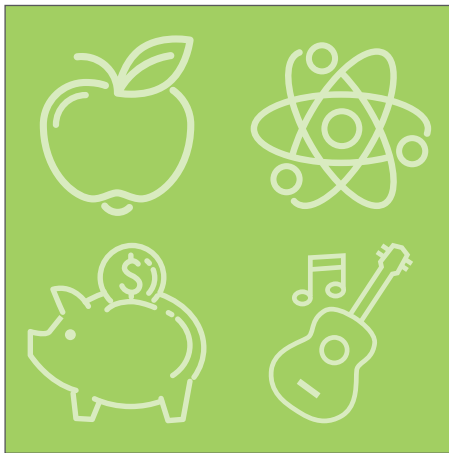
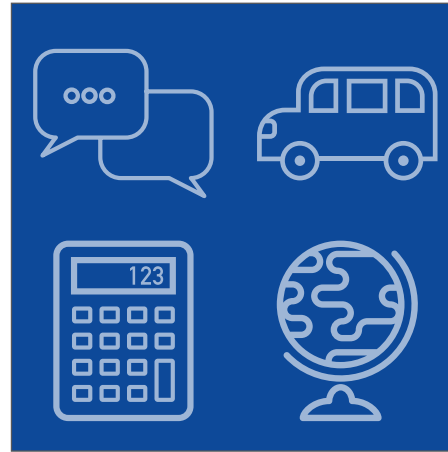


Superintendent's Annual Report 2015-16





MESSAGE FROM THE SUPERINTENDENT

Arlington Public Schools (APS) is very proud to share the 2015-16 Annual Report, which is an opportunity for us to share all that has been accomplished for our students, families, staff and the Arlington community this past school year. We are extremely proud to be a highly-regarded, top performing school division and we are excited to reflect upon all of the work we have done that contributes to student success in the classroom and beyond, as they graduate well prepared for college and career.

The cornerstone of our work over the past year is the vision that I have set forth and articulated across Arlington Public Schools:

“To ensure that ALL students are presented with and given access to opportunities and choices to create a successful future – one that is personalized, based on their own strengths and interests. These experiences prepare our students for a vibrant future and one that fosters high expectations regardless of ability, socio-economic status, origin or gender. This can only be realized through consistency, continuous improvement, integration and overall commitment to children – these message points have been the nucleus of my conversations with students, staff and families across the school division.”

This clear set of expectations has led to continued progress for our students in a variety of areas. Most notably, we have maintained a low dropout rate that we expect will lead to an increase in the graduation rate this year. Enrollments in academically rigorous course work continue to increase to support our goal of students earning advanced diplomas – a goal that has seen promising



increases. We are also pleased with our data that shows how students continue to feel safe at school and agree that APS demonstrates culturally competent practices.

Together, we are sowing the seeds for the future that will bear fruit and create even greater opportunities for our students. As a growing school division, we also recognize that it is even more important for us to remain connected to our stakeholders, so we strive to remain transparent and to proactively communicate with our families and key stakeholders. We value the opportunity to hear from you, to create buy-in and support for our instructional program, gather input about capital projects and the operating budget, and to help us continue to recruit and retain the very best staff for our classrooms and support teams.

We are confident that our students will continue to benefit from these efforts and that ALL students will continue to learn, grow and travel an enriched path of experiences that prepares them to be college and career ready and, most importantly, productive members of society.

Sincerely,



Patrick K. Murphy, Ed.D.
Superintendent

2015-16 HIGHLIGHTS

OFFICE OF THE SUPERINTENDENT



The Superintendent's Office is responsible for providing the instructional and organizational leadership to guide Arlington Public Schools (APS) in achieving the educational goals of the community as directed in the Strategic Plan. Ensuring that students succeed and providing the resources to support them toward that end are the responsibility of the Superintendent and his Executive Leadership Team. The following are highlights of the current school year in the areas of student achievement, management and operations.

MISSION, VISION AND GOALS

Above all, the Superintendent functions as the primary instructional leader for the school division, articulating a comprehensive vision for instruction and engaging in activities that promote quality teaching and learning to support the academic progress of all APS students. Under his supervision, all APS schools were identified as "Fully Accredited" under state accreditation. Among other activities, Dr. Murphy was highly involved in the following over the course of the academic year:

Developing the Arlington Tiered System of Support (ATSS), allowing APS to track longitudinal data for all students while gathering the effectiveness of interventions to inform future decisions;

- Establishing and promoting the Accelerated Literacy program to meet the unique needs of students with little-to-no English or formal schooling;

- Overseeing the Aspire2Excellence initiative to promote family engagement and encourage students to meet rigorous graduation requirements; and
- Increasing APS' focus on the use of technology to support instruction through the Digital Learning Initiative.

