



Arlington
Public
Schools

Superintendent's Report: Leadership for Growth, Progress & Achievement



December 2016



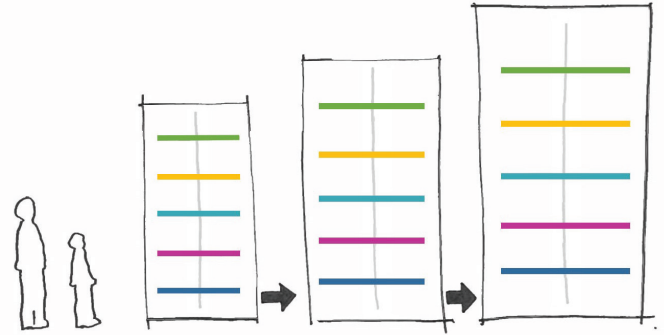
DEAR NANCY, BARBARA, EMMA, JAMES AND REID,

It has been eight years of progress and continuous improvement since I was entrusted to lead Arlington Public Schools (APS) beginning in July 2009. APS is made up of a talented group of instructional leaders and professionals who all recognize our mission to ensure that every child who attends APS is afforded all of the “opportunities and choices” that they need or desire to achieve and be successful. It has been a rewarding experience filled with remarkable achievements and memorable experiences for the students and families we serve and for the staff who make these accomplishments happen. In reflecting on this period, my tenure can be summarized into a few key themes that have guided my focus on leading a school division that strives for continuous improvement.

- ❑ Believing that all students can succeed
- ❑ Strengthening student-focused instruction and personalized learning
- ❑ Enhancing communications and family involvement
- ❑ Increasing opportunities for career development and staff growth
- ❑ Managing effective stewardship of financial and capital resources

This approach has resulted in marked gains in academic performance and preparing students for a future workforce and a myriad of post-secondary opportunities. This has been my mission as an educator and it is evident that we continue to make significant progress. These accomplishments are captured in some key highlights that have been achieved during my tenure here at APS:

- ❑ In a period of unprecedented enrollment growth, APS remains fiscally sound and students continue to make academic progress with the delivery of a robust and excellent instructional program. Over the past eight years enrollment has increased by 6,500 students (35%) all while attaining full State accreditation for the past two years.
- ❑ Students at APS transition to post-secondary experiences both college and career ready. We have achieved a 91.1% graduation rate and a 52 percentage point decrease in the dropout rate since 2009. Our decrease in dropout rates is directly linked to the increase that we have achieved in on-time graduation rates for Hispanic, Black, Limited English Proficient, Economically-Disadvantaged and Students with Disabilities.
- ❑ Across all grade levels, students continue to make progress and challenge themselves with rigorous coursework resulting in favorable outcomes in advanced Math, World Languages, Advanced Placement (AP) and International Baccalaureate (IB) courses – 68% of APS graduates earn an advanced diploma – a seven percentage point increase since 2010.
- ❑ A focus on the whole child has led to teaching and learning in a personalized learning environment with each child's individual needs at the forefront.



- ❑ APS is now the employer of choice in the D.C. metropolitan region for highly-qualified teachers and support staff. We attract teachers with an average of over 10 years of experience and 82% have earned advanced degrees.
- ❑ Staff at APS are supported with continuous professional development opportunities and trained in state-of-the-art instructional technology and curriculum advances to ensure that they remain current and are prepared to meet today's instructional demands.
- ❑ Families are pleased with the instructional program that APS delivers. The most recent Community Satisfaction Survey shows that 90% of APS parents graded APS as an “A” or “B.” This is reflected in our continued enrollment growth as more families choose Arlington as the place to live and raise a family.
- ❑ An economic study affirmed that APS is part of the economic engine in Arlington County because our schools bring families to Arlington, and APS alumni choose to return to the County upon graduation to live and work.
- ❑ Even with today's budget pressures, APS maintains optimal learning environments and allocates the available resources to operate a thriving school system while being a good steward of funds. Each year, closeout funds are allocated strategically, and APS responsibly contributes to its reserves.

