ACPS Board Priorities Status Report EOY 2013-14

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ALBEMARLE COUNTY PUBLIC SCHOOLS

June 20, 2014

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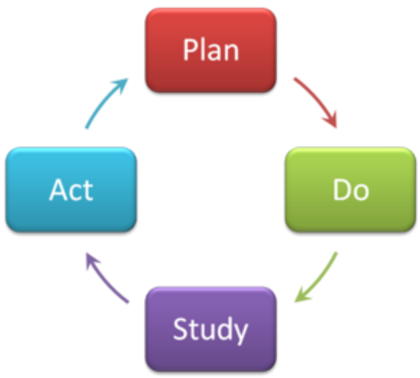
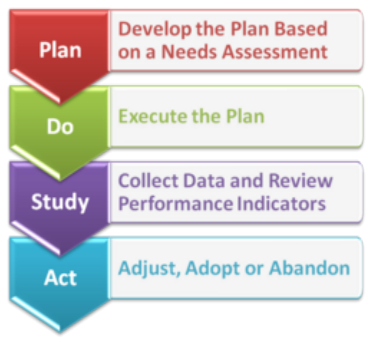
Executive Summary

This status report is prepared to assist the ACPS School Board in evaluating the progress made toward the implementation of each bi-annual Board Priority. This report details activities to date and progress score at the conclusion of **year one.**

In less than one year the Strategic Plan Board Priorities reporting mechanism has gone through at least two format revisions and has become progressively detailed in the information provided and the Performance Indicators used to measure progress. We have moved beyond the simple stoplight reporting to more meaningful and informative reporting. This report format incorporates feedback from the School Board, the Superintendent and Staff.

What has not changed is our commitment to the Plan-Do-Study-Act model as our guide for our continuous improvement efforts.





This reporting format will continue to be updated and refined as we investigate improved methods of data collection and reporting. We are working to include both subjective and objective data to provide a balanced perspective as well as both leading and lagging indicators. A working group has been formed to implement this process improvement. This group is also tasked with validating the appropriate relations between Strategies and Performance Indicators.

"School reform built on the efforts of local educators is impossible without reliable, usable data from the measures and standards by which we agree to abide." – Grant Wiggins

Other supporting documentation that has Performance Indicators includes but is not limited to:

- VDOE Report Card
- State of the Division Report

Both the Semi-Annual Board Priorities Report and the Annual State of the Division Report will again be revised in the coming year so that the two reports supplement each other without duplicating or confusing data elements.

Report Format

The Board Priorities Report is categorized by the five commitments made by the Division in support of our one Student-Centered goal. At the beginning of each Commitment is a summary of the Divisions Progress on each Priority.

For each Board Priority there is a three part report format.

The Priority Summary describes the Strategies and actions that have taken place in support of the Priority. It is a description of what has been done.

Priority 1.1
Define, develop, and implement effective teaching practices that maximize rigor and meaningful engagement for all students.

Albemarle County has focused on effective teaching practices supported through professional development. In 2012-13, seven themes were identified as professional learning pathways for teacher development. These pathways focus upon instructional pedagogy, interactive learning technologies, and planning and project-problem based learning.

The Performance Indicators show data elements selected as Correlative Evidence to measure progress. The Performance Indicators are designated as Input (I), Output (O), or Impact (X) Indicators.

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase in # of courses with digital resources	I	N/A	N/A	31
Increase # of Learning Walks Completed - ES	I	2362	1907	2848
Increase # of Learning Walks Completed - MS	I	1039	1320	2627
Increase # of Learning Walks Completed - HS	I	2458	2480	2427

The Summary Analysis is the evaluation of the Performance Indicators, trends, next steps, and future expectations.

Effective Teaching Practices Summary Analysis:

2013-2014 effort has focused on helping teachers adopt and implement effective contemporary teaching practices. We have baseline Input data for the # of courses with digital resources and expect that number to grow over the next year. There has been a marked increase in the number of learning walks performed at the Elementary and Secondary levels indicating an integration of the reflective tool and thought processes behind implementing these redefined effective teaching practices.

The Outcome data has remained relatively flat over the last few years but it is expected to trend positively as the Courses with digital resources become more available to students and teachers become more adept at implementing the Seven Pathways in their classrooms through intensified professional learning opportunities and expectations.

The integration of the Division's desired Effective Teaching practices has been well documented and systematically deployed across the division.

Evaluation Process

Use the following continuum scale to provide a progress rating for each priority.

5	Transformation / Innovation	Results show Transformation / Innovation of the Priority across the Division. Strong evidence exists that the division has implemented the core of its vision, goal, and this priority. Evidence exists to show that the Division is experiencing a demonstrable change in paradigm and outcomes as a result of this priority. (*Evidence of Impact)*
4	Integration	Results show Integration of the Priority across the Division. Considerable evidence exists for attention to the priority both in terms of outputs for teaching and learning and for operations. Implementation of the division's vision through purposeful, systemic implementation of this priority is well documented. *(Evidence of Output)*
3	Application	Results show Application of the Priority across the Division. **Considerable** evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of **broad** implementation and execution through inputs that will impact outcomes for teaching, learning, and operations. *(Evidence of Input)*
2	Development	Results show Development of the Priority across the Division. **Adequate** evidence of attention exists for this priority, particularly in the area of planning. There appears to be a foundation of **variable** implementation and execution through inputs that will impact outcomes. *(Evidence of Input)*
1	Development	Results show Absence of Development of this Priority across the Division. Evidence does not exist to indicate systemic attention to planning or execution for this priority across the Division that will impact outcomes for teaching, learning, and operations. *(No Evidence)*

1.0 We will engage every student.

Priority 1.1	Score
Define, develop, and implement effective teaching practices that maximize rigor and meaningful engagement for all students.	4
The Division's effective teaching practices have been defined and framed around the "Seven Pathways" [Maker-Infused Curriculum, Interactive Technologies, Choice and Comfort, Universal Design for Learning, Connectivity, Project-Problem-Passion-Based-Learning, Instructional Tolerance]. Digital learning resources have been developed and implemented in 31 courses. The Innovation Team is supporting the expansion of Digital Learning Resources as well as student digital portfolios. The Learning Walk tool has been updated and implemented division-wide to support teachers and principals in reflecting on the implementation and outcomes of the effective teaching practices based on the Seven Pathways.	