PLANNING AND ASSESSMENT

In relationship to Strategic Plan Goal Five: the Whole Child, the Superintendent organized and led an initiative to better prepare APS students for the workforce, highlighting the strength of his efforts to promote long-term student academic progress. In an article he published on the topic of "Authentic Redesign," the Superintendent discussed the many ways in which APS is working to bridge high school and workforce development. Dr. Murphy explained that the division is promoting a more balanced, project-based approach to learning that incorporates elements of the five "C"s – communication, collaboration, critical and creative thinking, and citizenship. As such, APS has encouraged the completion of Senior Projects and Senior Experiences that may include elements of community service, leadership, career interests, cultural exploration, and political and social activism. In response to his article "Authentic Redesign," the Superintendent was invited to present to the Virginia Board of Education in March 2016 to further discuss APS' promising practices in preparing students for college and the workforce. Wakefield's Senior Project Coordinator, as well as two current high school seniors, joined Dr. Murphy for the presentation, helping to paint a picture of the overall value of the Senior Project and APS' project-based learning initiative.

INSTRUCTIONAL LEADERSHIP

Dr. Murphy has also supported APS' priority of increasing the number of students graduating from APS with an advanced diploma and encouraging student enrollment in academically rigorous courses, including IB, AP, and DE courses in world languages, mathematics, and science. To this end, the Superintendent reaches out to families through the Aspire2Excellence (A2E) academic planning initiative, which was recognized by the Virginia Department of Education in its "Stories from Around the State" series on Virginia innovations in education. Through this initiative, the Superintendent has partnered with school staff to engage families and provide them with information about their child's progress, trajectory, and opportunities available at APS. In regularly collaborating with parents and students, the superintendent has gained a better understanding of these stakeholders' experiences with the Aspire2Excellence Academic Planning model, and encouraged college and career readiness and opportunities for all students in the division by overseeing the organization of the "Dream, Explore, Create Your Own Path" event at Wakefield High School in May 2016.

ORGANIZATIONAL LEADERSHIP

The superintendent oversaw the implementation of online evaluation support, the onboarding of 800 summer school employees, the development of the "New Hire" employee page on the APS website (apsva.us), and the creation of quick HR reference guides. Dr. Murphy also hosted meetings and conducted Brown Bag Lunches at several APS schools throughout the year, including Wakefield, Swanson, Carlin Springs, Gunston, and McKinley, and H-B Woodlawn with a planned upcoming visit to Barrett, in order to



discuss topics surrounding classroom experiences, succession planning overall, needs, and compensation and benefits for APS staff. At Wakefield, for example, Dr. Murphy shared information on the two weeks of parental leave that the Board adopted in the FY17 budget, noting how the division is focused on expanding benefits and professional development options to support growth, succession planning, and employee morale and engagement.

COMMUNICATION AND COMMUNITY RELATIONS

Building community support for the division's focus on the whole child, Dr. Murphy shared several recently published videos that showcased the voices of APS students and initiatives throughout the school division at the Leadership Arlington Education Day. Further, he has focused on promoting and recognizing diversity by overseeing events such as the Feb. 2 Integration Commemoration panel and the Words Out Loud read-in event for Black History Month, as well as the Harvesting Dreams for our Children: Opportunities for a Successful School Journey Hispanic Heritage Month event.

Maintaining effective channels of communication has also been a priority, particularly in relationship to the School Board budget direction, as evidenced by his sharing of the "Superintendent's Proposed Budget at a Glance" and "FY2016 Citizen's Guide to Understanding the Budget" booklets with various stakeholders on many occasions. By sharing these publications with stakeholders, the Superintendent was able to communicate and explain the budget development process and provide answers to common questions.



PROFESSIONALISM

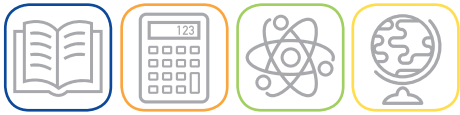
Through bi-monthly Superintendent's Book Chats with teachers and administrators from various APS schools and offices, the superintendent connects with staff while promoting lifelong learning and professional development. He also hosts bi-monthly Superintendent Seminars throughout the year with administrators inviting external educators and industry professionals to share on a variety of topics related to our work and the current education landscape.

Additionally, Dr. Murphy provides leadership and service to the community, and to the education profession by regularly publishing articles on the successes and promising practices here in Arlington and contributing insightful perspectives on trending topics in the education space.



