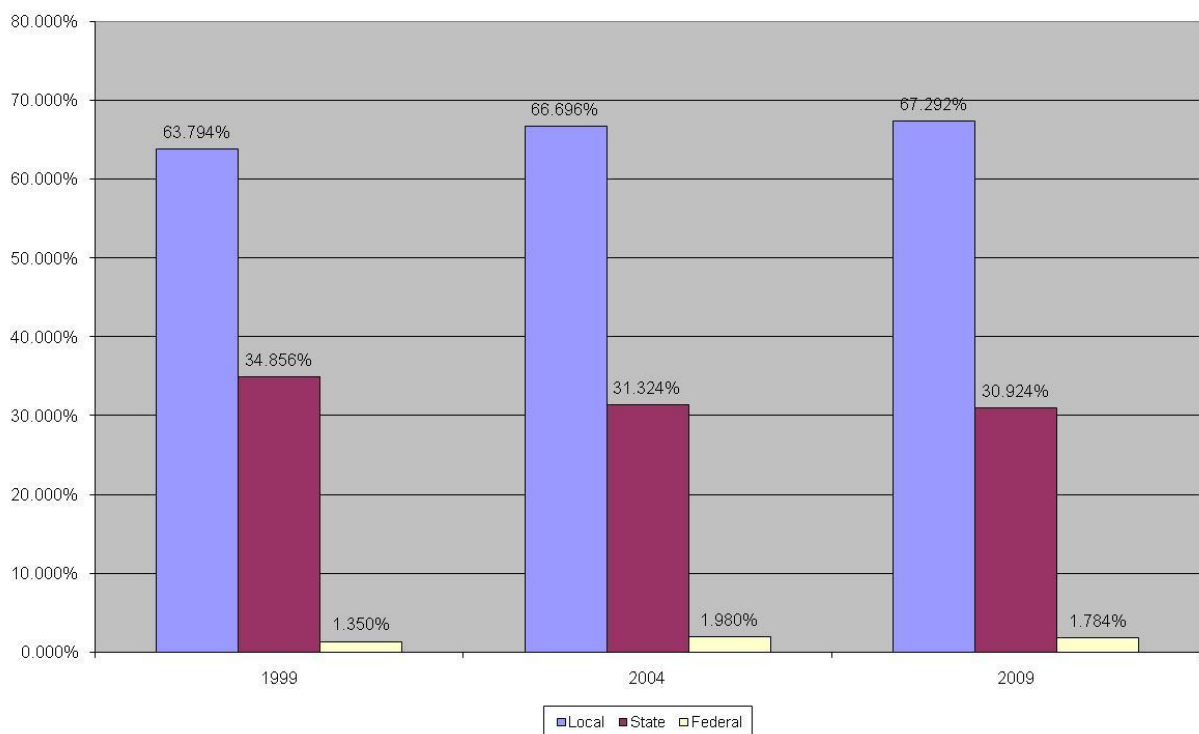
Figure 7.12: ACPS School Safety Report

Offense Category	2006-2007	2007-2008	2008-2009
Weapons Offenses	33	30	19
Offenses Against Student	82	28	33
Offenses Against Staff	25	15	12
Other Offenses Against Persons	383	416	426
Alcohol, Tobacco, and Other Drug Offenses	88	76	93
Property Offenses	120	36	59
Disorderly or Disruptive Behavior Offenses	917	774	637
Technology Offenses	24	33	18
All Other Offenses	189	210	109
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

- f. Summarize your organization's key governance and senior leadership results, including evidence of strategic plan accomplishments, ethical behavior, fiscal accountability, legal compliance, social responsibility and organizational citizenship. Segment your results by organizational units, as appropriate. Include appropriate comparative data.

