

Rubric Criteria	Critical Need: The recommendation addresses an identified area of critical need or a key area for improvement.	Proven Solutions: The recommendation proposes an evidence- or researchbased solution; once implemented, it has a high probability of success.	Consistency: The recommendation supports or improves consistency across the school division.	Equity: The recommendation supports or improves equity across the school division. It addresses providing access to schools, resources, and learning opportunities according to each student's unique needs.	Academic Growth: The recommendation supports the achievement of at least one year of academic growth for individual students each year.	Achievement, Opportunity and Excellence Gaps: The recommendation directly addresses closing an identified gap, particularly in a traditionally underserved population.	Social and Emotional: The recommendation supports students' social and emotional learning and needs.	Other Strategic Plan/Priority Alignment: The recommendation advances or supports achievement of other objectives in the current Strategic Plan and/or addresses a current School Board priority.	Budget: The recommendation is sufficiently important or meritorious that it is worth the associated cost, even in a challenging budget environment.
<b>ACI Recommendations</b>									
<p><b>Gifted Services Advisory Committee Recommendation #1:</b> We recommend APS direct middle school teachers to pilot an intensified English 7 course at all middle schools. The course would be open to all students. English language learners as well as students with disabilities should receive the supports they need to access this course. It would begin the process of providing appropriate foundational instruction that supports the rich offering of AP and IB classes at the high school level. GSAC also supports piloting an intensified English 8 class at all middle schools.</p>	3.03	2.63	2.97	2.97	3.5	2.57	2.75	2.81	2.83
<p><b>Gifted Services Advisory Committee Recommendation #2:</b> We recommend that a Teacher Specialist staff position be added to the Office of Gifted Services. This Specialist would be instrumental to further improving consistency across the training of teaching skills that can be applied not only to gifted students but to all students.</p>	3.04	2.58	3.07	2.83	2.92	2.71	2.56	2.62	2.52
<p><b>World Languages Advisory Committee Recommendation #1:</b> As part of this year's official APS Evaluation of World Language programs, so as to monitor learning success and equity of learning opportunity, the national Standards-Based Measurement of Proficiency (STAMP test) should be administered to all students enrolled in language class in grade 5, in addition to continuing to test in 8th grade immersion and High School levels IV and above.</p>	3.04	3.21	3.54	3.18	3	2.63	2.25	2.88	3
<p><b>World Languages Advisory Committee Recommendation #2:</b> Enhance and improve the learning of Spanish and English literacy and help close the achievement gap in elementary immersion classes through implementing increased Spanish instructional time in grades K-2 and transitioning to an evenly balanced 50-50 use of instructional time in grades 3-5. Begin this program at the kindergarten level. Start this year to assess progress in the development of Spanish reading skills in the second or third grade of Spanish-English immersion for comparison with the third grade English Reading SOL.</p>	3.04	3.33	3.04	3	3.26	3.15	2.75	2.65	2.89
<p><b>World Languages Advisory Committee Recommendation #3:</b> Support the Social Studies Advisory Committee initiative to prepare globally competent APS graduates. World Languages and Social Studies should collaborate to create a strong partnership for curriculum development that will prepare APS graduates for successful career and community engagement in a diverse world.</p>	3	2.75	2.85	2.96	2.96	2.5	2.92	2.81	3.04
<p><b>CTAE Advisory Committee Recommendation #1:</b> APS Works Implementation Provide a full-time staff person to continue to develop opportunities with the community and make connections to schools. APS CTE Staff will invite Arlington County Government-supported programs to join the APS Works initiative.</p>	3.4	2.11	3.5	3.2	2.29	2.6	3	3	2.4
<p><b>ESOL/HILT Citizens Advisory Committee Recommendation #1:</b> Make student English Language Proficiency (ELP) levels and corresponding coursework and sequencing more clear and accessible to parents. We propose to include the ELP level of each student in ParentVUE. Also, we recommend that the acronym "HILT" be eliminated from all course labeling in favor of using WIDA levels, which are the levels that the state of Virginia uses for ELP.</p>	3.15	3	3.38	3.42	3	3.38	3.11	3.09	3.45
<p><b>ESOL/HILT Citizens Advisory Committee Recommendation #2:</b> Add a full-time Early Childhood Specialist to the ESOL/HILT Office in the Department of Teaching and Learning. While there is currently a part-time employee in this position, there is a strong need for a full-time employee to coach and educate all early childhood teachers on effective and appropriate instructional strategies for Dual Language Learners (DLLs).</p>	3.62	3.15	3.5	3.54	3.31	3.69	3.2	3.15	3.23
<p><b>Early Childhood Advisory Committee Recommendation #1:</b> APS should develop a Strategic Plan for Equitable Developmental Opportunities to address the opportunity gaps present before kindergarten.</p>	3.23	3.08	2.92	3.15	3	3.31	3.09	2.85	3.09
<p><b>Early Childhood Advisory Committee Recommendation #2:</b> Expand and align the continuum of educational models in early childhood education to meet the needs of all Pre-Kindergarten through Grade 2 learners.</p>	3.31	3.23	3.38	3.38	3.15	3.54	3	3.23	2.83