TEACHING & LEARNING

DEPARTMENT OF INSTRUCTION



The Department of Instruction's overarching core service is providing instructional support for schools with a focus on Strategic Plan Goals 1, 2, and 5. For 2015-16, three significant and sustainable indicators that highlight this include the Student Success Literacy Initiative, an overarching focus for the department, along with the Executive Leadership Cohort (ELC) and the Family and Community Engagement (FACE) efforts, two illustrative examples of the key elements listed below. All three initiatives have embedded within them the continuous improvement cycle and professional development, and are also a part of the larger process and performance improvement for APS as a whole.

STUDENT SUCCESS LITERACY INITIATIVE

Launched in summer 2014, the Literacy Initiative is a five-year plan directly tied to Strategic Plan Goals 1 and 2. The initiative was accelerated and expanded this year through the use of closeout funding as the Student Success Literacy Initiative (SSLI).

The SSLI provides a comprehensive K-12 articulation of the department's focus on Reading and Writing across all curriculum and all programs. The SSLI consists of multiple elements that are continuously reviewed, adapted, and/or augmented, based on identified needs. Currently, the following are the key system-wide elements; within these, each curriculum or program office has variations and iterations that directly relate to their area:

- Executive Leadership Cohort (ELC)

- Family and Community Engagement (FACE)
- Arlington Tiered System of Support (ATSS)
- ESOL/HILT, ELA, and Special Education Action Plan
- Personalized Learning
- Arlington History Project
- Dyslexia Task Force
- Inclusion Task Force
- Enhanced support to identified elementary schools
- Textbook adoptions in process for ELA, Social Studies, and World Languages

Specific professional development and/or training is woven through all of these elements. In addition, professional development planning is also being strengthened and coordinated to reflect and address the findings from the recent program evaluation.

This project plan is crucial to building all staff's understanding and capacity to use best practices for all learners with a focus on collaboratively improving core instruction and the utilization of resources across subject and program areas.

EXECUTIVE LEADERSHIP COHORT (ELC)

ELC is a multi-tiered framework in six elementary schools and two middle schools designed to build school capacity, strengthen teaching, and improve academic performance through connecting planning to implementation. The ELC has directly resulted in a decrease in the number of schools under ESEA sanctions culminating this year with all APS schools being fully accredited and no APS school under any Federal and State sanctions.

Schools are clustered into groups to provide greater access to resources and to engage in innovative and decisive problem-solving

with school meetings rotating bi-monthly with an integrated and cross-functional team including:

- ELC Division team and principal (with the opportunity to have select staff join the meetings);
- Division leadership including the Superintendent and assistant superintendents from Administrative Services, Student Services & Special Education and Instruction;
- The Director of Early Childhood and Elementary Education or the Director of Secondary Education.

In addition, direct school-based monthly support is provided by content and program area specialists in ELA, math, ESOL/HILT, and special education. ELC develops and implements common expectations related to effective implementation of student achievement data, instructional delivery, interventions, professional learning communities and professional learning for the identified schools. The results of these efforts and work have resulted in: deployment of targeted resources and staff to support schools, enhanced sharing among schools of strategies and practices that work to improve student achievement, and a monitoring system in place to modify and adjust when required.

FAMILY AND COMMUNITY ENGAGEMENT

Strategic Plan Goal 5 focuses on family involvement and partnerships in support of the APS core value of collaboration and to address the needs of the whole child. The School Board adopted a new Family and Community Engagement (FACE) policy in September 2014, and allocated funding this year for a full-time FACE Specialist to implement the policy. The FACE Specialist,



supported by other Department of Instruction staff, has:

- Met with all three groups of principal and the directors of counseling to complete the needs assessment.
- Established a citizen, parent, county and school staff Action Team to begin drafting consistent and sustainable procedures for both school and district-wide efforts.
- Provided workshops and seminars for schools interested in piloting FACE initiatives at the school level.
- Facilitated systemic coordination and technical assistance for capacity building and collaboration by providing support for a variety of system-wide groups and programs (e.g. Community Facilities Study; Whole Child Working Group; Dream, Explore, Create Your Own Path). Relationships were also built with APS departments and offices (Instruction, Student Services & Special Education, ESOL/HILT, Title I, Minority Achievement, and School & Community Relations) as well as community organizations (Arlington Partnership for Children Youth and Families, Edu-Futuro, AHC Inc., Greenbrier Learning Center) and other organizations that connect families and learning.

CONCLUSION

As described above, each of these indicators, while sustainable on its own as an activity providing support to schools, also serves to articulate the comprehensive vision of instruction. This vision is central to APS and the Department of Instruction – that of creating a challenging, safe, supported, option-rich learning environment for each child. As the department moves forward, these and other indicators will be continually assessed to ensure that instructional initiatives are providing effective utilization of resources; efficient support for student achievement (particularly in the area of college and work-readiness); and increased collaboration. The next steps will be to:

- Support integration of these efforts with the system-wide initiatives for personalized learning devices and increased student options.
- Continue the focus and priority on literacy, particularly for student groups identified through data analysis, observation, and research.
- Begin a measured shift towards project-based instruction in alignment with Virginia's work on high school and graduation redesign.