While this provides an overall summary of the key accomplishments, the following pages offer a more detailed view of the numerous areas of progress that have been achieved under my leadership at APS with the support of a dynamic team of dedicated individuals that work in tandem with me daily to challenge and engage all students and eliminate the achievement gap. While these highlights are not an exhaustive list of our milestones and progress, they help to chronicle my leadership as superintendent of Arlington Public Schools and the path that I have charted as we have moved to realize the projects and initiatives outlined in our 2011-17 Strategic Plan, the 3-5 Year Action Plan and the next, soon-to-be-developed six-year strategic plan.

Pat Murphy, Ed.D., Superintendent

STANDARDS, PRIORITIES AND PROGRESS



#1: ORGANIZATIONAL FOCUS AND VISION

- ❑ Through active engagement, adopted a six-year APS Strategic Plan in 2011
- ❑ Led a process to adopt a new APS Capital Improvement Plan in 2012, 2014 and 2016 to address our growing student enrollment needs with continued high approval ratings for each school bond
- ❑ Completed a 3-5 Year Action Plan to articulate our work through 2020 and to lay the groundwork for the next Strategic Plan



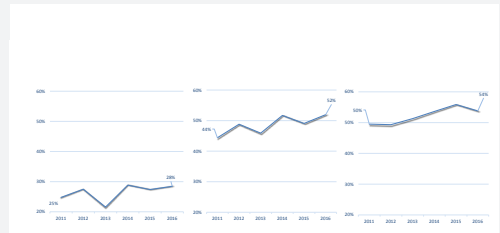
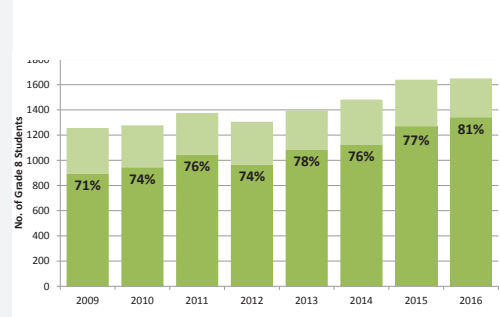
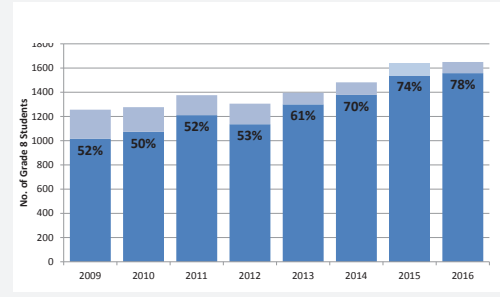
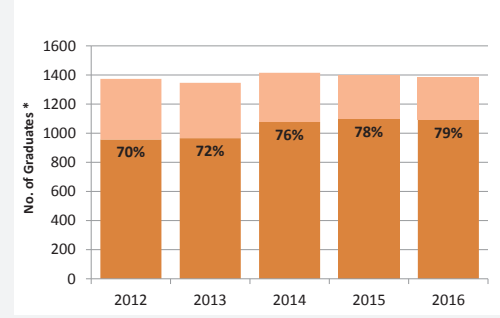
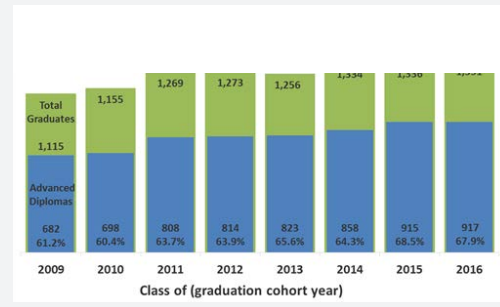
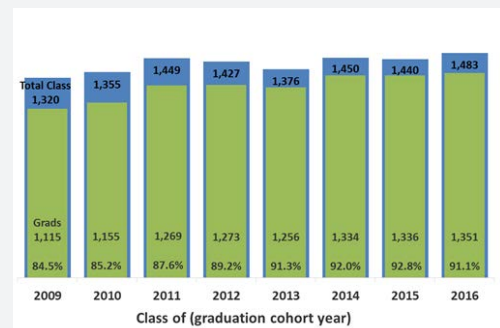
#2: DATA-DRIVEN DECISION-MAKING AND CONTINUOUS IMPROVEMENT

- ❑ SMART Goals connected to the School Board priorities and the APS Strategic Plan are now required for each staff member
- ❑ Providing transparency of data was the catalyst for creating the APS Dashboard to allow for real-time access to data related to student performance and overall APS operations
- ❑ Also See Below #4-D: Decision-Making & Management: Technology Infrastructure

