

2016-17 Annual Report: A Year of Growth, Progress and Achievement



In reflecting on our work for the 2016-17 school year, we are proud to share the 2016-17 Arlington Public Schools Annual Report. This report highlights our continuous progress and achievement as a school division and is due to the commitment of our highly qualified and dedicated teachers and staff. Their relationships with our students, families and the community make APS an exceptional school system that consistently provides outstanding opportunities and choices to every student. What you will find in these pages are the results, projects and partnerships that have led to increasingly high levels of student achievement throughout all Arlington schools. As we approach the final year of APS' 2011-17 Strategic Plan, we find ourselves with all schools fully accredited and a 96 percent graduation rate in our comprehensive high schools. This report describes the work of our departments, including various program options and choices, data that provide insight, and the decision-making processes that are linked to the Strategic Plan. We appreciate the tremendous work that our teachers and staff provide daily to our students. We also are grateful for the personal and financial support that we receive from the Arlington community. Together, we provide a world-class education in a county in which we are grateful to live, work and play.



Patrick K. Murphy, Ed.D.
Superintendent

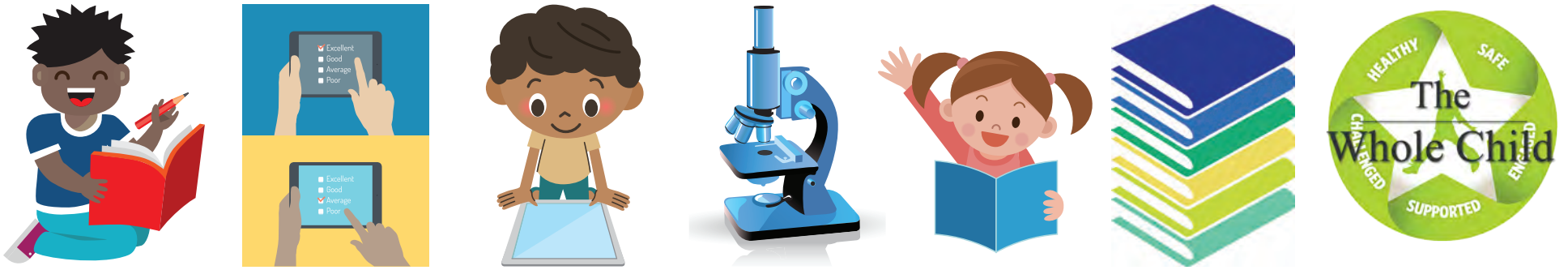
A handwritten signature in black ink that reads 'Patrick K. Murphy'.



Nancy Van Doren
2016-17 School Board Chair

A handwritten signature in black ink that reads 'Nancy Van Doren'.





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SCHOOL BOARD

To address the needs of our rapidly growing and changing school system, the Arlington School Board oversaw the implementation of the 2011-17 Strategic Plan this year and began laying the foundation for its 2018-24 Strategic Plan. As an interim step, the School Board, Superintendent, and APS staff created a bridge plan, the 3-5 Year Action Plan, to focus and guide our work during this transition year.

The School Board is proud to present this report on our progress in the 2016-17 school year. The Board held 72 public meetings that engaged the Arlington community in a variety of planning and decision-making processes, including joint meetings with the Arlington County Board, the development of the FY 2018 budget, and several work sessions addressing School Board priorities and educational topics.

SUCCESS FOR ALL STUDENTS

Literacy

This year, the Board focused on monitoring and strengthening literacy for all students, especially struggling readers. The Board committed APS to ensure that every student reads on grade level by third grade. To make this happen, the Board allocated funds to provide targeted interventions for struggling readers, development of evidence-based instructional practices and curriculum, and purchase of instructional materials for readers of all levels.

Personalized Learning

APS focuses on a personalized learning approach for each student as the core of its instruction. To ensure the needs of each student are met, the Board funded the expansion of the Arlington Tiered System of Support (ATSS), which provides a framework of inclusion, interventions

and extensions for all learners. ATSS is in its third year of implementation and two new coordinators were added to support expansion at the school level. Technology is one of the tools that APS utilizes to ensure that each student's individual learning needs are met. To that end, the Board continued to support the 1:1 technology initiative that includes the development of content and tools to strengthen instruction for each student. The Board strongly supports this student-centered approach to learning and its expanded opportunities for collaboration, creativity, critical thinking, and problem-solving.

Arlington Tech

APS has built a reputation as a school division that offers an array of options and choices to meet the needs of every student. Last fall, we welcomed the first cohort of 40 students into the newly-launched Arlington Tech Program at the Arlington Career Center and attracted 91 freshmen for the 2017-18 school year, and plans are in place to grow to 800 students.

STEAM at Drew

Working in tandem with the APS staff, the School Board supported the completion of the Drew Model School Visioning process resulting in Drew's newly-established "STEAM" focus.

Ongoing High School Redesign

The Board also began the high school redesign process, closely aligning secondary instructional improvements with Virginia's Profile of a Graduate. To balance high school enrollment, the Board adopted high school boundary refinements after an extensive community engagement process.

Policy Updates

One of the bedrocks of the School Board's work is its annual review and revision of School



Arlington School Board L-R: Nancy Van Doren, Reid Goldstein, Barbara Kanninen, James Lander, Tannia Talento

Board policies. This year, the Board approved the revision of key policies covering instruction, diversity, differentiation, boundaries, and option schools and transfers. The Board collaborated with APS staff to review and revise over 50 policies to meet today's needs and standards.

The Whole Child

The APS Whole Child Working Group coordinated an integrated and formalized approach to address Goal Five of the APS Strategic Plan: Meet the Needs of the Whole Child. The Working Group, appointed by the Board and comprised of staff and key community stakeholders, identified objectives and associated themes in five focus areas: Learning, Knowledge, and Skills; Physical Health and Well-being; Social and Emotional Well-being; Community, Family and School Integration; and School Culture and Physical Space. The Working Group's final report provides APS with a blueprint for strengthening our support for the Whole Child.

Arlington History

Given Arlington's rich history and diverse community, the Board elevated its efforts to ensure that APS employed culturally responsive practices across the curriculum, including ties to local history. To support this effort, APS created its Diversity Timeline brochure that chronicles the history of diversity in Arlington. The brochure serves as a tool for students and families to better understand the demographic shifts in the county and the significant milestones that make up our culturally diverse community. Many of these stories are also told in the "Historical Markers" video series launched this year that allows students and the community to get a better understanding of the history right in their backyard. These tools and more are used by our instructional team in the classroom and can be found on the APS website.

STAFF DEVELOPMENT

At the request of the School Board, staff conducted a compensation study that included a market rate survey of all salary scales and benchmarking of APS benefits. Based on the results, the Board charged staff to develop a 3-5 Year Plan to ensure all salary levels were competitive. The Board then approved \$2.4 million in the FY18 budget to provide the first of a three-year salary increase for those positions identified in the compensation study as below market rate.

Strong recruitment, retention, and professional learning ensures that APS maintains highly-qualified teachers and staff. To boost these efforts, the Board supported the expansion of the Human Resources Department to include an Office of Talent Acquisition and Management. This office is strengthening APS' recruitment to meet the needs of our growing student

population and to ensure our candidate pool reflects our diverse student body and meets its needs. The Board also invested in the work of the Departments of Instruction, Administrative Services and Human Resources to implement more personalized professional learning for teachers and staff. APS departments are working together to build a 3-5-year professional learning framework for all staff.

INFRASTRUCTURE & RESOURCE PLANNING

Successful capital improvement projects, critical to meeting the needs of our expanding student population, have resulted from strong collaboration among school staff, families, the County and the greater Arlington community. The McKinley and Abingdon Elementary School renovations and additions were either completed or scheduled to be completed by the end of 2017. Use permits were approved for the Wilson School, Stratford Middle School, and Fleet Elementary School, all of which will open in 2019. Modifications were also completed or planned at Wakefield, Yorktown, Fenwick, Gunston, Kenmore and the Arlington Tech/Career Center. Progress continues at a fast pace to meet the facility needs of our growing student population, thanks to our very supportive community and County government.