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION (DSSSE)



The Department of Student Services and Special Education (DSSSE) oversaw the integration of three programs to ensure that all students have optimum opportunities, access and support to master academic learning, and do so in a learning environment that provides support to the emotional and social well-being of the child. “Triple-A insurance for the whole child” includes three initiatives: the Arlington Tiered System of Support (ATSS), Aspire2Excellence (A2E) pathway, and the American School Counseling Association (ASCA) model. All three efforts involve significant collaboration, integration of services, and cross-functional teams working with schools and with the Departments of Instruction, Information Services, Human Resources and Administrative Services.

ARLINGTON TIERED SYSTEMS OF SUPPORT (ATSS)

ATSS provides a framework to ensure that all students can access the most meaningful and rigorous courses, while having supports in place to address social and emotional well-being and maximizing their ability to graduate well-prepared for post-secondary experiences and careers.

This year, DSSSE collaborated with schools and departments to complete the first-year phase of Research/Installation. This year's work includes the following key accomplishments:

- Identified ways to ensure standardized implementation, utilizing research-based universal academic and behavioral screeners.

- Collaborated with instructional staff and IS to identify a monitoring system using quarterly benchmark data.
- Provided professional development for more than 300 teachers, including special education and ESOL teachers, and all APS administrators.
- Developed a data monitoring system via the Data Warehouse
- Focused implementation to provide academic support while planning for the structures and training needed to support the social emotional side of ATSS.
- Provided training to schools on the ATSS framework, how to identify Power Standards and how to unpack standards and create common formative assessments aligned to the rigor of the standards.
- All first and second grade elementary teachers (special and general education) will be trained in Orton-Gillingham (OG). Thirteen teachers with the first level of training have enrolled in the summer Advanced OG training, 25 teachers have enrolled in the Comprehensive Level OG training, and the remainder will be trained in the fall. By August APS will have close to 300 teachers trained across all grade levels.

ASPIRE TO EXCELLENCE (A2E) DATA QUICK CHECKS

A key priority for DSSSE is to increase the number of students graduating from APS with an advanced diploma. Providing families a thorough understanding of the academic planning process from PreK through 12th grade helps students become self-advocates and parents understand how to navigate academic supports needed to assist their children in meeting and exceeding their aspirations.

This year the DSSSE and school staffs increased the Data Quick Check meetings from annually to quarterly to determine how many students were on track for an advanced diploma. Moving forward, DSSSE and school staffs will continue to meet each quarter to closely monitor student progress as follows:

- Elementary Schools focused on reading and math levels.
- Middle Schools focused on increasing the number of students who will transition to 9th grade with at least three high school credits.
- High Schools focused on increasing the number of students enrolled in IB/AP/DE and World Language courses.
- New materials for English Language Learners (ELL) were created to share options with ELL families.
- DSSSE led the planning for the new A2E family event for families and students– the first event of its kind – entitled, “Dream, Explore and Create Your Own Path.”

Finally, DSSSE has integrated its data checks as part of cross functional team working closely with principals and counselors in all schools, Departments of Instruction, IS and HR to manage changes to graduation requirements, student information systems, master scheduling, staffing, college and career programs (e.g., Naviance), and other multiple priorities to support students.

AMERICAN SCHOOL COUNSELING ASSOCIATION (ASCA)

ASCA guides the development of a comprehensive and integrated school counseling program and provides the framework for Foundation, Delivery, Management and Accountability to ensure program alignment with the ASCA National Model.



DSSSE focused on building capacity in all elementary schools and brought four additional elementary schools into alignment. DSSSE also aligned the ASCA to ATSS and articulated the integration of these programs and planning to support both efforts through the purchase of social emotional curriculum. Planning is underway for an August in-service training for school psychologists, social workers and HILT counselors on this new curriculum. Training was also offered on advanced group counseling to all school counselors, and a pyramid meeting will be held in June to continue work on transition protocols. Finally, DSSSE is supporting the School Board's newly-appointed Whole Child Working Group.

INCREASED PARTICIPATION IN DUAL ENROLLMENT (DE) COURSES

Dual enrollment (DE) opportunities allow high school students to earn both high school and college credits for courses taken through NOVA while still enrolled in APS. This year, DSSSE focused on increasing opportunities for students to enroll and graduate with DE credits.

