

Chesterfield County Public Schools Design for Excellence 2007-2013 Key Measure Targets

Q* = Quarterly review

Key Measures		Current Status 2007	Prof Target	Adv Target	Q*	Comments
1A3. Students graduate in 4 years with standard or advanced diploma		84%	85%	90%	√	
1A1. Achieve And sustain levels of student achievement to earn full accreditation and make Adequate Yearly Progress under NCLB for all schools	Rdg	87%	70%	93%	√	
1A4. Narrow academic achievement and opportunity gaps in NCLB categories	Wtg	92%	70%	95%	√	
1A6. Ensure mastery of all 3 rd thru 8 th graders at or above grade level in literacy (reading and writing) and mathematics	Math	75%	70%	91%	√	
1B1a. World language offerings in elementary schools		6% (2 schs)	100%	100%		
1B1b. Middle school students enrolled in World Language courses		23%	25%	50%		
1B2. Middle school students' mastery of Algebra I (Note: Pass course and test)		35%	70%	85%	√	
1B3. Graduates who have earned credit in AP, IB or dual enrollment courses, or earning industry certification		47%	50%	70%		
1B4. Scores of three or better on AP exams		66%	65%	75%		
1B5. Seniors taking mathematics at or above Algebra II		63%	75%	85%		
1B6. Graduates earning an Advanced or IB diploma or the Commonwealth's Scholar seal		55%	65%	75%		
2A1. Students with no suspensions or expulsions		86%	85%	90%	√	

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3C1. Reduced gap in minority employee representation	11%	15%	20%		
Elementary	9.3%	15%	20%		
Middle	12.3%	15%	20%		
High	13.3%	15%	20%		
Percentage of students performing at the Advanced level on SOL tests.	36.5%	40%	50%	√	
Improved student attendance rates	96%	95%	96%		
Elementary	96.6%	95%	96%	√	
Middle	96.0%	95%	96%	√	
High	95.2%	95%	96%	√	
Increase in number and percentage of students of normal weight	61%	60%	75%		
Increase in number of students earning industry certification	N=213	N=350	N=400		
Increase in percentage of graduates who have successfully taken and completed a course online.	17%	30%	40%		
Number of at-risk children enrolled in CCPS preschool opportunities	420				

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<p>Adopted measures without counts or targets: A number of previously adopted key measures require additional study and planning, because a method for quantifying them has not been determined:</p> <ul style="list-style-type: none"> • Technology skills <ul style="list-style-type: none"> ○ Possibilities include percentage of 5th grades proficient in keyboarding, but there is no test currently administered • Alternative Education opportunities for students <ul style="list-style-type: none"> ○ A count could include Connections, Perrymont Middle, Chesterfield Community High, Second Start, on-line courses offered, Specialty Centers, gifted centers/school-based programs, special education centers/school-based programs • Evidence of Division Employees engaged in learning opportunities <ul style="list-style-type: none"> ○ Definitional issues need to be resolved before a count is possible (what will constitute a learning opportunity), but could include school-based PLCs, National Board Certification cohorts, doctoral cohorts, Superintendent's Quarterly Meetings) • Learning opportunities provided for parents and community <ul style="list-style-type: none"> ○ Again, definitional issues need to be resolved before a count is possible (what will constitute a learning opportunity), but could include adult education, Lifelong Learning Institute, school-based workshops, etc. • Volunteers and partnerships with schools and the school division <ul style="list-style-type: none"> ○ Again, definitional issues need to be resolved by Business and Government Relations before a count is possible (what will constitute a partnership) • Citizens working with the Board and Superintendent on student success <ul style="list-style-type: none"> ○ Count would include number of engagement sessions, boundary committees, public hearings • Engagement of advisory boards of parents, students, and citizens in matters important to student success. <ul style="list-style-type: none"> ○ Count of opportunities for advisory boards to impact decisions, discussions <p>Note: Short-term success on these issues would come in the form of development of a programmatic plan, key measure, and targets.</p>					