As a percentage, local revenues have increased over the last 10 years and state funding has decreased. State revenues 10 years ago were more than 33% of the Division's budget. State revenues in 2009 were less than 31% of the Division's budget. While the economic landscape has created challenges for the Division, Senior Leaders continue to look for innovative and efficient ways meet the needs of the Division's stakeholders. Since 2007, more than 90 percent of the efficiencies recommended in the Resource Utilization Study have been implemented through reductions in 2008-09 and 2009-10. As an example, the study recommended that ACPS establish standards the use of volunteers in the Division's work. A volunteer training program was initiated and an electronic management system implemented to monitor work in schools as a pilot. School volunteers had logged over 30,000 hours of service by the fourth quarter of 2009. (Figure 7.13: Revenue Percentages 1999-2009)

Revenue Percentages 1999-2009



ACPS has a demonstrated history of using grant funds to support critical Division initiatives. The use of grant funds represents an additional approach used by the Division to maintain high-quality services in the economic downturn. (Figure 7.14: ACPS Grant History)

Grant	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	FY 09-10	Total
TNE Grant	\$ -	\$ -	\$ -	\$ -	\$ 116,741.50	\$ 150,371.00	\$ 134,262.00	\$ -	\$ 10,000.00	\$ -	\$ 411,374.50
Annenberg Civil Education Initiative	\$ -	\$ -	\$ -	\$ -	\$ 72,326.40	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 72,326.40
SOL Training Initiative	\$ 181,413.00	\$ 179,925.00									\$ 361,338.00
English Literacy/Civics	\$ -	\$ 74,733.00	\$ 74,733.00	\$ 75,000.00	\$ 75,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 299,466.00
Reading Excellence Act	\$ -	\$ 200,000.00	\$ 107,733.89	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 307,733.89
C.M. White P.E. Program	\$ -	\$ -	\$ -	\$ 281,510.75	\$ 201,190.26	\$ 13,792.55	\$ -	\$ -	\$ -	\$ -	\$ 496,493.56
Reading First	\$ -	\$ -	\$ -	\$ 85,550.00	\$ 107,489.33	\$ 157,164.00	\$ 172,450.89	\$ 166,661.74	\$ -	\$ -	\$ 689,315.96
ELC/Opening Doors	\$ -	\$ -	\$ -	\$ -	\$ 16,133.34	\$ 78,782.66	\$ -	\$ -	\$ -	\$ -	\$ 94,916.00
Public Charter Start Up	\$ -	\$ -	\$ 81,650.52	\$ 116,367.05	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 198,017.57
EL/Civics Partnership	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 500,000.00
Professional Partnership	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 99,927.00	\$ -	\$ 145,824.00	\$ 200.00	\$ -	\$ 245,951.00
Community Public Charter School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 411,755.00	\$ -	\$ 411,755.00
Emergency Aid Impact	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 87,986.25	\$ -	\$ -	\$ -	\$ -	\$ 87,986.25
Families in Crisis	\$ -	\$ -	\$ -	\$ -	\$ 10,500.00	\$ 25,000.00	\$ 30,000.00	\$ 32,000.00	\$ 40,000.00	\$ 40,000.00	\$ 177,500.00
Race to GED	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,810.00	\$ 43,876.00	\$ 32,812.00	\$ 28,000.00	\$ 160,498.00
21st Century Grant	\$ -	\$ -	\$ -	\$ -	\$ 21,749.17	\$ 126,916.00	\$ 145,000.00	\$ 182,716.60	\$ 143,086.16	\$ 163,177.00	\$ 782,644.93
Project Graduation	\$ -	\$ -	\$ -	\$ 21,421.25	\$ 150,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 171,421.25
Grant	FY 09-10	FY 10-11	FY 11-12	FY 12-13	Total						
Safe Schools/Healthy Students	\$1,456,378.00	\$1,456,378.00	\$1,456,378.00	\$1,456,378.00	\$5,825,512.00						

ACPS is committed to protecting human health and the environment. This commitment includes meeting or exceeding Federal, State, Local and other applicable environmental requirements; instituting pollution prevention initiatives where practicable and feasible; developing and implementing an Environmental Management System (EMS); continually improving the EMS by setting environmental objectives and targets; and developing management programs to ensure the environmental objectives and targets are met. One objective of the EMS is to improve and expand the current recycling program to include recycling more types of materials. Since 2005, ACPS has increased the Calendar Year Totals of tons recycled from 26.62 to 519.13. By avoiding landfill fees for all recycled and reused materials, the increase in recycling has resulted in a cost savings to ACPS. (**Figure 7.15: Recycling Rates**)

