



CRITERIA FOR EVALUATION – PERFORMANCE OBJECTIVES & STRATEGIES

Performance Objective	Strategies
<p>Alignment</p> <ul style="list-style-type: none"> • Are the current APS performance objectives aligned with the 2024-30 strategic plan priority? • Are the current performance objectives reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> • Are the current performance objectives clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> ○ Can parents read and understand it? ○ Do parents understand the implications for their children/student? ○ Is it inclusive and can all parents see their children represented? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> • What works and continues to reflect the community's aspirations for students, staff, and the system? • Are we measuring what matters aligned to the new APS priorities? • Are there any notably missing performance objectives to achieve the new APS strategic priorities? • Do any of the performance objectives feel duplicative and/or are they mutually exclusive of one another? 	<p>Alignment</p> <ul style="list-style-type: none"> • Are the current APS strategies aligned to the current performance objective and new APS strategic priority? • Are the current strategies reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> • Is each strategy distinct from other strategies? • Are the strategies clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> ○ Can parents read and understand it? ○ Do parents understand the implications for their children/student? ○ Are the community's hopes and aspirations clearly included? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> • What strategies should be continued to achieve the performance objectives and new APS strategic priorities? • What revisions or deletions to the current APS strategies should be considered to improve alignment, clarity, and comprehensibility? • Are there any notably missing strategies to achieve the performance objectives and new APS strategic priorities?



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

CRITERIA FOR EVALUATION – KEY PERFORMANCE INDICATORS

Key Performance Indicators

Alignment

- Are the Key Performance Indicators (KPIs) **aligned** with the 2024-30 strategic plan priority AND the current or proposed Performance Objective?
- Are the KPIs **aligned with** and **reflective of what we heard from the community** during hopes and aspirations portion of the fall community engagement?
- **What works** and continues to **reflect the community's aspirations for students, staff, and the system?**

Clarity and Comprehensibility

- Are the Key Performance Indicators (KPIs) **clear** and **comprehensible** to APS parents/families, staff, and community?
 - Can parents understand what the KPIs measure?
 - Can parents understand how the KPIs provide information about progress (or the lack thereof) for their children/student or school?
 - Do the KPIs help progress monitor for all students (inclusivity)?

Omissions/Revisions/Deletions

(Incorporating Community Feedback)

- Are we **measuring what matters** aligned to the new APS priorities?
- Are there **any notably missing KPIs** aligned with APS strategic priorities?
- Do any KPIs look **duplicative** and/or **are they mutually exclusive** of one another?



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Strategic Priority 1: Student Academic Growth and Excellence

APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps.

Performance Objective	Strategies
1. By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. (PO-SS-1)	1. Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction. (S-SS-1) 2. Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. (S-SS-2) 3. Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships. (S-SS-3) 4. Address unconscious racial bias by implementing implicit bias training throughout APS. (S-SS-4)
2. By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level. (PO-SS-2)	



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STRATEGIC PRIORITY 1: STUDENT ACADEMIC GROWTH AND EXCELLENCE

ASSESSMENT OF PERFORMANCE OBJECTIVES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> • 1 - Aligned - fine with re-learning • 1 - Aligns with priority 	<ul style="list-style-type: none"> • Performance Objective 1 <ul style="list-style-type: none"> ○ Add specific goals of how much gaps should be reduced [in the language of the performance objective] • Performance Objective 2 <ul style="list-style-type: none"> ○ "division" not "district" ○ Students coming in below grade level must make 1.5 years of growth! Anything less and we will not close gaps. ○ A years worth of growth is not enough to close gaps (+100) ○ Does not consider high achievement in advanced learners
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> • Performance Objective 1 is clear 	<ul style="list-style-type: none"> • Performance Objective 1 <ul style="list-style-type: none"> ○ Include student potential ○ Reduce opportunity gaps <ul style="list-style-type: none"> ▪ By how much? ▪ Not definitive in terms of what the measure of success is ○ Clarity with what opportunity gaps are/how to be reduced (glossary for PO? - unsure) • Performance Objective 2

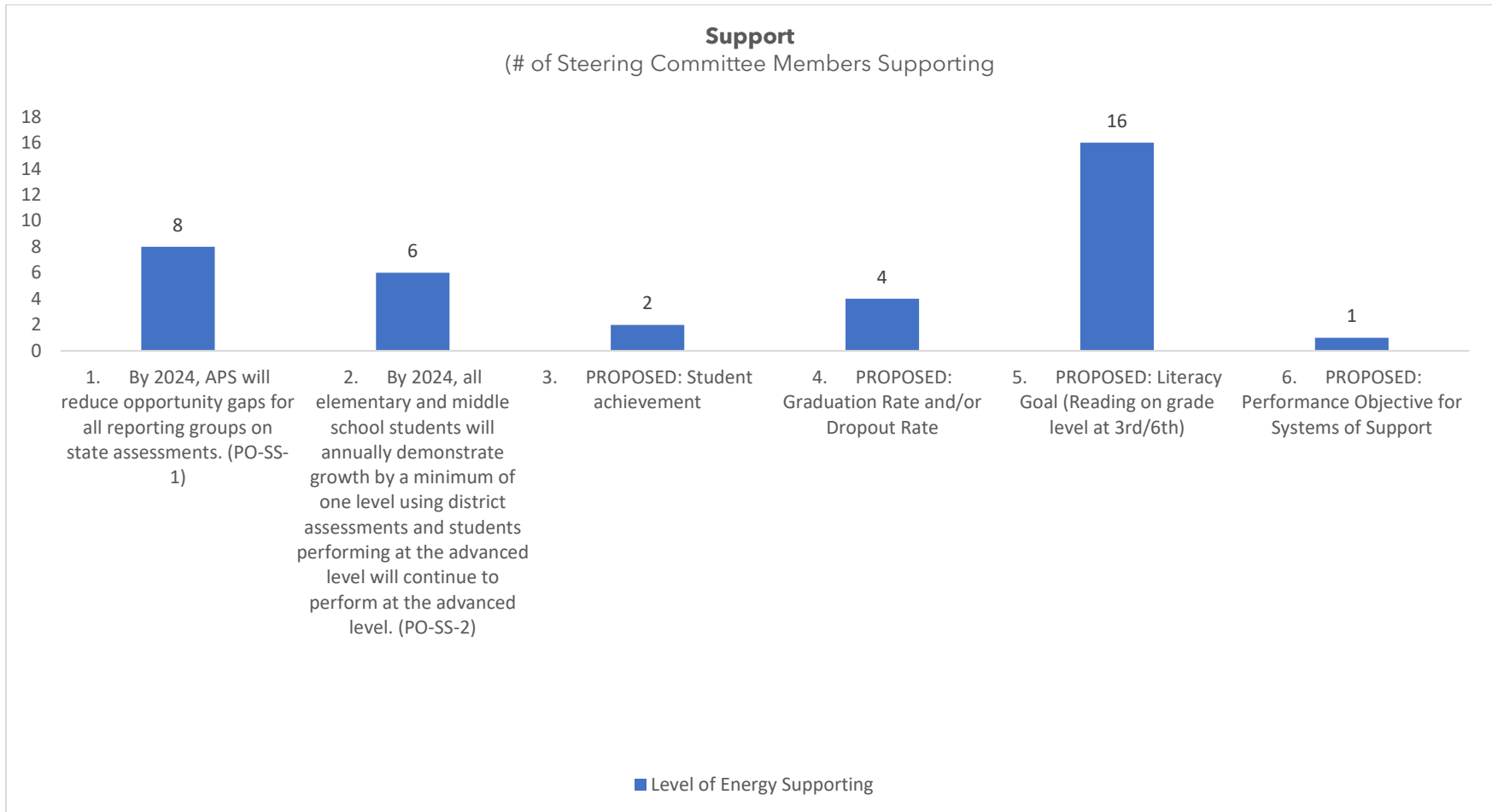


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PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none"> ○ Too vague ○ "level" is unclear ○ Clarity with "one level" - Is this one grade level?
OMISSIONS/REVISIONS/DELETIONS	
	<ul style="list-style-type: none"> • Performance Objective 1 (Revisions/Deletions) <ul style="list-style-type: none"> ○ Revise - encompassing "student potential" • Performance Objective 2 (Revisions/Deletions) <ul style="list-style-type: none"> ○ Revise - Demonstrate growth <ul style="list-style-type: none"> ▪ What about high school students ▪ Currently only addresses elementary and middle school students ○ Revise - Entire Performance Objective ○ Lack of language to describe progress for students with disabilities and multi-lingual learners • Omissions <ul style="list-style-type: none"> ○ Add achievement ○ Add achievement ○ Graduation rates and Advanced Diploma Rates ○ Math inventory - increase scores ○ Need performance objective related to "systems of support" • Additions <ul style="list-style-type: none"> ○ All students who begin in APS will enter 6th grade reading on grade level ○ Add dropout rates by demographic ○ Decrease the % of students needing remediation



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PERFORMANCE OBJECTIVES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED PERFORMANCE OBJECTIVES





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ASSESSMENT OF STRATEGIES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> • Strategy 1 <ul style="list-style-type: none"> ◦ Clear (x2) ◦ Aligns • Strategy 2 <ul style="list-style-type: none"> ◦ Clear (x2) • Strategy 3 <ul style="list-style-type: none"> ◦ Clear • Strategy 4 <ul style="list-style-type: none"> ◦ Agree - students who are unfairly and disproportionately removed from classrooms lose out on learning & instruction, opportunities 	<ul style="list-style-type: none"> • Strategy 1 <ul style="list-style-type: none"> ◦ 1 is so vague - instead, implement high quality instructional materials in every course • Strategy 2 <ul style="list-style-type: none"> ◦ Differentiated instruction = needs teachers to be prepared for inclusion and how to differentiate. Mentor supports needed beyond 1 year needed, funding for more mentors • Strategy 3 • Strategy 4
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> • Strategy 1 • Strategy 2 • Strategy 3 • Strategy 4 	<ul style="list-style-type: none"> • Strategy 1 <ul style="list-style-type: none"> ◦ Vague • Strategy 2 <ul style="list-style-type: none"> ◦ Vague • Strategy 3 <ul style="list-style-type: none"> ◦ To be based on student needs ◦ Vague • Strategy 4 • Proposed strategy - "co-taught" what does that mean? • Proposed strategy - "systems of support" - what does that mean?



