

PreK-12 Instructional Program Pathways (IPP)

School Board Work Session

June 11, 2019



Arlington Public Schools



Agenda

Time	Topic	Facilitator
7:00	Welcome and Introductions	Reid Goldstein Dr. Patrick Murphy
7:05	History and Rationale	Dr. Patrick Murphy
7:10	Role of the PreK-12 Instructional Program Pathways: Purpose and Usage	Dr. Tara Natrass
7:20	Teaching and Learning	Dr. Tara Natrass
7:25	Proposed Definition	Dr. Tara Natrass
7:35	Data Considered	Lisa Stengle Dr. Tara Natrass
7:50	Potential Instructional Models	Dr. Tara Natrass
8:20	PreK-12 Instructional Program Pathways Implications	Lisa Stengle Dr. Tara Natrass
8:45	Closing Remarks	Reid Goldstein Dr. Patrick Murphy



History and Rationale

Arlington Public Schools



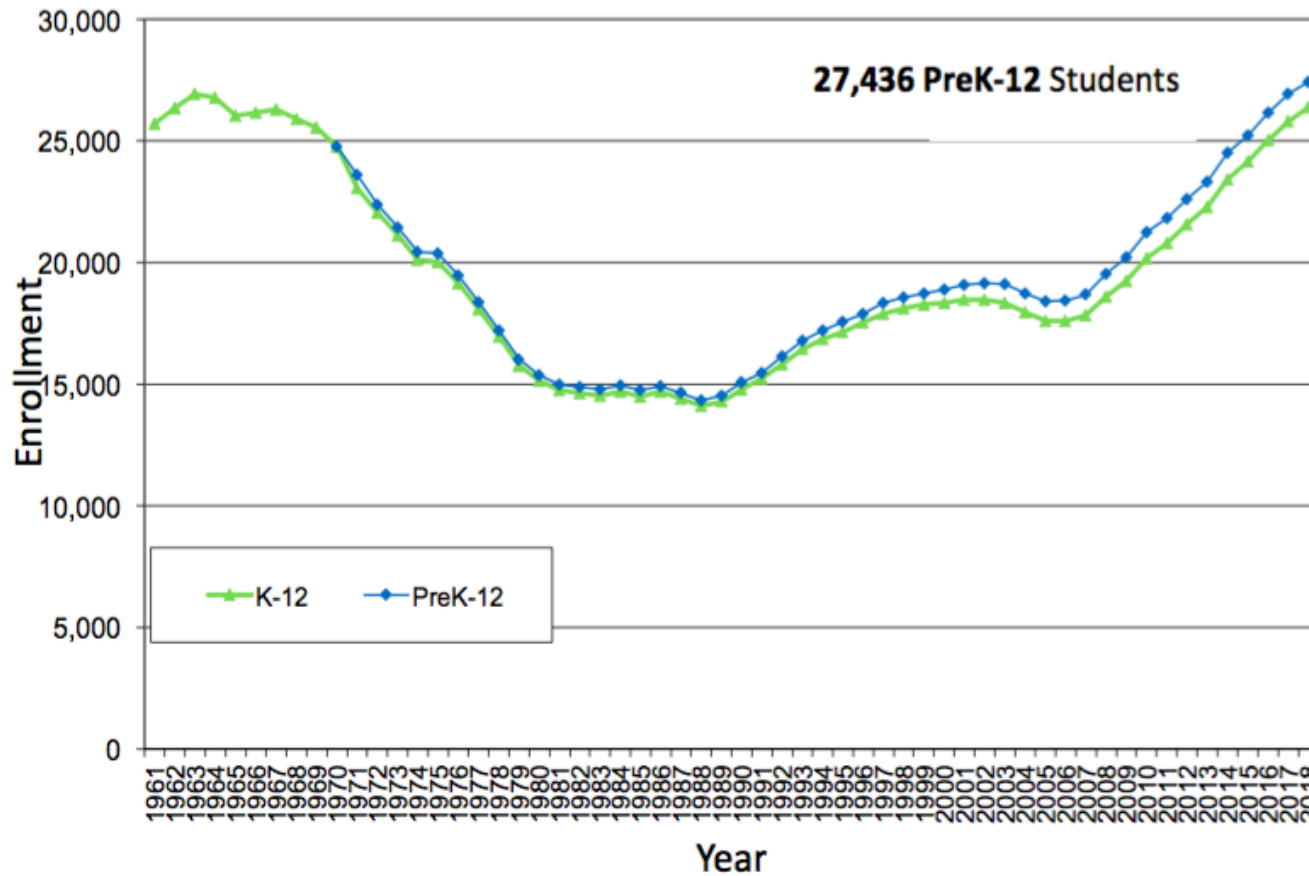
APS History and Enrollment



THE CHANGING FACE OF ARLINGTON PUBLIC SCHOOLS OVER THE PAST SIX DECADES

Over the past 60 years, beginning with the integration of Stratford Junior High and extending to the current day with plans for new buildings and revising the high school experience, Arlington Public Schools has considered the changing needs of its school population through periods of expansion and decline, changing demographics, technology growth and evolving instructional approaches. Arlington continues to focus on providing high-quality instruction for all students.

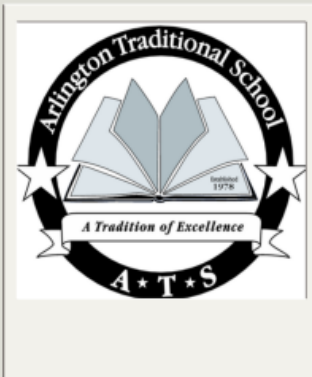
Total K-12 and PreK-12 Enrollment (September 30th), 1961-2018





Our History – 1960s and 1970s

APS enrollment was 25,000+



1968 - 1977

- June 1971 – Drew ES ceased to exist as African-American school, reopened as community wide
- Addition of Montessori to Drew (3,4 and 5 year olds).
- ATS created

Sept 30, 1968 Enrollment:
25,918 (K-12)

Since the 1970's:

H-B Woodlawn

- Initially opened as an alternative program for juniors and seniors
- Added middle school students and moved into a closed building (Stratford)

Arlington Traditional School (ATS)

- Since late 1970s, has followed a traditional model
- Gave families an alternative to “open classrooms” found across APS



Our History – Late 1970s to 1990s

APS enrollment declined below 15,000

APS closed schools



1978 - 1987

- In 1978 APS closed the Stratford and Gunston Junior High School
- Ninth grade moved to HS level (1978)
- ES growth continued to decline causing ES closings

Sept 30, 1978 Enrollment:
 16,950 (K-12)
 17,215 (Pre-K12)



1988 - 1997

- Middle school Model implemented in 1990
- Additional space by redistricting Key and moving HILT from Swanson to Williamsburg and from Washington Lee to Yorktown
- Futures Planning Process (92-93) included 32 initiatives from 1994-1998:
 - Opening of Gunston MS in 1994
 - Moving ATS to old Jackson ES (current location)
 - Opening of ASF in Old Page school building
 - Establishing the Key/ASF, Jamestown, Taylor Team in 1995
 - Claremont Early Years Ctr. (prek-2) opened in 1993

Sept 30, 1988 Enrollment:
 14,113 (K-12)
 14,334 (Pre-K12)

“Futures Planning Process”
 provided a plan for
 instructional changes



Our History – Late 1990s through 2007

Enrollment was level at around 18,500 students



1998 - 2007

- Move of Glencarlyn to newly-built Carlin Springs-2003
- Early Childhood Program formerly at Claremont moved to Glencarlyn site and renamed Campbell – made a choice program with preference to South Arlington Ss
- ATS and H-B Woodlawn admissions to increase diversity

Sept 30, 1998 Enrollment:

18,126 (K-12)

18,564 (Pre-K12)



Our History – Last 10 years

Significant Enrollment Growth

On average, enrollment grew by about 800 students per year:

- 19,500 in 2008
- 27,500 in 2018*

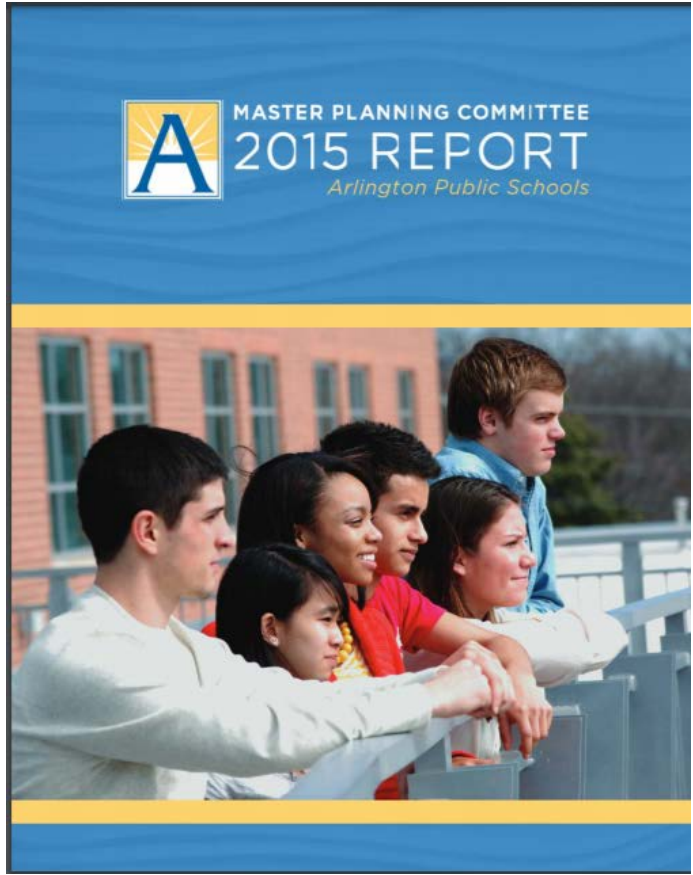
* All time high



2008 - 2017

- Increasingly significant student growth—49% over past ten years.
- Discovery opened in 2015 (boundary adjustments)
- Arlington Tech opened in 2016 and will expand to 800 students by 2022.
- South Arlington Working group in 2015, identifying Fleet to open in 2019

Sept 30, 2008 Enrollment:
18,605 (K-12)
19,534 (Pre-K12)





Continued Growth Necessitates a Plan



2018 -

- Alice W. Fleet ES opens in 2019
- Dorothy Hamm MS opens in 2019
- Montessori at Drew moves to Henry building in 2019
- Drew ES becomes full neighborhood elementary school in 2019
- Reed ES to open in 2021
- Education Center re-use in 2021

Sept 30, 2018 Enrollment:

26,389 (K-12)

27,436 (Pre-K12)

Five schools/programs are moving or opening Sept. 2019; more are on the way.