APS/COUNTY COLLABORATION

Budget

We are fortunate to have a County Board and community that provides strong, steady fiscal support for the increasing needs of our growing school division. The School Board's strong relationship with the County Board and its staff allowed for thoughtful and productive dialogue and resulted in the successful adoption of the FY 2018 budget.

We are grateful for the ongoing support of the Arlington community and our strong working partnership with the County Board and staff.

Facilities

The School Board was also successful in initiating a long-term planning process, in collaboration with the County Board and consistent with the Community Facilities Study, to focus on sites for possible future elementary and secondary schools and recreational fields. This resulted in APS staff partnering with County staff to support the efforts of the Joint Facilities Advisory Council (JFAC) and engage in long-term joint school facilities planning.

Transportation

In addition, a new Advisory Committee on Transportation Choices (ACTC) was established by the School and County Boards to focus on collaboration between APS and the County on sustainable multi-modal transportation for APS students and families.

It has been a busy year for the Arlington School Board, with a strong focus on student learning and meeting the needs of our expanding student body. Our 3-5 Year Action plan and new "Engage with APS" sub-site has enabled us to ensure a smooth transition to our new Strategic Plan and the possible outcomes and choices for our students. We are grateful for the ongoing support of the Arlington community and our strong working partnership with the County Board and staff.

SUPERINTENDENT'S OFFICE

As the instructional leader for the school division, the Superintendent is responsible for the overall supervision, evaluation, operations and management of the school division. Areas of responsibility include the health and safety of the students and staff; the total academic program; engagement with families and the community; and recruitment, development and retention of high-quality staff.

At the heart of the Superintendent's work plan is a keen focus on evolving our instructional approach to strengthen the academic performance of our growing and diverse student population. Accomplishing this requires developing personalized learning environments where every student – regardless of race, ethnicity, disability or socioeconomic background – is challenged and fully engaged. Working in concert with the Executive Leadership Team, the Superintendent is proud to present our progress for the 2016-17 school year, which aligns to these key themes:

STUDENTS

APS consistently achieves academic gains for students across the school division. The priorities of the School Board and Superintendent identify and support best practices to achieve sustainable

academic, emotional, physical and social growth. Our instructional team applies these strategies and sets high expectations, creating opportunities for students to achieve and providing targeted resources so that ALL students succeed and have choices. Consequently, APS embraces a philosophy of continuous progress and improvement.

APS students continue to surpass their Virginia and national peers on average in their SAT scores, ACT scores, and IB pass rates. The dropout rate has been reduced by 52 percent since 2009, while the number of students earning the Advanced Studies Diploma increased by 12 percent during that same time. In total, 97 percent of APS students graduated in 2016 at the division's three comprehensive high schools; among these 1,351 graduates, 79 percent completed college level courses. Given these outcomes, APS is ranked as one of the top U.S. school systems: *The Washington Post* ranked APS among the top three percent of districts in the nation; *Niche*® ranked APS as the best school system in Virginia and 59th in the nation; and *U.S. News and World Report* ranked APS among the top six percent of districts in the nation. Altogether, these highlights display the division's progress to achieve a high



standard of excellence through the hard work of students, staff, teachers, administrators, the School Board, and the Superintendent.

Gains like these are thanks to our sustained emphasis on literacy as a priority for ALL students, meeting the needs of the Whole Child and the continued implementation of the Arlington Tiered System of Support (ATSS) to support diverse learners. The moniker of "personalized learning" has permeated throughout APS and in our classrooms where our instructional team is using innovative strategies and tools to chart an individualized



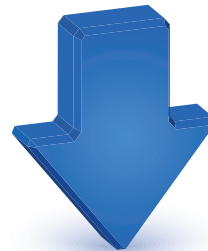
APS ranked in top 3%



APS ranked #59



APS ranked in top 6%



Dropout rate reduced by 52% since 2009



97% of APS students graduated in 2016 at the three comprehensive high schools



79% of graduates completed college level courses

At the heart of the Superintendent's work plan is a keen focus on **evolving our instructional approach** to strengthen the academic performance of our growing, diverse student population.

learning path for each student. Through a personalized learning approach, our students continue to experience academic achievement at increased rates – growth that we find encouraging as we look toward the future.

This approach directly connects to our work in ensuring that APS is supporting culturally responsive classrooms that have optimal and inclusive learning environments throughout the division. These elements are all essential to the vision of creating “opportunities and choices” for students today and into their future.

INTEGRATION

As we are considering options to support our growing school division, it is increasingly important to communicate and engage with our families, staff and the community, so that we maintain high achievement while accommodating our enrollment growth over the next decade. To that end, APS has benefited immensely from the School Board's adopted 3-5 Year Action Plan. This plan has served as a bridge between the current APS Strategic Plan – now in its final year – to the new Strategic Plan to be adopted in 2018.

It has helped us stay on course to reach some critical milestones in our work to prepare for the changes and new opportunities that we will see over the next few years. Some examples of this year's work on the 3-5 Year Action Plan include:

- Engaging in the high school redesign focused on the profile of the successful VA graduate
- Adoption of high school boundary refinements
- Completion of the Drew Model School Visioning process
- Collaboration with the School Board to review and revise policies to meet today's needs and standards
- Updates to the Enrollment and Transfer Policy
- Consideration of New High School Site Options and Instructional Program Choices

LEARNING ENVIRONMENT

Our work is continuous and ongoing as we collaborate with individuals, families and the community on student achievement and planning for a solid future. Next steps for implementation of the 3-5 Year Action Plan include the completion of boundary refinements at all levels and an early planning process for the Capital Improvement Plan (CIP). This work is integral to maintaining optimal learning environments while taking into account the changing landscape and addressing enrollment challenges proactively. To accomplish this, we have made investments in strategic operations to update facilities and identify solutions to meet those challenges.

STAFFING

Talented individuals who make up the instructional and support team at APS are central to our students' success. They deliver daily on our promise of an excellent learning experience for ALL students at APS. Recruiting, retaining and developing high-quality staff continues to yield positive outcomes for our students and families. 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 percent have earned advanced degrees. Continuous professional development opportunities and training in state-of-the-art instructional technology and curriculum advances helps to ensure that staff can apply the most effective instructional best practices. We are fortunate to have the resources to make these important investments in staff to provide students with seasoned instructors who understand today's demands and can prepare them to be college and career ready and skilled to successfully compete in the workforce.



DEPARTMENT OF ADMINISTRATIVE SERVICES

Over the past year, Administrative Services increased opportunities to build instructional leadership capacity with school-based administrators, departments and County agencies. School Management Plans, safety protocols, discipline procedures and succession planning reflect this work. The focus has been on providing resources that positively affect the social/emotional and academic well-being of students while enhancing professional learning opportunities for adults through effective planning, preparation and implementation. Here are some highlights for this year.

SAFE SCHOOL ENVIRONMENT

Safety is a priority and the responsibility for everyone and includes district-wide attention to day-to-day operation, emergency preparedness, facility security upgrades, and discipline protocol, acceptable use of technology and more. National trends continue to require increased attention to school safety. Measures have been designed to increase awareness and provide education on planning and safety protocols, to ensure student and staff safety. Additionally, school leaders continue to collaborate with our School Health staff and School Resource Officers.

DISTRICT PROGRESS

- Reporting of all safety/emergency drills and fire alarm incidents has been streamlined through the utilization of a Google Report Form, enabling closer monitoring for compliance with state-mandated requirements.
- 100% compliance/participation at all schools for:
 - Mandatory September drills
 - Tornado drills
 - Lockdown drills

- Coordinating and communicating emergency preparedness response through district-wide scheduling
- Increasing safety messages through Monday Morning Messages, NewsCheck, NewsReview

SCHOOL MANAGEMENT PLAN(SMP)/ 90-DAY PROGRESSIVE PLAN

The plans have been continuously refined to address areas of need that align to the APS Strategic Plan and School Board Priorities. This has led to an increase in the number of schools selecting the 90-day process to increase monitoring systems and provide opportunities for adjustments. Three-fourths of the schools have shifted to the 90-Day Progressive Plan with specific focus on APS Strategic Plan Goals 1, 2 and 5, with strategically targeted SMART goals in each plan. Ongoing data analysis— through beginning, mid-year and end-of-year meetings, Executive Leadership Cohort (ELC), and Collaborative Leadership Team (CLT) meetings— has made the plans “living documents” to monitor student progress with the ability to make adjustments and respond to academic needs and provide support.