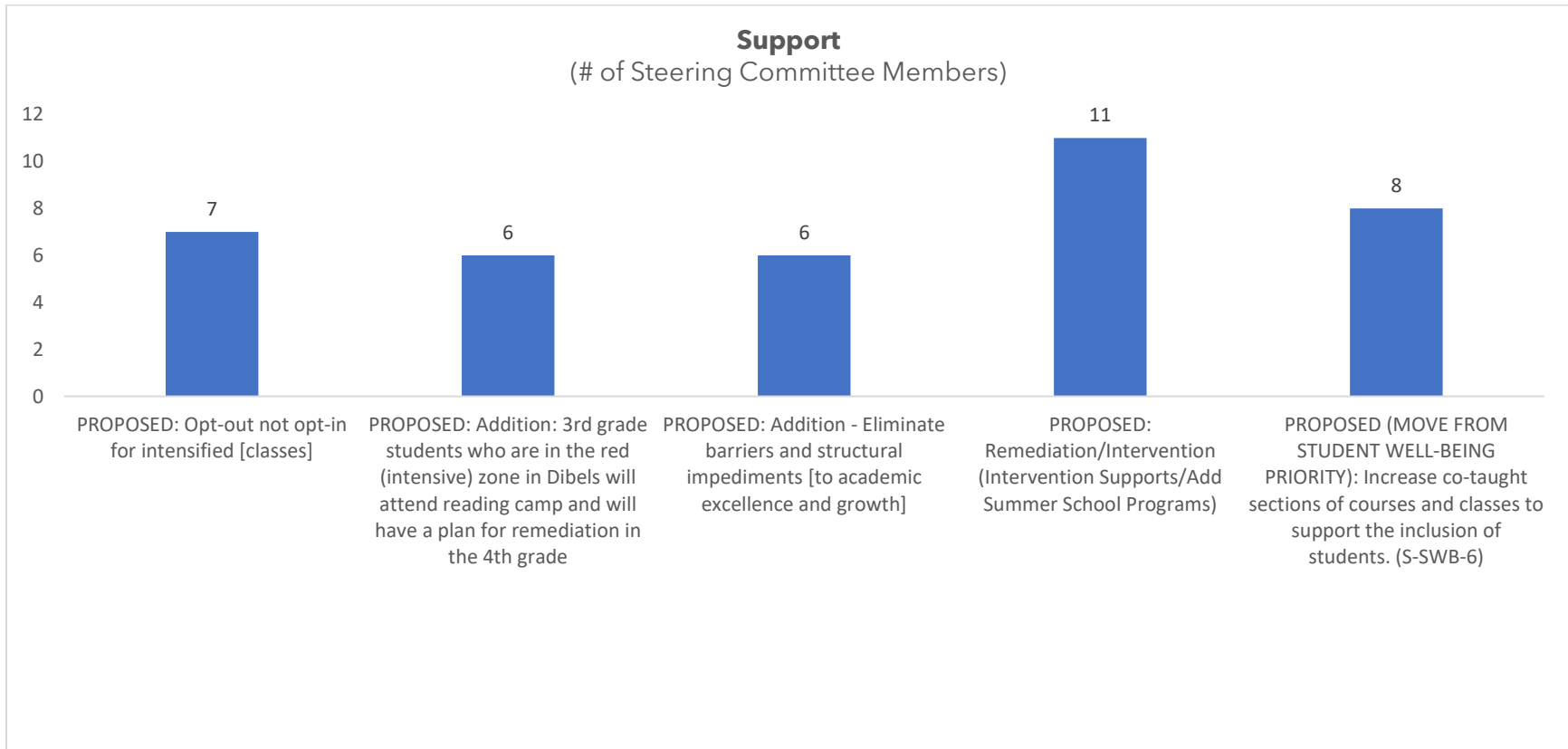
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PLUS (+)	DELTA (Δ)
OMISSIONS/REVISIONS/DELETIONS	
	<ul style="list-style-type: none">• OVERALL - There should be strategies for each [performance] objective• Strategy• Strategy 4<ul style="list-style-type: none">○ Implicit bias training does not translate into academic excellence○ [Use the word] “implicit”, not unconscious. Remove “racial” as this training encompasses many• Omissions/Additions<ul style="list-style-type: none">○ Opt-out not opt-in for intensified [classes]○ Addition: 3rd grade students who are in the red (intensive) zone in Dibels will attend reading camp and will have a plan for remediation in the 4th grade○ Addition - Eliminate barriers and structural impediments [to academic excellence and growth]○ Remediation/Intervention<ul style="list-style-type: none">▪ Intervention supports▪ Add summer school program(s)○ Omission/Addition: Inclusion of students with disabilities [consider moving performance objective and aligned strategy from student well-being to student academic growth and excellence priority]

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STRATEGIES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED PERFORMANCE OBJECTIVES





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Key Performance Indicators

Performance Objective	Key Performance Indicators (KPIs)
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2. By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level. (PO-SS-2)	f. % of students who demonstrated at least 1 yr of growth or remained at advanced level on DIBELS overall and by identified subgroup (KPI-SS-2.a.) g. % of students who demonstrated at least 1 yr of growth or remained at advanced level on Math Inventory overall and by identified subgroup (KPI-SS-2.b.)
3. PROPOSED: Student achievement	h.
4. PROPOSED: Graduation Rate and/or Dropout Rate	i.
5. PROPOSED: Literacy Goal (Reading on grade level at 3 rd /6 th)	j.
6. PROPOSED: Performance Objective for Systems of Support	k.



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STRATEGIC PRIORITY 1: STUDENT ACADEMIC GROWTH AND EXCELLENCE

ASSESSMENT OF KEY PERFORMANCE INDICATORS

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> Proposed #5 (a and f) - aligned 	<ul style="list-style-type: none"> PO-SS-2: Drop “advanced student still at advanced level” as that would be no growth. Advanced students should also get 1 year of growth in a year. Top survey responses for increased rigor needs to be included somewhere Not gaps, gaps won’t (sp) be improved by pushing top down. What targets for improving bottom. Not reduce gaps. [Provide] specific targets of improvement - so 70% SOL pass rate improved to 72, 74, 76, 78, 8-, 82%
CLARITY AND COMPREHENSIBILITY	
	<ul style="list-style-type: none"> 6. Systems of support? [How do we measure/define]
OMISSIONS/REVISIONS/DELETIONS	
	<ul style="list-style-type: none"> KPIs should include advanced learners specifically Dropout rate is a KPI # of days from when a student scores “red” on a screener to receiving an intervention (+1) Need student achievement measures (SOL, Reading, AP/IB) KPI FOR 5j - % of students reading on benchmark in K, 1st, and 2nd (+1)



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Strategic Priority 2: Student Well-Being

In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.

Performance Objective	Strategies
1. Disproportionally in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase. (PO-SWB-1)	1. Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct. (S-SWB-5)
2. By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting. (PO-SWB-2)	2. Increase co-taught sections of courses and classes to support the inclusion of students. (S-SWB-6)
3. Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental health.	3. Integrate culturally relevant concepts and practices into all levels of school interactions. (S-SWB-1) 4. Establish and promote a culture of physical, social, emotional, and mental health wellness. (S-SWB-2) 5. Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs. (S-SWB-3) 6. Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth. (S-SWB-4)



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STRATEGIC PRIORITY 2: STUDENT WELL-BEING

ASSESSMENT OF PERFORMANCE OBJECTIVES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> Strategy 3: Aligned 	<ul style="list-style-type: none"> Performance Objective 2 <ul style="list-style-type: none"> Move SPED data to Strategic Priority 1 (Student Academic Growth & Excellence) 80%/80% students with disabilities should be moved to Academics (Strategic Priority 1)
CLARITY AND COMPREHENSIBILITY	
	<ul style="list-style-type: none"> Performance Objective 1 <ul style="list-style-type: none"> Unclear - "disproportionality" Unclear Transparently show cross-tabbed data to better understand some of the issues with suspensions Performance Objective 3 <ul style="list-style-type: none"> Your Voice Matters survey needs more clarity arounds safety Specify the measure "Key findings" is vague Your voice matters needs clarity around safety Not definitive. What measure of improvement? By how much?
OMISSIONS/REVISIONS/DELETIONS	
	<ul style="list-style-type: none"> Performance Objective 2 <ul style="list-style-type: none"> Increase % to 80%