Priority 1.2	Score
Develop a division-wide master framework for contemporary professional development and training that optimizes our workforce and addresses the essential competencies needed by teachers, administrators, and classified staff.	4
The Division-wide master framework for contemporary professional development is anchored by the Seven Pathways, the Instructional Coaching Model, CAI, and Summer Professional Learning "ReBootEd". The Framework is aligned and supported by the Performance Appraisal System.	

Priority 1.3	Score
Integrate the use of contemporary learning spaces and supportive technologies into the instructional program delivery.	3
Considerable attention has been made to integrate contemporary learning spaces and supportive technologies through the Design Thinking projects and modernization projects. Inequities between schools are being addressed as funds become available.	

Priority 1.1
Define, develop, and implement effective teaching practices that maximize rigor and meaningful engagement for all students.

Albemarle County's Schools are committed to building effective teaching practices supported through continuous professional development. In 2012-13, seven themes were identified as central professional learning pathways for teacher development. These pathways thus represent commitments by our Division to every student, and are embedded in all professional evaluation processes as well as professional learning at every level. The "Seven Pathways" [Maker-Infused Curriculum, Interactive Technologies, Choice and Comfort, Universal Design for Learning, Connectivity, Project-Problem-Passion-Based-Learning, Instructional Tolerance] focus on pedagogical design, contemporary learning technologies, learning environments, and universal design.

Two 2013-14 strategic areas of focus for this priority include:
1) development of digital learning resources to support implementation of secondary curricular applications through effective use of interactive technologies in support of lifelong learning competency acquisition (research, information text accessibility, communication, project-based learning, virtual coursework, digital student portfolios, etc.) and
2) continued implementation and monitoring of the Teacher Performance Appraisal revised to align with Virginia Department of Education guidelines and adopted for use in 2012-13

An "Innovation Team" has been established to step outside the box of their day to day work to think creatively and innovatively on how to embed these pathways and supportive space concepts and technologies into the operations of day-to-day Division work. The Innovation Team is also working to support changes in new teacher induction and "portable" (lifespan) student digital portfolios.

Sixty-six teachers with digital content expertise worked in teams this spring to identify, evaluate and vet digital resources to be included for use in 31 core courses for grades 6-12. These digital resources will be used by teachers in all secondary schools in 2014-15 to support instruction that increases active engagement of learners as they work on projects and problems in core courses. In July and August 2014-15 school year staff will be trained in the use of these resources. Based on current research documenting the engagement impact of digital resources and effective teaching practices, it is expected that an increase in student engagement will be observed by staff and reported by students as measured by attendance increase, learning walk observations, and student self-reporting through school climate surveys.

The Division adopted the practice of performing Learning Walks in 2005; a practice that provides principals and teachers with a process to together analyze and reflect upon strategies used to support students in learning content, acquiring skills associated with lifelong learning competencies, assessment of teacher-student and student-student interaction, and student engagement. The current Learning Walk Tool was originally implemented in 2007 and has been periodically revised to be consistent with evidence-based practices and learning research. Administrator's feedback has been instrumental in making the tool easier to use and establishing standard 'look fors' so data monitoring is consistent and correlations between teaching practices and student engagement can be formulated. Innovation Team input has also been critical in keeping the data monitoring looking forward toward developing Division goals. The tool is a key component of the Teacher Performance Appraisal used by principals to monitor and collect evidence documenting teaching practices that increase student engagement and support the closing of opportunity gaps.

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase in # of courses with digital resources	I	N/A	N/A	31
Increase # of Learning Walks Completed - ES	I	2362	1907	2848
Increase # of Learning Walks Completed - MS	I	1039	1320	2627
Increase # of Learning Walks Completed - HS	I	2458	2480	2427
Decrease % of Students reporting "School is Boring" – ES	O	22.5%	22.5%	23.8%
Decrease % of Students reporting "School is Boring" – MS	O	51.0%	52.5%	53.1%
Decrease % of Students reporting "School is Boring" – HS	O	62.0%	62.0%	63.0%
Increase in Student Engagement – Learning Walks - ES	O	62.1%	57.1%	62.7%
Increase in Student Engagement – Learning Walks - MS	O	37.8%	39.2%	31.1%
Increase in Student Engagement – Learning Walks - HS	O	52.7%	48.8%	48.4%

Effective Teaching Practices Summary Analysis:

2013-2014 effort has focused on helping teachers adopt and implement effective contemporary teaching practices. We have baseline Input data for the # of courses with digital resources and expect that number to grow over the next year. There has been a marked increase in the number of learning walks performed at the Elementary and Secondary levels indicating an integration of the reflective tool and thought processes behind implementing these redefined effective teaching practices. The number of Learning Walks will not be able to increase indefinitely, there will be a maximum capacity reached. We may then need to adjust the selection of the Performance Indicator desired to show the permeation of the practice of Learning Walks in schools.

The Outcome data has remained relatively flat over the last few years but it is expected to trend positively as the Courses with digital resources become more available to students and teachers become more adept at implementing the Seven Pathways in their classrooms through intensified professional learning opportunities and expectations.

The integration of the Division's desired Effective Teaching practices has been well documented and systematically deployed across the division.

Priority 1.2
Develop a division-wide master framework for contemporary professional development and training that optimizes our workforce and addresses the essential competencies needed by teachers, administrators, and classified staff.

Professional development in Albemarle County is anchored by the Seven Pathways for professional learning, the Instructional Coaching Model, and CAI and our Summer Professional Learning Academy, "ReBootEd" which debuted in limited form in the summer of 2013 and has now expanded to involve almost 40% of our teaching staff. The focus this year is on inputs to improve professional learning processes and the use of complex divergent projects as classroom outcomes.