**Gifted Services Advisory Committee Recommendation #1: We recommend APS direct middle school teachers to pilot an intensified English 7 course at all middle schools. The course would be open to all students. English language learners as well as students with disabilities should receive the supports they need to access this course. It would begin the process of providing appropriate foundational instruction that supports the rich offering of AP and IB classes at the high school level. GSAC also supports piloting an intensified English 8 class at all middle schools.**

Response Text

Promotes equity in learning

By adding intensified courses to middle school this recommendation may only serve to widen the achievement gaps and to further reduce student diversity in advanced classes.

Not clear what the critical needs are or if this is on a list of improvements needed--is there a list somewhere? Not clear this is a proven solution since no data other than surveys from APS staff, students and parents are included. Would seem to clearly address strategic plan goals of multiple pathways to success for all students, operational excellence and healthy, safe and supported students.

Ensure all students and families know they can take these and other courses with a right to their support services.

This is a critical need recommended by a distinguished outside reviewer, particularly since there is a big disconnect between what teachers think they are delivering and what parents and students perceive they are receiving in the way of GS. Data are a little sparse in terms of research papers, except for teacher and parent/student surveys; however, I believe it would be highly successful and would prepare students better for advanced placement/IB classes in high school. The class would be open to all (whether or not counselors recommend it for students is a separate issue; and.) This course absolutely would support achievement of at least 1 year of academic growth for individual students each year and would help them in high school. This class is a very good first step to being able to provide opportunities across all subjects, not just math as is currently done. Some additional support might be needed to help English language learners and students with disabilities succeed—and those supports should be provided when needed. It is not clear what the other objectives are in the current Strategic plan since a complete plan is not available, only a 2-page overview. Effort seems in line with the school board priority that supports the strategic plan. Costs would seem to be minimal since existing staff would be used; there will be some small costs associated with additional instructional materials.

Being open to all seems ideal but most likely would exclude various subgroups including ELLs. Introducing the class by a school wide assembly or other means would exclude ELLs from the start. The recommendation states that there would be one or two levels of differentiations since it is opt-in. This statement shows that they are not truly open to all students and would need to provide support for everyone and therefore would mean much more than teaching to or two levels. It is important to have more rigor, raising the bar, but doing it this way would just continue to widen the gap. Could the name of a course eliminate the title gifted course and instead be titled as for example Advanced Course English either as 1, 2 or 3 with 3 as the highest level of study in that course. Hopefully teachers could be trained for each level and not use the word gifted for the level of a student's level. n "English"

They don't include the cost of adopting those changes.