100% compliance and participation at all schools for mandatory September drills, tornado drills, lockdown drills

Our focus has been on providing resources that positively affect the social/emotional and academic well-being of students while enhancing professional learning opportunities for staff.

LIVING PROCESSES OR DOCUMENTS IN USE

- Ongoing meetings through ELC, CLT and Superintendent meetings on student performance
- All SMP/90-Day Progressive Plans are posted on the APS website

SUCCESSION PLANNING FOR LEADERSHIP DEVELOPMENT

To develop instructional leadership internally, APS has implemented succession-planning initiatives such as the Aspiring Leaders Cohort. Participants are identified through recommendations from administrators, directors and supervisors. Cohort members have opportunities to develop leadership skills and competencies. Moving the sessions to the third and fourth quarters of the year resulted in a significant increase in participation. Topics align to the APS Evaluation System and cover areas including leadership, school climate, professionalism, communication and accountability.

In addition, this year more individuals are



taking advantage of online classes and cost benefits. Longwood University's two-year Education Leadership program will begin in the fall while George Mason continues its long history of developing future leaders through the GMU Administrative Master's in Education Program, a two-year program for a master's degree or advanced license.

Beyond university programs, 14 practicing administrators received funds to attend the two-year Statewide Communities of Practice for Excellence (SCOPE). Additionally, administrators have participated in programs at Harvard's Urban Education and Race, Equity & Leadership in School and Classroom to Courtrooms Conference, as well as the Embassy of Spain's Summer Institute Program and the National Alliance for Bilingual Educators (NABE) programs.

DATA POINTS

- 40-50 staff are participating in each Aspiring Leaders session
- 20 staff applied for the Longwood program
- 55 teachers attended the GMU exploratory session in January and 24 have been accepted into the 2017-19 GMU Cohort

- 21 APS administrators have attended, participated in or presented at leadership conferences
- 7 APS administrators participated in Harvard's New & Aspiring Leader 3-Day Seminar

POSITIVE BEHAVIOR INTERVENTION

Principals and program leaders have been charged this year at looking at alternative approaches to work proactively with students to keep them in school, engaged, and on a positive path as productive and involved members of the school community. These steps are measures designed to keep students in school while increasing awareness and education for students and staff. Schools have implemented practices, strategies and/or initiatives designed to keep students in school and thereby access their learning. In an effort to develop the qualities needed to help students solve problems, make good decisions and develop positive relationships, a component was embedded into the Generals, Patriots' and Warriors' periods at the high schools. Additionally, other initiatives such as Responsive Classrooms, 3-7 After-school Sessions, Saturday School, Positive Behavior Intervention System (PBIS) and Decision Lens were utilized by schools.



The Second Chance Program continues to provide first-time substance abuse offenders with an opportunity to participate in a three-day early intervention program. Expanded community outreach and expanding stakeholder groups have helped to address concerns. This has also increased the collaborative problem-solving work among all stakeholders, including substance



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55 teachers attended the GMU exploratory session; 24 accepted into 2017-19 GMU Cohort

abuse and school counselors, athletic directors, administrators, the Arlington Partnership for Children, Youth and Families, and the Arlington County Police Department.

DATA SHOWS PROGRESS

- This year's out-of-school suspensions show a month-to-month reduction compared to 2015-16
- Use of the Discipline Data Dashboard has enabled all stakeholders to use detailed reports by incident, ethnicity, school, etc. to develop plans responsive to student needs



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DEPARTMENT OF FACILITIES AND OPERATIONS

As part of ongoing priorities, Facilities and Operations (F&O) continued to integrate its work with other APS departments, the School Board, the Advisory Council on School Facilities and Capital Projects (FAC) and County staff to address enrollment growth, while strengthening services and realizing efficiencies. In particular, F&O supported the Department of Instruction's work to develop instructional options for the future capital projects. Some highlights of the year are provided below.

FACILITIES PLANNING

F&O staff supported processes led by the Planning and Evaluation (P&E) team with enrollment projections, analysis and GIS data. The processes included high school boundary refinements, revisions to the Options and Transfer policy, the new high school site options, and the implementation of the enrollment projections recommendations from the independent consultant.

MORE Seats for Students

Staff continued to improve the two-year capacity planning process which includes the annual fall enrollment projections, the annual spring enrollment update, the Arlington Facilities Student Accommodation Plan (AFSAP), completed in the odd years, and the Capital Improvement Plan (CIP), completed in the even years.

The annual process to make internal room modifications and add relocatable classrooms to accommodate student enrollment for the next

school year was given new rigor as the Annual Student Accommodation Plan (ASAP), which will continue to be updated through the end of the school year.

F&O staff collaborated with staff from P&E and the County to support the efforts of the Joint Facilities Advisory Council (JFAC). The initial focus of the group has focused on advising the County Board on the acquisition and best uses of the Buck property on North Quincy Street and the Virginia Hospital Center property on South Carlin Springs Road.

CAPITAL PROJECTS

The renovation and addition to McKinley Elementary School was completed in time for the start of school in January, while renovations and additions at Abingdon Elementary School are underway and on schedule for completion in December 2017. Design & Construction also continued the work for construction of three new schools by Fall 2019. This work included working with the Building Level Planning Committees (BLPC) and the Public Facilities Review Committee (PFRC) as well as leading the processes to secure the County use permits for the new middle school at the Stratford site, the new school on the Wilson site, and the new elementary at the Jefferson Middle School site. Capacity-generating projects at Wakefield, Kenmore and Gunston have also been prepared for construction during summer 2017.



Artist's rendering of new Stratford facility

A program management company will provide additional technical expertise and project management support to ensure that the capital program continues on schedule, including the various internal renovations and relocatable classroom installations needed to prepare for the start of each school year.

Finally, design work is underway and construction will begin this summer for the new leased space at the Syphax Education Center (Sequoia Plaza 2). This project will relocate all central office staff as well as the School Board offices and meeting room to the new location by January, 2018, freeing up the current Education Center to be used for future instructional space.

KEY PROJECT HIGHLIGHTS

- McKinley addition/renovation completed
- Abingdon project under construction
- Use permit approved, permitting underway for Stratford, Wilson and New Elementary School at Jefferson projects

- Syphax lease approved, design approved
- Internal renovations work underway at Wakefield, Yorktown, Gunston, and Kenmore

ENERGY AND SUSTAINABILITY

APS continued participation in the United States Environmental Protection Agency (EPA) Green Power Partnership Program, ranking #3 in EPA's Top 30 K-12 Schools.

Discovery Elementary School met its goal of achieving net zero energy performance during the first full year, resulting in an estimated annual cost avoidance of over \$100,000 in 2016. Discovery's energy dashboard was brought on line with some assistance from Career Center students in February, and is already providing abundant material for authentic real-time teaching and learning for students at Discovery, throughout APS and beyond. In April Discovery was recognized with a prestigious national award for performance in energy and sustainability.

Building on Discovery's success, the School Board approved a change to the Purchasing

Resolution to allow procurement under the Virginia Public Private Education and Infrastructure Act (PPEA). This allows APS to proceed with a Request for Proposal for solar energy installations at multiple schools under a Solar Power Purchase Agreement (PPA). Power purchased under the PPA will help to control future energy costs because the rate will remain at the same rate for the duration of the agreement.

TRANSPORTATION

The School and County Boards created a new Advisory Committee on Transportation Choices (ACTC) while APS staff increased collaboration and coordination of student transportation with County staff by creating the Joint Committee on Transportation Choices (JCTC). Both committees are working to develop and promote transportation choices for APS students, families and staff.

