



Advisory Council on Instruction Minutes

Wednesday, November 7, 2018
7:00 p.m. - 9:00 p.m.

7:00 Call Meeting to Order

Meredith Purple, ACI Co-Chair

7:05 Approve October Meeting Minutes

Meredith Purple, ACI Co-Chair

Minutes approved with a few typo edits.

7:08 Your Voice Matters Survey Results

Regina Van Horne, Assistant Director, Planning and Evaluation

Regina Van Horne spoke regarding Your Voice Matters survey results. Your Voice Matters is a new survey by Panorama Education which was first administered to Arlington Public Schools last school year. It was a collaboration between Arlington Public Schools and Arlington Partnership for Children Youth and Families. This survey looked at school climate, staff engagement, as well as student and family well-being. The idea was to streamline other surveys done in the past and combine it with more targeted questions taken from other surveys to form just one. On October 16, there was an APS news release with the survey results. These results can be found on the APS website [Dashboard](#). There are district level results also available to the public. On the same day, staff from Panorama did trainings with staff teams to better understand the results and what next steps may be. In January, school level results will be available. The next survey will be in 2020; they will be done bi-annually. This year we are being proactive and systematic and APS is acting on these survey results. The survey results will also be built into the strategic plan. Regina reviewed the website and gave ACI members a visual tour of the dashboard and survey results. Regina let ACI members know how the survey results are organized and how to view and see how results can be broken down.

Question: Can these results be broken down by schools?

Answer: Yes, the teams who received training from Panorama Education can see results now and in January this information will be open to the public via APS Dashboard.

Question: How were you able to access the student demographics for this survey?

Answer: Student were given an access code for this survey. The contractor filled out this information based on the access code the student entered.

Question: Was this survey entirely given online?

Answer: It was online for students. A paper version was given to other school staff. Cafeteria, bus drivers and janitors had a paper version. There was also a Spanish version.

Question: What type of response rate did you get on this survey? Was this a requirement?



Answer: For students, this survey was administered in the classroom. For staff and parents, it was emailed out. The response was good. There was a little drop in response compared to other years, but this may have been because it was a new survey.

Meredith and Sarah provided laptops to ACI members so they could access the APS website and try out Dashboard to view survey results and other information. Sarah Putnam informed members how some of this data aligns with the new strategic plan. ACI members were given about 15 minutes to sift through the data. After that time, members were prompted to record things they noticed about the results. To conclude, ACI representatives commented on data.

ACI Representatives' Comments/Noticing's from "Your Voice Matters" Survey Dashboard Results	
1	Break down data by schools to see where the good leadership, communication and engagement ratings are
2	Cut out all the Jargon and communicate in basic terms
3	Need More Substance Abuse Counselors
4	Worry about how few kids felt challenged
5	What differences are stat significant?
6	The voice constrict needs more thought. How clearly were you able to describe your feelings? What does that mean? Are these taken verbatim or questionnaires?
7	Sample checked for representative to APS
8	Surprising lack of variation within subgroups - Why?
9	Some items require more context to understand implications. e.g. care about other peoples feelings. Example: Do they notice I have a zit on my chin vs. Trish seems sad and needs a friend today.
10	Bullying questions show different by gender - but no breakdown by relational aggression vs. physical Aggression
	Girls - relational Boys - Physical
11	Screen time questions may confuse more than enlighten (through good attempts at complex topics)
12	I believe for the 4 questions I navigated, which were about parent's involvement in schools, and 93% see it as not a problem -- but the point is that that survey was in English or Spanish. Not getting parents who don't have access to the net or don't speak the language mainly, I believe you are targeting the wrong people.
13	Overall "Voice" 5-6th grade students are an outlier (lowest satisfaction) <ul style="list-style-type: none"> Looking at SWDs vs Non-SWDs: SWDs were consistently less satisfied across all individual questions (between 7-8%); even a bigger gap for questions related to being heard at home Action: create a "special" space for SWDs to communicate views/feelings with the wider school community. Giving them the opportunity to feel empowered.
14	Overall "Voice" APS teachers/staff very dissatisfied (14% only feel their voices are valued). No question on "Voice" asked to parent. Action: add this topic; require leadership training for school administrators and supervisors