Close attention needs to be paid to the concern of tracking to ensure equity of access to the course.

To me that middle school This program sounds like an extension. Although that greater access will then lead parents of kids who are not ready to enroll their child/push their child/allow their child to take the class. This plays out often. So and so is so over worked from these AP classes or advanced work they really wanted to take. How many students will this impact? Can we focus on training teachers to differentiate for students? - Many have had success in this respect.

Our community is concerned about the potentially inequitable application of this recommendation and the potential for unwelcome effects of "tracking" that it may have. Even if open to all, it seems unlikely that average or below average students or students with busy or less involved parents would choose this class. If teachers report that they are not creating higher-level work for students in every class (as APS differentiation rules actually require them to do), I think the remedy should be to require teachers to accomplish differentiation rather than give up on differentiation altogether. I do not think the solution should be to go back to a tracking system which, in this case, would seem to put a large proportion of kids with higher abilities in their own class. While this proposal says that the class would be open to all, no provisions are made to ensure that classes would achieve a cross section of abilities, disabilities, and language levels and/or no structure is discussed to show how adequate supports would be provided; thus this proposal seems to provide the means to achieving an end goal of getting a higher level class where a higher proportion of gifted students will congregate. I am sorry that I cannot support this initiative. The parents I have spoken to feel strongly that differentiation works at our school and should be able to work elsewhere.

Budget factor is based on the statement by GSAC that it is budget neutral. APS should ensure no tracking occurs and that all students, including students w/ disabilities, can enroll in these classes if they wish to do so (with proper support systems if needed).

white students are far more likely than black students to be identified as gifted. This timely article underscores many of the reasons why establishing advanced courses in middle school -- rather than focusing on differentiation -- segregates students into separate but unequal tracks. The study focusses on Charlottesville but extrapolates beyond in ways that ring true here in Arlington. See <https://bit.ly/2yH52sv>. Creating intensified English classes in middle schools is another way of excluding and keeping kids down, rather than provide the supports to lift them up. The exclusion from advanced classes at HS will start earlier in MS and widen the achievement gap. APS should be focusing on ways to improve instruction for ALL students. Both attention and money is better spent on improving differentiated teaching for all students, rather than letting just a few students take a better class, leaving the rest to languish in a poorly taught environment.

I am concerned about the full accessibility of these courses in practice. There is no question, on paper, but in practice, I believe that many students, even when offered supports, would not register for these intensified classes.

I do not support this recommendation because if every child opted to take the intensified class, APS would not be able to handle the volume and selections about who gets in and is left out would have to be made. Why not put resources behind strengthening the curriculum of English classes for all students instead instead of designating an intensified one? A rising tide lifts all boats... Let's make English classes more challenging, engaging across the board and help a greater number of children, not just those who opt in or are selected for an intensified pilot program.

This makes good sense, and the English language arts curriculum is a great place to take this next step. Intensified courses should be available to middle school students in all subjects, as the committee has argued for a long time.

**Gifted Services Advisory Committee Recommendation #2: We recommend that a Teacher Specialist staff position be added to the Office of Gifted Services. This Specialist would be instrumental to further improving consistency across the training of teaching skills that can be applied not only to gifted students but to all students.**

Response Text

Teacher training is vital!

Mentoring teachers to improve their efficacy ought to be within teacher professional development, not yet another staff member included in the annual budget.

The G&T resource people at each school should not be reporting to the principals but to the GS staff person, who does an incredible amount of work. Would help address the longstanding issue of inconsistency between what teachers think they are teaching and what students (and parents) think they are getting--clearly there is a big disconnect. However, the high cost will probably preclude this from moving forward with APS in such a tight budget year.