- Students who successfully complete DE courses now earn a quality point for the first time.
- The number of certified DE teachers increased from 31 to 35 through a targeted Human Resources initiative to provide funding for teachers to complete licensure requirements.
- Course enrollment also increased from 449 individual students to 563, a 20 percentage point increase.
- Course enrollment is up from 744 to 821 courses since many students enrolled in more than one DE course, a nine percentage point increase.

DE offers students another opportunity to earn an advanced diploma, prepares them for post-secondary educational opportunities, and can also reduce their future college tuition costs or debt. Students who successfully complete DE courses are also better prepared, which increases their likelihood of completing college or post-secondary studies.

CONCLUSION

Academic planning includes a comprehensive educational focus to better meet the academic needs of students. As evidenced in the data, students are enrolling and completing DE courses in increasing numbers, thus providing a launching pad and access to post-secondary education. The A2E Data Quick Check meetings provide ongoing, regular progress checks that align with our continuous improvement efforts and help ensure identification of appropriate academic pathways for all students. Finally, the integration of ATSS and ASCA models are division-wide approaches to systems of change by improving decision making at all levels, from PreK through 12th grade. This approach will provide a continuum of support across all schools to support, improved, and enhance student learning and success.

DEPARTMENT OF ADMINISTRATIVE SERVICES



Administrative Services networked and integrated the work of the office on instructional and student safety initiatives that support Goals 1, 2, 3, and 5 of the Strategic Plan. Key elements of the department's work include ongoing support to school leaders, working as part of the Executive Leadership Cohort (ELC) team, Succession Planning for Leadership Development, and Discipline and Safety. Each initiative is comprised of work across departments and schools.

EXECUTIVE LEADERSHIP COHORT (ELC)

The Executive Leadership Cohort (ELC) is a cross-functional team comprised of principals, assistant superintendents, and instructional supervisors who use a multi-tiered framework in six elementary schools and two middle schools designed to build school capacity, strengthen teaching and learning, and improve academic performance. For the identified schools, the cohort develops and implements common expectations related to student achievement data, instructional delivery, interventions, professional learning communities and professional learning, that are aimed at continuous improvement. Meetings with the schools have resulted in:

- Integrating central office services to monitor academic performance while specifically targeting two schools with direct support by the Superintendent and other members of the Executive Leadership team (ELT).
- Collaborating on data analysis, strategies and alignment of best practices aimed at achieving greater success for target groups.

- Participating in the ELC to ensure accountability for continuous improvement at targeted schools.
- Working in partnership with the ELT to update the evaluation process for principals and provide important feedback for all reviews.
- Working with the Superintendent to align ELC work and School Management Plans/90 Day Progressive Plans to the P-Scale evaluation process, through beginning, mid-year and end-of-year review meetings with principals.
- Integrating systems among teachers, principals and district SMART goals, including a measureable Whole Child goal on services related to wellness, leisure activities and mental well-being.

SUCCESSION PLANNING FOR LEADERSHIP DEVELOPMENT

Leadership programs provide professional development for teachers and administrators interested in pursuing future leadership positions. Candidates for the two programs – the Aspiring Leaders and George Mason University (GMU) Leadership Cohort – are identified through recommendations from principals, assistant principals, supervisors and assistant superintendents. Efforts have resulted in an increase of staff applying for administrative positions and are helping APS to retain high-quality staff as future leaders. To date, the opportunities have led to the following accomplishments:

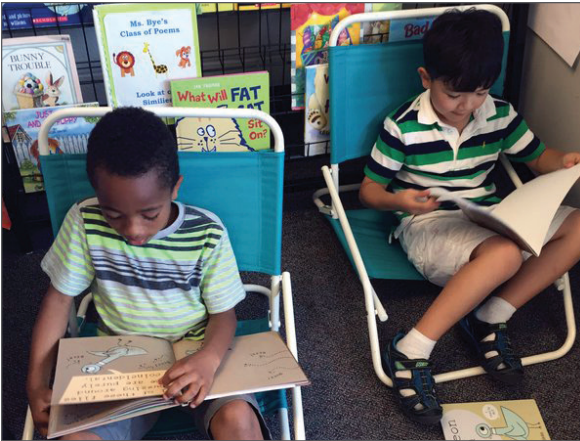
- Collaborating with GMU in establishing the two-year program partnership for advanced degrees and/or licensure endorsements, the Educational Leadership Program provides individuals interested in a career as a school principal or in school administration with an opportunity to earn a master's degree or

advanced license. Four orientation sessions were held during the 2014-15 SY and two cohorts of 34 APS teachers are now completing Year 2 of this program.