15	Let's be sad: just over 1/2 excited about the future Love that you do this - thank you! Grade breakdown works by 5/6 elementary, 7-12 secondary, but not by APS Also - ignore the protest about how not everyone is surveyed. If representative of APS, fine and enough power
16	I believe PEP 13 - ACHS 77 eat breakfast least often - 51 % of 7-12 don't consistently eat breakfast
17	7th - 12th more frequently stressed
18	Unclear whether there is a statistical significance in survey participants and how they are administered
19	Why does the survey ask about student/family's feelings challenged vs. engaged? There is an important value difference between the two
20	Bullied on line text 85% - What is the 5th and 6th grader definition of bullying? Can it be teasing, joking or one-time event?
21	Use homeroom to survey all students in 7-12, they all have devices High Schoolers are not required to take P.E. after 10th grade
22	Why doesn't teacher feel valued? <ul style="list-style-type: none"> • Teachers being required to teach to the test • Increased class sizes - over crowding Teachers, assistants and Principals all feel they lack influences over decisions that affect them
23	Many students and parents both feel they aren't challenged by work. <ul style="list-style-type: none"> • They may need to be a clarification on the word challenged. • Raises more questions about differentiation
24	Why are student grades so varied? Example -. 5th and 6th graders vs. 7th through 12th
25	Only 31% of teacher feel their voice is being heard (valued/supported)
26	Different subgroups of students feel they are being heard at roughly the same rate (50%)
27	Students feel challenged/involved/connected - no major difference between subgroups <ul style="list-style-type: none"> • 5th and 6th - 36% • 7th and 12th - 38% Next steps - Drill down with additional questions <ul style="list-style-type: none"> • What should we do more of how can we do better • What are we doing well?



8:10 Committee Report: Career, Technical and Adult Education (CTAE)

David Remick and Alisa Cowen, Co-Chairs, Kris Martini, Staff Liaison

CTAE advisory committee is proposing 1 FTE be added to provide a fulltime staff person to continue to develop opportunities with the community and make connections to all APS schools.

Question: To what extent do resources already exist within Arlington Public schools regarding seniors? Example: in applying for internships.

Answer: Staff is now in place working with some students in programs. The CTAE committee is recommending that we collect all the experiences that are provided to some students now and make sure all students get the same opportunities across the board. They would get help with resumes, making sure they have applications together, and ensuring they have references and experience with some type of interview so that students are more prepared when leaving high school.

Comment: In the report, where it talks about the career awareness program for 5th graders, what the economy is now will not be the same when those same 5th graders graduate.

Answer: Starting the career conversation in elementary school will broaden awareness in thinking about work after college.

Question: So, there is no full-time person at each of the high schools now who provides counseling to each of the students regarding careers or technical opportunities?

Answer: We do have outreach counselors. We don't have staff who actually work directly and partner with businesses for students to have internships or senior project opportunities.

Comment: One person would not be able to complete this job and sustain it. Sounds more like a consultant position may work better and counselors might be useful for this.

This recommendation is a good idea but not sure how it will work.

Answer: We are all in agreement in that the work has many layers, but we need to start somewhere. The hope is for a liaison who would be funded by the county or through grants.



Question: Why is there is there a need to reinvent the wheel? Have you looked up programs like the Perkins grants program and Link Learning Lines? There are many tried and tested initiatives that are being implemented in other districts across the country. Have you looked at some of those practices?

Answer: Yes, we have tried a few programs like the Perkins grants. They cover funding for a three-year period and then we are asking for funding again in order to sustain the program. On another note, if you know anyone in a business who would like to partner with APS for a senior in providing an internship or facilitating a senior experience, please let us know. It is key that we get some help on this and parents are the best supporters.

Meredith started the second round of questions:

Question: What is the relationship with the PEP program and special-education students?

Answer: The PEP program offers broad experience and a special program for their students, they have training on site at the Career Center.

Question: Please give some clarity on the recommendation for a full-time staff person. Would there be a need for an education background?

Answer: That would be preferred, but not needed.

Question: Are there existing Department of State or Department Labor programs that look like the program you are recommending?

Answer: The Department of Labor does have an apprenticeship or pre-apprenticeship program. APS has a State representative that does some of that work. The Department of State has a lot of forms for cooperative agreements and the Labor Department has letters of agreement.

Upcoming meeting information:

Meredith Informed members about programming notes for upcoming ACI January meeting and February meeting. In January, there will be more discussion on the instruction in the classroom. Also in the January meeting there will be talk about the rubric input and about the ranking process. In February, there will be some joint work with the budget advisory committee. More information will follow on this work.

Please click on this [link](#) if you would like to see the presentations from this meeting.

9:00 Adjourn

Meredith Purple, ACI Co-Chair