1) The Seven Pathways for professional learning that will transform pedagogy were identified and all professional development opportunities offered by the Division are being mapped to these pathways. The pathways were included as instructional competencies in the Teacher Performance Appraisal for 2013-14 and school-based professional development occurred throughout the school year to support implementation of Design 2015 using the pathways framework. Seven Pathways for professional development have been identified as the conceptual framework to support contemporary teaching and learning through focus on best practice use of pedagogy, learning environments, technology learning tools, project-problem-passion-based-learning and curricular access. The pathways align teacher competencies in the use of curriculum, assessment, instruction, and learning resources to lifelong learning competencies that students develop as they move from entering school to graduation.

2) The Instructional Coaching model supports teachers in each school to develop and extend teaching skills through job-embedded professional development. We have 24 instructional coaches organized in six networked clusters. Each time a coach interacts with a teacher; this interaction is recorded and coded as to the nature of the interaction (planning, project-based, integrated technology, assessment, etc.). For some projects, teachers work with a coach for more than just one interaction. We believe that when teachers work with coaches on long-term projects their teaching evolves to include new strategies and other ways of thinking about teaching and learning. The instructional coaching evaluation process helps in the alignment of expected outcomes for staff through performance appraisal goal-setting, data collection, and analysis of impact on teaching and leadership practices. A digital based portfolio is being developed for all licensed staff in support of the Performance Appraisal program.

3) The annual 3-day Curriculum, Assessment, and Instruction Institute (CAI) with a focus on job-embedded training and development in the use of competency-based learning and performance assessment. Summer 2014 professional learning [ReBootEd] is focused on the Seven Pathways as well as fully integrating digital curriculum and implementing our 1:1 technology across all secondary schools and in selected elementary environments.

Ongoing professional development opportunities and required training available for division staff at http://www2.k12albemarle.org/dept/instruction/arc/PD/Pages/default.aspx

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If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase in Internal PD Opportunities	I	199	341	366
Increase in Internal PD Attendance	O	1508	2082	1647
Increase # of Coach/Teacher Interactions	O	N/A	N/A	4170*
Increase # of Coach/Teacher Projects demanding multiple interactions (long term)	O	N/A	N/A	1036*
Increase # of Teachers utilizing Coaching services	O	N/A	N/A	723**
Increase in 1:1 grade levels per school	O	2 / 1	3 / 1	6 / 4

*Data as of April 2014

Professional Development Summary Analysis:

Funding for professional development continues to decrease; a 5% budget decrease will impact division support for building level professional development and teacher requests for funding related to professional learning opportunities such as course work and conference attendance. The elimination of the professional development director position and reassignment of its responsibilities to the Educational Technology Director's position has reduced the impact of that position on planning and implementation of full service professional development for all staff, particularly classified staff. Restoration of that position was not funded in the budget as proposed. Central staff including the superintendent and the Chief Information Officer will continue to focus on increasing efficiencies and effectiveness of our professional learning structures and supports through altering supervisory assignments and creating shared responsibilities for tasks associated with improving professional learning.

The continued focus on the Seven Pathways and technology integration has inspired teachers and supported our commitment to the Pedagogical Entrepreneur model in which concepts and commitments are spread through schools and the Division through committed practitioner efforts. Evidenced by the use of Instructional Coaching both Teachers and Administrators are seeking feedback on how they have applied their learning to students.

The Professional Development Framework and the Performance Appraisal System have been aligned to support one another.

Considerable attention has been given to the Division's Professional Development Framework. Each year the Professional Development focus builds on the previous year thus integrating the division's vision through systemic implementation of this priority.

Priority 1.3
Integrate the use of contemporary learning spaces and supportive technologies into the instructional program delivery.

The Division's integration of contemporary learning spaces and supportive technologies involves a multiple path implementation.

1) Contemporary Learning Space renovations began in 2011-12 with Libraries and Media Centers which later expanded to classrooms and Cafeterias in 2012-13. In spring of 2013 each school submitted a grant application for a Design Thinking integration project as part of the Design 2015 initiative. During that summer and the following school year the Design 2015 projects were carried out. Each project was a prototype of various methodologies. A summary report for each project along with digital portfolios will be available by the end of August. Baseline data metrics will be established by the Innovation Team for analysis in 2014-15 showing impact of contemporary learning space implementation on student performance.

2) As our buildings age and the needs of students evolve, learning spaces must be updated and renovated. In order to begin a rigorous and equitable integration of contemporary learning spaces, we first needed to understand our starting point. In April 2014 an evaluation was completed of the entire division (865 classrooms). The results of the evaluation indicate that the majority of spaces are not meeting the design imperatives of contemporary learning spaces: transparency, sustainability, flexibility, mobility/interactivity, making everywhere, problem-project-passion-based-learning, choice and comfort, and learning inside/outside of school buildings. These imperatives are integral to the success of the curriculum, teaching methodologies and work of the 21st century student.

Ultimately, our goals for learning spaces are as follows:

- Create learning spaces that inspire, encourage and compel students to become designers, developers, producers and creators who participate in the learning process in ways that ensure the engagement of higher-order thinking.
- Create spaces that provide cross-curricular and multi-age opportunities that leverage natural learning patterns.
- Create environments that foster contagious creativity, cross cultural boundaries, and bring groups together.
- Offer choice in workspace comfort.
- Offer choice in as many learning activities as possible through learning resources, learning technologies, learning environments, and curriculum design..

A Capital Improvement Project request to modernize and provide equity among schools will be submitted in the next CIP cycle. This will be a significant capital investment over a number of years.

Results of the Evaluation Survey and CIP Project recommendations will be discussed with the Board at the June 26 Work Session with final Reports available in August 2014.