Other factors:

- Fall 2018: The 10-Year Projections forecast continued enrollment growth to 34,000 by 2028
- Fall 2018: Announcement about Amazon HQ2 strengthens confidence in estimates for continued enrollment growth



Role of the PreK-12 Instructional Program Pathways

Arlington Public Schools



Guiding Documents

2018-24 Strategic Plan

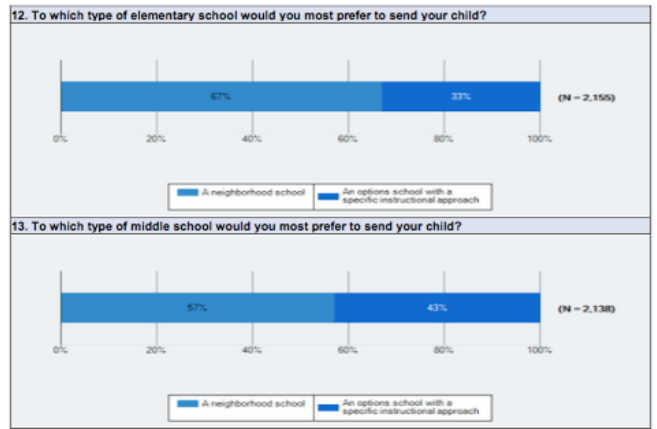


Policy J-5.3.31 Options and Transfers

The Arlington Public Schools carries out a sustained, vigorous, inclusive, and culturally appropriate program to communicate clearly the attributes of all its schools and programs, including preschool, to assist families and students in making informed decisions. Arlington Public Schools provides a range of learning opportunities to respond to the interests and needs of all students through

- A blend of neighborhood and option schools/programs.
- Equitable access for all students.

2017 and 2019 Community Questionnaires



Virginia Profile of a Graduate





Role of the PreK-12 IPP

Strategic Plan: Multiple Pathways to Student Success

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.



How the IPP will be used:

- Guidance for development of long-term planning for Arlington Public Schools (i.e. Arlington Facilities & Student Accommodation Plan (AFSAP), Capital Improvement Plan (CIP))
- Instructional framework for considering programs and identifying priorities before opening new schools and beginning boundary processes



Objectives

- Define the elements of “Options” Schools and Programs
- Develop the vision for PreK-12 Instructional Programs Pathway that:
 - Defines a variety of entry points to APS options
 - Provides for PreK-12 articulation where appropriate
 - Supports a clear message of access for all families and students
 - Aligns with the Strategic Plan and Profile of a Graduate
 - Articulates multiple pathways for student success

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.



PreK-12 IPP Framework

PreK-12 Instructional Program Pathways Framework includes:

- Vision for Teaching and Learning within APS
- Definition of options schools and programs
- Specific pathways that can be considered as future decisions are made
- Rationale for the pathways

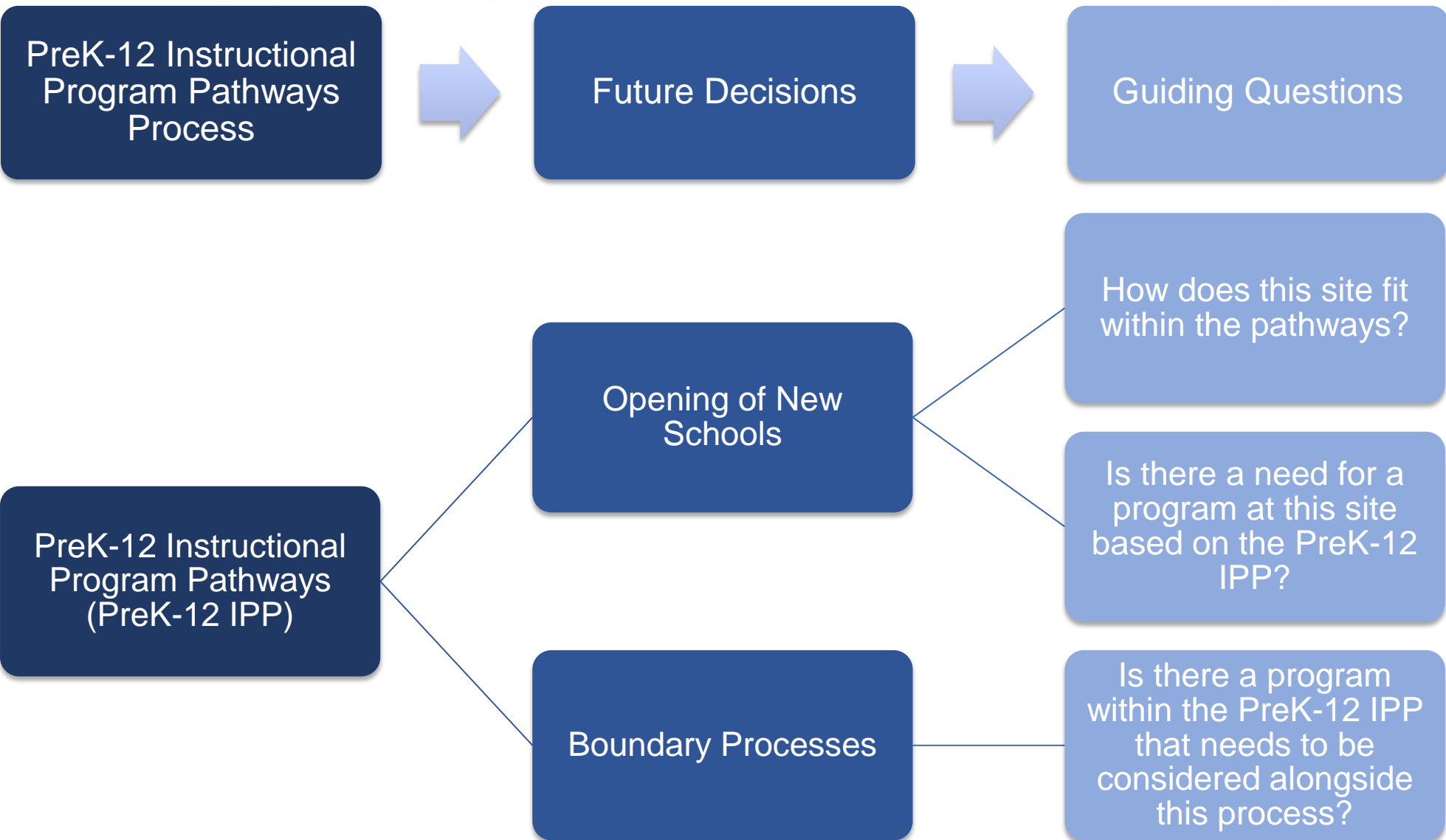
PreK-12 Instructional Program Pathways will not include:

- Specific school sites

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.



PreK-12 Instructional Program Pathways





PreK-12 Instructional Program Pathways Process

Jan-March: Developed draft with representatives from staff, advisory groups and schools

- Internal team with staff from central departments, instructional leaders, school administration & teachers
- Visioning sessions/draft review with APS advisory groups, including ACI and FAC, School Representatives

Feb-June: Provided information to APS families and staff

- Frequent updates via School Talk Engage (Thursdays), Friday 5, NewsCheck and social media
- Weekly updates (English/Spanish) through school Ambassadors, PR Liaisons and Bilingual Family Liaisons
- Two updates to the CCPTA
- “What’s Up, APS?” podcast episode discussing the IPP with staff members involved in this work
- Regular updates to Engage webpage www.apsva.us/prek-12-instructional-programs-pathway-ipp/

April-May: Gathered stakeholder input on working draft

- Nearly 1,600 responses to online community questionnaire in English and Spanish on draft framework
- Community Open House (with bilingual staff), and emails to engage@apsva.us
- Online video in Spanish on IPP process and questionnaire, and meeting with Spanish-speaking parents

June: Refine elements, using the input received, and share with School Board

- Final draft of PreK-12 IPP by staff
- School Board Work Session (tonight)
- School Board monitoring report (June 18)



Teaching and Learning

Arlington Public Schools



MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments

VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures



2018-24 Strategic Plan: Goal and Strategies

Multiple Pathways to Student Success

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

- Students are academically challenged
- Access to personalized learning opportunities
- Multiple pathways to graduation
- High expectations for all students
- Engagement in activities that reflect college and career opportunities, and provide the opportunity to learn about and experience workplace expectations and career options

Strategies to Ensure Student Success

- Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction
- Adapt curriculum and instruction to the needs of each student
- Increase meaningful, inclusive learning environments for students
- 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



Teaching and Learning Framework

INSTRUCTIONAL FRAMEWORK

The Instructional Framework defines the evidence-based practices that guide teaching and learning experiences throughout APS. It defines our expectations across grade levels, classrooms, and content areas for learning experiences.



CURRICULUM

The APS Curriculum defines the "what" for teaching and learning experiences to ensure PreK-12 vertical articulation. Each content area is reviewing and refining curriculum following the Understanding by Design framework while providing opportunities for authentic assessments, personalized learning, and integration of critical thinking, creative thinking, communication, and collaboration.