APS Go! – the APS transportation demand management program – completed surveys of students, parents, and staff.



PreK-10 students driven to school by parents dropped by 1-2%

TRANSPORTATION DEMAND MANAGEMENT (TMD) TRENDS OVER THREE YEARS

- Staff who drive alone dropped by 5%
- Grade 11/12 students who drove alone dropped by 7%
- PreK-10 students driven to school by parents dropped by 1-2%
- Slight uptick in the percentage of students walking and bicycling
- Number of students riding the school bus remains constant



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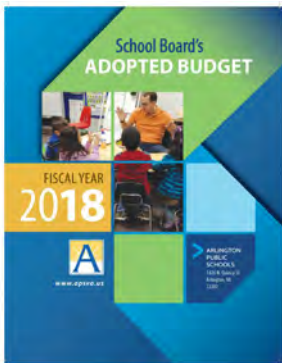


DEPARTMENT OF FINANCE AND MANAGEMENT SERVICES

The Department of Finance and Management Services focused on initiatives and enhancements to further strengthen the budget development and adoption process coupled with enhancing communication. Providing information for principals and program managers to make informed decisions with the resources they have was also a priority. In addition, a number of new initiatives were designed to promote integration of instruction and health/wellness activities in the department's school-based programs (Food & Nutrition Services and Extended Day), all supporting the School Board's priority to focus on meeting the needs of the Whole Child, Strategic Plan Goal 5.

BUDGET DEVELOPMENT, COMMUNICATIONS AND ENGAGEMENT

A number of improvements in the budget development process this year led to our FY18 adopted budget, which evolved through consensus and resulted in a budget that will truly meet the needs of APS. Our FY 2018 Proposed Budget was a needs-based budget that effectively communicated the compelling need to focus on particular instructional areas, while beginning



to put in place the infrastructure required to meet the needs of a school system that will grow to 30,000 students by 2021. For the second year, a progressive plan for the future was also embedded in the budget.

The expanded community engagement

activities implemented last year continued in the current year. The Budget Office again published the "Citizen's Guide to the Budget" and the "Budget-at-a-Glance" brochures. The "Citizen's Guide to the Budget" familiarizes citizens with the current APS budget, including key elements included in every budget. By understanding what is already in place, community members gain a deeper understanding of the budget elements being proposed. The six-panel "Budget-at-a-Glance" provides the community with an easy guide to the essential facts needed to understand the FY 2018 budget.

Community engagement continued to be an important element for informing the community and APS constituents about the budget. Activities included:

- A budget-specific email address for making suggestions, commenting on proposals, or asking questions
- Three "Sounding Board Meetings" for school-based employees to engage in a variety of issues using an open-ended inquiry approach
- Two "Key Stakeholders Meetings" for leaders of all APS advisory councils;

Both the Superintendent's proposed budget and School Board's adopted budget received broad community support this year.



- Three Administrative Council updates for APS principals and directors
- Three "Community Budget Forums," including one joint forum with the County and one in Spanish for the Hispanic community

Both the Superintendent's proposed budget and the School Board's adopted budget received broad community support this year. As a result of effective communication and awareness across all sectors of the community, a rationale for budget choices and decisions was clear, understood, and compelling. This was reflected in the feedback from the community at public hearings, in the questions posed by our advisory committees, and in the input from the general community.

In addition to APS stakeholder support, the budget support by the County Board was affirmed by the allocation of additional funding for APS.

DECISION-MAKING RESOURCES

To enhance accountability and promote effective and efficient use of funds, the department continued to provide training and resources to help program managers better manage their budgets.



PROFESSIONAL DEVELOPMENT

Twenty-nine training sessions were offered:

- “System Highlights” covered recent and upcoming changes to STARS Finance and Procurement;
- “Inquiries & Reports” reviewed how to view balances and run frequently-used reports; and
- “Open Work Session” allowed users to bring their STARS work to ask questions and receive on-demand assistance.

INTEGRATING INSTRUCTION AND HEALTH/ WELLNESS INTO SCHOOL-BASED PROGRAMS

The **Extended Day** program continued to support instruction and further integrate learning in their program.

- Expanded STEM programming with “Get Ready for Science with the STEMtations!”
- Continued the Reading Rodeo and other literacy-based activities at all 29 sites.
- Partnered with the Reading Connection to provide staff training on developing and leading literacy activities.



Extended Day enrollment increased over 16%

- Collaborated with instructional staff and partnered with community organizations and resources.
- Participated in BOKS training – a fitness program for children sponsored by Reebok that is based on research which suggests that physical activity before school increases learning potential.

In addition, all Extended Day supervisors developed a S.M.A.R.T. (specific, measurable, achievable, relevant, timely) goal, identified 2-3 developmental assets that support the S.M.A.R.T. goal, and explained how the S.M.A.R.T. goal and developmental assets are in alignment.

The **Food & Nutrition Services Office** expanded the breakfast program through a variety of innovative approaches, introduced new programs, and expanded the farm to school program.

- “Breakfast in the Classroom,” piloted at Oakridge Elementary, allowed students to have ample opportunity to eat breakfast. The First Lady of Virginia visited Oakridge to see the program.
- Bus drivers continued to remind students to stop by the cafeteria for breakfast before going to class.
- The first afterschool snack program was introduced at Randolph.



Breakfast and lunch participation increased by 38% and 17% respectively

- Every school offered 100% locally-grown apples, pears, and hydroponic spring mix lettuce in the fall.
- Three new clean label recipes were developed for the winter cycle menu.

2016-17 DATA THAT PROVIDES INSIGHT

- Breakfast participation increased 38%
- Lunch participation increased 17%
- APS was named as a “2016 Produce for Better Health Foundation School Foodservice Role Model” for fostering an environment where people can include fruits and vegetables at every eating occasion.
- Extended Day enrollment increased over 16%



DEPARTMENT OF HUMAN RESOURCES

The goal of the Department of Human Resources (HR) is to attract, retain and develop the best talent for APS. HR focuses on strategic planning and implementation of quality recruitment, employment experience enrichment, and career advancement opportunities for current and prospective staff.

Under the leadership of HR, APS has developed one of the most diverse and well-educated staffs in the region, cementing our status as one of the premiere public school employers of choice within the D.C. metro area.

CAREERS@APS: TALENT ACQUISITION AND MANAGEMENT



APS is committed to helping all staff to succeed and invest in their futures by assisting them to develop and grow their careers here in APS. HR's new Office of Talent Acquisition and Management (TAM) works with all stakeholders to "Inspire Generations" by providing personal and customized services that support an ongoing cycle of activities to attract, recruit, hire and retain staff. This includes branding, outreach, networking and relationship-building with candidate communities to build and enhance our talent pool.

TAM tracks and uses data to guide the work and help make targeted decisions to develop and maintain a strong talent pipeline. Proactive recruitment to screen and identify highly-qualified candidates quickly is the major focus of TAM; a strong talent pool allows APS to maintain a quicker "fill" rate.

The office also collaborated to redesign the

substitute teacher orientation and analyzed substitute fill rate data to develop a comprehensive plan.

DATA THAT PROVIDES INSIGHT

- APS Instructional Staff Credentials & Experience:
 - 46% have multiple endorsements
 - Average teacher tenure is 8.33 years
 - 82% hold advanced degrees
 - 143 APS teachers are Nationally Board Certified (NBCT)
- Over 90 APS teachers are NBCT candidates in the next cohort
- APS Applicant Pool (since 2014):
 - Teaching applicants up 24%
 - Screened teacher applicants up over 150%
- Substitute Data (for FY17):
 - 278 substitute teachers were interviewed and hired; increasing the total number of substitutes to over 900 – a 45% increase
 - After orientation, 90% of substitutes felt "prepared" or "very prepared" to teach in APS
 - 46 substitute teachers were hired to fill teacher or classroom assistant positions



82% of APS Instructional Staff hold advanced degrees and 143 APS teachers are Nationally Board Certified (NBCT)

BENEFITS, EMPLOYEE ASSISTANCE PROGRAM, AND EMPLOYEE RELATIONS

ENHANCEMENTS TO EMPLOYEE BENEFITS

During FY17, several new benefits for employees were implemented to help advance our goal to continue to retain our highly-qualified workforce. First, parental leave was made available to employees, placing APS at the forefront of a national trend of expanding paid leave benefits to increase employee retention. Second, a new Vision Service Plan (VSP) benefit went into effect January 1, 2017. Finally, Benefits expanded the Transportation Demand Management (TDM) option to incentivize "green" commuting options.