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase # of School Design Projects Initiated / Implemented	I	5 / 5	26 / 0	12 / 26
Decrease Division Student / Technology Ratio	I	3:1	3:1	2.5:1
Decrease in # of Instruction Portables (cottages)	I	35	27	23

Contemporary Learning Space Summary Analysis:

In 2009-10, staff began to research the impact of space design in school environments on learning. Staff have compiled and analyzed research studies and determined that the quality of lighting, access to natural light, furniture ergonomics, and color palettes used in classrooms and other school spaces all impact student learning attention and engagement, behavior, access for all students, and physical health. In addition, the increased focus on using technology tools for research, writing, lab work, projects, and informational text led to examination of both furniture design and electrical access necessary for students to effectively accomplish assigned work. In 2010, the Board engaged in a work session to discuss with librarians, principals, and teachers to ascertain the instructional impact of contemporary learning spaces and a strategic priority was established so that each school would develop a model contemporary learning space. The Design 2015 Project proposals developed by teacher teams were solicited in 2012-13 included efforts to redesign learning environments across schools to include classrooms, flexible areas, libraries and cafeterias so that all spaces in a school could be maximized as learning areas.

In 2013-14, using both teacher feedback and educational facilities research documenting the impact of buildings and built environment resources upon student learning we have begun to establish a definition for contemporary learning spaces that addresses both modernization of older facilities, equity and parity, and increased flexibility of built environments. The Innovation Team has begun analysis of the environments created through Design 2015, Library Renovations, and associated efforts to gauge successes and ‘lessons learned.’ This analysis has determined the project schedule and project designs for the summer of 2014. This is a starting point for building a long-term plan to address all school environments so that students receive the benefit of quality space modernization and resources regardless of the school they attend.

As we continue to invest in the development of more efficient and effective use of spaces and technology we anticipate a continued reduction in the use of Instruction Portables beyond what has been achieved through redistricting and the addition at Greer.

Every school in the Division has been exposed to and implemented a Design Thinking (contemporary learning space) project through Design 2015. This has provided a foundation for continued integration of Design Thinking into curriculum and culture of the Division.

2.0 We will implement balanced assessments.

Priority 2.1	Score
Define and communicate the Division's specific measures for mastery of lifelong-learning competencies (LLC) and student success.	4
29 Performance Tasks have been defined and implemented across the division. Initial scores for these Performance Tasks will be available following CAI 2014 and reported as part of the State of the Division Report.	

Priority 2.2	Score
Implement performance-based assessments/tasks and grading practices to create a balanced learning system that measures ACPS outcomes for student success.	3
29 Performance Based Tasks, rubrics, and matrices have been implemented Division-wide and the number continues to grow. Student Portfolios are under development with anticipated roll out to parents in the Spring of 2015.	

Priority 2.1
Define and communicate the Division's specific measures for mastery of lifelong-learning competencies (LLC) and student success.

A balanced assessment system is a prerequisite for ensuring that teachers are able to use information about students for formative assessment as well as summative assessment purposes. A balanced assessment system represents learning inputs and outputs so that data can be used to inform decisions about standards, curricula, professional development, student services, and improvement processes at the teacher, principal, central instructional and Board/Superintendent levels.

Providing performance tasks for students in Kindergarten through twelfth grade is a means by which we are attempting to provide valuable activities for students while simultaneously measuring what we say we value in student learning through the *Framework for Quality Learning* (FQL) and our *Life Long Learning Competencies* (LLLC). We are deliberately providing a counter balance to the high stakes accountability testing provided to measure student exposure to the Standards of Learning (SOLs).

In 2011-12 the Division piloted 40 Performance Tasks with *some* students. In 2012-13 29 of the Performance Tasks were revised and implemented with *all* students. In 2013-2014 the 29 Performance Tasks were revised again and implemented with all students. While students at every grade level participate in performance-based assessment based on the Lifelong-Learner Competencies, the competencies are differentiated across grade levels and subject areas so that students experience a variety of tasks that integrate more than one subject. One student sample can be evidence of multiple performance tasks not just knowledge of a specific subject/course. School teams not just content teams will be scoring the Performance Tasks.

At the Curricula Assessment Instruction Institute (CAI) in June 2014 all Performance Tasks administered this year will be scored (over 26,000) against the Lifelong Learning Competency (LLC) Assessment matrix and rubrics. This will establish baseline data for student progress on LLCs and will be available for reporting at the School level this fall as part of the State of Division Report. This will also provide a framework for establishing student portfolios (Priority 2.2). Planning work was accomplished this year so that in 2014-15 individual students will have a LLC profile available to parents.

Every content area in the curriculum has a vertical team comprised of teachers from the school that are responsible for communicating with staff expectation for LLCs as measured by performance tasks. There are eight teams, 26 teachers per team, that meet quarterly in addition approx. 250-300 teachers attend CAI and are responsible as teacher leaders for working with departments and grade levels in each school. Each principal is responsible for setting expectations and providing PD and monitoring that LLC are being implemented through PLC planning, use of Learning Walks, and assessment monitoring. All schools have teachers who have been trained and are implementing LLC Performance Task Assessments.

The College and Work Readiness Assessment (CWRA) is a major initiative of the Council for Aid to Education. The CWRA offers a constructed-response approach to the assessment of higher-order skills, such as critical thinking and written communication. During the 2012-13 school year, high schools piloted the use of the College and Work Readiness Assessment. We are providing this assessment as an external, nationally normed, benchmark assessment for the higher order thinking skills and behaviors we seek to develop in our students through implementation of the *Framework for Quality Learning.* Compared to college freshmen participating in the CWRA, our seniors performed better on average in terms of higher order thinking skills. When compared to high school seniors in participating schools, our seniors performed slightly below the average and not as well as expected when their academic ability was taken into account. Finally, both our 9th graders and our seniors performed slightly below the average of comparative groups in the national sample on the four subscores of the assessment: analytical reasoning and evaluation, writing effectiveness, writing mechanics, and problem solving. The CWRA is administered every three years to evaluate the growth of a cohort. The 2012-2013 CWRA results establishes a baseline for which we expect see an improvement in upon the next CWRA assessment in the 2015-16 school year based on the application of the Performance Based Tasks for mastery of LLC.