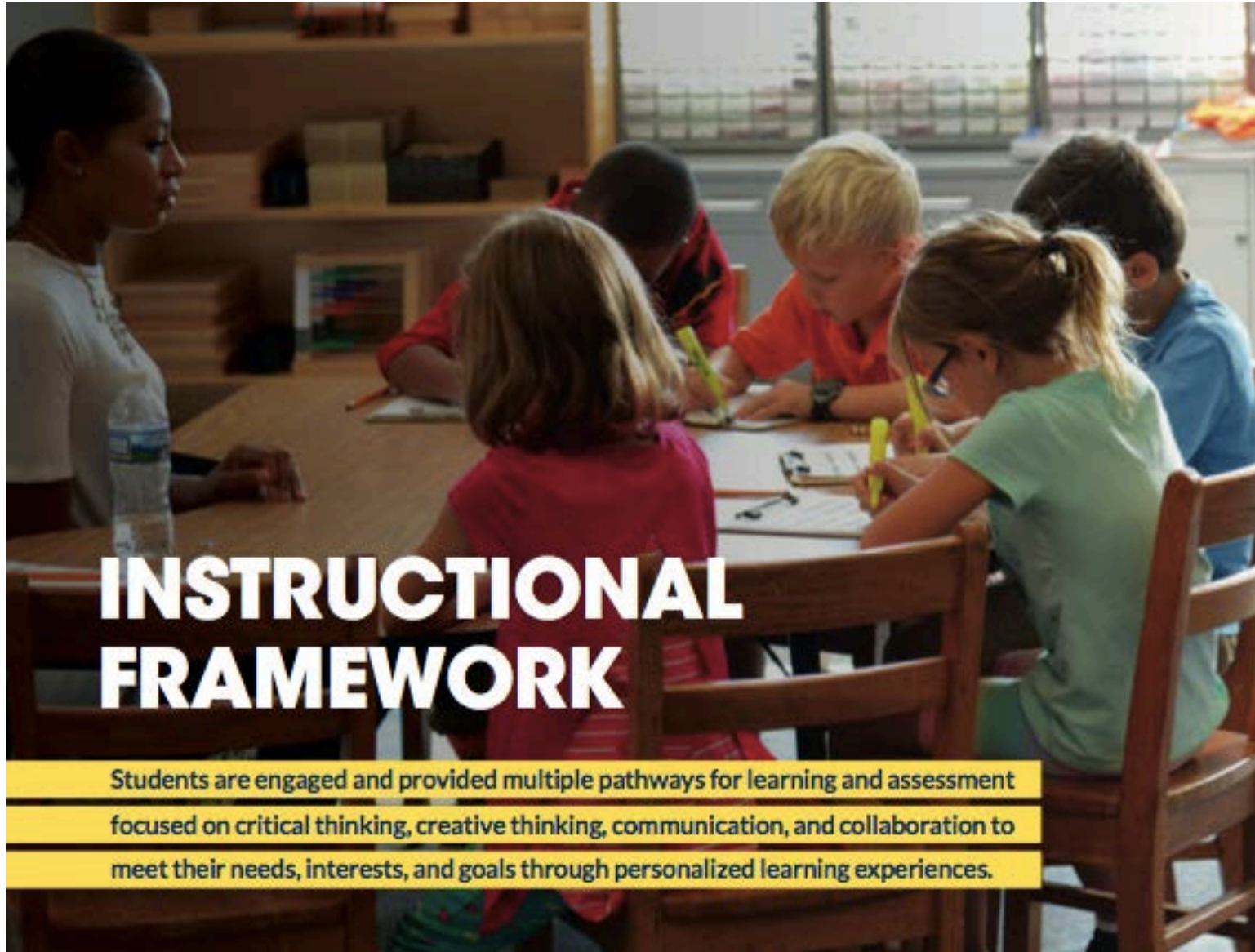
PROFESSIONAL LEARNING FRAMEWORK

The APS Professional Learning Framework defines the professional learning opportunities in place in APS to support the Instructional Framework and Curriculum.





Instructional Framework

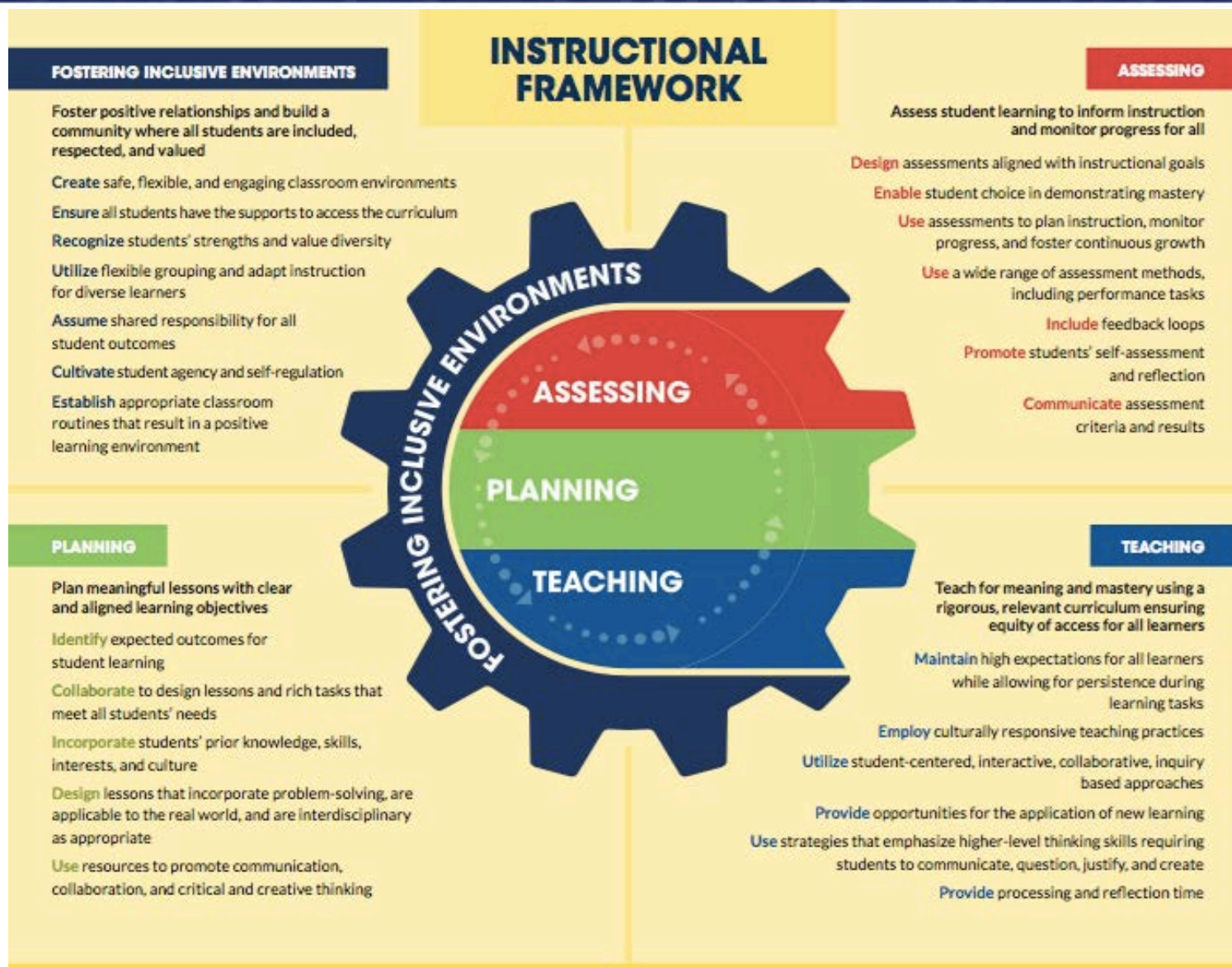


INSTRUCTIONAL FRAMEWORK

Students are engaged and provided multiple pathways for learning and assessment focused on critical thinking, creative thinking, communication, and collaboration to meet their needs, interests, and goals through personalized learning experiences.



Instructional Framework





Proposed Definition of Options

Arlington Public Schools



Defining Options Schools and Programs

Arlington Public Schools educational options provide specialized and proven instructional models that support different learning styles while meeting APS core curriculum requirements.

Options are available via an application process to all Arlington students based on allocated space and specific program criteria.*

Options may also include:

- A unique philosophy,
- Staff with specific training, and/or
- Recognition by an outside agency

*In the context of the options and transfers policy, this sentence may not be needed.

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.



Data Considered

Arlington Public Schools



Why Neighborhood Schools with Options?

APS is a system of neighborhood schools with some options

Arlington Public Schools provides a range of learning opportunities to respond to the interests and needs of all students through

- *A blend of neighborhood and option schools/programs.*
- *Equitable access for all students.*

Neighborhood schools have attendance areas established by the School Board. Every student is guaranteed admission to the elementary, middle, and high school serving the attendance area in which the student resides.