80 Paid Parental Leave requests, 3rd quarter 2016 through 1st quarter 2017

DATA THAT PROVIDES INSIGHT

- Paid Parental Leave:
 - 3rd Quarter 2016 – 23 requests
 - 4th Quarter 2016 – 25 requests
 - 1st Quarter 2017 – 32 requests
- 785 employees enrolled in Vision Service Plan
- TDM Participation Increase (FY17 Sept.–Feb.):
 - Carpool & Motor-Free: +85%
 - Commuter Direct/SmartTrip: +39%

EXPANSION OF EMPLOYEE WELLNESS ACTIVITIES

Recognizing that employee well-being affects productivity and retention, APS places a priority on supporting the physical, emotional, and psychological health of staff. The Employee Assistance Program's (EAP) Wellness Works Wonders initiative has broadened its reach by leveraging school- and site-based Wellness Ambassadors to share regular updates, increase awareness and motivate employees to invest in their health. During FY17, EAP communications increased significantly, resulting in increased participation in wellness activities; specifically, Winter Wellness participation increased 131% in two years.

PAYROLL OFFICE

Payroll now sends regular communications to all APS Timekeepers, highlighting trainings and answers to frequently asked questions. This year, they honored the top five timekeepers and highlighted their tips. Also, the website now includes tools to help employees, including new paycheck and W-4 calculators, plus several How-To videos.

PROGRESS ACHIEVED

- Reduction in the number of out-of-cycle payments due to timekeeper error.
- Decrease in the number of auto-generated timecard approvals per pay cycle.

EMPLOYMENT PROCESSING

HR's Employment Processing team manages the employee records, allowing APS to use employee data for analysis to support HR decisions. They also work with Finance to evaluate staffing needs and design the best approach to meet instructional needs at each school.

DATA THAT PROVIDES INSIGHT

- 19% increase in teacher records (FY13-FY17)
- 9% increase of all APS staff records (FY13-FY17)
- Online management of 4,000+ employee performance evaluations

Looking to the future, with the completion of the compensation study, HR will design and implement a 3-5 year plan for Careers@APS to recruit a diverse and highly-qualified instructional workforce with a total compensation package including benefits, professional learning and career advancement. These elements will help APS recruit and retain high-quality talent as we focus on supporting improved student learning and outcomes.

MOVING FORWARD HR WILL FOCUS ON:

- Strengthening succession planning to "grow" aspiring instructional leaders through our own leadership development program;

*Under the leadership of HR, APS has developed one of the **most diverse and well-educated staffs** in the region, cementing our status as one of the premiere **public school employers of choice** within the D.C. metro area.*

- Establishing recruitment and retention metrics for data-based decisions and a "human capital" plan emphasizing talent management and leadership growth;
- Strengthening EAP to improve health outcomes for our APS workforce;
- Expanding Open Enrollment communication and implementing on-site meetings to increase employee participation in our Benefits program; and
- Developing a 3-5 year Careers@APS plan to ensure that APS is an "employer of choice" in our region.



DEPARTMENT OF INFORMATION SERVICES

The Department of Information Services (IS) provides integrated support and delivers technologies and data that support and promote student learning and effective teaching as well as user productivity, accountability in decision-making, reliable communication and best business practices for cross-functional teams. Developing clear technical strategies to support instructional and operational goals and to anticipate future technology trends is a key focus for IS.

SUPPORT OF PERSONALIZED LEARNING

APS has embraced 21st century personalized learning through its Strategic and Technology Plans. Utilizing state-of-the-art technology, teachers create engaging, relevant and personalized experiences for all learners regardless of background, language or disabilities. In the 2014-15 school year, APS began to transition from shared classroom devices to individual student devices (1:1 Initiative). This effort has significantly expanded opportunities for teachers to leverage and enable personalized learning, enrich and broaden instructional experiences and activities, and extend the instructional day. This year, IS continued to build on the foundation of the first two years of the project.



18,500 personal learning devices distributed to students in grades 2-4, 6-8 and 9-11

PROGRESS AND MEASURES OF EFFECTIVENESS

- 18,500 personal learning devices distributed
- Students in grades 2-4, 6-8 and 9-11 now have devices
- 1,400 instructional apps available to schools

PROVIDING IMPROVED ACCESS TO DATA FOR OPERATIONS AND DECISION-MAKING

With the increasing focus on storing data in electronic databases, APS has expanded and enriched the available set of information to continuously improve the efficiency and effectiveness of operations and to inform instructional decisions. IS ensures that integrated data are reliable, available and delivered in a user-friendly format through the Data Warehouse. The data and information provided greatly facilitates the work of teachers, counselors and principals in their Professional Learning Communities (PLCs) and also helps them monitor progress and support identified students. The systems also provide school leaders with data and analytics for informed decision-making in various processes such as the recent boundary refinements and the annual budget deliberations.

HIGHLIGHTS AND MEASURES OF EFFECTIVENESS

- Supports for school Professional Learning Communities and other processes
- Added new data dashboards for administrators, counselors and teachers



- Expanded the 360° view of individual students and schools with additional data used to inform instructional decisions such as PALS, SRI and SMI
- Established Monthly and Quarterly Monitoring Reports for school administrators with key measures of school performance including student attendance, grade distribution, course enrollment and student academic performance
- Built a new ELL accommodations tracking and reporting application

Developing clear technical strategies to support instructional and operational goals and to anticipate future technology trends is a key focus for IS.

- Expanded the SIS to include documenting supports provided to students through ATSS
- Supported the rollout of numerous instructional and administrative applications such as PeachJar, DreamBox, Trapeze and iXL
- 24,328 student and parent accounts in the SIS

IMPROVED TECHNOLOGY INFRASTRUCTURE

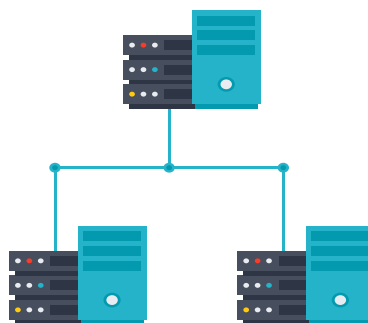
In support of the ongoing migration toward mobile devices and in preparation for accommodating 30,000 students by 2021, IS continued the six-year project to modernize the technology infrastructure.

ACCOMPLISHMENTS AND MEASURES OF EFFECTIVENESS

- Migrated 14 sites to ConnectArlington
- Established a new offsite data center. The new data center provides backup and disaster recovery services for the division, allows for expedited expansion of internet capacity and supports the need to vacate the Education Center at the end of 2017.
- Over 5.8 million documents in the APS Google domain; 2/3 of APS students and staff use Google at least once a week
- 35,000 devices on the APS network
- 2,300 wireless access points across the division
- 543 documents in the staff document library
- More than 3 Gbps of peak Internet bandwidth usage supporting instruction

SUPPORT FOR CONTINUOUS IMPROVEMENT

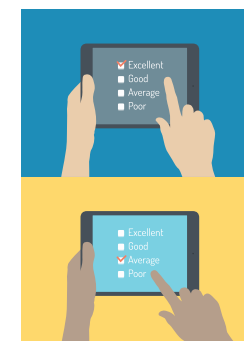
IS plays a significant role in identifying opportunities for innovation and areas for improvement by providing actionable feedback to school leadership. Program evaluations completed this year include those for the



Established new offsite data center which provides backup and disaster recovery services



Over 5.8 million documents in the APS Google domain; 543 documents in the staff document library



Conducted six different surveys across stakeholder groups

Offices of Early Childhood, Career and Technical Education, and Gifted Services.