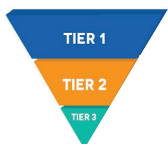


#3: STUDENT-FOCUSED – STUDENT ACHIEVEMENT & CREATING OPPORTUNITIES FOR ALL STUDENTS

- ❑ Aspire to Excellence
 - › In three years, the number of state-approved creditals and industry certifications earned by students have almost tripled, rising from 681 in 2011-12 to 1,947 in 2015-16
 - › 93% of the APS graduates in 2016 are pursuing a post-secondary experience
 - › The on-time graduation rate increased from 82.5% to 91.1% over the past eight years (2008 to 2016)
 - › APS graduation rate at the three comprehensive high schools has been consistently high, ranging from 97.1% to 98.7%
- ❑ Advanced Courses
 - › 78% of eighth graders completed Algebra I/Geometry in 2016 compared to 52% in 2009 – a 26 percentage point increase. For Black and Hispanic students, this translates into an increase of 38 percentage points and 34 percentage points, respectively
 - › 56.13% increase since 2011 in the number of middle school students (380/677) completing 4, 5 or 6 high school credits before transitioning to high school
 - › 79% of graduates complete at least one academically rigorous course (AP, IB). For Black and Hispanic students, this translates into an increase of six percentage points and 18 percentage points, respectively since 2009
 - › 49% (85) of the special education graduating seniors successfully completed at least one AP/IB course in 2015-16 compared to only 15% in 2006-07
- ❑ Dual-enrollment has nearly doubled since 2009
 - › 432 graduates completed one or more dual enrollment courses in 2015-16 compared to 224 in 2008-09



- ❑ Advanced Diplomas
 - › Among the 1,351 students in the Class of 2016, 68% earned an Advanced Diploma compared to 61% in 2010
- ❑ The Arlington Tiered System of Support (ATSS), introduced in 2014-15, helps each student reach success in academics, behavior and social emotional well-being through a system-wide framework that provides additional resources and supports
- ❑ Arlington Tech at the Career Center was established to offer a new choice program to high school students



- ❑ The APS nutrition and food services program has had dramatic increases of 128% in breakfast participation and 20.6% in lunch participation thanks to new initiatives such as the Grab-and-Go Breakfast, Farm-to-Table focus and backpack meals
- ❑ Student Safety:
 - › Created a formalized system and schedule to conduct drills/training at all APS facilities
 - › Hired a safety coordinator to oversee and develop safety protocols for all APS facilities
 - › The number of security cameras in schools rose by 250%, and the County Emergency Communications Center can now access any video server in an emergency
 - › Supported the launch of the School Bus Arm Cameras in October 2016
 - › Instituted a Safe Routes to Schools program and hired a coordinator to oversee its implementation
- ❑ World Languages:
 - › 13 schools offered FLES in 2011-12, compared to 2015-16 when all 23 elementary schools offered increased instructional time through FLES
 - › In 2011-12, no students participated in credit-by-exam as compared to 2015-16 where 460 students participated and 35% of participants were Limited English Proficient students
 - › 81% of eighth graders now complete at least one World Language course (up from 71% in 2009)
 - › 513 graduates received the Bi-Literacy Seal in 2016, the first year it was offered
- ❑ Revamped and adopted a new Family and Community Engagement (FACE) policy and created a specialist position to implement the policy across school division

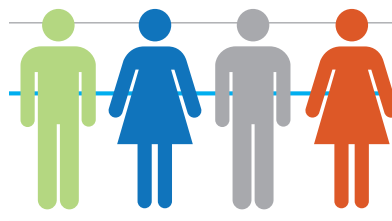


- ❑ Collaborated to develop the Second Chance initiative as a suspension alternative and substance abuse prevention measure
- ❑ Counseling: The American School Counselor Association designated four APS schools as Recognized ASCA Model Program (RAMP) schools, certifying that schools are committed to delivering a comprehensive, data-driven school counseling program; More schools are in the pipeline
- ❑ APS has seen a 52 percentage point reduction in dropout rates since 2009 which can be attributed to the work of the Dropout Task Force, launched in 2010
- ❑ Phasing in of school-based psychologists, social workers, and substance abuse counselors to meet best-practice levels
- ❑ Initiated the University of Virginia Executive Leadership Cohort focused on school improvement that resulted in establishing a system to assure full accreditation of schools; Since 2009, all schools have been fully accredited five out of the eight years
- ❑ Supported the growth of Pre-K programs to ensure students are prepared to succeed in kindergarten and beyond; Added 131 more PreK seats since 2009, making APS the only school division in Virginia to utilize its full allocation of PreK funds
- ❑ Revamped the 504 accommodations process to be more responsive to the needs of our students. This change resulted in a 112% increase in 504s since 2013