(School Board Policy J-5.3.31 Options and Transfers)

Options provide students with opportunities to:

- Be immersed in an area of interest
- Engage in learning in an instructional model that aligns with their learning styles
- Have choice in their educational experiences





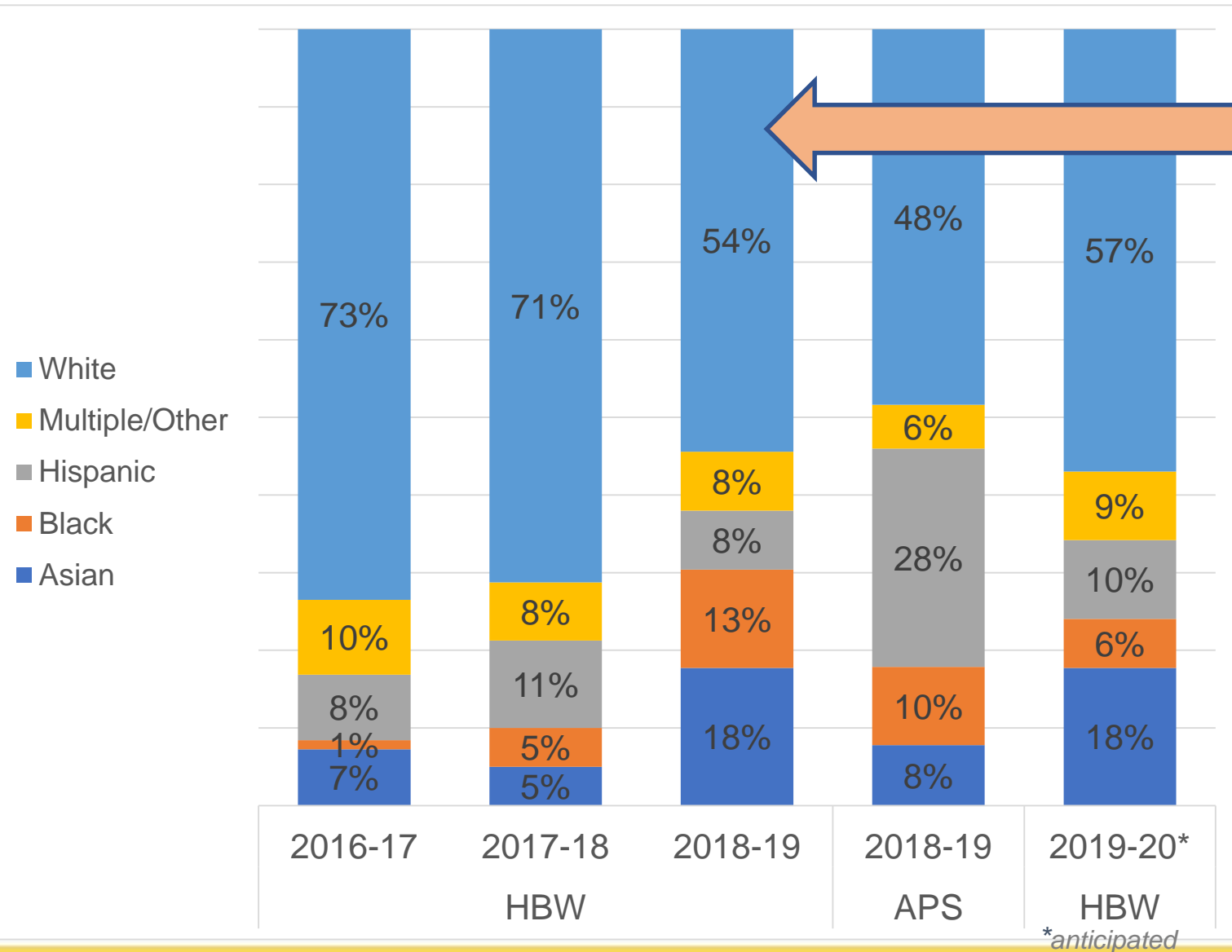
Why Neighborhood Schools with Options?

- Provide access to options throughout the county
- Build diverse school environments
- Keep boundaries closely aligned with neighborhoods
- Complement the neighborhood schools with instructional models that meet the needs of our diverse population

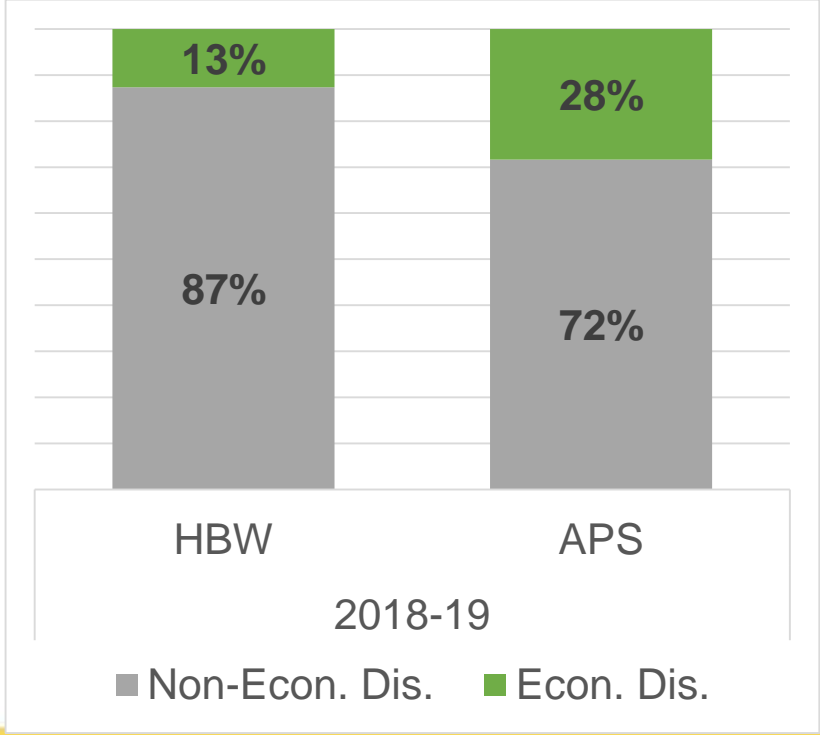




H-B Woodlawn 6th Grade



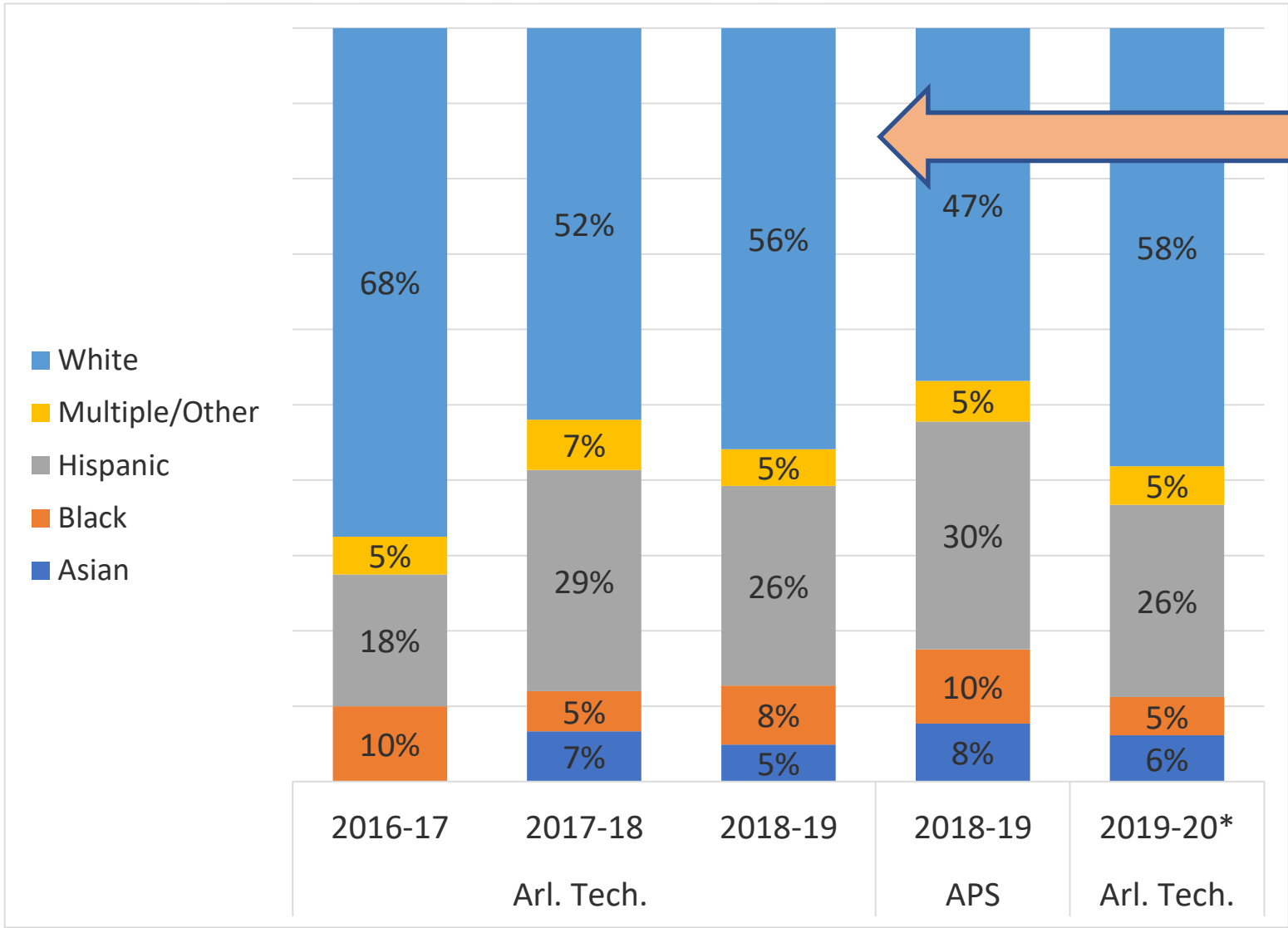
Centralized application process took effect for 2018-19 school year