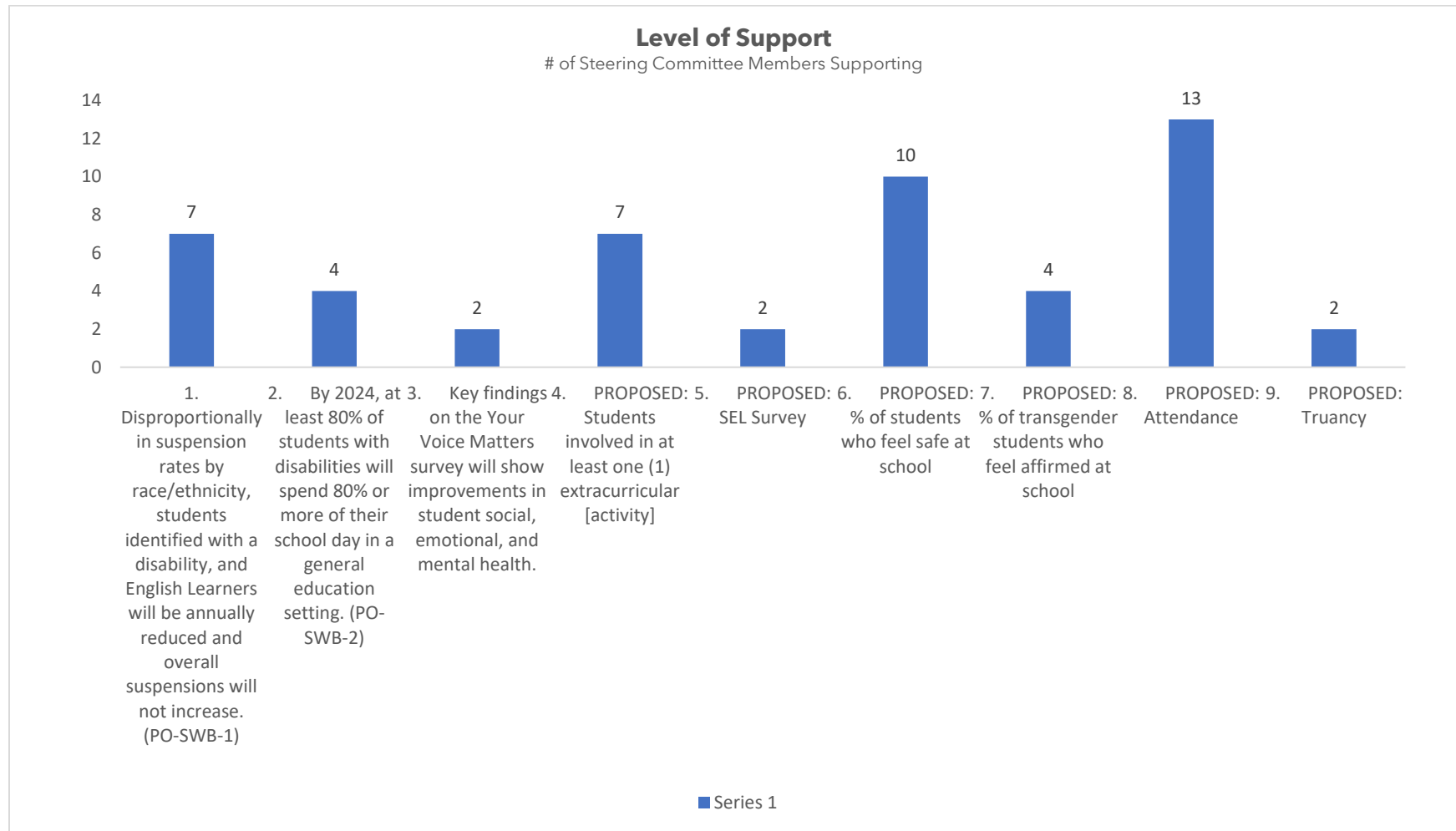
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PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none">○ #2 Performance Objective - more staffing for co-teachers● Omissions<ul style="list-style-type: none">○ Students involved in at least one (1) extracurricular [activity]○ Add SEL survey○ Revamp surveys - make more of value outcomes○ % of students who feel safe at school○ % of transgender students who feel affirmed at school○ Add attendance and truancy as performance objectives



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PERFORMANCE OBJECTIVES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED PERFORMANCE OBJECTIVES





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STRATEGIC PRIORITY 2: STUDENT WELL-BEING

ASSESSMENT OF STRATEGIES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> Strategy 1 aligns 	<ul style="list-style-type: none"> Strategy 2: Move to Strategic Priority 1 (Student Academic Growth & Excellence)
CLARITY AND COMPREHENSIBILITY	
	<ul style="list-style-type: none"> Clarity and transparency in how data is being used and impact on each students based on response Strategy 2 <ul style="list-style-type: none"> How are teachers prepared and supported for the strategy of 80% of students with disabilities included in general education settings 80% of the day? It is not enough to say it is happening. How will it happen? [How successful is it on student outcomes?] Co-taught sessions - clarity in the strategy about supports available from Syphax
OMISSIONS/REVISIONS/DELETIONS	
	<ul style="list-style-type: none"> General Feedback <ul style="list-style-type: none"> Strategies don't ladder up to performance objectives across the board Diversity, equity, and inclusion supporting all Omissions <ul style="list-style-type: none"> Related to Strategy 2 <ul style="list-style-type: none"> Training on inclusive supports



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PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none">▪ Teach non-disabled students how to work with students with disabilities (Do not put the onus on students with disabilities)○ Professional development for staff<ul style="list-style-type: none">▪ Staff training▪ Classroom management training as a requirement▪ Recertification training specific to special education▪ Training for staff on how to support gender-diverse students○ Evaluate the school-based needs of transgender students and set goals around meeting those needs<ul style="list-style-type: none">▪ [Provide] training for teachers on gender identity and needs of transgender students (+1)○ Prioritize teaching executive function skills<ul style="list-style-type: none">▪ Study - agendas▪ Systems - homework○ Have students stay in multi-grade homeroom with same teachers for four (4) years of high school to build community and relationships [Advisory]<ul style="list-style-type: none">▪ Advisory in grade-level instead of multi-grade (+1)○ Looping in elementary school - this is a student-centered strategy that is evidence-based○ We want strategies to include a focus on student engagement○ Lower student/adult ratios to build relationships (+100)



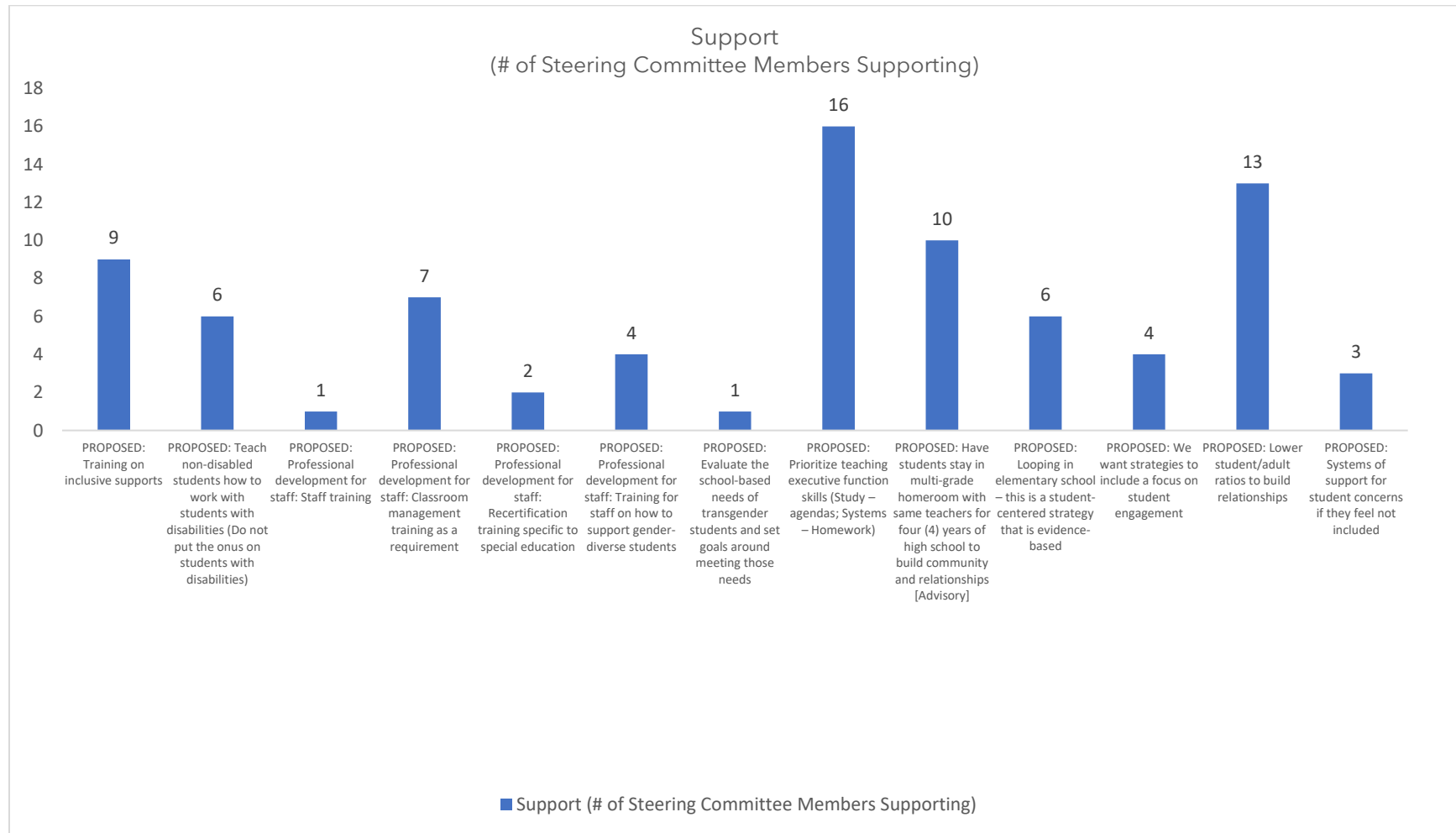
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PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none">○ Systems of support for student concerns if they feel not included● Revisions<ul style="list-style-type: none">○ Strategy 5<ul style="list-style-type: none">▪ Add student "opt-in" to evidenced based curriculum▪ Shouldn't name specific practices to avoid "fads"○ Strategy 3: Provide comprehensive counseling and mental health services and resources



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STRATEGIES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED STRATEGIES





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STRATEGIC PRIORITY 2: STUDENT WELL-BEING

Performance Objective	Key Performance Indicators (KPIs)
1. Disproportionally in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase. (PO-SWB-1)	<ul style="list-style-type: none"> a. % suspensions relative to % student population by identified subgroup (KPI-SWB-1.a) b. Relative risk of student groups being suspended compared to their peers by identified subgroup (KPI-SWB-1.b.)
2. By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting. (PO-SWB-2)	<ul style="list-style-type: none"> c. % of students with disabilities who spend at least 80% or more of the school day in a general education setting (KPI-SWB-2)
3. Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental health.	<ul style="list-style-type: none"> d. % favorable responses by Gr. 4-5 students on the Your Voice Matters (YVM) survey category Student Well-Being: Social, Emotional, Mental Health (KPI-SS-3.a.) e. % favorable responses by Gr. 6-12 students on the Your Voice Matters (YVM) survey category Student Well-Being: Social, Emotional, Mental Health (KPI-SS-3.b.)
4. PROPOSED: Students involved in at least one (1) extracurricular [activity]	<ul style="list-style-type: none"> f.
5. PROPOSED: SEL Survey	<ul style="list-style-type: none"> g.
6. PROPOSED: % of students who feel safe at school	<ul style="list-style-type: none"> h.
7. PROPOSED: % of transgender students who feel affirmed at school	<ul style="list-style-type: none"> i.
8. PROPOSED: Attendance	<ul style="list-style-type: none"> j.
9. PROPOSED: Truancy	<ul style="list-style-type: none"> k.