#4-A: RECRUIT & MAINTAIN HIGH QUALITY STAFF

- ❑ Hired 65% (24/37) of APS principals and 67% (27/40) of APS assistant principals
- ❑ Hired 88% (8/9) of the current Executive Leadership Team
- ❑ Teachers average over 10 years of experience, and 82% have advanced degrees
- ❑ Expanded professional development opportunities in key content areas and across all initiatives
- ❑ Implemented the new Online Performance Evaluation System for All Employees
 - › New Teacher Evaluation System
 - › New Administrator Evaluation System
- ❑ Developed and expanded APS Succession Planning efforts:
 - › 189 “Aspiring Leaders” participating in the program



careers @ APS

- › Developed the careers@aps branding effort, yielding 3,289 certified applicants in 2016, a 32% increase since the launch of the branding effort in 2014
- › Developed the Assistant to Teacher program in 2012: 25 assistants have been hired to fill APS teaching positions, and 65 more assistants are currently in the pipeline
- › Strengthened recruitment of highly qualified dual-endorsed teachers in specific areas of need through scholarship support for teachers pursuing dual license endorsements and/or endorsements in critical shortage areas, with 35 teachers now participating
- › Increased recruitment/job fairs from one to four to attract highly qualified dual-endorsed teachers in specific critical needs areas, substitutes, and trade positions. Also more than doubled the number of university recruitment fairs that APS participated in last year
- › Established a new ESOL/HILT Cohort with George Mason University and a Reading Cohort partnership with the University of Virginia.



#4-B: DECISION-MAKING & MANAGEMENT: FISCAL MANAGEMENT AND OPERATIONS

- Since FY 2012, APS has seen a 22.5% increase in its budget from \$475k to \$581k in FY 2016 while also funding a 35% enrollment growth of 6,500 students
- Successfully completed a State Efficiency Review in 2012 that resulted in a \$2.9 million savings to the school division
- Established and implemented the APS Internal Auditor position
- Created an engagement/budget tool to solicit community feedback on the proposed budget
- Developed the Budget-at-a-Glance booklet to inform the community about the annual budget process
- Maintained growth of APS Reserve Funds for Capital, Virginia Retirement Service, Future Debt Service, Future Budget Years, Compensation, Separation Pay, Healthcare and Undesignated
- Facilitated strategic allocation of closeout funding year-after-year
- Recycling: The quantity of recycling has nearly doubled since 2008-09, from 260 to 523 tons
- Aquatics: Over the last five years, Pool revenue has grown 16.25% and the number of Pool member visits has risen 27.25%

- The gross area of buildings that APS operates, maintains and cleans has risen since 2010-11 from 4,493,000 to 4,719,000 sq. ft. This includes relocatable classrooms, which has grown by 83.7% (79,120 to 145,360 sq.)
- Transportation: In five years, the number of eligible students receiving transportation has risen by 16.4%, from 12,898 to 15,012 students, and the number of daily bus routes has risen by from 130 to 141



#4-C: DECISION-MAKING & MANAGEMENT: CAPITAL PLANNING

- Instituted the use of a Progressive Planning Model to facilitate short-term and long-term planning with capacity management, improved space utilization, boundary adjustments and capital planning
- Launched the “More Seats for More Students” initiative to address growing enrollment
- Created and staffed the South Arlington Working Group to build community consensus around the preferred site for the new south Arlington elementary school
- Facilitated boundary refinements for Discovery Elementary (N. Arlington) and most recently for high school capacity equalization
- Capital Projects – completed or underway since 2009:
 - › New – Yorktown High School, final phase completed August 2012
 - › Syphax Education Center, Phase 1, completed January 2013
 - › New – Wakefield High School, completed August 2013
 - › Ashlawn Elementary School, Addition/Renovation, completed December 2014
 - › New – Discovery Elementary School, completed August 2015
 - › Washington-Lee High School, interior renovations to increase capacity, completed August 2015
 - › Fenwick Center, interior renovations for Arlington Community High School, completed June 2016
 - › McKinley Elementary School, Addition/Renovation to be completed December 2016