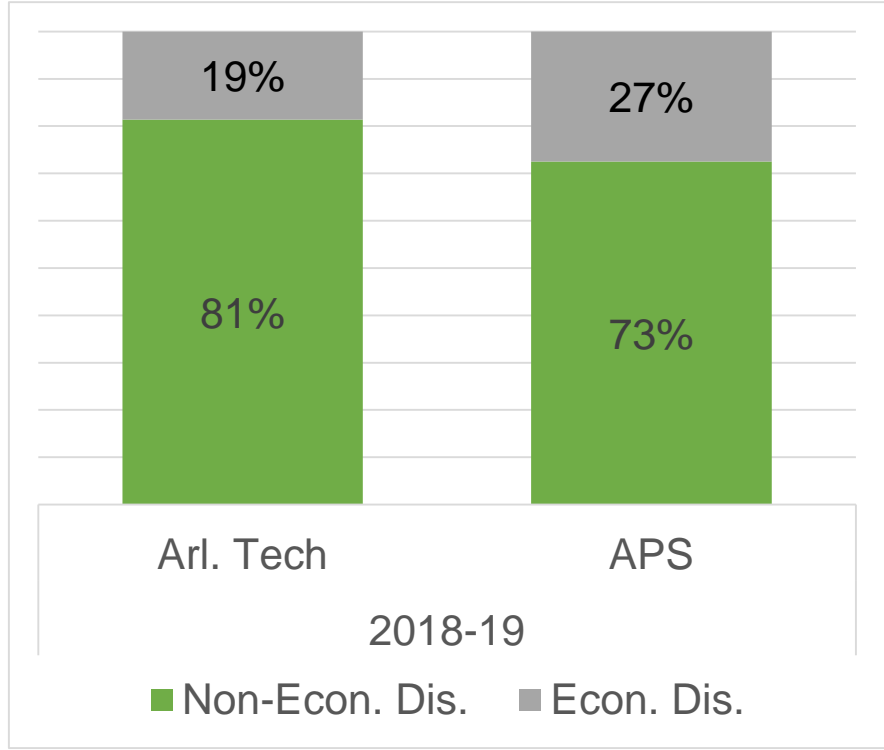
Totals may not add to 100 due to rounding



Arlington Tech 9th Grade



Centralized application process took effect for 2018-19 school year



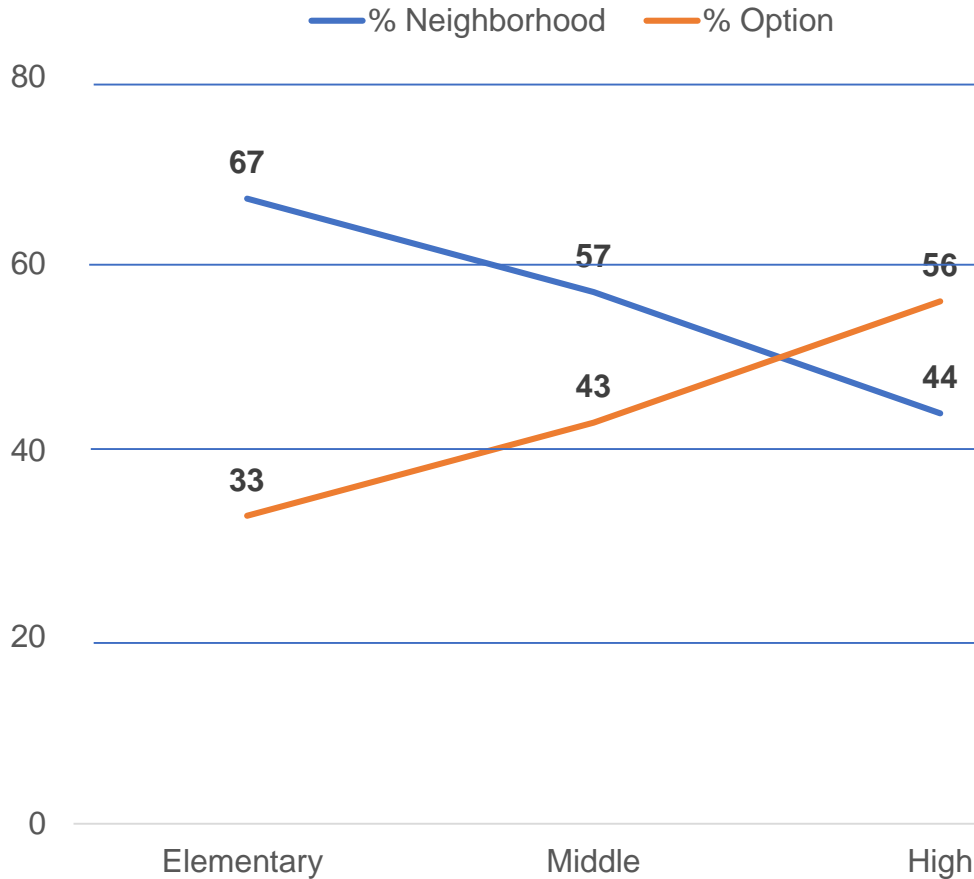
**anticipated*



Why Neighborhood Schools with Options?

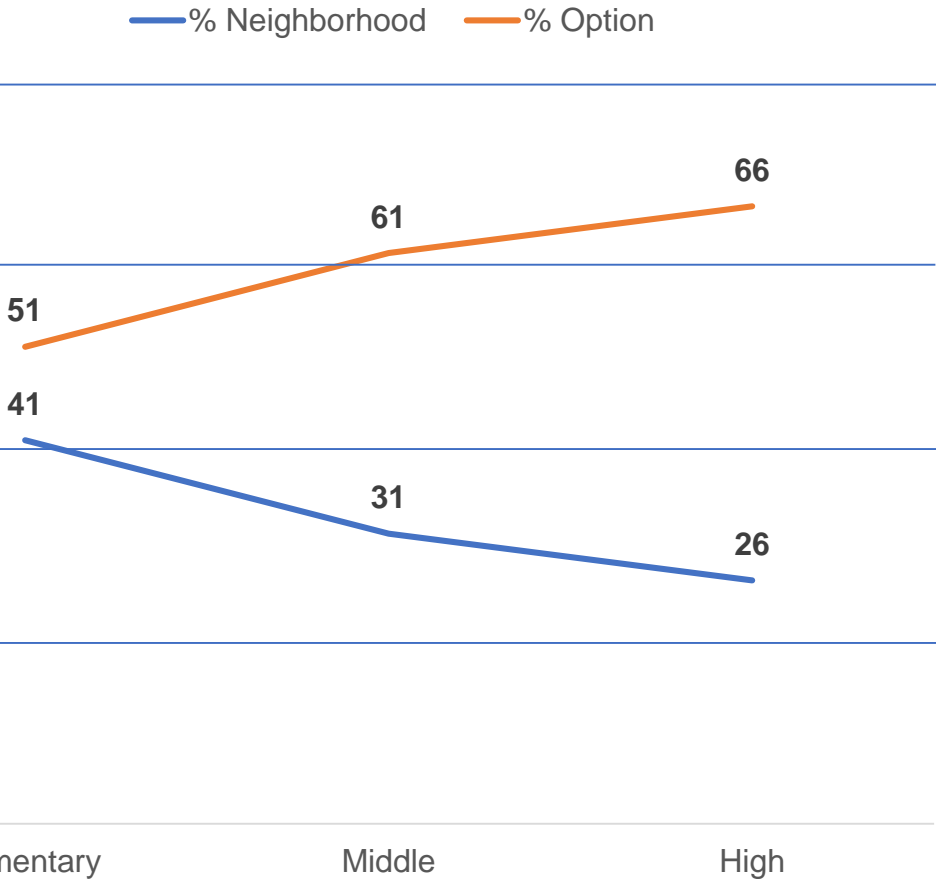
Which of the following type of school would you most prefer to send your child?

2017 Questionnaire Results (n=2,203)



Which of the following type of school would you most prefer to send your child?

(Questionnaire focused on "Options")
2019 Questionnaire Results (n=1,508)



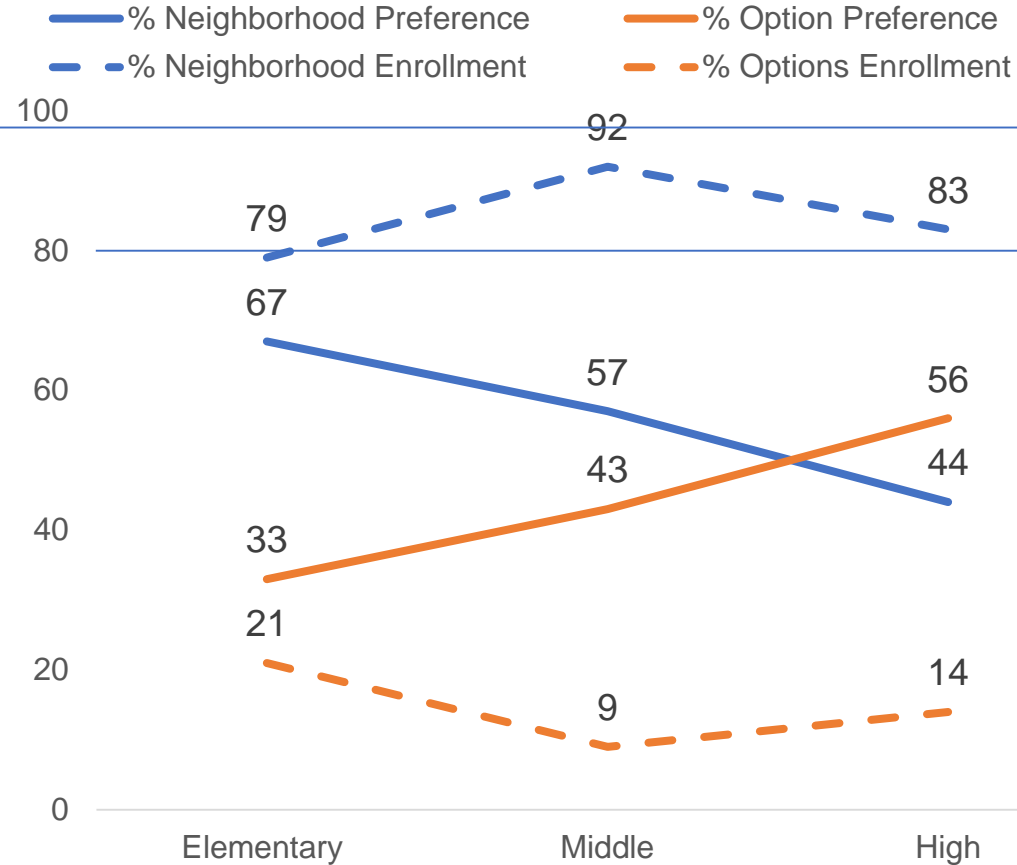
Totals may not add to 100 due to rounding