Figure 7.15: Recycling Rates

Recycled Material	Amount Recycled (tons)				
	2005	2006	2007	2008	2009
Electronic Waste	--	57.29	15.01	21.17	22.95
Cardboard/Paper	25.79	27.14	170	--	--
Aluminum Cans	0.83	0.83	0.83	--	--
Bulbs	--	2.8	3.23	5.7	4.35
Used Oil	--	--	12.95	19.48	4.13
Used Antifreeze	--	--	--	1.5	1.85
Waste Fuel	--	--	36.53	13.9	16.72
Scrap Metal	--	--	7.08	1.8	2.66
Paint	--	--	0.64	--	--
Batteries/cell phones	--	--	0.1	0.04	0.07
PCB Ballasts	--	--	0.23	2.9	5.27
Auction Waste	--	--	10.05	9.16	9.21
Frying Oil	--	--	--	2.1	2.1
Commingled Recyclables	--	--	--	263	304
Construction Waste	--	--	--	--	127.7
Carpet	--	--	--	--	17.07
Athletics Event Recycling	--	--	--	--	1.05
Calendar Year Total (tons)	26.62	88.06	256.65	340.75	519.13
Annual lbs/SF	0.03	0.08	0.23	0.30	0.45

7. Results (for Examiners Only)

Overall, based on what we read and given what we are looking for relative to Process Results, the discussion we reviewed led us to the following conclusion:

- ☐ Few if any results were provided in the six Discussion Areas/Categories.
- ☒ A few organizational performance results are reported in a few of the Discussion Areas/Categories.
- ☐ Organizational performance results are reported in most Discussion Areas/Categories.
- ☐ Sustained improvement in organizational performance results are reported in all areas/Categories.
- ☐ Other:

Key Team Observations:

a. Product and Service Outcomes

- The organization has many positive results in the key product and service performance results category. They show positive results in Reading SOL results, Figure 7.1, Math sol results, Figure 7.2 and AP trends, Figure 7.3.
- Narrative comments indicate that the organization has developed some future targets for student achievement. Inclusion of targets or projections on charts, graphs or tables may be a next step for showing levels, trends, comparisons and integration in the results area.

b. Customer-Focused Outcomes

- The organization shows some customer focused results in figures 7.4, Student Enrollment trends, Figure 7.5, Dropout rate and Figure 7.6, Advanced Studies Diploma. Customer satisfaction and dissatisfaction is a key customer focused outcome and the organization may consider measuring. In addition, how does the organization measure customer engagement?
- The organization identifies many different types of customers and it appears that students are the only customer results provided. It is unclear whether there is a direct or quantifiable relationship between increased enrollment, a generally decreasing drop-out rate, and customer or student satisfaction. Is there any specific process for determining, analyzing, and learning from customer/student satisfaction and dissatisfaction?
- A next step might be to compare segmented customer-focused results with other organizations, especially best-in-class organizations.

c. Financial and Market Outcomes

- The organization provides financial trends in the area of percentage of type of expense over time, figure 7.8. The organization may consider including key measures or indicators of financial performance, as well as market share. They do indicate the revenue percentages and grant history.
- The organization spends approximately 74% of its budget on instruction, well above the national target of 65% and more than 13% above the state average of all school divisions. This would be a good metric for comparison with competitors as well as with the state and national averages.
- Comparative operational and per-pupil expenditures for FY 2009 as reported by the VDOE are summarized in **Figure 7.8: Comparative Expenditures**. More information might show if higher or lower expenditures per-pupil are the target and also how outcomes are related to the expenditures.

d. Workforce Outcomes

- The organization has overall positive responses in their exit interviews as compared to best in class and government/public sector exit normative data. Workforce levels of engagement, as well as safety, might be expected to be indicated in this category
- **Figure 7.9: Exit Survey Analysis** shows overall positive trends in multiple workforce-focused areas for exiting employees. A next step, if not already in place, might be to segment these exit survey results by employment categories as shown in **Figure 5.3: ACPs Workforce Snapshot**. This may help highlight differences in employment category needs.