MORE Seats for Students

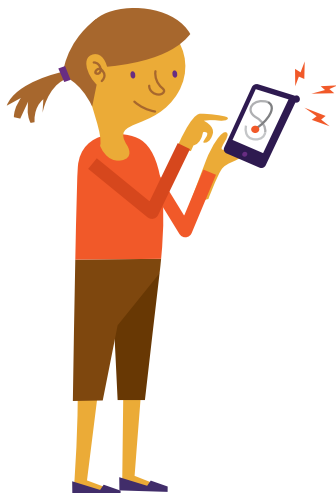


- › Wakefield High School, interior renovations to increase capacity, to be completed August 2017
- › Kenmore Middle School, interior renovations to increase capacity, to be completed August 2017
- › Gunston Middle School, interior renovations to increase capacity, to be completed August 2017
- › Syphax Education Center, Phase 2, to be completed January 2017
- › Yorktown High School, interior renovations to increase capacity, to be completed August 2018
- › Abingdon Elementary School, Addition/Renovation to be completed December 2017
- › Career Center, Phase 1 Addition/Renovation to be completed December 2018
- › New – Elementary School at the Thomas Jefferson site, to be completed August 2019
- › Stratford Building Addition/Renovation to create new middle school, to be completed August 2019
- › New – School at the Wilson site to accommodate the H-B Woodlawn and Stratford Programs, to be completed August 2019



#4-D: DECISION-MAKING & MANAGEMENT: TECHNOLOGY INFRASTRUCTURE

- ▣ Replaced 100% of All APS Data and Network Platforms:
 - › Email and Email Archiving
 - › Financial/HR Systems (STARS)
 - › Student Information System
 - › Gradebook Solution (including real time apps - ParentVue and StudentVue)
 - › Special Education Management System (IEP Online)
 - › Created a Data Warehouse for real time data access for all staff
 - › File Storage System
 - › User Authentication
 - › Enhanced Network Security
 - › APS Google Domain
- ▣ Wireless Access Capacity increased nearly 400% in five years (600 to 2,300 access points)
- ▣ Instructional and administrative user devices grew 250% in five years (14,000 to 35,000)



#5-A: COLLABORATION: STRENGTHENED PARTNERSHIPS WITH ARLINGTON COUNTY

- ▣ Continuous partnership with the County to prepare and plan for the budget season
- ▣ Collaborate with the County on all Capital Improvement Plan (CIP) projects: Fenwick, Wilson, Stratford, Reed, Gunston, Bus Parking and Data Center
- ▣ Supported and staffed the Arlington Community Facilities Study
- ▣ Maintain close relationship with the Arlington County Police Department's School Resource Officers and Crossing Guards to ensure student safety
- ▣ Support close ties with the School Health team to provide timely and continuous support to students and families through the School Nursing staff



#5-B: COLLABORATION: EXPANDED COMMUNITY PARTNERSHIPS

- ▣ Created and staffed six community advisory committees to gain feedback and input on school division operations and instruction: Sustainability Committee; Technology Advisory Committee; Personalized Learning Committee; Superintendent's Executive Leadership Board; Master Planning Committee and the Multimodal Transportation Committee



#5-C: POSITIVE & TRANSPARENT COMMUNICATIONS

- ▣ Continued growth of APS School Talk
 - › School Talk email subscription service upgraded in 2012. School-based use has grown from approximately 30% then to 100% today, to communicate with families
 - › School Talk subscribers have doubled, from approximately 20,000 to nearly 40,000
- ▣ Expanded communications efforts to include Social Media
 - › Adopted APS Social Media Policy and Procedures in 2011
 - › Facebook, Twitter, and YouTube launched in 2012; Instagram and Periscope launched in 2015
 - ▣ Facebook: 7,200+ followers and 10,000+ weekly reach
 - ▣ Twitter: 9,500+ followers, with 500+ APS-related accounts tweeting regularly
 - ▣ Instagram: 1,075 followers; Periscope: 655 followers
 - ▣ YouTube has 2,500+ monthly views with 150+ subscribers