- To ensure a rigorous design for research on implementation and outcomes, Administrative Services focused on strengthening the existing collaborative structures and processes with GMU. A pending grant from the Wallace Foundation and the collective work with GMU and co-participants from Fairfax and Alexandria will further strengthen this important partnership.
- Year 2 of "Aspiring Leaders" included four sessions during 2015-16 SY, addressing interviewing skills/resume, leading change, building trust and collaboration, and leadership styles. Participants are identified by school leaders and supervisors and represent more than 160 interested Aspiring Leaders. The sessions are developing leadership skills and, most importantly, are establishing an in-house pool of candidates for future leadership positions.
- As part of the APS Work Force Initiative Plan, professional development for practicing APS administrators was expanded through programs such as the University of Virginia Statewide Committee of Practice for Excellence (SCOPE), a two-year program offered by the K-12 Education Advisory Council. Ten APS assistant principals have participated in SCOPE since 2013.

SYSTEMATIC APPROACH TO DISCIPLINE

The Discipline Guidebook for Administrators provides guidance and consistency in the management of disciplinary matters in APS, while respecting the personal rights of each student. To date, this systematic approach has led to the following accomplishments:



- Collaboration with IS to develop and implement the Discipline Data Dashboard that now provides detailed reports by school, month, ethnicity, violation and incident. The data will guide future analysis to develop a comprehensive vision to address reducing out-of-school suspensions and other disciplinary infractions.
- Collaboration with Student Services to track discipline data through quarterly Aspire to Excellence (A2E) Data Quick Checks, and to identify appropriate interventions through Arlington Tiered System of Support (ATSS) to address the needs of the whole child.
- Explored expansion of school-wide alternatives or new initiatives to discipline, such as ATSS, Responsive Classroom, Positive Behavior Intervention School (PBIS) and Character Education.
- Ongoing monitoring of out-of-school suspension has lowered annual suspension rate for all students from 1,028 in 2006 to fewer than 300 each year since 2011. Additionally, among Black students, incidents decreased from 354 in 2006 to 83 in 2015, and among Hispanic students, from 326 in 2006 to 74 in 2015.
- Establishment of a committee to monitor implementation of the administrators' guidebook, conduct data analysis, provide feedback and identify appropriate interventions to help students remain in school. "Saturday School" and "Decision 101" are two examples of alternatives to out-of-school and in-school suspensions that have been implemented at specific sites.
- Continued implementation of the "Second Chance Program" to provide secondary first-time substance abuse offenders with an opportunity to participate in this early intervention education program. Since inception,

more than 400 APS students have benefitted from this award-winning program, with 100 as of May in the 2015-16 SY.

SAFETY IN OUR SCHOOLS – PREPARATION

School safety is the number one priority, and cross-functional teams work to ensure that there is an ongoing focus on planning, preparation and implementation. To date, the following work has been accomplished or initiated:

- The APS Emergency Management Preparedness and Reference Guidebook was updated in collaboration with school staff and county agencies to strengthen our procedures and protocols.
- A School Safety Committee was established to provide ongoing feedback with representatives from police, fire, OEM, school-based staff, School Health and the Department of Facilities & Operation.
- Staff training for emergency preparedness focused on scenario-driven conversations.
- Quarterly safety messages and education were developed in collaboration with the Department of School & Community Relations and published in NewsCheck and APS News Review quarterly.

CONCLUSION

Administrative Services will continue to develop each area of focus and actively work with schools and departments leaders to directly support the Strategic Plan and priorities as identified. Next steps will include the continued expansion of partnerships that focus on leadership development, increased incorporation of technology in existing leadership professional development, and identification of alternative approaches to positively address discipline.

OPERATIONS

DEPARTMENT OF HUMAN RESOURCES



The Department of Human Resources (HR) team provides collaborative, proactive, and responsive leadership to ensure the recruitment and retention of high-quality staff who will further the effective and efficient delivery of quality services to our students. By integrating the work of the department with all other departments, offices and schools, the HR team is comprised of individuals that work across a number of different areas to best serve the human resource needs of the division. This year, HR focused on initiatives and projects to market APS as an employer of choice, while maintaining strong support for existing employees.

RECRUITMENT: CAREERS@APS

Over the past few years, HR has been extremely successful in ensuring that at least 97% vacancies are filled before the start of school. This is due to the rich partnerships with local universities including George Washington, George Mason and Marymount universities; extensive recruitment outreach at colleges and universities along the east coast; and incubator efforts such as the "Assistant to Teacher Program."

While these efforts have built a strong foundation for recruiting a high-quality workforce, specifically instructional staff, this year HR expanded efforts with a strategic focus on increasing partnerships to increase diversity and inclusion strategies in hiring. Efforts focused on analyzing and redesigning the APS recruitment system to increase the availability

of highly-qualified teachers, administrators, and other applicants by:

- Expanding partnerships with targeted universities.
- Expanding the HR social media presence as a highly used tool for recruitment.
- Hosting targeted job fairs including the Dual Endorsement Job Fair, Substitute Job Fair, and the Non-Instructional Job Fair, giving APS a competitive advantage over neighboring districts by identifying and securing early commitments with the best candidates and enhancing the APS applicant pool.
- As a cross-functional team with the Department of Instruction, establishing a Dual Endorsement ESOL/HILT Cohort and Special Education Teacher Endorsement in content areas which will begin in Fall 2016.
- Creating an interactive and engaging recruiting brand, materials and website.