Define & Communicate Measures of LLC Summary Analysis:

Performance tasks for each content area and grade level have been developed and administered. Scoring rubrics for each performance task has been aligned with the LLCs. During the 2014 CAI administrators and teacher leaders will train on the process of scoring and capturing student performance on each Task. Scoring and process analysis of Performance Based Assessments will occur during the summer CAI institute. Data will be reported to the Board in the State of the Division Report in September. These measures for LLCs will continue to be reviewed through implementation (2.2) and revised as needed. The CAI Scoring application is the culmination of integrating the concept of Performance Based Assessments for mastery of Lifelong Learning Competencies Division wide.

The LLC Survey will be administered for the second time in the 2014-15 school year and results will be compared to the baseline data gathered in the 2012-13 school year. We expect to see an increase in students reporting that they have had the opportunity to perform tasks directly related to the LLCs.

Other initiatives such as the High School Task Force, Innovation Team, and High School of the Future Planning Group continue to research and develop recommendations for broadening and balancing our assessment matrix.

Priority 2.2
Implement performance-based assessments/tasks and grading practices to create a balanced learning system that measures ACPS outcomes for student success.

Building from baseline data established at CAI 2014 a school level report will be established for each LLC and will be included in the Fall 2014 State of the Division Report. This work is in progress and it is anticipated that an electronic student profile on the acquisition of lifelong learning competencies will be available in spring 2015 to parents and students. These will combine with increased K-12 use of student portfolios to enhance the understanding of student progress by the state, the Division, parents, and the students themselves.

Creating a matrix of student assessment structures which align with our Lifelong Learning Competencies (LLC) requires advances in technology design, professional learning support, and leadership development – especially at the building and team level. This matrix must also support and encourage those pedagogies that are aligned with division Performance Tasks, allowing the easy upload of documentation of project and "making" work, and the individualization of portfolios that embed the concepts of Universal Design for Learning through which all students access the division curricula and instruction, regardless of disability or intervention support needs.

Student portfolio development and assessment support is being embedded in the job performance of all levels of division leadership. Administrators will be integrated into portfolio assessment scoring teams at CAI and within school level PLCs. Building leadership will be responsible for ensuring the development of portfolios for every student.

Prototype Student Portfolio Containers have been developed for each grade level. Proofs of Concept Prototypes have been developed by Monticello High School 9th graders, CTE students, Cale Elementary School 5th graders, and Meriwether Lewis Elementary students in art.

Student Portfolio implementation will move from pilot projects to full K-12 use and faculty support for these portfolios. Portfolio assessment by faculty will be built on data established at CAI 2014 for each LLC. Rubrics have been developed for each of the Lifelong Learning Competencies. Performance Tasks Rubrics have been aligned with LLC Rubrics and professional learning support – at both division and individual school levels – will be designed to build both faculty competency and inter-rater reliability.

Digital portfolio implementation is being advanced through improvements in Google Drive and Google Sites usage to assist students in creating effective portfolios with both transferability upon separating from the school division, and eventually a credentialing system for use with an Albemarle diploma seal. The support for portability of these portfolios – for both students moving to other school system and those graduating – is being developed by the Ed Tech team and the Innovation Team.

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Improved Performance Task Scores*	O	N/A	N/A	TBD Sept
Increase in On-Time Graduation Rate	O	93.0%	93.4%	TBD July
Increase in Industry Certification Rate	O	82.2%	61%	TBD July
# of portfolios developed	I	N/A	N/A	1,260

*Baseline data being collected at CAI 2014.

Implement Performance –Based Assessments Summary Analysis:

The implementation of the alignment of the Division's assessment matrix to the Lifelong Learning Competencies will require increased professional learning opportunities for balanced assessment and performance task administration and scoring. It is anticipated that as students engage more consistently in active and interactive learning than that which currently occurs, data on performance assessments will show student progress at high levels of learning – application, analysis, evaluation and creative. Currently, students are finalizing portfolios and those will not be scored in time for this report. However, teachers will score performance assessments and participate in portfolio scoring professional activities.

During the 2014-15 school year assessment philosophy and policies will be updated to include the implementation of Performance Task Assessments.

Student Portfolios are in development and will continue to be refined based on the prototypes implemented at some of the schools.

The sharp dip in the Industry Certification Rate shown is due the change in the certification methods.

It is expected that as student familiarity and comfort with Performance Based Tasks and higher order thinking increases the Task Scores, Graduation Rate, and Industry Certification Rates will also increase.

3.0 We will improve opportunity and achievement.

Priority 3.1	Score
Prepare all students for successful transition to the next grade in their PK-12 experience.	2
A plan has been developed to measure transition program satisfaction among parents, teachers, and students. Summer transition programs are being expanded.	

Priority 3.2	Score
Implement a robust, Division-wide PK-12 World Languages Program.	2
Dual language program has been piloted at Cale in K-1. Due to funding shortfalls division wide implementation has been put on hold.	

Priority 3.1
Prepare all students for successful transition to the next grade in their PK-12 experience.

Schools across the Division engage in a variety of strategies to prepare students for successful transitions. They offer parent meetings both group and individual. Summer transition academies have been created for students entering school for the first time (kindergarten camp), as well as between levels. These summer transition academies will be expanded to include two middle schools and two high schools in summer 2014. In addition, staff work with students prior to entering a new school by offering school visits, Skype opportunities, student and family nights, and orientation activities once school has started. These practices are reinforced in literature and journal articles shared among counselors and other staff who work with transition activities. This team effort represents significant time investment by staff to offer activities, meet with students and their families.

Standard Transition Activity plans are being framed under the three areas of Guidance: Academic, Personal/Social, and Career. At this time, every elementary school has a key summer opportunity (kindergarten academy/camp) for entering kindergarten students. For transitioning between levels, elementary to middle, and middle to high similar events are being implemented to ensure students success.

A pilot transitional opportunity at Monticello High School (Mustang Academy: A Fresh Start) was begun in the summer of 2013 to support a more comfortable and effective academic and social transition from the middle school (Walton and Burley). Early data (discipline, academic success, and anecdotal evidence) suggests that this transition program has been successful. Monticello has begun to collect this data to determine success. Mustang Academy will operate again during summer 2014.