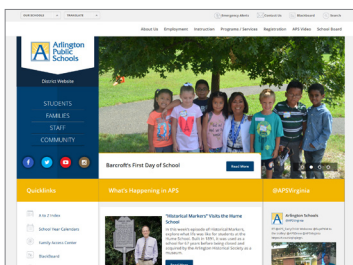
Expanded Use of Video Showcases:

- › Increased production from eight annual segments of a video “Superintendent Chat” to weekly programming with five regular series (APS Snapshots, Green Scene, #digitalAPS, Partners-in-Action, and Whole Child), plus special programming such as CIP-TV and re-broadcasts of APS events
- › Established the Historical Markers video series to connect students with Arlington’s history
- › Produce special messages annually including: Welcome Back, Thanksgiving, Winter Break, Budget and Year-End Messages
- › Expanded production capacity to include livestream broadcasts of community events
- › All video programming now available via live broadcast and 24/7 “On Demand” via webcasting and social media



- › Established publication of APS Annual Reports in 2012 to highlight division accomplishments and milestones
- › Introduced the use of infographics to visually communicate the academic success of our students
- › Employee Relations and Communications:
 - › Developed Monday Morning Messages to Principals & Administrators to share news, upcoming events and deadlines, priorities and reminders
 - › Initiated the Bi-weekly NewsCheck Messages to All Staff
 - › Send more than 1,000 Letters of Recognition to Staff annually to recognize exemplary accomplishments, awards, anniversaries, and other milestones and achievements
- › APS Website:

- › SchoolWires upgrade in 2012; Materiell (Wordpress) redesign in 2016
- › 55% Growth in Page Views (2010-16) from 1.8 million to 2.8 million monthly views



- › Enhanced School-Based Communications Support
 - › 40 PR liaisons launched in 2014-15. Positive news and information from schools increased nearly 500%
 - › 35 Webmaster liaisons launched in 2016-17, funding support to maintain and update content for all school-based sites
 - › 35 Volunteer liaisons launched in 2016-17 to handle uniform site-based volunteer recruitment, screening, on-boarding, and support
- › Administrator Entry Plans required for all APS Principals and ELT; plans are shared with the constituent communities and posted on the APS website



#6: MODELING & PURSUING PROFESSIONAL GROWTH:

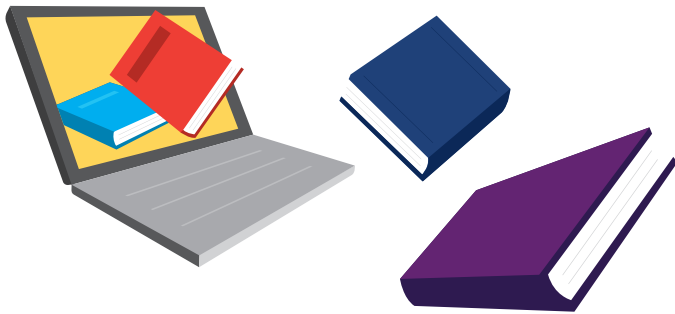
- › Established Superintendent Seminars to provide professional development opportunities through external voices in a variety of industries
- › Established Book Chats for teachers and administrators to connect at the grassroots level
- › Established weekly teacher-led #APSChats (Twitter) Chats for all staff as a professional development tool
- › Considered an early adopter of social media in the education space



- › Member:
 - › Governor’s SOL Innovation Committee
 - › American Association of School Administrators (AASA) Governing Board
 - › Minority Student Achievement Network Board (MSAN)
 - › National School Public Relations Association (NSPRA) Board
 - › Virginia Communities in Schools Board
- › Awards:
 - › 2015 Virginia Superintendent of the Year/AASA Finalist
 - › Arlington NAACP’s 2015 Willard W. Brittain Community Appreciation Award Recipient
 - › Edu-Futuro 2016 Community Partner of the Year Award Recipient

☐ Publications:

- › “Instruction as the Lead Dog,” National School Public Relations Association’s Communications Matters, November 2016
- › “The Evolution of Mathematics K-20: Integration by Design for Workforce Readiness,” Virginia Association for Supervision and Curriculum Development’s journal (VASCD) Virginia Educational Leadership, November 2016