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STRATEGIC PRIORITY 2: STUDENT WELL-BEING

ASSESSMENT OF KEY PERFORMANCE INDICATORS

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Too much current emphasis on SEL. Students reported in survey - use time for learning (+1) • 1a - Break out subgroups if multiple groups
CLARITY AND COMPREHENSIBILITY	
	<ul style="list-style-type: none"> • I think attendance & on-time arrival need to be reported to the board so that the community has an understanding of how tragic it is • Is Your Voice Matters a good and accurate tool
OMISSIONS/REVISIONS/DELETIONS	
	<ul style="list-style-type: none"> • 8j - % of students with on-time arrival • Survey of Transgender students indicating they feel affirmed at school



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- **What works** and continues to **reflect the community's aspirations for students, staff, and the system?**

Clarity and Comprehensibility

- Are the Key Performance Indicators (KPIs) **clear** and **comprehensible** to APS parents/families, staff, and community?
 - Can parents understand what the KPIs measure?
 - Can parents understand how the KPIs provide information about progress (or the lack thereof) for their children/student or school?
 - Do the KPIs help progress monitor for all students (inclusivity)?

Omissions/Revisions/Deletions

(Incorporating Community Feedback)

- Are we **measuring what matters** aligned to the new APS priorities?
- Are there **any notably missing KPIs** aligned with APS strategic priorities?
- Do any KPIs look **duplicative** and/or **are they mutually exclusive** of one another?



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

Strategic Priority 3: Student Centered Workforce

APS will support and invest in a culture that attracts and retains skilled, talented, and effective staff committed to student success and well-being.

Performance Objective	Strategies
1. By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey. (PO-EW-1)	1. Recruit, retain, and advance high-quality employees. (S-EW-1) 2. Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members. (S-EW-2) 3. Grow and develop current and future high-quality leader/managers. (S-EW-3)
2. By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey. (PO-EW-2)	4. Develop integrated approaches that promote employee health and wellness. (S-EW-4) 5. Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce. (S-EW-5)
3. By 2024, all staff participate in training that meets or exceeds industry standards for their position. (PO-EW-3)	6. Recruit, retain, and advance high-quality employees. (S-EW-1) 7. Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members. (S-EW-2) 8. Grow and develop current and future high-quality leader/managers. (S-EW-3) 9. Ensure leader/managers have access to high-quality workforce data. (S-EW-6)



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

STRATEGIC PRIORITY 3: STUDENT CENTERED WORKFORCE

ASSESSMENT OF PERFORMANCE OBJECTIVES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Strategies need better alignment to Performance Objectives • All strategies related to training/professional development should be aligned to % of high quality teachers • These [Performance Objectives] are all about perception - not [an] impact on outcomes
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> • Performance Objective #2 <ul style="list-style-type: none"> ○ Exit survey of teachers is publicly reported 	<p>General Feedback</p> <p>“Training is unclear - There are compliance trainings and there is professional learning. These are separate.</p> <p>Performance Objective #1 and #3 are pretty much the same around training - Need better clarity</p> <p># of hours for staff to get back to HR to support admin/teachers (minimum SLA)</p> <p>Performance Objective 1 and/or 3</p> <p>Clarify professional learning beyond VDOE being T-scale driven when applicable</p> <p>Performance Objective 1 and/or 2</p> <p>Clarify/ensure no repercussion from survey participation</p>



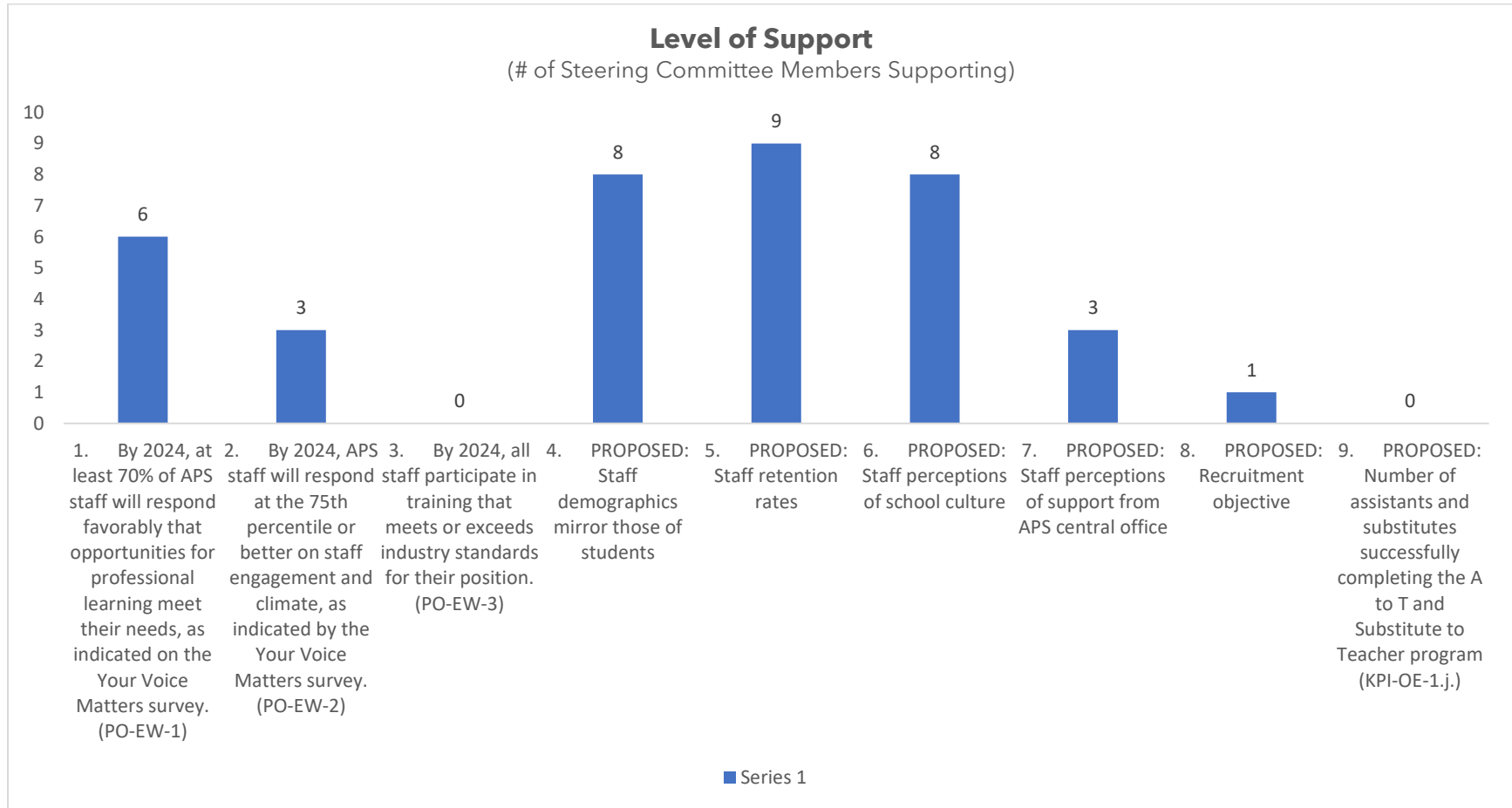
Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

PLUS (+)	DELTA (Δ)
OMISSIONS/REVISIONS/DELETIONS	
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Omissions<ul style="list-style-type: none">○ Diversity of Staff: Employee/Teacher/Leader Demographics<ul style="list-style-type: none">▪ Staff demographics mirror student body demographics▪ Diverse workforce○ Retention of Staff/Teachers<ul style="list-style-type: none">▪ Retention rates▪ Compensation▪ Teachers respond positively to surveys about school culture▪ Support from the Division/Syphax<ul style="list-style-type: none">• Syphax supports schools subbing requirements• Staff perceptions of supports by APS○ Recruitment [of Staff/Teachers/Leaders]<ul style="list-style-type: none">▪ Need recruitment objective



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PERFORMANCE OBJECTIVES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED PERFORMANCE OBJECTIVES





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STRATEGIC PRIORITY 3: STUDENT CENTERED WORKFORCE

ASSESSMENT OF STRATEGIES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Strategy #2 <ul style="list-style-type: none"> ○ Strategy #2 ○ Align “professional learning framework” with “t-scale evaluation process & standards”
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> • Strategy #4 <ul style="list-style-type: none"> ○ Promote health and wellness - opportunities for this have increased 	<ul style="list-style-type: none"> • Strategy #1 <ul style="list-style-type: none"> ○ Clarity for “advance” high-quality employees ○ What does “high-quality” mean and how is it measured within YVM [Your Voice Matters] • Strategy #2 <ul style="list-style-type: none"> ○ Clarify how professional learning strategy provides for student centered workforce [new strategic priority] • Strategy #4 <ul style="list-style-type: none"> ○ Clarity about integrated approaches that promote employee health and wellness • Strategy #5 <ul style="list-style-type: none"> ○ Clarify recruitment and retention strategies • Strategy #8 <ul style="list-style-type: none"> ○ Clarity beyond PL/PD - how are we growing/developing high-quality leaders/managers • Strategy #9 <ul style="list-style-type: none"> ○ What does “managers have access to high quality workforce data” mean?