What this one woman does is herculean . . . it seems quite unfair for her not to have an additional staff person for support in comparison to other APS program groups, especially when 1/3 of all middle school and 1/4 of all high school students fall into this category (a big number!). I believe this would go a long way in ensuring consistency in GS across ALL schools; this would ensure more regular contact with all GS resource staff at every school and may allow for additional training for teachers. (I would go further and say that GS resource staff should be more under the control of the APS GS staff person and less under the control of the principal). The addition of this person may assure more consistent access to GS to address academic rigor requested by those students. Clearly there is a big disconnect between what teachers think they are delivering and what parents and students perceive they are receiving in the way of GS. I don't see a direct impact on student's social and emotional learning and needs by the hiring of an extra staff person, but there would likely be some indirect benefits through an ability of staff to better focus on assuring delivery of consistent GS across all schools—which is what students and parents want. It is not clear what other objectives are in the current Strategic plan since a full, written plan does not seem to be available, only a 2-page overview. The effort seems in line with school board priorities that support operational planning needs and the strategic plan. The cost is high since adding an additional staff member, but it clearly seems needed since 1/3 of all APS middle school and 1/4 of all high school students are identified as gifted.

It would be helpful to have the budgetary cost written in the report

There is not enough information in the report for this part. I tried to answer this part from what was provided and mostly from background which shouldn't be this way.

I believe this recommendation should focus on the benefit to ensuring equity of gifted service delivery, which one person is unable to do.
Need more data on number of kids impacted.
I strongly support this initiative but I fear this tight budget year may not be the right one for it given other competing priorities and the fact that APS has had to cut other vital staff. <u>But I support this initiative.</u>
Budget factor based on the GSAC statement that the rec is budget neutral.
Add a Spanish language arts as a gifted category for the immersion elementary schools.
I do not support this recommendation. The resources designated for a Teacher Specialist to build an intensified class would be better spent strengthening the curriculum of English classes for all students. Let's make English classes more challenging and engaging across the board and help a greater number of children, not just those who opt in or are selected for an intensified pilot program.
This recommendation did not include a budget estimate. Nonetheless, it is unrealistic to expect one Gifted Services Supervisor to meet the needs of the several thousand APS students identified as gifted. This new position is critically important to improve delivery of the services APS claims it's already providing. This survey does not appear to have room for additional comments, but I wanted to mention that this is an excellent report. It's well documented and well written, and unfortunately highlights the continuing failure of APS to provide the services its students require.

**World Languages Advisory Committee Recommendation #1: As part of this year's official APS Evaluation of World Language programs, so as to monitor learning success and equity of learning opportunity, the national Standards-Based Measurement of Proficiency (STAMP test) should be administered to all students enrolled in language class in grade 5, in addition to continuing to test in 8th grade immersion and High School levels IV and above.**

Response Text
This assessment is critical to evaluate the parity of language courses between schools. And to calibrate student achievement on a national standard.
Crucial to implement stamp at all schools considering the lack of proficiency based standards and the use of monies from world languages to cover other areas of education
Until last year, every FLES grade 5 student was evaluated; it seems important to collect as much data as possible to evaluate program efficacy and to identify where/when improvements are needed. STAMP is a nationally recognized test that would allow for comparison of APS results to those of schools nationwide. STAMP has been used since 2007 for secondary schools and since 2012 for elementary schools. The reduced amount of time for FLES instruction at 10 elementary schools will lead to inequitable progress and inconsistency of FLES learning. It may also affect downstream enrollment in WL classes. STAMP testing will allow for identification of academic knowledge and gaps that will ideally lead to better instruction—but only if the instruction is consistent across all schools. STAMP testing last year identified a problem at the 6 schools that offered it—20% of students did not meet the minimum benchmarks . . . that does not speak well for elementary school FLES instruction (which will only get worse with 10 schools opting for reduced instruction time). It is not clear what other objectives are in the current Strategic plan since a full, written plan does not seem to be available, only a 2-page overview. The effort seems in line with the school board priority that supports the strategic plan. Estimated cost is additional \$7k to test students at Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs and Drew Model School.
Not a big ask in terms of budget and in my opinion worth pursuing
We hear all the time from tuckahoe parents who are in that 3-5 grade level worried about reading/writing. Greater world language exposure (even if not immediate) is only helpful for all those kids. So if accessing grade 5 kids helps lead a discussion towards FLES importance or more FLES time I say yes let's do it.
I do not generally support additional testing but in this case, the student representatives felt that this particular test was a minimal burden on students. Given the different amounts of time that different elementary schools are permitted to allow to foreign language instruction, I agree that it is important to test all fifth graders to see whether this different level of instruction is leading to different results so that this practice can be correctly analyzed and, if necessary, stopped.