Current Balance

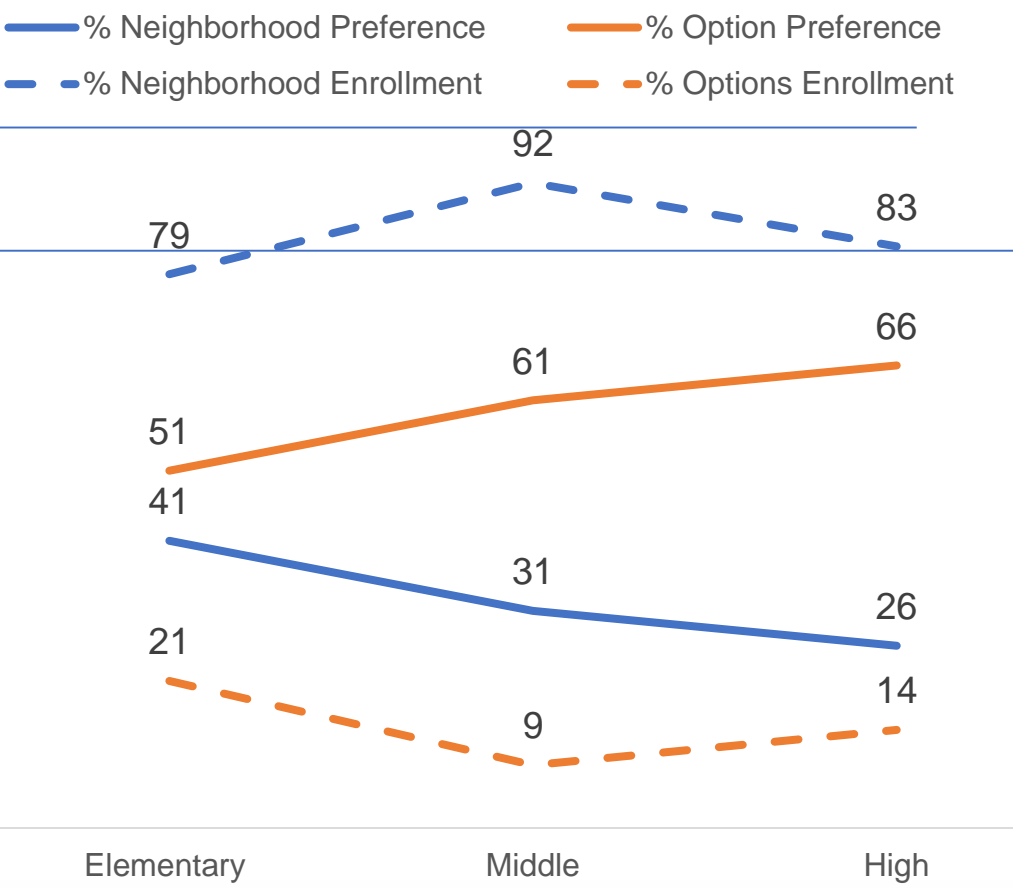
Which of the following type of school would you most prefer to send your child?

2017 Questionnaire Results (n=2,203)



Which of the following type of school would you most prefer to send your child?

(Questionnaire focused on "Options")
2019 Questionnaire Results (n=1,508)

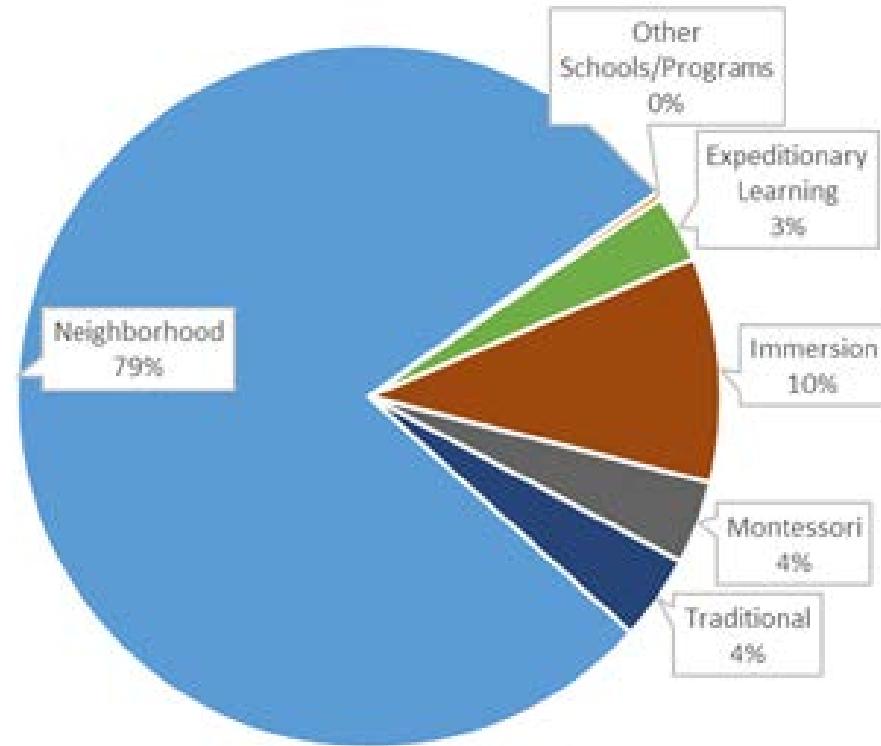


Totals may not add to 100 due to rounding



Current Elementary Enrollment

Elementary School Enrollment 2018-19 by Type
PreK - Grade 5



Proportion of Sept. 30, 2018 enrollment by type of school:

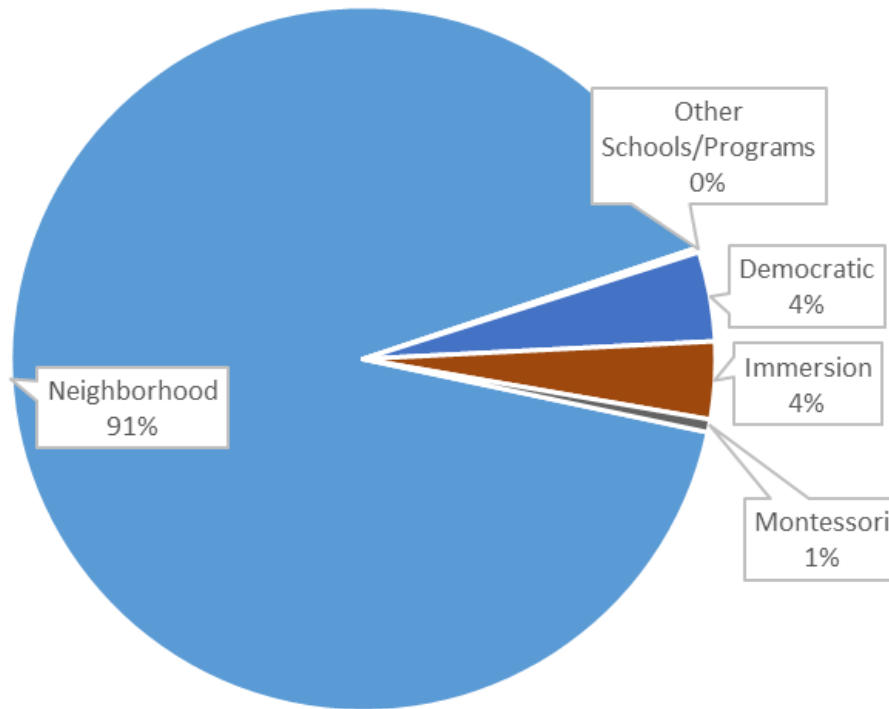
- Neighborhood 79%
- Options 21%
 - Immersion 10%
 - Expeditionary Learning 3%
 - Montessori 4%
 - Traditional 4%

Other schools/programs 0%



Current Middle School Enrollment

Middle School Enrollment 2018-19 by Type
Grades 6 - 8



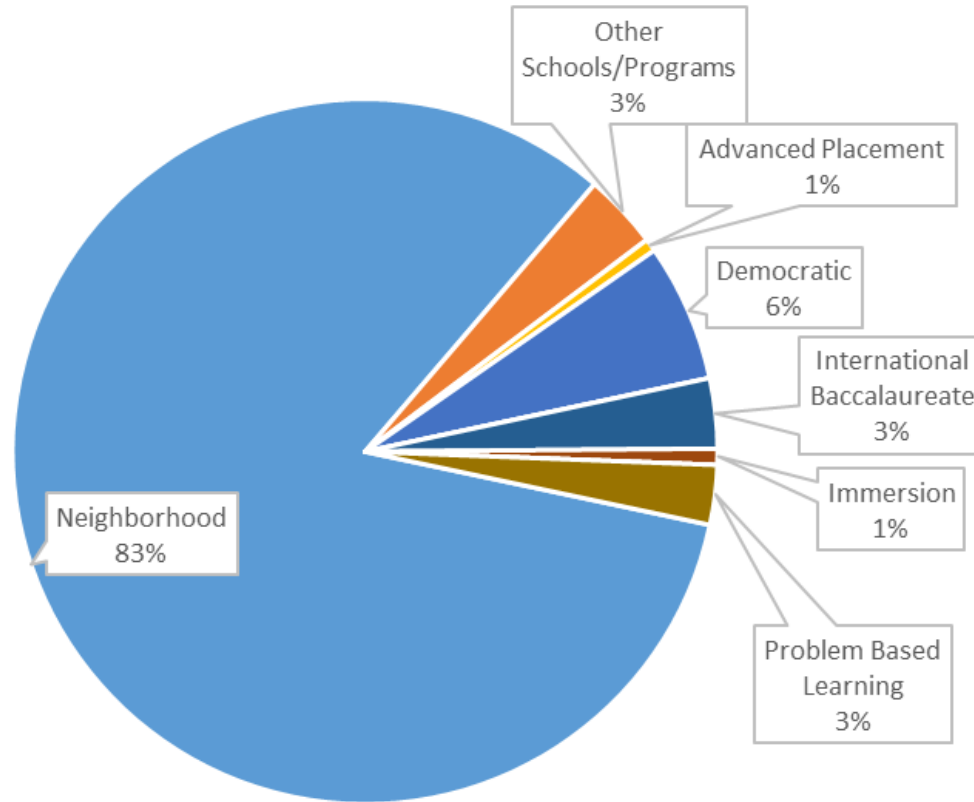
Proportion of Sept. 30, 2018 enrollment by type of school:

- Neighborhood 91%
- Options 9%
 - Democratic 4%
 - Immersion 4%
 - Montessori 1%
- Other schools/programs 0%



Current High School Enrollment

High School Enrollment 2018-19 by Type
Grades 9-12



Proportion of Sept. 30, 2018 enrollment by type of school:

- Neighborhood 83%
- Options 14%
 - Advanced Placement 1%
 - Democratic 6%
 - International Baccalaureate 3%
 - Immersion 1%
 - Problem-Based Learning 3%
- Other schools/programs 3%



Applications for Elementary Options

School	2018-19 Applicants		2019-20 Applicants	
Arlington Traditional School	559		809	
Campbell Elementary School	251		420	
Claremont Immersion School	Spanish Speaking	102	Spanish Speaking	118
	Non-Spanish Speaking	216	Non-Spanish Speaking	225
Key Immersion School	Spanish Speaking	67	Spanish Speaking	85
	Non-Spanish Speaking	282	Non-Spanish Speaking	137
Montessori	3-year-olds	897	3-year-olds	706
	4-year-olds	562	4-year-olds	470
	5-year olds	162	5-year olds	259
	1 st grade	40	1 st grade	102
	2 nd -5 th grade	36	2 nd -5 th grade	88



Applications for Secondary Options

School or Program	2018-19 Applicants	2019-20 Applicants
AP Network: Wakefield	45	77
Arlington Tech: Career Center	212	469
H-B Woodlawn: Grade 6	649	622
H-B Woodlawn: Grade 9	219	320
Immersion: Gunston	1*	24*
Immersion: Wakefield	1*	19*
International Baccalaureate: Washington-Lee	143	158
Montessori: Gunston	9*	32*
Transfers		
Jefferson: International Baccalaureate	172	271
Kenmore: Arts and Communications Technology Focus	113	88

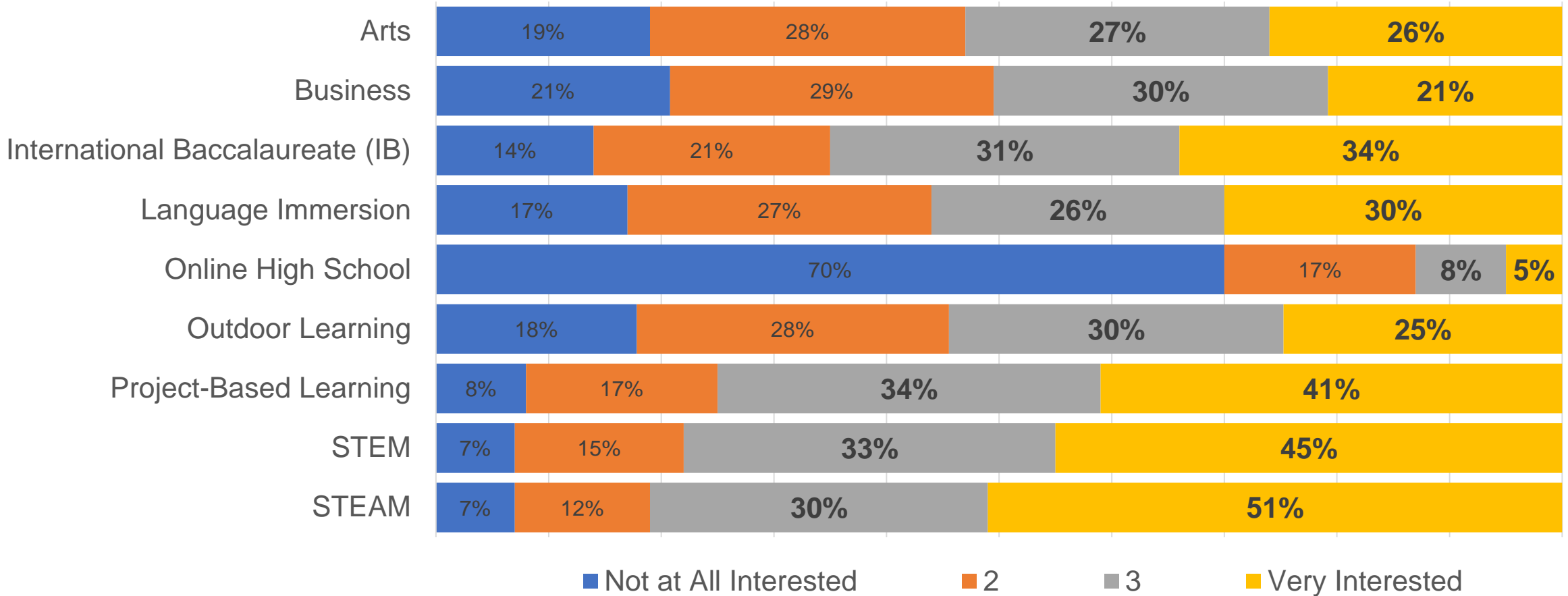
*Outside of those current students who continued through the program



Results from 2017 Community Questionnaire

In planning for new schools, one option APS is exploring is to create additional options for families that focus on specific instructional programs. If this happens, how interested are you in the following instructional approaches?

No. of responses to questions ranged from 2139 to 2158

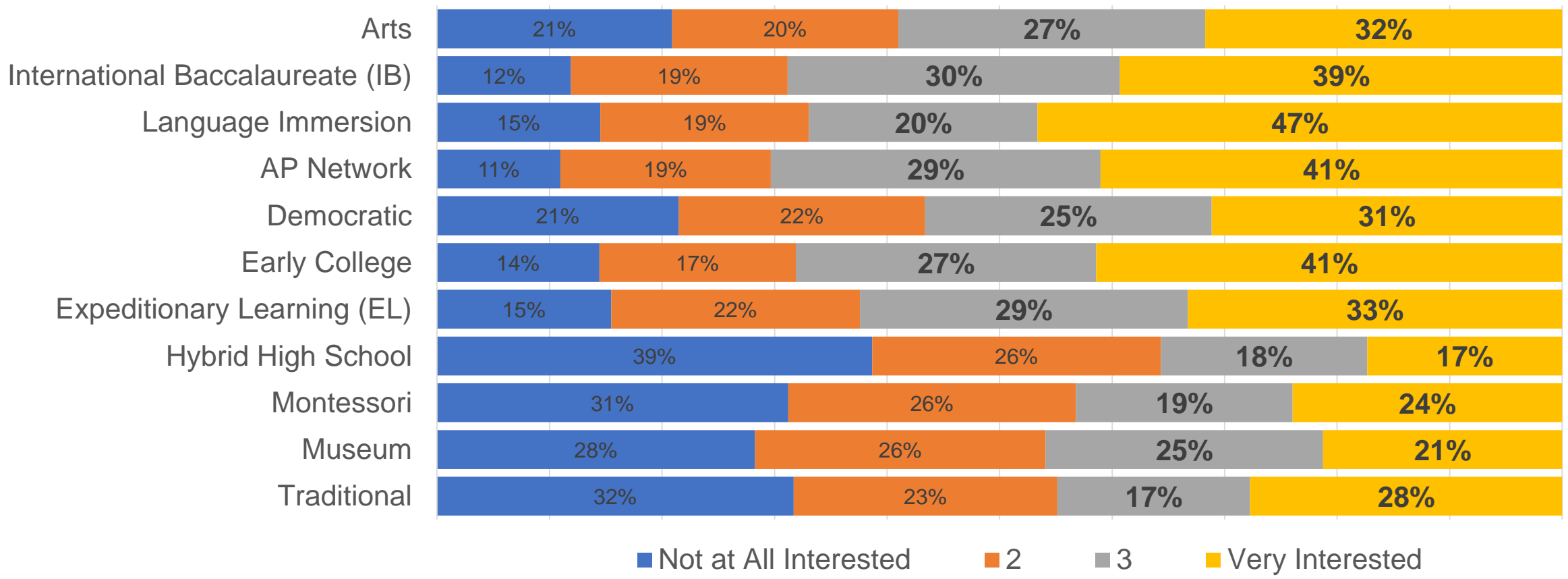




Results from 2019 Community Questionnaire

In planning for the PreK-12 Instructional Programs Pathways, one possibility APS is exploring is to create additional educational options for families that include specific instructional models. If this happens, how interested are you in the following instructional programs?

No. of responses to questions ranged from 1,485 to 1,490



Totals may not add to 100 due to rounding



Potential Instructional Models

Arlington Public Schools



PreK-12 IPP Framework

APS is a system of neighborhood schools with some options

All APS Schools include:

- High-quality instruction
- Well-rounded curriculum that includes core subjects and specials (i.e. Arts, Foreign Language in the Elementary Schools/FLES, Physical Education, etc.)
- Opportunities for exemplary projects
- Alignment to the Virginia Profile of a Graduate
- Alignment to the APS Teaching and Learning Framework





Why the specific instructional models?