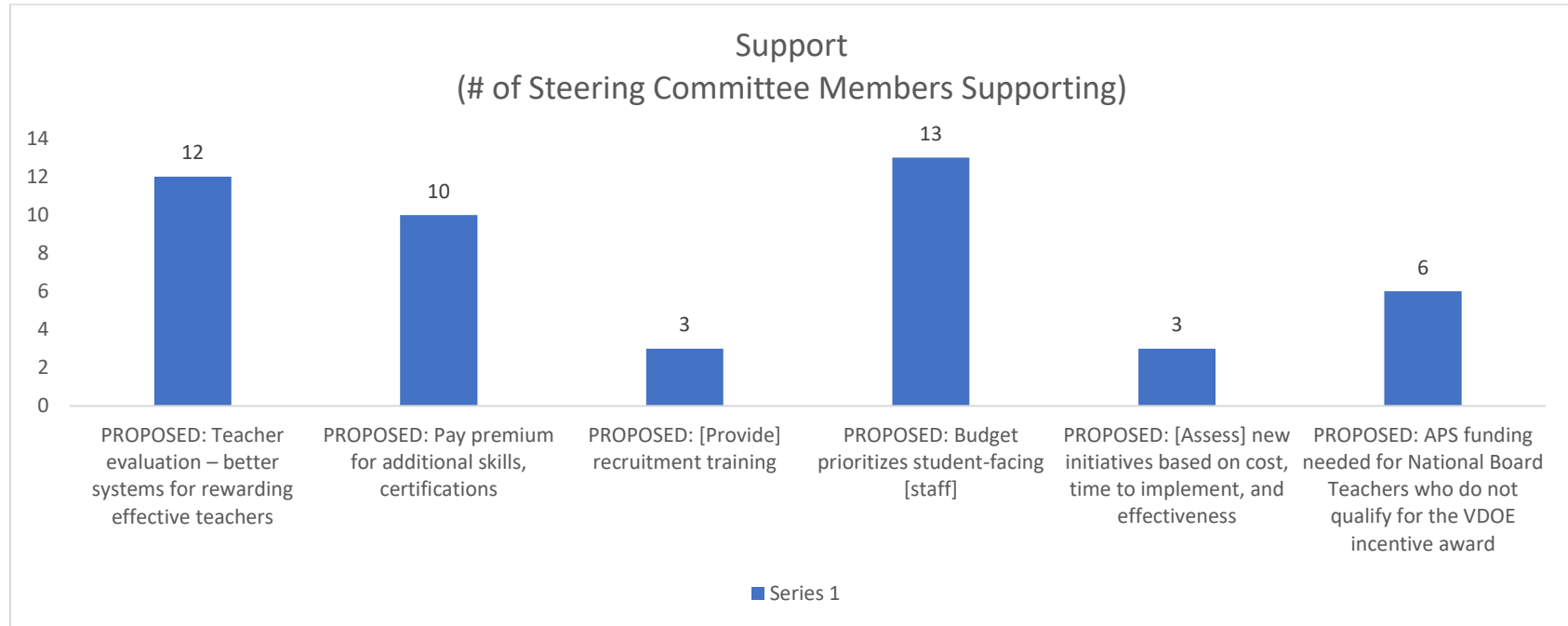
Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

PLUS (+)	DELTA (Δ)
OMISSIONS/REVISIONS/DELETIONS	
	<ul style="list-style-type: none">• Strategy #1<ul style="list-style-type: none">○ How do we define “high-quality” teachers? What is the measure. Their students perform better on tests? These teachers are bringing something different to the table.• Omissions<ul style="list-style-type: none">○ Teacher evaluation - better systems for rewarding effective teachers<ul style="list-style-type: none">▪ How do we evaluate and reward (+2)○ Pay premium for additional skills, certifications<ul style="list-style-type: none">▪ This should be retroactive for tenured T-scale○ [Provide] recruitment training○ Budget prioritizes student-facing [staff]<ul style="list-style-type: none">▪ Many teachers feel they are penalized for moving into leadership positions. Many of these positions benefit students○ [Assess] new initiatives based on cost, time to implement, and effectiveness○ APS funding needed for National Board Teachers who do not qualify for the VDOE incentive award<ul style="list-style-type: none">▪ This is a very low budget item with a huge ROI (+1)○ Syphax required to sub (+1)○ Every budget FTE added shows how far away the position is from student [level/impact] (+1)



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STRATEGIES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED STRATEGIES





Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

Strategic Priority 3: Student Centered Workforce

ASSESSMENT OF KEY PERFORMANCE INDICATORS

Performance Objective	Key Performance Indicators
1. By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey. (PO-EW-1)	a. % favorable responses by staff on the Your Voice Matters (YVM) survey category Engaged Workforce: Professional Learning (KPI-EW-1)
2. By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey. (PO-EW-2)	b. % favorable responses by staff on the Your Voice Matters (YVM) survey category Engaged Workforce: Staff Engagement (KPI-EW-2.a.) c. % favorable responses by staff on the Your Voice Matters (YVM) survey category Engaged Workforce: Workplace Climate (KPI-EW-2.b.)
3. By 2024, all staff participate in training that meets or exceeds industry standards for their position. (PO-EW-3)	d. % of staff who participated in training that met or exceeded industry standards for their position (KPI-EW-3)
4. PROPOSED: Staff demographics mirror those of students	e.
5. PROPOSED: Staff retention rates	f.
6. PROPOSED: Staff perceptions of school culture	g.
7. PROPOSED: Staff perceptions of support from APS central office	h.
8. PROPOSED: Recruitment objective	i.
9. PROPOSED: Number of assistants and substitutes successfully completing the A to T and Substitute to Teacher program (KPI-OE-1.j.)	j.

ASSESSMENT OF KEY PERFORMANCE INDICATORS

PLUS (+)	DELTA (Δ)
ALIGNMENT	
•	• Teacher evaluations → accurate based on student outcomes



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none"> Consolidate KPI a, b, and c into one KPI
CLARITY AND COMPREHENSIBILITY	
	<ul style="list-style-type: none"> PROPOSED 7: Define support from central office What is recruitment training? (+1) New initiatives is unclear PROPOSED 8: Recruitment objective?
OMISSIONS/REVISIONS/DELETIONS	
	<p>OMISSIONS</p> <ul style="list-style-type: none"> KPI on exit interviews and reason for departure. Keep data on dissatisfaction and retention rates to use that [KPI] for (+3) Retention of high quality staff (+2) Add question related [to satisfaction with central services] to YVM survey (+1) Need [a metric to reflect efficiency of] hiring and filling of positions % Open positions filled with high quality staff



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

CRITERIA FOR EVALUATION – PERFORMANCE OBJECTIVES & STRATEGIES

Performance Objective	Strategies
<p>Alignment</p> <ul style="list-style-type: none"> Are the current APS performance objectives aligned with the 2024-30 strategic plan priority? Are the current performance objectives reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> Are the current performance objectives clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> Can parents read and understand it? Do parents understand the implications for their children/student? Is it inclusive and can all parents see their children represented? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> What works and continues to reflect the community's aspirations for students, staff, and the system? Are we measuring what matters aligned to the new APS priorities? Are there any notably missing performance objectives to achieve the new APS strategic priorities? Do any of the performance objectives feel duplicative and/or are they mutually exclusive of one another? 	<p>Alignment</p> <ul style="list-style-type: none"> Are the current APS strategies aligned to the current performance objective and new APS strategic priority? Are the current strategies reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> Is each strategy distinct from other strategies? Are the strategies clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> Can parents read and understand it? Do parents understand the implications for their children/student? Are the community's hopes and aspirations clearly included? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> What strategies should be continued to achieve the performance objectives and new APS strategic priorities? What revisions or deletions to the current APS strategies should be considered to improve alignment, clarity, and comprehensibility? Are there any notably missing strategies to achieve the performance objectives and new APS strategic priorities?



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

CRITERIA FOR EVALUATION – KEY PERFORMANCE INDICATORS

Key Performance Indicators

Alignment

- Are the Key Performance Indicators (KPIs) **aligned** with the 2024-30 strategic plan priority AND the current or proposed Performance Objective?
- Are the KPIs **aligned with** and **reflective of what we heard from the community** during hopes and aspirations portion of the fall community engagement?
- **What works** and continues to **reflect the community's aspirations for students, staff, and the system?**

Clarity and Comprehensibility

- Are the Key Performance Indicators (KPIs) **clear** and **comprehensible** to APS parents/families, staff, and community?
 - Can parents understand what the KPIs measure?
 - Can parents understand how the KPIs provide information about progress (or the lack thereof) for their children/student or school?
 - Do the KPIs help progress monitor for all students (inclusivity)?

Omissions/Revisions/Deletions

(Incorporating Community Feedback)

- Are we **measuring what matters** aligned to the new APS priorities?
- Are there **any notably missing KPIs** aligned with APS strategic priorities?
- Do any KPIs look **duplicative** and/or **are they mutually exclusive** of one another?



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

Strategic Priority #4: Operational Excellence

APS will plan and implement efficient, effective, and sustainable system-wide operations to support the success of our students, staff, and community.