As a part of continuous improvement, the Planning and Evaluation Office has provided the leadership and supported the projects including:

- The School Board's 3-5 Year Action Plan
- Community Facilities Study
- Drew Model School Visioning Process
- High School Redesign
- Whole Child framework
- National Baldrige Application

MEASURES OF PROGRESS

- Conducted more than 2,000 classroom observations to support Program Evaluations
- Conducted six different surveys across stakeholder groups that include families, instructional and support staff, students and community members that inform APS about effectiveness of Instructional programs, core services etc.
- International Data Graphics (IDG) named APS as a recipient of the "2017 CIO 100" award,

recognizing international organizations that exemplify the highest level of operational and strategic excellence in Information Technology (IT) to support the core functions of the organization

The ongoing focus of increasing the use of data and technology to support student learning will continue to guide the work of Information Services in the future. The transition from shared to personalized will remain an area of priority and a key collaborative opportunity for the department. IS will continue to expand the Data Warehouse for use by teachers and administrators, and will emphasize and support the use of data in making decisions to support student success. At the same time, as student enrollment continues to grow, the division's IT system will need to become more robust, user-friendly and efficient. IS will continue to focus on ensuring that teachers and administrators have access to tools that are reliable, support integrated services and meet the unique needs of every student.

CIO100

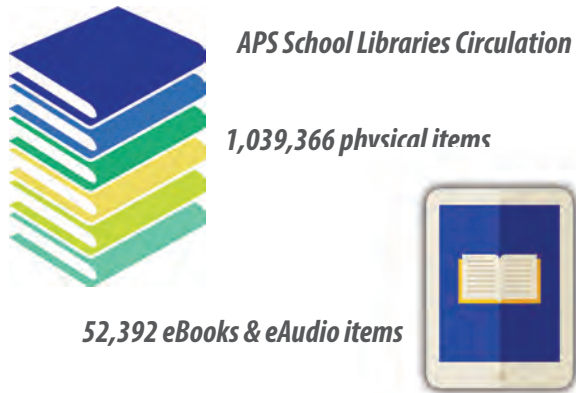
DEPARTMENT OF INSTRUCTION

This year, the Department of Instruction has taken a pivotal leadership role in the development of curriculum and the implementation of effective, evidence-based instructional practices. The department focuses on:

- implementing an instructional program that is authentic, engaging, and personalized while including the required content and skills;
- ensuring alignment with federal and state standards, evidence-based best practices, and legislation; and
- gathering community input.

LITERACY FOR ALL STUDENTS

Ensuring that every student is reading on grade level, or making at least one year's worth of growth in reading, is a priority for the Department of Instruction. During the 2016-17 school year, we have engaged in a comprehensive resource adoption process for core and supplemental materials for English Language Arts, Science, and Social Studies. Additionally, universal screening assessments have been implemented in kindergarten through eighth grades to provide data to support instructional decisions. The development of a standard



treatment protocol will further support instructional interventions as needed.

MEASURES OF PROGRESS

- 88% of K-5 students met the PALS benchmark in reading
- Over 200 teachers were trained in structured literacy
- Over 1,000 data points were gathered for feedback on instructional resources
- APS school libraries circulated more than 1,000,000 physical items and over 50,000 eBooks and eAudio items



IMPLEMENTATION OF PERSONALIZED LEARNING

APS continues to cultivate learning environments that create personalized learning experiences for all learners that are specifically tailored to the needs of each individual student. Through our work with personalized learning, we believe that every student can experience learning environments that are student-centered and provide opportunities for collaboration, creativity, critical thinking, and

problem-solving. To that end, throughout the year, the Department of Instruction has worked with stakeholder groups to develop a common understanding and vision for personalized learning; hired the Supervisor of Personalized Learning; recruited Teacher Design Teams; and determined the Learning Management System that will provide a foundational tool for the work.

SUMMER AND AFTER-SCHOOL LEARNING OPPORTUNITIES

APS is able to offer students a variety of summer and extended learning opportunities. The summer program for elementary students will include problem-based learning experiences combined with individualized instruction to support specific student needs. Programs also include Global Village Summit, Summer Laureate, Math Academy, Spanish Immersion, Outdoor Lab, Summer Literacy Academy, Leadership Academy on Global Issues, and STARTALK for Arabic or Chinese.



88% of K-5 students met the PALS benchmark in reading

DATA THAT PROVIDES INSIGHT

- Title I Innovation Young Scholars Academy expanded to all Title I schools
- 185 girls participated in the Girls' Color of Leadership Conference in November
- 6,180 students served in summer school programs in 2016

INSTRUCTIONAL PROGRAMS: OFFERINGS AND OPTIONS

In addition to the focus on academic achievement in the core content areas, the Department of Instruction values opportunities for students to engage in learning experiences that encompass the Whole Child. This includes creating environments in which students are healthy, safe, engaged, supported, and challenged in a variety of ways. This also includes providing options to students in a variety of instructional arenas.

DATA THAT PROVIDES INSIGHT

APS was honored with the Best Communities for Music Education designation from The National Association of Music Merchants (NAMM) Foundation for its outstanding commitment to music education, one of only 4% of districts across the nation to receive this prestigious award in 2017.

- Grant funding of \$375,000 through the National Oceanic and Atmospheric



**6,180 students served
in summer school
programs in 2016**



**61% of secondary
students were enrolled in
fine arts courses**

- Administration's Bay Watershed Education and Training (NOAA B-WET) provided professional learning and training for secondary science teachers to implement storm water management projects
- 19 elementary schools implemented or enhanced learning gardens and outdoor classrooms
- 61% of secondary students were enrolled in fine arts courses
- An elementary bike program was piloted in second grade physical education

PROFESSIONAL LEARNING

Through collaboration with various stakeholders, there are several strategies the Department of Instruction is moving forward to implement in order to provide personalized professional learning. This work includes voice and choice in sessions offered, job-embedded coaching on specific instructional strategies, and consideration of flexible times and places for learning. As APS moves forward in building a framework for professional learning, the following elements are the foundation of the work:

- Collaborative time
- Coherent and aligned professional learning curricula
- Feedback systems
- School and teacher leaders as models
- Measurement of quality and impact

To support the implementation, the Department of Instruction is building a 3-5 year professional learning framework focusing on:

- Program implementation engaging in quality professional learning to implement curricula, instructional strategies and technology

We believe that every student can experience learning environments that are student-centered and provide opportunities for collaboration, creativity, critical thinking, and problem-solving.

- Team and school improvement
- Individual development

MEASURES OF PROGRESS

- 245 mentors assigned to new teachers
- 773 professional learning sessions recorded (a 14% increase over 2015-16)
- 85 National Board candidates in the largest APS cohort ever

The Department of Instruction will continue to focus its work on building high-quality, engaging learning experiences for all students.



DEPARTMENT OF SCHOOL AND COMMUNITY RELATIONS

Over the past year, the School and Community Relations (SCR) team continues to deepen and expand community engagement and outreach through integrated communication plans, broader community connections, and expansion of school-based communications liaisons. The major achievements this year include the following highlights.

COMMUNITY ENGAGEMENT AND OUTREACH

A new Community Engagement Coordinator joined the SCR team to focus on strengthening connections and engagement in the broader Arlington community. Recognizing that face-to-face connections and personal relationships are one of the best approaches to bridge and connect with communities and constituents, SCR representatives are always present at APS-wide events, and attend many school and community meetings. We listen to the community's concerns, and help build confidence in APS processes by providing access to information in an easy-to-understand manner.

Effective engagement requires extensive time and dedicated resources, and delivers value to all stakeholders when it is done with

integrity and authenticity. Our focus has broadened and extends to recognizing ALL constituencies. Consequently, we are creating partnerships to solicit participation and support for APS priorities. Connections are being made with diverse audiences through FACE ACTION teams, Bilingual Family Liaisons, Minority Achievement Coordinators, Latino parent groups, and through established connections with civic associations, faith-based organizations, advocacy groups, advisory councils, and community nonprofits. This year's steps have deepened our engagement, broadened community connections and ensured regular face-to-face interactions to help families and the community stay engaged as APS continues to grow and offer more opportunities and choices for families and students.