BENEFITS: EDUCATIONAL TRAINING TOOLS

Benefits staff worked with the Healthcare Advisory Committee to identify areas for efficiencies, as well as ways to make the APS benefits package attractive to support our goals of recruitment and retention. During FY 2016, HR implemented an education campaign designed to encourage employee retirement savings, with a goal of increasing the number of employees who are saving for retirement by making additional voluntary contributions to the VRS Defined Contribution Voluntary Hybrid 457 Plan by 17%. Several other activities supported this year's work to meet this goal, including:

- Developing an APS Benefits Guide and overview videos.

- Creating training materials designed to raise awareness of and participation in the Virginia Retirement System (VRS) Hybrid Plan.
- Designing and providing regular Hybrid Plan investment seminars.
- Re-designing the Benefits homepage to serve as a launching point for new communications materials.

PROVIDED SYSTEMATIC TIMEKEEPER AND MANAGER TRAINING

Payroll is a strategic business function that, when performed in an effective and efficient manner, provides security to employees and confidence that they will be compensated through consistent and timely payments for a job well-done. Salaries for the more than 5,000 APS employees account for more than 75% of the annual budget, so it is critical to ensure that payroll functions are processed efficiently and accurately. To this end and in response to last year's auditor report, specific steps were implemented to address to design and implement efficient and uniform, division-wide systems for leave reporting and timecard approval. These have included providing seasonal timekeeper training, and training all APS administrators on timecard approval to reduce the "auto approval" of timecards by 20%.

APS TEACHER EVALUATION REVIEW & PROFESSIONAL DEVELOPMENT:

HR staff evaluated the implementation of the APS Teacher Evaluation Process in the 2014-15 SY. A sample of T-scale Interim and T-scale Summative Evaluations written by administrators at all schools and programs were reviewed based upon a five-category rubric that reflected the essential components of the APS Evaluation System. Individual school



reports about the data reviewed were developed in addition to an overview summary report for the school division. The goal of the review was to determine next steps for the Administrator Professional Development to support implementation of the teacher evaluation process and strengthen classroom instruction. Professional Development staff in HR and Instruction designed specific training around the findings for school-based and central-office administrators. A total of four sessions were offered, and all were well-attended, and attendees reported that the sessions were informative and helpful. The same evaluation process is planned again this summer in evaluating summative evaluation to determine the effectiveness of the training and determine next steps with additional professional learning in the fall for administrators.

CONCLUSION

As the division looks to grow to 30,000 students by 2021, APS will need to hire more teachers and support staff. HR recruitment and retention efforts will require strategic planning for all current and potential vacancies with a systematic planning process to continue to attract, recruit, retain, and grow employees across all areas of the organization.

Looking forward over the next five years, the HR team will focus on the following strategies to strengthen efforts to maintain high-quality staff to support all facets of the organization's work:

- Future HR goals will include building a stronger succession plan to support growth from within through a robust leadership development program geared toward teacher leaders and with established metrics to measure recruitment and retention efforts.

- Data-based decisions will aid in the development and implementation of a strategic human capital plan that focuses on talent management and leadership growth from within. There will also be continued attention on increasing diversity, which is at the heart of succession planning and a priority for creating a strong leadership team that builds and maintains equality.
- Expanded APS onboarding strategies, including training programs and other mentoring strategies, will engage new hires right from the start, help them make connections with their peers, and focus on their goals so they can contribute to student success more quickly.
- Recruitment and diversity training for all recruiters will support the work to expand diversity in the available talent pool.
- "Grow your own" programs, typified by opportunities such as our assistant-to-teacher program model, will be utilized and expanded through professional development opportunities.
- In collaboration with all departments, HR will redesign professional and career development offerings to provide all employees with the skills and knowledge needed to support professional growth for staff that and to lead to more positive outcomes for students.

DEPARTMENT OF FINANCE AND MANAGEMENT



The Department of Finance and Management focused on initiatives and enhancements to further improve the Budget development process and strengthen communication efforts. Providing information for 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 the Whole Child and Strategic Plan Goal 5.

BUDGET DEVELOPMENT, COMMUNICATIONS AND ENGAGEMENT

Perhaps the most notable budget achievement was the array of improvements made in the budget development process that led to an adopted budget, which evolved through consensus and resulted in a budget that will truly meet the needs of APS. The FY 2017 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. Embedded in the budget this year was also a progressive plan for the future.