Performance Objective	Strategies
<ul style="list-style-type: none"> PO-Organizational operations will continuously improve their effectiveness as measured by identified KPIs. (PO-OE-1) 	<ul style="list-style-type: none"> Manage available resources equitably. (S-OE-1) Provide high-performance learning and working environments that support Universal Design for Learning standards. (S-OE-2) Identify and redesign or eliminate inefficient services. (S-OE-3) Use long-term and systematic processes to ensure academics and operations are financially sustainable. (S-OE-4) Systematically improve the quality of organizational operations. (S-OE-5)



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

STRATEGIC PRIORITY 4: OPERATIONAL EXCELLENCE

ASSESSMENT OF PERFORMANCE OBJECTIVES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> Some of indicators align with student-centered workforce better 	<ul style="list-style-type: none"> General Feedback <ul style="list-style-type: none"> Centralize where the KPIs are listed - 1 report
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> Performance Objective #1 is vague 	<ul style="list-style-type: none"> General Feedback <ul style="list-style-type: none"> Reduce or demystify the alphabet soup of APS (i.e., PRC, ACTL, ASEAC, SCR, SRO, SEL...) % of KPIs should be more specific Information to assist teacher program should be easier to find (provide mentors) Clearly state what will be measured for KPIs
OMISSIONS/REVISIONS/DELETIONS	
	<p>Omissions</p> <ul style="list-style-type: none"> Target 2 services redesigned or eliminated each school year Facilities <ul style="list-style-type: none"> Percentage of closed buildings & facilities on time Evidence of long-term planning (could also refer to finance/budget) Include environmental sustainability component to building, maintenance, and operations Finance <ul style="list-style-type: none"> Budget 1-pager Funds are tracked/traced/reported School Nutrition <ul style="list-style-type: none"> Add quality of food/nutrition



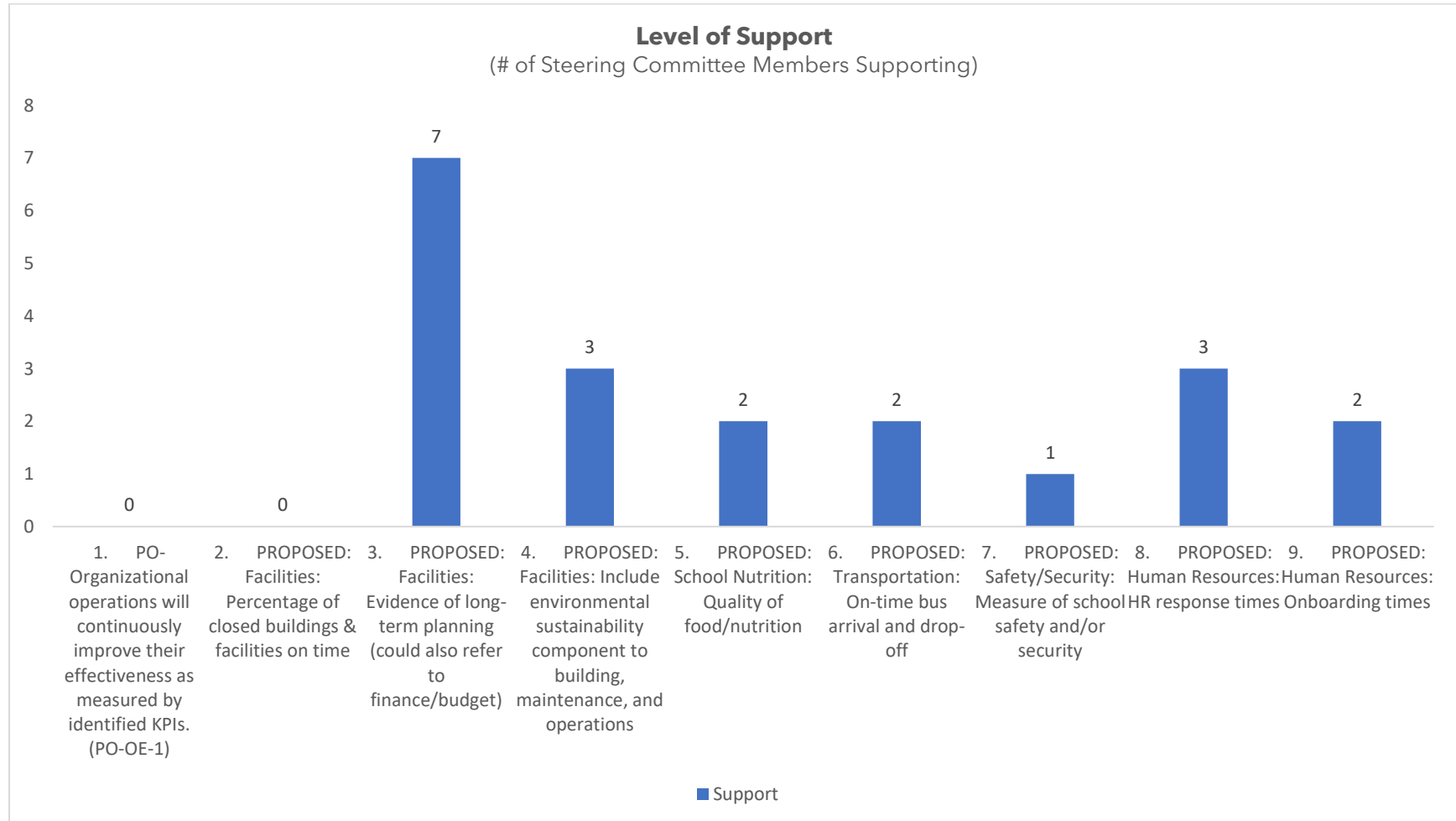
Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none">▪ Is this an issue? If so, yes!!▪ Green vegetables added as a “quality” component• Transportation<ul style="list-style-type: none">○ On-time bus arrival and drop-off<ul style="list-style-type: none">▪ Should be a KPI• School safety and security<ul style="list-style-type: none">○ Should be a KPI• Human Resources<ul style="list-style-type: none">○ Timeframe for responses from HR within 24-48 hours with a solution or next steps/ ticket system/accountability○ # of hours HR takes to reply to teachers○ # of days to onboard new staff• KPI - OE1-j should be added to “student-centered workforce” (strategic priority 3)



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

PERFORMANCE OBJECTIVES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED PERFORMANCE OBJECTIVES





Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

STRATEGIC PRIORITY 4: OPERATIONAL EXCELLENCE

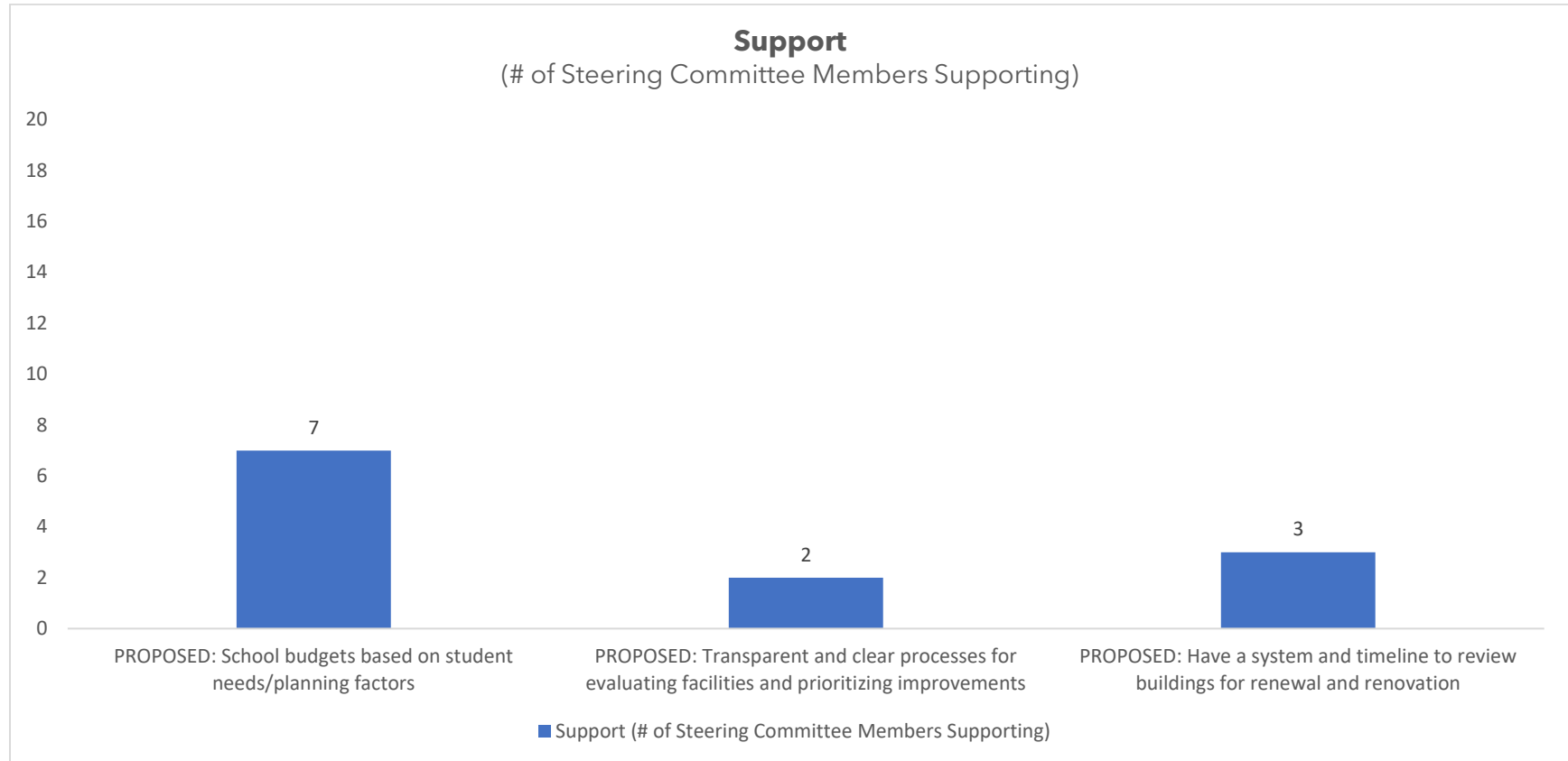
ASSESSMENT OF STRATEGIES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Strategies need more relation [alignment] to objectives
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Strategy #1 <ul style="list-style-type: none"> ◦ Available + planed or projected • Strategy #2 <ul style="list-style-type: none"> ◦ Define high performance learning and working environments • Strategy #3 <ul style="list-style-type: none"> ◦ Clarify how we would know a service is inefficient
OMISSIONS/REVISIONS/DELETIONS	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Omissions <ul style="list-style-type: none"> ◦ Finance/Human Resources <ul style="list-style-type: none"> ▪ School budgets based on student needs/planning factors ◦ Facilities/Planning/Construction <ul style="list-style-type: none"> ▪ Transparent and clear processes for evaluating facilities and prioritizing improvements ▪ Have a system and timeline to review buildings for renewal and renovation