SCR also launched the new "Engage with Us" web subsite to centralize all of the current APS community engagement processes. The site includes opportunities for feedback with an "Engage with Us" online form and a list of meetings in the "Engage" calendar.



DATA THAT PROVIDES INSIGHT

- Biweekly community engagement updates distributed to 500+ community leaders
- 8-12 public-facing engagements each month
- 8,300+ view of the new "Engage with Us"
- 200+ feedback forms submitted

SCHOOL-BASED LIAISONS FOR PUBLIC RELATIONS (PR), WEBSITE, AND PARTNERS & VOLUNTEERS

Now in their third year, PR liaisons continued to support messaging and promote positive news. New this year, a Webmaster Liaison and a Volunteer Liaison were added at each school. Web liaisons maintain the school's main website and keep it updated with news. Volunteer liaisons recruit, screen and train volunteers and partners, and highlight their positive contributions in a newsletter, on social media and in videos.

STATISTICS THAT SHOW VALUE

- APS social media accounts grew to 7,500+ Facebook likes and 10,400+ Twitter followers
- #APSBck2School was a top Twitter hashtag



- 8,300+ pageviews since launch
- 200+ feedback forms submitted



- 7,500+ Facebook followers
- 10,400+ Twitter followers
- #APSBck2School 700,000 impressions



900+ regular volunteers



www.apsva.us

- 260,000 pageviews per month
- 47.5% on mobile device



2,500 APS School Talk messages

- This year, #APSiAwesome became a recognized brand on Twitter, with 600+ tweets from 200+ accounts, and nearly 700,000 impressions on Twitter
- 900+ registered volunteers provide support in our schools

LAUNCH OF THE NEW APS WEBSITE

Last July, APS successfully transitioned to a new website platform, utilizing open-source software with a flexible format for future site development and easier content management. It supports improved video livestreaming, social media integration, and mobile-friendly access and navigation. A survey and focus groups have provided input to improve navigation and user experience, and a community user group has been established to provide ongoing feedback as the APS website continues to evolve.

WHAT'S TRENDING

- This year, over 2.1 million pageviews, averaging 260,000 views per month
- 47.5% of website views on a mobile device

EXPANDED VIDEO PROGRAMMING



Arlington Educational Television (AETV) videos provide a firsthand look inside APS

classrooms. This year, new programs featured the social-emotional growth provided to students through the Whole Child framework; efforts to eliminate the achievement gap through documentaries on the "Summer Literacy Academy" and the "Arlington Tiered System of Support (ATSS); and cultural literacy and local history with "Living Legends," a program featuring Arlington's African-American community, and a series to explore Arlington's "Historical Markers."

VIEWERSHIP TRENDS

- AETV videos received 16,000+ views from September to April, with more than half being viewed on mobile devices
- "Historical Markers," a new, 10-episode summer series for student learning about Arlington's history, garnered nearly 5,000 views
- "Living Legends" interview of Arlington's African-American community were profiled during Black History Month, with 659 views online and on social media

BROADER DIGITAL COMMUNICATIONS PLATFORM

Digital communications expanded this year. Livestreaming was added for School Board work sessions and key community meetings. A monthly School Talk message shares the schedule of upcoming meetings and links to agendas and livestreaming plus summaries, FAQs, background information, and other details. For the first time, Kindergarten Information Night was broadcast online using Facebook Live for families who could not attend in person. Peachjar has replaced traditional backpack mail, distributing flyers electronically from

We listen to the community's concerns, and help build confidence in APS processes by providing access to information in an easy-to-understand manner.

schools and more than 65 community nonprofit organizations.

MEASURES OF PROGRESS

- Over 2,500 School Talk messages sent this year
- Since launching in February, 2,700+ viewers watched livestreamed work sessions and community meetings
- Peachjar e-flyer delivery has eliminated 2.1 million pieces of paper in backpack mail, saved 475 trees and \$2.1 million in staff and printing costs
- 17,000 APS Mobile App downloads
- 1,500+ families watched Kindergarten Information Night on Facebook Live



Living Legends & Historical Markers 5,600+ views online/social media

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION

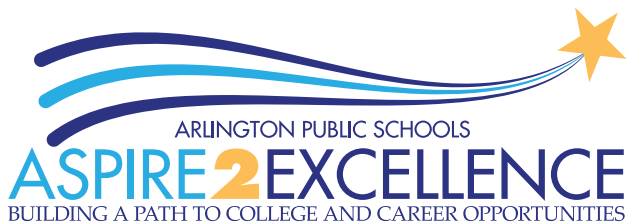
This year, the Department of Student Services and Special Education (DSSSE) has focused on enhancing existing initiatives to improve their availability to families, while streamlining and improving services to students, families and community. Here are some major highlights for this year.

ASPIRE2EXCELLENCE

DSSSE continues to increase resources to assist students and families to explore the available college and career options. All school counselors provide academic, career and social/emotional lessons as well as responsive services to promote academic achievement.

Resources Include:

- Web link to Frequently Asked Questions
- Informational videos
- College and Information Nights
- Dream, Explore, Create Your Own Path event
- Middle school college visits
- Financial aid and college visits support
- Annual College Fair
- Monthly guidance on the use of Naviance for college and career planning, to monitor student scholarships, take senior exit surveys, and access college application materials.
- Classroom lessons using an evidence-based curriculum for Tier 1 prevention support
- Substance abuse prevention and intervention



ARLINGTON TIERED SYSTEM OF SUPPORT (ATSS)

This is the third year of the five-year implementation. Two coordinators were hired to support schools and build capacity to ensure fidelity of implementation at all levels.

ACHIEVEMENTS

- All school and central office staff received ATSS training
- All schools now have at least two 60-minute timeframes per week for staff to meet in collaborative teams as a part of the Professional Learning Communities process.
- All elementary schools administered universal screening in reading and math
- All grade level/content teams administer common formative assessments
- Using Synergy, all schools monitor and track student attendance and provide interventions for students who have problematic absenteeism
- A webpage of Frequently Asked Questions about ATSS

AP/IB/DUAL ENROLLMENT

Overall trend data for Advanced Placement (AP), International Baccalaureate (IB) and Dual Enrollment (DE) reveal increased numbers of participation and completion over the past five years for all students. This rise is apparent across all subgroups.



TREND DATA HIGHLIGHTS

- Of the 175 Special Education 2015-16 graduates, 85 (49%) successfully completed at least one AP/IB course, a tremendous improvement over 2006-07 Special Education graduates, of whom 17 of 117 (15%) successfully completed an AP or IB course.
- African American graduates demonstrated a rise from 45% to 60%
- Hispanic graduates demonstrated a rise from 59% to 68%



When students are mentally and physically healthy, their ability to learn is significantly improved. This year, DSSSE has focused on streamlining and improving services to students, families and community.

SPECIAL EDUCATION

The number of students with disabilities earning high school credits in middle school continues to show significant increases. The number of students with disabilities who are transitioning to high school with four or more credits has increased substantially over the last five years. SOL Pass rates continue to rise for



By June 2021, 100% of students will be attending school at a rate of 90% or above, on-time graduation rates will increase to 100%.



By 2018, 100% of elementary school counselors will implement a minimum of ten social-emotional, vocational and academic learning opportunities

students with disabilities and the number of these students who are graduating with an Advanced Studies Diploma continues to rise.

WHOLE CHILD

Health and education affect individuals, society, and the economy and, as such, must work together whenever possible. When students are mentally and physically healthy, their ability to learn is significantly improved.

The APS Whole Child Working Group was coordinated to establish an integrated and formalized approach to ensuring that Arlington Public Schools fulfills its current Strategic Plan Goal Five: Meet the Needs of the Whole Child. The group identified objectives and associated themes identified in five focus areas - Learning, Knowledge, and Skills - Physical Health and Well Being - Social and Emotional Well Being - Community,

Family and School Integration - School Culture and Physical Space.

Long-Term Goal: By June 2021, 100% of students will be attending school at a rate of 90% or above, on-time graduation rates will increase to 100%.