My biggest concerns is that we already (over)test our younger learners. If adequate testing can be achieved through informal means to reduce student test-taking anxieties and minimize disruptions to instructional time (i.e., so teachers do not "teach to the test" and (over)prep students), that would be more palatable.

**World Languages Advisory Committee Recommendation #2: Enhance and improve the learning of Spanish and English literacy and help close the achievement gap in elementary immersion classes through implementing increased Spanish instructional time in grades K-2 and transitioning to an evenly balanced 50-50 use of instructional time in grades 3-5. Begin this program at the kindergarten level. Start this year to assess progress in the development of Spanish reading skills in the second or third grade of Spanish-English immersion for comparison with the third grade English Reading SOL.**

Response Text

Agreed that the value of bi-lingual education needs to meet standards to achieve academic and economic value for the APS investment dedicated to the programs.

I am a 1st generation latina on my mothers side. I wish I had had a 90:10 educational opportunity. I wish I could give a 90:10 to my children.

There is a loss of students in immersion between kindergarten and grade 5 (reasons unknown although anecdotally it seems there were problems completing work, possibly due to inadequate instruction). Fluency may be improved for Spanish and African-American students by increasing the amount of time spent on Spanish language instruction to a 90/10 mix of Spanish/English for grade K-2 (increasing time on task, which is the biggest influencer). Cited research papers seem to show efficacy of this approach. Students need more time in Spanish reading and writing at lower levels in order to perform at needed levels in higher grades. Front-loading Spanish reading and writing instruction levels the field, so to speak, by increasing exposure and time on task to developing a working knowledge of the native language (for Spanish native language speakers and, apparently, for African American students), which translates directly to learning English reading and writing. Students of all backgrounds and demographics perform better in 2-way immersion programs. If this is such a successful approach, it should be considered for any student enrolled in FLES at any school. Social/emotional benefits of language equity seem obvious: cross-cultural sensitivity on the part of English speakers and pride on the part of heritage speakers. It is not clear what other objectives are in the current Strategic plan since a full, written plan does not seem to be available, only a 2-page overview. The effort seems in line with the school board priority that supports the strategic plan. The estimated cost is \$13200 including \$6k additional instructional materials that would be needed at the K-2 level at Claremont and Key and \$7200 for 2 years of grade 2 assessments.

From the discussion on ecommendation #2, it seems that counselors and teachers deliberately tell students to not continue the immersion program after a certain grade such 3rd so that the students can take other subjects and not receive the level of study and cause the study of language to suffer. More research should be done on this recommendation to how this would effect ELL's. More data on that have done this specifically with Spanish -English immersion in the U.S. in order to see how it affects both native spanish speakers and native English speakers. the research they cite under "Proven solution" is about a CanadianFrenchimmersion program. It seems that there would numerous long term budgetery increases if the program was changed- this would be a huge, long term impact on curriculum and staffing that was not mentioned here.we support recommendations #1 and #3.

I'm not sure this recommendation fully has budge accounted for in the suggestion of "increasing instructional time" as there is a careful balance in the immersion program right now and fully busy teachers.

Anything aimed at accessing greater k-5 FLES/immersion use and time is positive.

I came into the discussion generally against this plan, but the comments from the World Languages Advisory team convinced me that I was wrong and that immersion students' abilities would improve from these changes, which should not be that difficult to implement.