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STRATEGIES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED STRATEGIES





Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

Strategic Priority 4: Operational Excellence

ASSESSMENT OF KEY PERFORMANCE INDICATORS

Performance Objective	Key Performance Indicators (KPIs)
<p>1. PO-Organizational operations will continuously improve their effectiveness as measured by identified KPIs. (PO-OE-1)</p>	<p>F&O</p> <ul style="list-style-type: none"> a. % of quarterly HVAC preventive maintenance completed (KPI-OE-1.a.) b. % of facilities meeting or exceeding the target of 85% or better on the cleanliness quality control inspection (KPI-OE-1.b.) c. % of schools/programs with 85% or higher on-time bus arrivals during AM (KPI-OE-1.c.) d. Energy Use Intensity for facilities (KPI-OE-1.d.) <p>FMS</p> <ul style="list-style-type: none"> e. % of purchase orders approved within 5 hours (KPI-OE-1.e.) f. % of Extended Day staff who were employed for the entire school year who completed at least 24 hours of required professional development annually (KPI-OE-1.f.) g. Number of economically disadvantaged students participating in a meal program (KPI-OE-1.g.) h. Savings from operations within the closeout report is within 3-5 percent of adopted budget (KPI-OE-1.h.) i. Number of days to complete monthly closes and financial reporting to Cabinet and School Board (KPI-OE-1.i.) <p>Human Resources</p> <ul style="list-style-type: none"> j. Number of assistants and substitutes successfully completing the A to T and Substitute to Teacher program (KPI-OE-1.j.) k. First day of school fill rate for substitute teachers (KPI-OE-1.k.) l. # of employees who participate in at least 1 wellness initiative (KPI-OE-1.l.) <p>Information Services</p> <ul style="list-style-type: none"> m. % of student devices reported to be not functional for instructional purposes that are replaced within twenty four hours of the time they are reported. (KPI-OE-1.m.)



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

Performance Objective	Key Performance Indicators (KPIs)
	n. % of digital resources from the Office of Academics that are implemented on-time as requested/scheduled (KPI-OE-1.n.) o. % of up-time for core Technology services (Communication, Network, Infrastructure) - (KPI-OE-1.o.) p. % of up-time for core Information Systems services (Synergy, Canvas, STARS)- (KPI-OE-1.p.)
2. PROPOSED: Facilities: Percentage of closed buildings & facilities on time	q.
3. PROPOSED: Facilities: Evidence of long-term planning (could also refer to finance/budget)	r.
4. PROPOSED: Facilities: Include environmental sustainability component to building, maintenance, and operations	s.
5. PROPOSED: School Nutrition: Quality of food/nutrition	t.
6. PROPOSED: Transportation: On-time bus arrival and drop-off	u.
7. PROPOSED: Safety/Security: Measure of school safety and/or security	v.
8. PROPOSED: Human Resources: HR response times	w.
9. PROPOSED: Human Resources: Onboarding times	x.



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> F&O % of school program for school bus arrivals (transportation is reflected) FMSE is aligned to operational effectiveness. Information Services m., o., and p., are all aligned with new foundations F&O has a lot of attention from the public Information Services p - systems operational for student learning and family communication 	<ul style="list-style-type: none"> FMS e. - Is it too fast for the effective use HR l. - connected to student-centered workforce (+1)
CLARITY AND COMPREHENSIBILITY	
	<ul style="list-style-type: none"> FMS h. - is not clear FMS g. - is not clear (+1) 2 - proposed performance objective is not clear (what does it mean)
OMISSIONS/REVISIONS/DELETIONS	
	<p>OMISSIONS</p> <ul style="list-style-type: none"> Hr: % of open positions filled with highly qualified staff (+2) FMO - % of tickets successful resolved within 1 day/week (+2) Information Services - % of tickets successful resolved within 1 week or 48 hours (+1) Safety/Security - Climate survey responses Safety Security - % of drills completed HR - # of hours to respond to staff issues/concerns HR - # of days to onboard new staff F&O - % of too hot or cold classrooms for more than 60 minutes each month % occupancy rate of APS facilities does not go above 90%



CRITERIA FOR EVALUATION – PERFORMANCE OBJECTIVES & STRATEGIES

Performance Objective	Strategies
<p>Alignment</p> <ul style="list-style-type: none"> • Are the current APS performance objectives aligned with the 2024-30 strategic plan priority? • Are the current performance objectives reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> • Are the current performance objectives clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> ○ Can parents read and understand it? ○ Do parents understand the implications for their children/student? ○ Is it inclusive and can all parents see their children represented? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> • What works and continues to reflect the community’s aspirations for students, staff, and the system? • Are we measuring what matters aligned to the new APS priorities? • Are there any notably missing performance objectives to achieve the new APS strategic priorities? • Do any of the performance objectives feel duplicative and/or are they mutually exclusive of one another? 	<p>Alignment</p> <ul style="list-style-type: none"> • Are the current APS strategies aligned to the current performance objective and new APS strategic priority? • Are the current strategies reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> • Is each strategy distinct from other strategies? • Are the strategies clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> ○ Can parents read and understand it? ○ Do parents understand the implications for their children/student? ○ Are the community’s hopes and aspirations clearly included? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> • What strategies should be continued to achieve the performance objectives and new APS strategic priorities? • What revisions or deletions to the current APS strategies should be considered to improve alignment, clarity, and comprehensibility? • Are there any notably missing strategies to achieve the performance objectives and new APS strategic priorities?



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

CRITERIA FOR EVALUATION – KEY PERFORMANCE INDICATORS

Key Performance Indicators

Alignment

- Are the Key Performance Indicators (KPIs) **aligned** with the 2024-30 strategic plan priority AND the current or proposed Performance Objective?
- Are the KPIs **aligned with** and **reflective of what we heard from the community** during hopes and aspirations portion of the fall community engagement?
- **What works** and continues to **reflect the community's aspirations for students, staff, and the system**?

Clarity and Comprehensibility

- Are the Key Performance Indicators (KPIs) **clear** and **comprehensible** to APS parents/families, staff, and community?
 - Can parents understand what the KPIs measure?
 - Can parents understand how the KPIs provide information about progress (or the lack thereof) for their children/student or school?
 - Do the KPIs help progress monitor for all students (inclusivity)?

Omissions/Revisions/Deletions

(Incorporating Community Feedback)

- Are we **measuring what matters** aligned to the new APS priorities?
- Are there **any notably missing KPIs** aligned with APS strategic priorities?
- Do any KPIs look **duplicative** and/or **are they mutually exclusive** of one another?



Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

Strategic Priority #5: Student, Family, and Community Partnerships

APS will strengthen and develop partnerships built on trust with students, families, community members, organizations, and local government to support student learning.

Performance Objective	Strategies
<ul style="list-style-type: none"> By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results. (PO-P-1) 	<ul style="list-style-type: none"> Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being. (S-P-1) Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences. (S-P-2) Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports. (S-P-3) Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality. (S-P-4)

STRATEGIC PRIORITY 5: STUDENT, FAMILY, & COMMUNITY PARTNERSHIPS

ASSESSMENT OF PERFORMANCE OBJECTIVES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> Your voice matters does align to performance objective - significant time and resources go into the execution and analysis of YVM each year is not feasible 	<ul style="list-style-type: none"> Performance Objective no aligned - YVM = 2 years apart means an imperfect measure



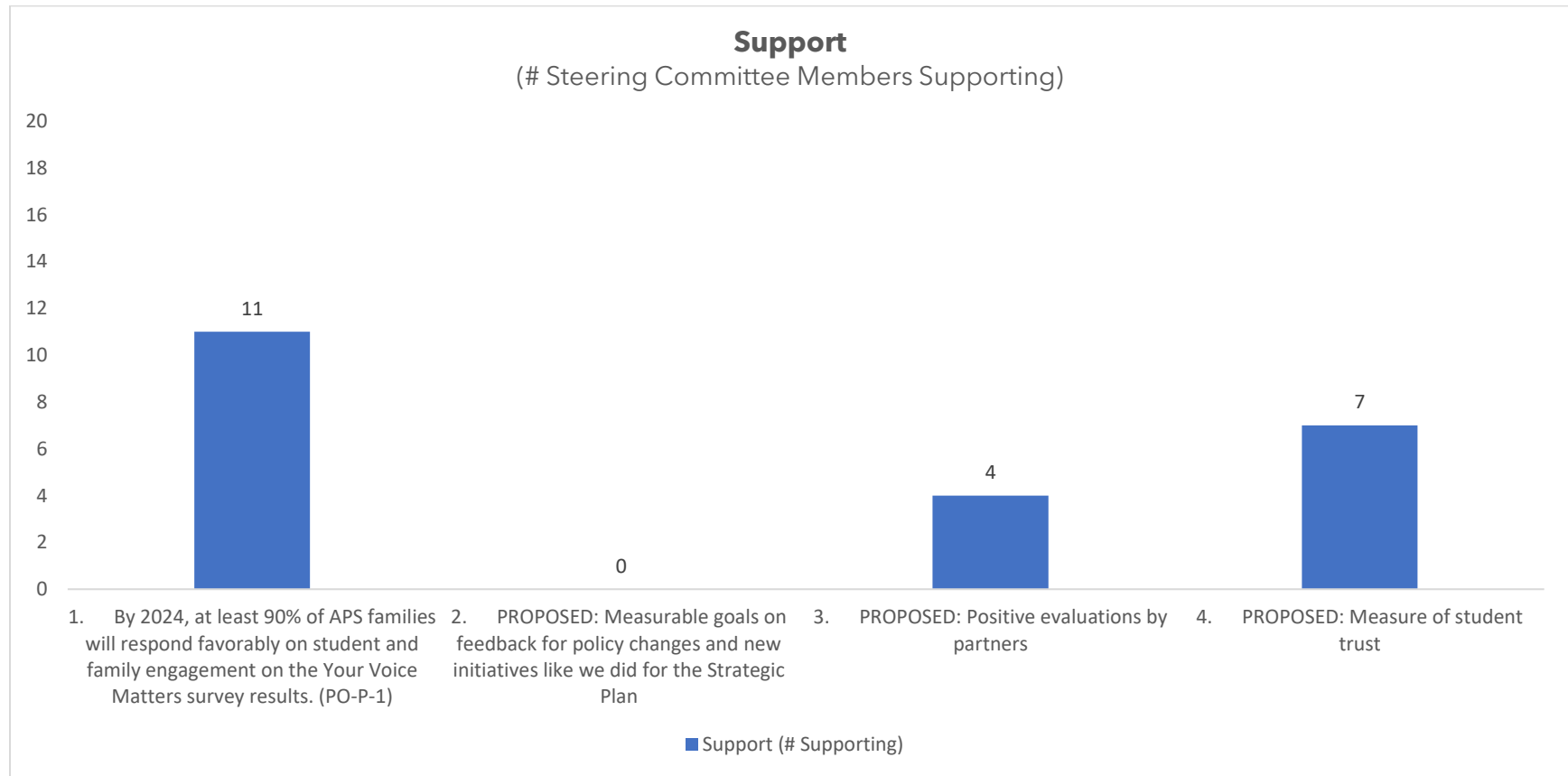
Steering Committee members used the criteria on pages 1 & 2 to provide feedback on the 2022-2028 Implementation & Monitoring Elements