Teams of counselors, coaches, and teachers are in process of developing time lines, standard operating procedures and satisfaction surveys. Surveys will be sent to 5th, 6th, 8th, and 9th grade teachers as well as 6th and 9th grade students at the end of the first quarter of 2014-215 school years. This data will reflect satisfaction with our current transition activities and coupled with the Balanced Scorecard will guide strategies for improvement next year.

In addition to transitions from level to level, students also transition within schools. Schools will begin to determine key transition conversations and events for both students and families. Middle Schools are being encouraged to have students help in the transition for the coming year with eighth graders being paired with sixth graders, and activities which bring the school together as a full team. Pilot projects supported (in part) by grants will investigate this at both Walton Middle School and Monticello High School in September 2014.

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Improved Transition Satisfaction Rates 6th & 9th grade	O	N/A	N/A	TBD 2015
% of 9th Graders not promoted to 10th grade	O	5.2%	5.2%	TBD July
Increase in Attendance	O	93.3%	94.2%	94.0%
College Credits Enrollment (unduplicated) (DE/DC/AP)	O	N/A	N/A	1642
Decrease dropout rate	O	3.93%	3.17%	TBD July

PK-12 Transitions Summary Analysis:

Student experiences in their first year of high school often determine their success throughout high school and beyond. Nevertheless, more students fail ninth grade than any other grade. Students who make it to tenth grade but who are off track to graduate from high school, as indicated by failed grades, a lack of course credits, or poor attendance during their ninth grade gateway year may have already missed the opportunity to get on track for high school graduation.

For the past two years, 94.8% of our ninth graders earn enough credit to matriculate to 10th grade. This bodes well for continued improvement in our graduation rate, which rose to 93.4% for 2013. Further, after a slight rise in 2012, our dropout rate fell down to 3.17% for 2013. As our main goal is for students to graduate having actively mastered the lifelong-learning skills they need to succeed as the 21st century learners, workers, and citizens, we believe that improved transition processes will continue to increase our division attendance rates along with enrollment in college level classes (both AP and Dual Enrollment).

Beginning in 2013-14, we will measure transition program satisfaction along with other climate indicators to supplement student reports of bullying, assurance that adults at school care about and are connected with them, and that they find school to be an engaging place.

The development of standard transition activities and events across the Division is a major step toward meeting both parents and students needs at critical points in their education.

Priority 3.2
Implement a robust, Division-wide PK-12 World Languages Program.

A Pilot Dual Language Program has been initiated at Cale Elementary School. However, due to funding limitations in the 2014-2015 ACPS Budget, there will not be further expansion to include other languages, schools or feeder patterns at this time.

Cale Elementary has a Hispanic-Latino population approaching 50%. In 2011-12, the principal, staff and parents identified development of a program to provide dual language instruction as of value to both children who are native Spanish speakers and to students who are native English speakers. Considerable research has been analyzed to determine why learning a second language in elementary grades can provide critical support for literacy development and lifelong educational, health and economic benefits to dual language speakers.

Cale Elementary is influencing other schools' staff to consider how to provide some Spanish language instruction and at least one other elementary school will begin to offer 90 minutes of Spanish each week to kindergartners. Cale Elementary staff will continue the Foreign Language in Elementary Schools (FLES) model which supports some language instruction over the course of a week in support of core content instruction. In addition, Cale Elementary will offer about 50% of the students in each grade level, K-2, the opportunity to participate in a partial immersion program in Spanish and English.

For the 2013-14 school year, Cale Elementary integrated an additional 1.5 FLES teachers to work directly with Kindergarten and First Grade students and teachers to provide 120 minutes per week of content (math and science) in Spanish. In addition to the direct work with students, these teachers developed curriculum aligned to the math and science standards.

If we implement the above we expect to see:	I/O	2011-12	2012-13	2013-14
Increase in # Students participating in World Language Program	I		112 K students	223 K/1st grade

World Languages Summary Analysis:

Preliminary school registration data suggest that families are moving into the Cale district for this program or are considering residence purchases in the district. Given the enrollment and capacity of Cale, the Division will need to monitor the impact of elementary world languages upon student enrollment. Future consideration must be given to expansion of the Cale pilot across more grade levels in terms of cost analysis (staff and resources) as well as the impact this will have on world language curricula and enrollment in the middle schools that Cale students attend. This priority remains a pilot program at this time.

4.0 We will create and expand Partnerships.

Priority 4.1	Score
Implement a comprehensive mentorship and **internship program and expand field trip opportunities** to provide real-world learning experiences for all students' success.	2
Current state data gathering initiated and establishing baseline requirements for field trips under development.	

Priority 4.2	Score
Invest the full community in supporting student achievement and outcomes for all students' success.	2
Strategic Communications Plan developed and being implemented. Survey calendar being implemented for analysis and potential revisions to surveys. Data collection initiated for current state of community partners within the School Division.	

Priority 4.1
Implement a comprehensive mentorship and internship program and expand field trip opportunities to provide real-world learning experiences for all students' success.

To effectively integrate our Lifelong Learning Competencies and align those with external learning opportunities including field trip practices and procedures as well as mentorship / internship programs will require collaborative work with multiple stakeholders. This work will require the continuous identification of real world experiences that are / can be used as enrichment tools to daily instructional practices.

The initial objectives are to:

- Gather data on mentorships, internships and field trips
- Analyze current state and determine a baseline of learning experiences currently being provided throughout the division and the relevance to our goal of engaging all students, while providing equality in services and opportunities.
- Consider a system of formalizing partnerships.
- Consider establishing a standard concept of Field Trips by school level and grade band.
- Develop structural paradigm which ensure that these experiences reach every student no matter physical location of school or socio-economic status of the school's students.

A core group of central office staff have begun the process by examining existing structures and practices. Phase I involves collecting school based data on field trips approved, number of students affected, cost, and the alignment to academic and social development opportunities for our children. We hope to analyze this data for parity across grade levels, content taught and schools before involving additional stakeholders in the process. Schools have begun reporting their Field Trip Data though that data is incomplete at this time.