e. Operational Performance Outcomes

- The organization measures Energy Usage Per Square Foot, Figure 7.11 and the trend is positive. Their school safety report, Figure 7.12 also shows a decline over a three year period. The organization cited many processes related to core competencies so it may be helpful to look at trend data to measure how they are doing.
- Significant information is provided on OSHA Hazard Communication regulations and the requirement to maintain Material Safety Data Sheets (MSDS) for incoming shipments of sealed containers with hazardous chemicals. If this is a key safety process or important to the organization, results should be shown in Category 7?
- Each school is required to maintain a written emergency management and emergency medical response plan which is reviewed annually by the School Board. All schools are required to conduct regular safety audits and to review emergency procedures such as fire drills. If these safety audits are important to the organization or are a regulatory requirement, what are the quantified results and what process improvement actions (Category 6) are taken as a result of information gathered in the safety audits and fire drills?
- Results shown in this area should also come from key processes identified in Category 6.
- A general next step would be to provide comparative data with best-in-class organizations performing the same function or process.

f. Governance and Senior Leadership Outcomes

- Some of the financial results shown in this area may be better suited for inclusion in 7 c.
- This area should be linked to key factors and information discussed primarily in Category 1 and Category 2.
- Progress toward achieving results of strategic plan goals should be reflected in 7 f.

General observation for Category 7:

- Results shown in Category 7 should flow from, and be linked to specific key factors or key themes that are important (key) to the organization and discussed in Categories 1-6 and the Organization Profile.
- The organization has shown levels and trends in many of the result areas in Category 7. The organization should make sure that all Category 7 results can be linked to key areas in other Categories.
- Some results are segmented by customer type, employee types, etc. An organization displays higher levels of maturity when they not only identify key segmentations, but also when they measure these segments and use the measures for improvement.
- Comparisons are shown in only a few areas. Comparisons should be to best-in-class where that data is available.

- Comparisons on general functions or processes can be from outside of the specific sector. Example: comparisons of a school procurement process could be with a manufacturing or business procurement process as well as with another educational organization.
- Although it may seem obvious to the organization and those who write about the organization, it may be a good idea to indicate on each chart or graph whether increasing or decreasing trends are good or bad. For example, are higher expenses for instructional costs good or bad. That may depend on factors such as the effectiveness of the expenditure on a specific student learning outcome.

Team Observation Summary

For each Discussion Area, the Examination Team has provided comments. The observations are submitted based on the information provided. As such, the observations could be wrong because the description is inadequate. More than “what” the teams are looking for “how.” The ability to articulate a complete story, even with opportunities for improvement demonstrates a level of maturity in understanding the connectivity of mature processes and results.

The Examination Team offers the following Summary Observations:

- The organizational profile is comprehensive and the organization may consider aligning all that they say is important to their organization in the profile to the actual self assessment categories one through six and showing the results in category seven. What an organization says is important in their profile is what might be expected in the assessment and aligned through the approaches, as appropriate. For example: what the organization says are key services should be evident in the strategic and action plans, based on customer requirements, with a measurement process in place, performed by well trained and engaged employees, who are working in well planned systematic processes, that generate positive results.
- Each school is required to identify three individual goals, one of which should be a focus on Goal 2 which is to “Eliminate the Achievement Gap”. It is unclear how the focus of all five goals is driven and aligned at the school level. As an example if the school addresses, goal 2, 4 and 5, they may be missing an opportunity to address goal one which is to “prepare all students to succeed as members of a global community and in a global economy.”
- While the school system has a lot of data it is unclear how they systematically use data to improve the organization.
- The organization does not address specifically other stakeholders in many cases, other than students.
- The organization does not specifically address the workforce, in many cases, other than the teachers.
- How does the organization align the strategic plan, goals and the mission throughout the organization?
- How does the organization use their PDCA system to improve the organization?
- The use of charts and tables in your submission is an excellent way to depict data and information. Charts and tables allow examiners or reviewers an easier format to understand the organization’s story. Long narratives can get confusing and hard to follow and understand.

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