- › White Paper: “Authentic Redesign: Bridging High School and Workforce Development,” March 2016
- › “Standards of Learning ‘Quiet please, ready on the set: Take 2’ First Year Observations and Key Takeaways,” VASS online, October 2015
- › “Communications Gridlock? Try Crowdsourcing,” published summer 2015, Educational Leadership’s digital issue, “Improving Schools from Within.”
- › “Saying No To Dropouts” – published summer 2015
- › “Completing His Homework and Then Some” – AASA School Administrator, June 2015
- › “Seeing the Forest Through the Trees,” published spring 2014, The New Superintendents Journal, AASA



#7: IMPROVEMENT, RECOGNITIONS & AWARDS

☐ Academic Improvement

- › All APS school are fully accredited by the State of Virginia for two years in a row
- › Ten schools earned 2015 Virginia Index of Performance Awards
- › Arlington now ranked as a leader in the Commonwealth of Virginia in providing Pre-K experiences through the Virginia Preschool Initiative (VPI), Montessori and special education

☐ Recognitions & Awards

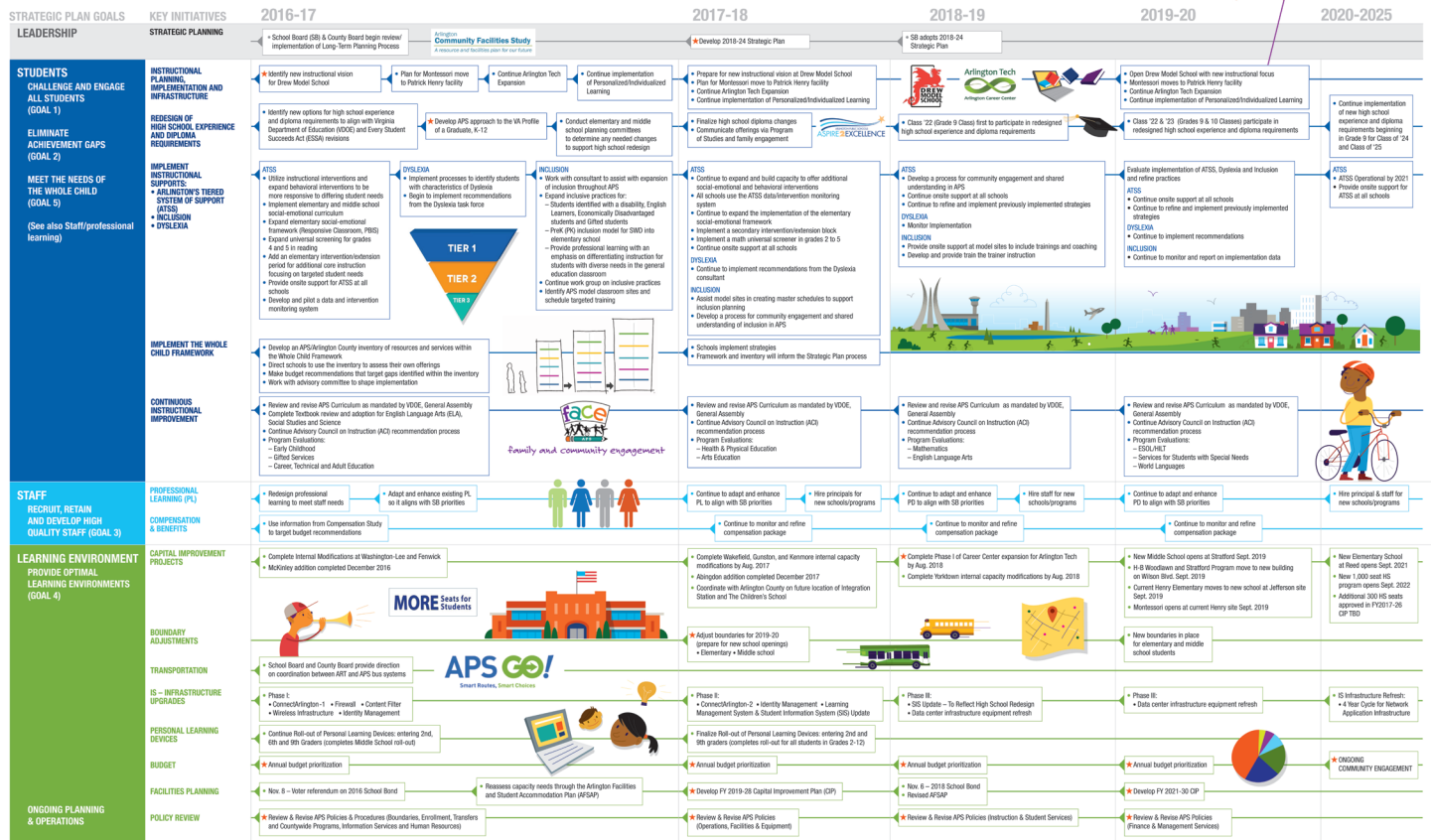
- › Earned the United States Senate Productivity Quality Award Medallion of Excellence in June 2014
- › The Washington Post Challenge Index ratings place APS schools in the top 100 regionally and the top 4% nationally
- › Arlington Public Schools was ranked the 44th best school division in the U.S. by the 2016 Niche Rankings, which reviewed more than 8,700 school divisions across the country
- › Arlington is the top ranked Virginia school division on the Niche list and one of only two divisions from Virginia in the top 100 school districts
- › Finance received the Association of School Business Officials Award for the past five years consecutively
- › APS ranked third in Virginia with 162 of its teachers earning National Board Certification