Internship / Field Trip Summary Analysis:

Due to budget cuts, funding may be an issue at some schools to provide equal access and parity for all students. Of the 658 Field Trip opportunities that have been reported over half of them were funded from the School's Operating Budget.

By establishing a baseline of data on Field Trips, including what the expected experiences for our students are at each level or grade band, and Internships we will be able to identify what both the standards and the specific strategies for full division improvements in quality, quantity, and partnerships that provide increased curricular support and external learning opportunities for all ACPS students.

Our staged developmental plan is to create a model field for all students before addressing internship in phase II. We are developing procedures to standardize the data capture and reporting cycles. The strategies supporting this priority are in the planning phase of implementation with some initial data gathering.

Priority 4.2
Invest the full community in supporting student achievement and outcomes for all students' success.

The Strategic Communications Plan, reviewed and adopted in the summer of 2013, contained 15 specific strategies to promote the investment of the full community to support student achievement and outcomes for student success through the alignment of communication efforts to the division’s mission, values, and goals. Both internal communications, such as the redesign of the employee newsletter (Compass), and external communications like the live streaming of School Board work sessions, were included in the plan. These two strategies have been fully implemented. Two other strategies have been deleted from the plan due to funding shortfall; communications building stipend and videographer. The remaining strategies are in various stages of planning and development.

The Division relies on community surveys for data collection and feedback. An operating principle of this type of community engagement centers on communication that is effective without being overwhelming in any way. Staff is creating a centralized calendar of all internal and external surveying which should be complete at the start of the 2014-2015 school year to prevent over surveying on similar topics. After analyzing the full scope of surveying that takes place across the division we expect to be able to decrease the overall number of surveys issued while increasing the quality of our surveys. This should in turn encourage a greater response rate to our surveys and engagement of community.

An essential component of full community engagement in support of student achievement is our partnerships with nonprofit organizations and the local and global business communities. Staff has developed definitions for three levels of partnerships (Collaborations, Sponsorships, Partnerships) to help categorize our community partners, both formal and informal, so we can track and report these numbers to the board. Staff will also formalize data response collection from these collaborations, sponsorships, and partnerships both during supported activities and after. Data collection is underway, and we will provide reports on classroom, school, and division level partnerships beginning with the 2014-2015 school year.

If we implement the above we expect to see:		2011-12	2012-13	2013-14
Increase in Division Compass Avg Monthly page views	I	N/A	1071	2757
Increase in # of Facebook “Friends”	O	N/A	N/A	5588
Increase in # of Twitter Followers	O	N/A	N/A	3405
Increase in # Volunteer Hours	O	N/A	62287	48672

Community Support Summary Analysis:
Overall, investing Community Support is in the Developmental stage. There are varying levels of implementation across the Division to engage our communities but not yet fully systematic methods of data gathering to gauge to what extent our efforts are improving those relationships.

Increased page views for the Compass represents a very positive trend, as it can be tied directly to improvements in format and delivery of this communication platform as well as the content of the articles. Communication with employees is a key strategy for enacting the division's strategic goals, and increases in readership of the Compass will have a positive impact.

Data collection methods implemented to this point have revealed a possible substantial decrease in volunteers and staff is currently analyzing whether this is a true representation or the result of differing methods used to capture the information. Establishing cross-division standards for data collection and an emphasis on the value of collecting and reporting this data is necessary. Another year of data is needed to establish a trend.

Our baseline data on partnerships shows that we engaged with 122 unique partners in our classrooms and schools in the 2011-2012 school year; 18 of these partners worked with more than one school in the division. As we collect the data on existing partners for the 2013-2014 school year, staff will refine strategies to improve and strengthen existing partnerships along with building new ones.

5.0 We will optimize resources.

Priority 5.1	Score
Ensure the health and safety of the school community.	3
Budget restrictions have negatively impacted this priority. Safe Schools/Healthy Students grant funding has ended and was not funded in the Division Budget. The Safety Coordinator position was not funded as well. Some Health Advisory Board recommendations have been implemented including immunization programs, Student Athlete Concussion policy, and launch of virtual Health 1 & 2 Course. All schools had landscaping changes made to address visibility issues and the entrance security project has been started. Be Well Albemarle is growing awareness for employees concerning health services and education opportunities.	

Priority 5.2	Score
Optimize the use of fiscal resources in support of the Division's strategic plan and operations.	4
Budget initiative evaluation and scoring procedure developed. Continuous improvement of policies and procedures in order to gain efficiencies and capacity. Partnering with community entities to provide grants and/or opportunities for students.	

Priority 5.3	Score
Design the high school of the future.	1
Project Development Team formed. Initial meeting scheduled for July.	

Priority 5.1
Ensure the health and safety of the school community.

Budget restrictions have negatively impacted integration of all three Strategies supporting this Priority: sustaining Safe Schools / Healthy Students practices, sustaining Governor's Safety task force directives and improving Health services and education for students and employees.

The Safe Schools / Healthy Students Grant funding ended with the 2013-2014 school year and the coordinator position was eliminated. The grant funded the Student Assistance Program (SAP) counselors in the middle and high schools who saw 910 students last year. Funding for SAP and the Safe Schools / Healthy Students coordinator was not included in 2014-2015 Operational Budgets. A working group is being established to seek additional funding from external sources as well as to embed this work within existing school support systems.

The Safety Coordinator initiative was not funded in 2014-15 Operational Budgets making it more difficult to enact the Governor's safety task force directives and policies. However, some initiatives have been sustained. The Police Department continues to perform a safety assessment of each school using the Crime Prevention through Environmental Design (CPTED) standards and we plan improvements based on those assessments. In 2013-14 all schools had landscaping changes to address visibility issues. The project for Controlled School Entrances will begin this summer and continue throughout the 2014-15 school year. The current CIP funding for security enhancements of $1.5M over 3 years will not be sufficient to address all school entrances. An increased funding amount will be requested during the next CIP cycle.