Fidelity Goals:

By June 2018,

- 100% of students will receive social-emotional services as needed through a three-tiered system of supports. (Tier I – minimal supports – through Tier III – extensive, individual supports)
- 100% of elementary school counselors will implement a minimum of ten learning opportunities in social- emotional, vocational and academic lessons
- 100% of school social workers will implement small group social-emotional supports to Tier I and II students
- 100% of school psychologists will implement personalized, individual counseling services to Tier III students as indicated by IEPs and 504's.



OUR K-12 CONTINUUM OF ACHIEVEMENT & PROGRESS

APS continues to focus on providing a rigorous curriculum and data show that students are succeeding when challenged by that rigor.

Recent results also show that our APS staff take seriously the goal of eliminating the achievement gap. The data show an unbroken chain of consistent and continuous improvement for all groups of students.

As we look at the continuum of student progress from elementary to middle and then middle to high school, the data show the following:

- Strong foundation of literacy and math skills at the early stages of a student's education
- Focus on languages, math and high school credits in middle school
- College or career readiness as identified through On-Time Graduation, Advanced Diplomas and students enrolled in CTE and AP/IB courses

All data are presented consistently for seven subgroups of students, including four subgroups by race (Asian, Black, Hispanic and White) and three subgroups including students identified as Economically Disadvantaged (EcoDis), Limited English Proficiency (LEP) and Students with Disabilities (SWD).

The following is a small sampling of data that highlight the great results being achieved across the board throughout APS.

ELEMENTARY SCHOOL

PRE-K EXPERIENCE

- 100% of all sub-groups in the past three years show consistent improvement

LITERACY / READING

- About 60% of sub-groups have more than 10 percentage points of growth in Reading SOLs over the past three years. (Black, Hispanic, EcoDis and LEP)
- About 30% of sub-groups have between 5 to 10 percentage points of growth in Reading SOLs in the past three years. (Asian, SWD)

MATH

- About 70% of sub-groups have more than 5 to 10 percentage points of growth in Math SOLs in the past three years. (Black, Hispanic, FRL, LEP & SWD)

MIDDLE SCHOOL

- 95% of the time we have seen a steady increase across the board with respect to performance of SOLs at middle schools in the past three years; e.g., 70% of the sub-groups have seen more than 5 to 10 percentage points of growth in Reading SOLs in the past three years. (Asian, Black, Hispanic, EcoDis, SWD)
- Approximately 16 points of growth across all students earning more than three high school credits by grade 8 since 2009. (This represents about a 16% increase in ALL students; 21% increase for Black students; and 14 % increase among Hispanic students)

WORLD LANGUAGES

- Four out of five grade 8 students complete level 1 of a world language or higher; this represents more than 10 percentage points of growth since 2009 (71% to 81%)



About 60% of sub-groups have more than 10 percentage points of growth in Reading SOLs over the past three years



78% of grade 8 students are completing Algebra 1 or higher level Math courses



291 APS students in grades 7-12 took the language proficiency exam in 32 languages; 80% earned three or four credits



Students earning Dual-Enrollment credits have more than doubled since 2009



93% of Class of 2016 graduates are pursuing a post-secondary experience

The data show an unbroken chain of **consistent and continuous improvement** for all groups of students.

ALGEBRA

- Four out of five grade 8 students are completing Algebra 1 or higher level Math courses. (78% of grade 8 Students)
- A 24% increase among all grade 8 students earning Algebra 1 or higher level math courses since 2009 (52% to 78%) with 38% and 34% increases respectively among Black and Hispanic student groups

HIGH SCHOOL

ON-TIME GRADUATION RATE

- Averaging a 92% on-time graduation rate for past three years
- An increase of more than 6% increase in on-time graduation rate since 2009

ADVANCED DIPLOMAS

- Almost 70% of our current graduates earn Advanced Diplomas (increase of 6.7% since 2009)

AP/IB ENROLLMENT

- Almost 4 out of every 5 (79%) graduates have completed at least one AP or IB course
- An increase of 17.1% of graduates have enrolled in AP/IB courses since 2009, with more than a 20% increase among Black and Hispanic students

DUAL ENROLLMENT

- Students earning Dual-Enrollment credits have more than doubled (2.1% to 5.6%) since 2009

OTHER ACCOMPLISHMENTS, AWARDS & RECOGNITIONS

ACADEMICS

- All APS schools identified as "Fully Accredited" under state accreditation for the second year in a row
- 93 percent of Arlington's Class of 2016 graduates are pursuing a post-secondary experience
- 291 APS students in grades 7-12 took the language proficiency exam in 32 languages, and 80% earned three or four credits, and 71% include English Language Learners.
- 64% of students earned medals after taking the National German Exam, with more than half being placed on the American Association of German Teachers' Presidential Honor Roll.
- 28 students earned National Scholastic Art and Writing Awards

DIVISION HIGHLIGHTS

- APS ranked among top districts in *Niche*® rankings of Best Public Schools
 - 2017 Virginia ranking: #1
 - Metropolitan ranking: #1
 - National ranking: #59
- *The Washington Post* Challenge Index rankings: ALL APS High Schools are listed in the top 100 in the region, and in the top 2.5% in the nation
- Two Washington-Lee students received college-sponsored National Merit Scholarships, and 17 APS students were named National Merit semifinalists
- Three Wakefield seniors earned four-year, full-tuition Posse Foundation Scholarships



- A Yorktown student enrolled in the Career Center's Culinary Arts Program won a full-tuition scholarship to the Culinary Institute of America
- Wakefield High School has been selected as one of approximately 1,000 schools worldwide to implement the new AP Capstone Program
- Washington-Lee is the only high school selected this year for the National Interscholastic Athletic Administrators Association (NIAAA) Quality Program Award
- Yorktown's theatre program was one of three programs to be nationally recognized for high quality by the Educational Theatre Program
- Wakefield High School has been designated as a Recognized ASCA Model Program (RAMP) by the American School Counselor Association
- Discovery Elementary School earned a 2017 Green Ribbon from the U.S. Department of Education for its sustainable design



- APS was selected for Best Communities for Music Education designation from The National Association of Music Merchants (NAMM) Foundation for our outstanding commitment to music education
- APS was named to the CIO 100 for exemplifying the highest operational and strategic excellence in information technology
- Career Center students won 19 gold medals and 11 silver and bronze medals at Virginia's SkillsUSA Competition
- For the fourth year in a row, the Arlington Career Center TV Production students earned first place in Virginia School Board Association's Video Contest
- Yorktown student's essay was recognized as one of the top 10 nationally to be published in *The New York Times*

- An H-B Woodlawn student won “Best in Fair” at the Northern Virginia Science Fair and will compete at the International Engineering and Science Fair
- Yorktown student was one of 16 global finalists competing in the Google Science Fair
- Jefferson Middle School student won the statewide Letters about Literature competition
- 20 APS students were selected to attend the Governor’s School for Academics, Mentorship, Visual and Performing Arts or the Foreign Language Academy
- 18 students from Drew Model and two Gunston Middle School students participated in the Model Montessori United Nations in New York
- 143 APS teachers have earned National Board Certification, 12 teachers recently renewed their certification, and 134 teachers are working toward certification, more than any other school division in Virginia

NATIONAL BOARD
for Professional Teaching Standards®

- School & Community Relations Department received national and regional communications awards:
 - 14 National School Public Relations Association (NSPRA) Awards – 3 Awards of Excellence, 9 Awards of Merit, and 2 Honorable Mention awards
 - 12 awards from the Chesapeake Chapter of the National School Public Relations Association (CHESPRA) – 5 Awards of Excellence, 5 Awards of Merit, and 2 Honorable Mention Awards



WANT TO LEARN MORE ABOUT THE WORK OF THE APS DEPARTMENTS AND THEIR ACCOMPLISHMENTS IN GREATER DETAIL?

TAKE A LOOK AT THIS YEAR’S BRIEFING REPORTS AT WWW.APSVA.US/PUBLICATIONS/BRIEFINGS.



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