The instructional models proposed are recommended after consideration of:

- Evidence-based, proven instructional models
- Results from 2017 and 2019 Community Questionnaires
- Interest as measured by applications to current option schools and programs
- Alignment with the proposed definition of options





Models Considered

Model	Description
Arts	A focus on drama, visual arts, and music through integration and interdisciplinary study throughout the school day that is standards-based, taught by certified arts specialist teachers or teaching artists, and includes sequential arts curriculum.
Democratic	A democratic school is built around three pillars including self-directed learning, self-governance, and caring community. Students are empowered to define their own, personalized educational program and work collaboratively with school faculty and staff to determine course offerings and their own class schedules.
Early College High School	Early Colleges are partnerships between secondary and postsecondary schools and/or businesses where students can earn both a high school diploma and an associate's degree, or up to 2 years of credit toward a bachelor's degree, for little or no cost to the student, as early as ninth grade. The model is known for providing a small learning environment to enhance a student's education experience and is generally structured to provide students the academic and social preparation needed for college and beyond.
EL	In EL, students learn by conducting "learning expeditions" in which learning is active and public through formal structures of presentation, exhibition, critique, and data analysis. Students apply their skills and knowledge to real world issues and problems to make positive change in their communities.
Hybrid High School	Students engage in a blended learning model that includes online learning with some degree of control over time, place, path and/or pace and some face to face instruction. This would reflect a college model in which students are in school 2-3 days per week and are working on an internship, group projects, etc. the other days.
International Baccalaureate	A focus on community service and international issues with a prescribed instructional program that includes the possibility of an internationally-accepted high school diploma.



Models Considered

Model	Description
Language Immersion	An educational model in which students develop high levels of speaking, reading, writing, and listening in two languages.
Montessori	Montessori education, based on the work of Maria Montessori, is an interdisciplinary, multi-age approach to learning. Students work independently and cooperatively in a prepared environment which allows students to work at their own pace. Montessori teaching materials are designed to promote habits of concentration, initiative, persistence, and discovery, while the Montessori philosophy and community emphasizes respect for others, peace, and creativity.
Museum	Through extensive partnerships with local museums, arts centers, and government organizations, students interact with these community resources for an enhanced learning experience that transcends the classroom walls. Students are provided the opportunities to create products that demonstrate their understanding of standards, transforming the school into a museum of student work.
Project-Based Learning	Students investigate and respond to authentic, engaging, and complex problems, questions, and challenges.
Traditional	The primary emphasis is on a traditional education that includes teacher guided instruction in self-contained classrooms; emphasis on basic education in the academic areas and cross curricular connections; regular homework assigned at all grade levels; and emphasis on the arts.



PreK-12 IPP Framework

School Type	Elementary School	Middle School	High School
AP Network			One program within neighborhood high school
Democratic		One 6-12 Full-Capacity Program	
Early College High School			One Full-Capacity Program
EL Education (Expeditionary Learning)	One Full-Capacity Program		
Fine and Performing Arts		One program within neighborhood middle school	One program within neighborhood high school
Hybrid High School			One Full-Capacity Program
Spanish Immersion	Two Full-Capacity Programs	One program within neighborhood middle school	One program within neighborhood high school
Montessori	One PreK-6 Full Capacity Program	One program within neighborhood middle school	
International Baccalaureate (IB)	One Full-Capacity Program In addition to the current IB neighborhood school	One program within neighborhood middle school	One program within neighborhood high school



PreK-12 IPP Framework: New Considerations

School Type	Elementary School	Middle School	High School
AP Network			One program within neighborhood high school
Democratic		One 6-12 Full-Capacity Program	
Early College High School			One Full-Capacity Program
EL Education (Expeditionary Learning)	One Full-Capacity Program		
Fine and Performing Arts		One program within neighborhood middle school	One program within neighborhood high school
Hybrid High School			One Full-Capacity Program
50/50 Spanish Immersion	Two Full-Capacity Programs	One program within neighborhood middle school	One program within neighborhood high school
Montessori	One PreK-6 Full Capacity Program	One program within neighborhood middle school	
International Baccalaureate (IB)	One Full-Capacity Program In addition to the current IB neighborhood school	One program within neighborhood middle school	One program within neighborhood high school

All Arlington Public Schools (APS) budget and operations decisions are based on the best information available at the time. Staff and community members are reminded that funding forecasts from Arlington County and the state may change, based on many external factors. Similarly, student enrollment and projections are based on the best available information, but are also subject to change due to employment, housing and other economic factors. For these reasons, APS and the Arlington School Board may adjust future budget allocations, staffing and other operations decisions to reflect the existing community and operating landscape.



Proposed PreK-12 IPP

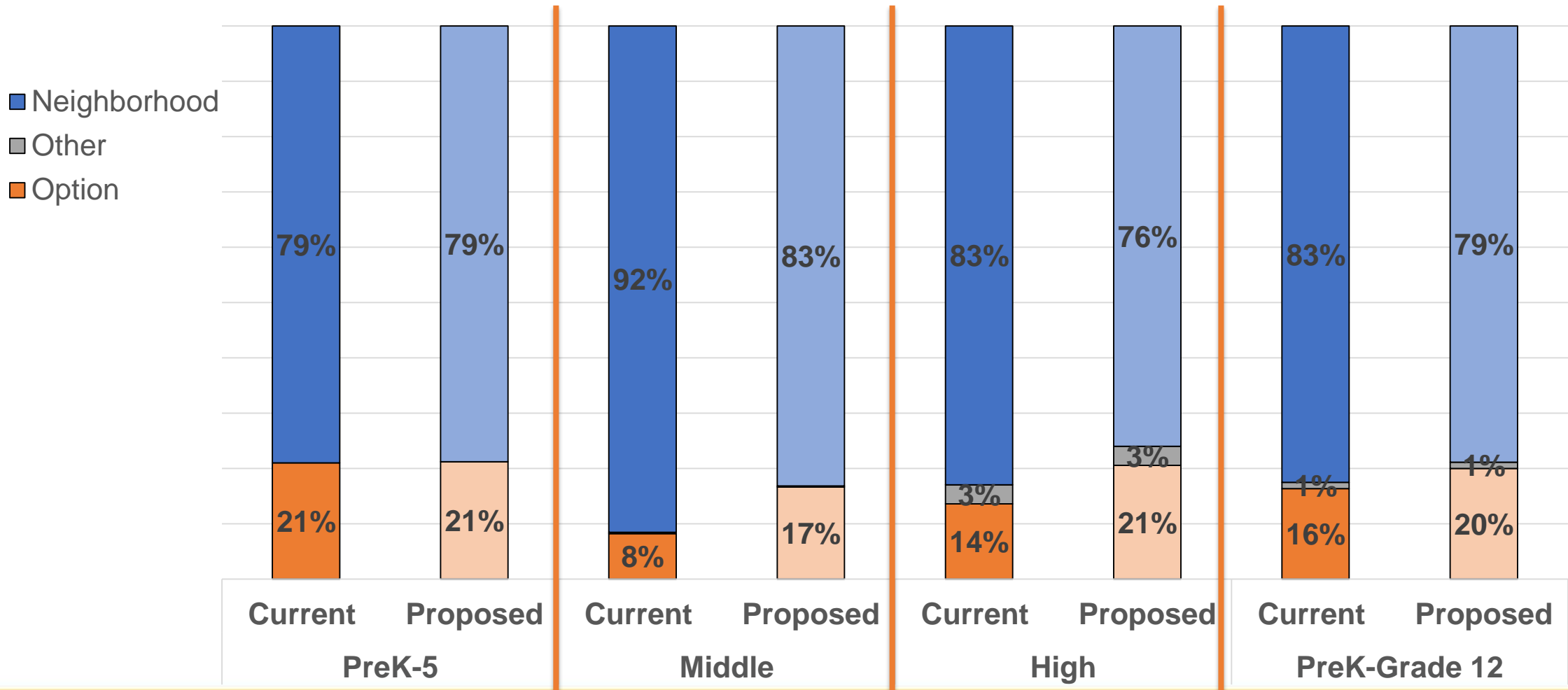
This chart illustrates Sept. 30, 2018 enrollment and the current balance of neighborhood and option schools, and how the proposed IPP would impact change the balance if it were put in place today. This does not include new capacity or projected enrollment.

Enrollment by Types	Elementary School (PreK- Grade 5)	Middle School (Grades 6-8)	High School (Grades 9-12)	All Levels (PreK-Grade 12)
Total No. of Students	14,305	5,950	7,181	27,436
% Neighborhood	79%	92%	83%	83%
% Other Schools/ Programs	0%	0%	3%	1%
% Option (via lottery)	21%	8%	14%	16%
Proposed adjustments and the balance of seats	Maintains balance of neighborhood/option seats	Adds 500 option seats: <ul style="list-style-type: none"> • Fine and Performing Arts (250) • IB at MS (250) Reduces 500 neighborhood seats	Adds 500 option seats: <ul style="list-style-type: none"> • Fine and Performing Arts (500) • Hybrid High School Reduces 500 neighborhood seats	Adds 1,000 middle & high school option seats Reduces 1,000 neighborhood seats



Proposed PreK-12 IPP Framework

How the proposed IPP framework would change the current balance of neighborhood and option enrollment (based on 9/30/18 enrollment)



Totals may not add to 100 due to rounding



Implications

Arlington Public Schools



PreK-12 IPP: Policy Implications

Action	Who	When
Include definition of options in Options and Transfers Policy	School Board	By October 2019
Include list of options programs in Policy Implementation Procedures	Staff	By September 2019
Consider recommendations during boundary process	School Board and Staff	Ongoing as aligned with boundary processes
Consider recommendations when opening new schools	School Board and Staff	Ongoing as aligned with opening of new schools



Future Considerations for Policy and Implementation

- Transportation implications
- Sibling Preference at the secondary level in *School Board Policy J-5.3.31 Options and Transfers*
- Admissions criteria clearly articulated to all families
- Communication for application processes
 - Videos of options schools and programs in action
 - Website updated to include descriptions of options schools and programs
- Locations for options schools and programs determined through boundary processes and opening of new schools
- Strengthen current options schools and programs
- Early Childhood options
- Thomas Jefferson High School for Science and Technology
- Career Center programs and implications



PreK-12 Instructional Program Pathways (IPP)

School Board Work Session

June 11, 2019



Arlington Public Schools