The Health Advisory Board continuously monitors and develops/recommends improvement initiatives for health services and education for student. Some of their initiatives this year have included two immunization programs (Tdap, Flu) piloted in schools, implementation of the Student Athlete Concussion Policy, and the launch of virtual Health 1 & 2 course. The Child Nutrition Program continues to meet and exceed standards.

Health services and education for employees has been improved through the implementation of the Be Well Albemarle program. The mission of Be Well Albemarle is to provide opportunities to understand and follow an active lifestyle that promotes a culture of good health and wellness through education, wellness activities, and self-improvement. Samples of some of the programs are the Lose Well program, Health promotion campaigns such as SPOT skin cancer, and Four Miler Training programs. Be Well Albemarle have been developing School Wellness Champions to work on grass roots initiative. The Wellness Grant application which will allocate funding to Champions for specific programs is being finalized.

Health and Safety Summary Analysis:

When the Safe Schools / Healthy Students grant was initially implemented in 2009, a full cadre of eight (8) Student Assistance Program (SAP) counselors was funded by the grant and provided by Region 10:

one counselor for each high school and middle school. After a slow start in 2009, numbers of student referrals jumped from the 500's into the 900's and stayed there for three consecutive years, even with the reduction in counselors provided during the no-cost extension year of 2013-14, when the middle school counselors were reduced to two (2) to cover all five schools. This data represents an increased value placed on referrals for mental health services for students as well as an unmet need in all prior years. In other words, approximately 1/13 or 7% of our students will always be in need of mental health services regardless of whether we meet that need.

Our schools enjoy high daily average attendance rates. The data indicator could be improved by segmenting and reporting attendance for enrollment groups hiding in the overall indicator.

While there are many applications of various programs and initiatives in place across the Division to support this priority there is not a systematic means of data collection to show impact of each initiative. This is being reviewed as part of the update to the State of the Division Report.

Priority 5.2
Optimize the use of fiscal resources in support of the Division's strategic plan and operations.

To support this priority the Division established a procedure to ensure that the budget initiatives were aligned with the Horizon 2020 Strategic Plan during the annual budget process and mid-year adjustments. Each initiative submitted had to make a direct connection to one or more Priority. All initiatives were scored against a rubric for impact and prioritized by the Cabinet. All budget-related documents included language that relates specific funding requests to specific priorities and strategies within the strategic plan. Policies and procedures are in place to ensure alignment of budget to Strategic Plan.

Some specific examples of optimized use of funds to support the Division Strategic Plan include:

- implementing Design 2015 grant projects in every school to better align student learning opportunities and school classroom, library, cafeteria, and exploratory/elective to lifelong learning competencies
- designing the curricula and implementing phase I science lab renovation for the Western Albemarle Environmental Studies Academy for its 2014-15 opening
- partnering with the University of Virginia, and joining the CTE program with the Innovation Team, to implement advanced manufacturing lab school network in 3 middle schools and redesigning Career/Tech Ed Curricula for all comprehensive middle schools to reflect contemporary workforce skills and tools
- secured funding from Battelle Foundation to expand the middle school CTE curricula and renovate CTE lab spaces in Burley Middle School for 2014-15 implementation. This school project will join Burley with the Bristol City Schools in order to provide a unique shared learning initiative.
- partnered with UVa School of Medicine to support high school design teams participation in medical faculty training in team-based learning strategies at no cost to the division.

A grant writing team has been implemented to secure funding for school and division improvement projects supporting strategic planning priorities. Over the last three years the Division has averaged 47 Grants valued at $6.7M per year.

Optimize fiscal resources Summary Analysis:

This is the very nature of what good stewardship means. As professionals we are obligated to perform this function to the best of our abilities. With that being said the continuous improvements of policy and procedures will help eliminate inefficiencies and gain resource capacity both in human capital as well as monetary. This priority is integrated across the Division.

Priority 5.3
Design the high school of the future.

In September 2013 a Design Team participated in the VaDOE High School of the Future start-up weekend. The team presented a "High School of the Future" concept based on the Design 2015 projects and collaborated with other presenters to research and plan how to begin transforming high schools to reflect contemporary learning and workforce needs. Based on the outcomes of that Start Up weekend a grant application for $20K was written in December 2013 and was awarded by VaDoE in March 2014.

The Project Development team consists of the Innovation Team and High School Principals who are developing a detailed project plan. The next meeting will be held in July to establish priorities.

We are not looking to create one "High School of the future", we are developing pilot programs that will enable us to transition all of our high schools to High Schools that provide the most effective education possible for this Century. It will take 4 years to develop and study the prototypes before full implementation across all Division High Schools.

Year 2014-2015 – Development/ Implementation of Pilot Projects
Years 2015-2016, 2016-2017 - ongoing implementation and analysis of four pilot projects.
Year 2017-2018 – beginning of cross adaptation.
Year 2018-2019 – begin full implementation across all four high schools.

Pilot Projects:
(1) Western Albemarle: Flexible Uses of Technology
- Multiple Technology Pathways in Classrooms
- Professional Development for BYOD (Bring Your Own Device) – computers, tablets, phones

(2) Albemarle: Flexible Curriculum Pathways
- Increased Diversity in MESA and Arts Pathway
- Add additional Pathways (including Student Developed)

(3) Monticello: Flexible Space and Space Usage
- Eventual Increased / More Flexible Library Design
- Additional Options within Existing Spaces (Dance Studio / Theater Room)
- Math Zone which transforms instruction especially in 9^{th} and 10^{th} grade

(4) Murray: Flexible Scheduling and Use of Community
- Targeting 40% of student credits earned through internships and community collaborations.
- Move away to collegiate scheduling form or one/two-day-a-week courses and evening courses.
- Transportation support for internships

This project is in the very early stages of Development and as part of the Project Plan the desired outcomes and measures will be identified. This effort is in conjunction with other projects across the Division including those under the Contemporary Learning Space Priority and Technology investments by DART.