APS 3-5 YEAR ACTION PLAN



WHAT IS THE PLAN AND HOW ARE WE GETTING THERE?



* The chart indicates community engagement processes that are expected to be conducted as of Sept. 2016. However, APS expects that additional issues will evolve and arise and community engagement processes will be added for those topics as needed to formulate plans as we move forward.

DEAR NANCY, BARBARA, EMMA, AND CES: PREVIOUS REPORTS

It has been eight years of progress and continuous improvement since I was entrusted to lead Arlington Public Schools (APS) beginning in 2004. I am proud of the talented group of individuals who work for APS and all recognize our mission. APS is afforded all the resources they need or desire to provide a rewarding experience and memorable experience for the staff while reflecting on this past year. A few key themes that the division that strive



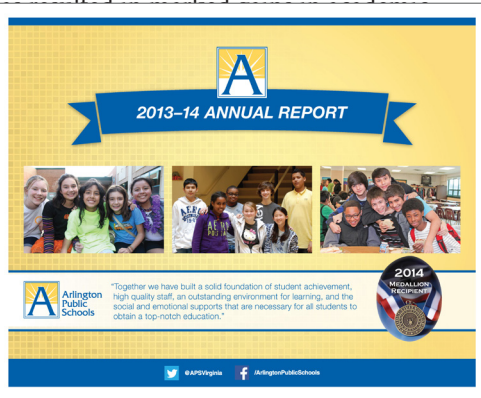
- ❑ Believing that
- ❑ Strengthening personalized learning
- ❑ Enhancing communication
- ❑ Increasing opportunities for career development and staff growth
- ❑ Managing effective stewardship of financial and capital resources

2012-13 SCHOOL YEAR



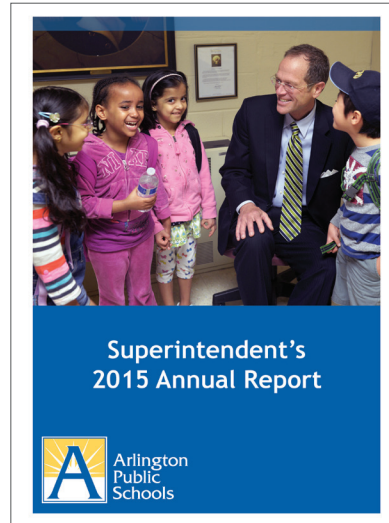
2013-14 SCHOOL YEAR

This approach to performance and productivity and a myriad of positive outcomes my mission as an educator to make significant progress in some key highlights during my tenure here at APS.



- ❑ In a period of fiscal constraint, APS remains fiscally responsible while academic programs continue to show excellent instructional results. Enrollment has attained full capacity.
- ❑ Students at APS transition to post-secondary experiences both college and career ready. We have achieved a 91.1% graduation rate and a 52 percentage point decrease in the dropout rate since 2009. Our decrease in dropout rates is directly linked to the increase that we have achieved in on-time graduation rates for Hispanic, Black, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities.

2014-15 SCHOOL YEAR



2015-16 SCHOOL YEAR

Across all grade levels and challenge levels, resulting in favorable outcomes for Languages, Academic Achievement, and Baccalaureate rates. An advanced degree has been earned since 2010.



- ❑ A focus on the individual needs at the forefront.



Arlington
Public
Schools