PLUS (+)	DELTA (Δ)
<ul style="list-style-type: none"> This objective aligns with the current plan (Would suggest APS encourages more families to complete the survey) 	
<p>CLARITY AND COMPREHENSIBILITY</p>	
<ul style="list-style-type: none"> Performance Objective is clear with a measurable goal and data source 	<ul style="list-style-type: none"> Clarify what the YVM is intended to measure [potentially specific questions] Not clear - connection between performance objective and priority is too vague Clarify with partners how YVM results are used and define impact
<p>OMISSIONS/REVISIONS/DELETIONS</p>	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Omissions <ol style="list-style-type: none"> Measurable goals on feedback for policy changes and new initiatives like we did for the Strategic Plan Positive evaluations by partners Student trust needs a metric and aligned strategies <ul style="list-style-type: none"> Is this already included in YVM#1? We want to see more metrics and make them more measurable (e.g., each teacher completes 20 home visits) YVM does not measure partnership YVM does not measure how student learning is supported Need more objectives that speak to the strategies Leverage resources to help with student learning (e.g., tutoring)



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PERFORMANCE OBJECTIVES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED PERFORMANCE OBJECTIVES





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STRATEGIC PRIORITY 5: STUDENT, FAMILY, & COMMUNITY PARTNERSHIPS

ASSESSMENT OF STRATEGIES

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> Strategies are aligned with the Performance Objective (+1) 	<ul style="list-style-type: none"> Strategies need strategies
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> Strategy #2/3 <ul style="list-style-type: none"> a. Like the partner strategy 	<ul style="list-style-type: none"> What types of partnerships? How does community partnerships relate with the rest - more clarity on that
OMISSIONS/REVISIONS/DELETIONS	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Omissions <ul style="list-style-type: none"> a. Streamline process for recruiting and vetting volunteers at the central level b. Strategies include more relations than objective <ul style="list-style-type: none"> What does this mean? ↑ c. Grants department/ staff member to facilitate [search for/apply, etc.] state and national grants (no grants department) <ul style="list-style-type: none"> There are millions of \$ in funding available but we do not have this position Agree that this is an important consideration but maybe shouldn't be a strategy? We agree it is important they are school-based d. None of the strategies are school-based, which is surprising since the school house is the primary place families engage



**Arlington
Public
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APS Strategic Plan | Steering Committee Feedback
2022-2028 Implementation & Monitoring Elements
Priority 5: Student, Family, and Community Partnerships

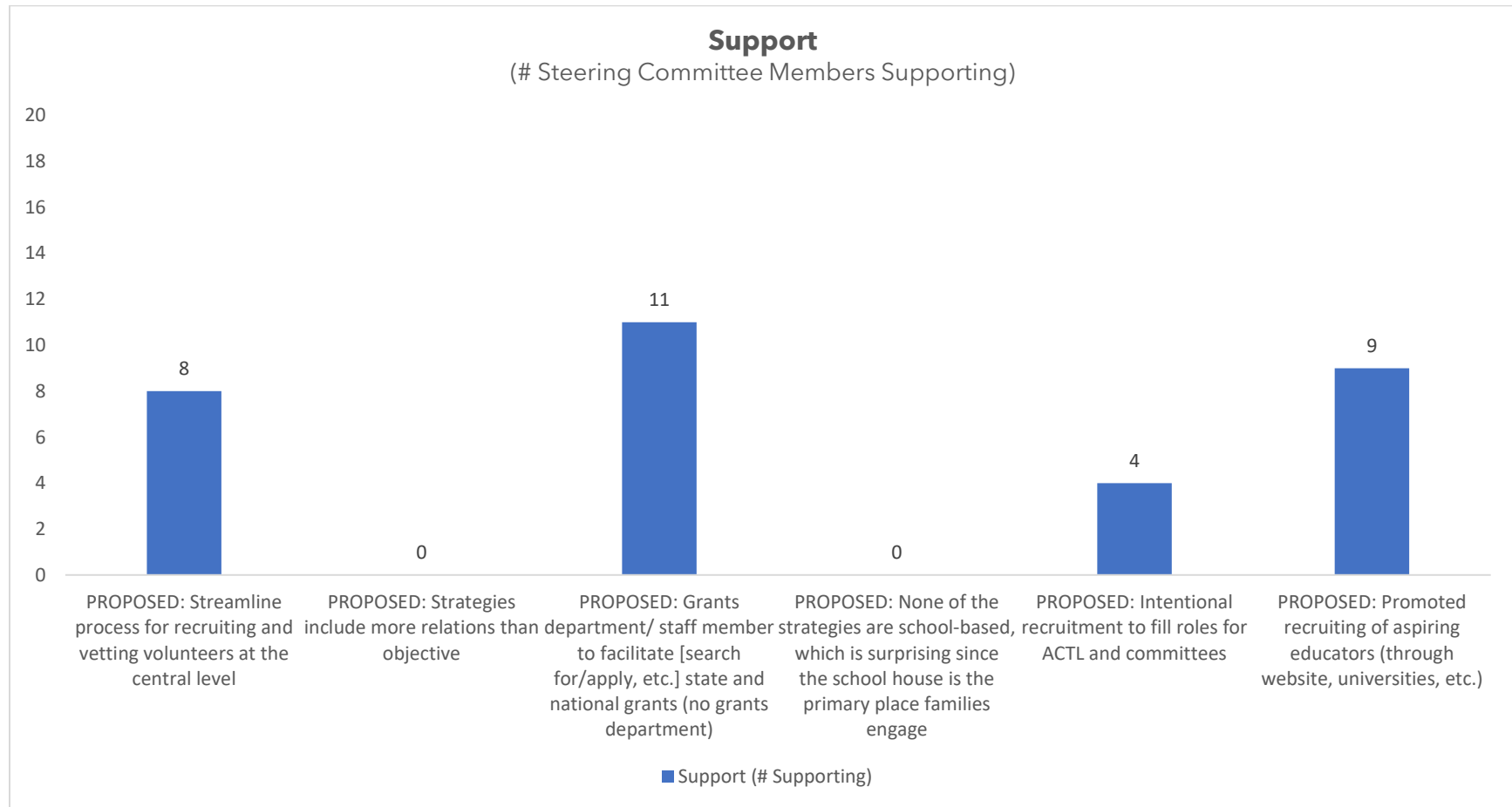
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PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none">e. Intentional recruitment to fill roles for ACTL and committeesf. Promoted recruiting of aspiring educators (through website, universities, etc.)



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STRATEGIES: LEVEL OF SUPPORT FOR EXISTING OR PROPOSED STRATEGIES





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Strategic Priority 5: Student, Family, and Community Partnerships

ASSESSMENT OF KEY PERFORMANCE INDICATORS

Performance Objective	Key Performance Indicators (KPIs)
1. By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results. (PO-P-1)	a. % favorable responses by families on the Your Voice Matters (YVM) survey category Partnerships: Family Engagement. (KPI-P-1)
2. PROPOSED: Measurable goals on feedback for policy changes and new initiatives like we did for the Strategic Plan	b.
3. PROPOSED: Positive evaluations by partners	c.
4. PROPOSED: Measure of student trust	d.

ASSESSMENT OF KEY PERFORMANCE INDICATORS

PLUS (+)	DELTA (Δ)
ALIGNMENT	
<ul style="list-style-type: none"> KPI-a is fine (+1) 	<ul style="list-style-type: none">
CLARITY AND COMPREHENSIBILITY	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Strong response rates for (+4) <ul style="list-style-type: none"> a. Students b. Community c. Parents d. Staff Who is a partner? (+4) Measure of "student trust" is not clear (+1)



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PLUS (+)	DELTA (Δ)
	<ul style="list-style-type: none"> Proposed #2 is not clear 1a - There needs to be a certain level of specificity (e.g., how schools/teachers support parents in understanding how to support their child’s learning at home)
<p>OMISSIONS/REVISIONS/DELETIONS</p>	
<ul style="list-style-type: none"> 	<p>REVISIONS</p> <ul style="list-style-type: none"> Nature center visits to schools to address specific science objectives are an excellent example of partners for student learning b - # response rate for feedback <p>OMISSIONS</p> <ul style="list-style-type: none"> # of APS and Arlington County partnerships & % Using data to prioritize types of community partnerships I wonder if we have a KPI around the # of high-quality partnerships we are adding each year (and eliminating some)? Homework implemented back in schools (+1) 1a - There needs to be a certain level of specificity (e.g., how schools/teachers support parents in understanding how to support their child’s learning at home) - duplicated in clarity section Amount of grant funding (+1) % increase/leverage community/local government partnerships to advance student learning (focus on areas of weakness) (+1) # of volunteers # of business partners active in schools, volunteer hours Home visits (+1)