**World Languages Advisory Committee Recommendation #3: Support the Social Studies Advisory Committee initiative to prepare globally competent APS graduates. World Languages and Social Studies should collaborate to create a strong partnership for curriculum development that will prepare APS graduates for successful career and community engagement in a diverse world.**

Response Text

Easy to recommend because there are no associated costs

Excellent idea and seems an obvious concept for Arlington with so many different nations and languages represented. It supports US DoEd International Strategy for preparing US students to succeed globally. I personally love the idea of collaboration among disciplines (like English and History). Report cites ACTFL World-readiness standards for learning languages for communication, cultures, connections, comparisons and communities. Global education through coordination across fields emphasizes value of all students irrespective of cultural background/language/way of life/etc. See comments on first recommendation regarding education of English language learners. Some good ideas for engaging students in in-person and virtual exchanges are presented. It is not clear what other objectives are in the current Strategic plan since a full, written plan does not seem to be available, only a 2-page overview. The effort seems in line with the school board priority that supports the strategic plan. There is no cost for this fiscal year except time for coordination between WL and SS teachers at each school. There may be future costs to purchase some additional audio-visual and written resource materials.

I believe the cost for the following years should be included even if there is no cost for the current year.

This doesn't seem like it would require much of an additional budget just allowing for common planning time between departments in schools.

This is a given - all of our subjects should be interdependent - writing, L-Arts, SS, etc.

This is a useful and thoughtful goal, but I consider it less important than the other strong suggestions brought forth by the World Languages advisory committee this year.

I'm adding general comments here because there doesn't seem to be another place to put them -- this should be remedied for the future. This is an outstanding report. Even though it's extremely long, the committee has provided extensive data that support its analysis. Framing the report on the rubric makes it easier to evaluate, and there's no evidence that the report is less substantive as a result. While it's a burden to read a 44-page report (and sets a scary precedent -- what if all of the ACI committees submitted reports of this length?), the substance is terrific!

**CTAE Advisory Committee Recommendation #1: APS Works Implementation Provide a full-time staff person to continue to develop opportunities with the community and make connections to schools. APS CTE Staff will invite Arlington County Government-supported programs to join the APS Works initiative.**

Response Text

I would have liked to see more discussion of existing best practices. There are a variety of resources available to districts, including from ACTE, the Linked Learning initiative, Perkins (even if not applying for a grant there are resources on making career and tech ed more systemic) and much more. There is a body of research out there and it seems that more of that could be incorporated into APS without requiring additional staffing.

The activity seems to support new Virginia graduate standards, which require that students graduate with workplace skills, etc. There may be utility in expanding the survey beyond the informal one conducted by the student to get a better idea of what high school students really need with respect to work experience/internships/etc. It may also help to understand what the demand for this program might be. What programs are currently available to APS students? How many students participate? What are their experiences (as in what's missing?). What can be learned from the PEP program? What are best practices in other school communities? What kind of training might be required for businesses that work with APS to ensure good experiences for all? The addition of a staff person to coordinate these programs would ensure consistency across all high schools (but note also a potential need for additional staff at 6 locations to run the program at that particular school). Making the program widely available to all high school students would be quite useful. This is a separate learning experience, although indirectly it may provide students with more confidence in their skills/abilities and allow them to achieve academic success in high school. Identified gap appears to be anecdotal only; more data would be useful. Such a program could result in students with more confidence as they graduate and move on to college or other opportunities. It is not clear what other objectives are in the current Strategic plan since a full, written plan does not seem to be available, only a 2-page overview. The effort seems in line with the school board priority that supports the strategic plan. The estimated cost is ca. \$64k for a full-time staff person to run the program and coordinate across schools (but costs could be higher). Are there grants available from other sources for such programs?

CTAE makes a convincing argument and demonstrates the need for additional resources in this area.