The expanded community engagement activities implemented last year continued with improvements to overall communication with APS stakeholders, including these two new, well-received documents:

- A "Citizen's Guide to the Budget" was developed to familiarize citizens with the current APS budget, including key elements included in every budget. By understanding what is already in place, community members gained a deeper understanding of the budget elements being proposed.
- To accompany the Proposed Budget, a six-panel "Budget-at-a-Glance" was also created to give the community an easy guide to the essential facts needed to understand the FY 2017 budget.

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

- An online "Budget Suggestion Box" that allowed community members and APS staff to make suggestions or comment on proposals.
- Three "Sounding Board Meetings" specifically for school-based employees to engage in a variety of issues using an open-ended inquiry approach.
- Two well-attended "Key Stakeholders Meetings" were held for leaders of all APS advisory councils
- Three Administrative Council presentations provided updates for APS principals and directors.
- Four "Community Budget Forums" were held, including one joint forum with the County and one Spanish forum for the Hispanic community.

The budget received broad community support. To measure the effectiveness of these activities, the department examined the number of speakers who testified at Budget Hearings. Last year, the number of speakers declined to 20, from 92 the year before. This

year, the number of speakers declined to just six. This decline demonstrates that the budget received broad community support, information was communicated effectively, and the rationale for budget choices was compelling.

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

DECISION-MAKING RESOURCES

To enhance accountability and to promote the effective and efficient use of funds, new reporting tools were developed to help program managers better manage their resources. As part of the department's focus on continuous improvement, the following tools were implemented this year:

- New training was developed to link and develop school treasurers.
- A division-wide financial system users group was organized and an all-day user group conference was held for approximately 60 school staff.
- A reorganization of functional technology support was implemented to achieve a greater level of customer support for departments and schools by assigning staff to act as financial liaisons.
- The Purchasing Office enhanced publications for vendors who do business with APS and a manual for APS staff that make purchases. A quarterly Purchasing newsletter that provides information on issues that are seasonal or of general interest augments this effort.
- The Budget Office fully implemented a new budget system this year that will provide schools and departments far more financial information to aid in budget development and monitoring.



- The department provided multiple costing scenarios for the Superintendent and School Board's consideration in developing the Capital Improvement Plan.

INTEGRATING INSTRUCTION AND HEALTH/ WELLNESS IN SCHOOL-BASED PROGRAMS

The **Extended Day Program** continued to support instruction and further integrate learning in their program, including:

- Piloting a STEM-focused program at Arlington Science Focus, Barcroft, Barrett, Campbell, Discovery, Henry, Hoffman-Boston, Long Branch and Nottingham. This effort enhances each site's monthly calendar of activities by adding a series of regularly scheduled STEM projects.
 - Expanding the Reading Rodeo and other literacy-based activities to all 29 sites.
 - Both activities include collaboration with instructional staff and partnerships with community organizations and resources.
 - All supervisors developed S.M.A.R.T. goals that focus on program enhancements, and staff also selected Developmental Assets to promote intentionally through daily activities and events.
- Food & Nutrition Services** expanded the breakfast program through a variety of innovative approaches.
- For the first time, Grab-and-Go breakfasts were offered in all schools. Food Services also piloted kiosks with Grab-and-Go breakfasts in two schools at student entrances.
 - Bus drivers continue to collaborate by reminding students to stop by the cafeteria for breakfast before going to class.
 - Another first was the well-received open house at the W-L cafeteria for families to sample breakfast and lunch items. The

evening included a "taste test" of four pizzas, with the winning pizza being served at schools. The measure of the success of these efforts is the increased number of students participating in the breakfast program.

- A new software was implemented to let parents see everything available on the breakfast and lunch menus. The program shows a picture of the food and detailed nutritional information for each item. Plus, for children with food allergies, the parent can note the allergies and the software will alert the user on which foods to avoid.

CONCLUSION

This year's Finance and Management department plan initiatives will be reviewed and refined over the summer to continue and expand community engagement in the budget development process. An important focus will be sustaining our collaboration with the County to develop next year's budget and the Capital Improvement Plan. Professional Development is underway to provide managers with the information they need to be accountable and ensure that resources are used effectively. At the school level, Extended Day will continue to expand its STEM-focused activities and to participate actively in the community-wide Out of School Time Council. Food & Nutrition Services will continue to increase breakfast participation by implementing breakfast-in-the-classroom at elementary schools and a "second chance" option at secondary schools where students can pick up breakfast between first and second period. Extended Day and Food and Nutrition Services have both partnered with Student Services and Special Education in support of ATSS. All of these activities directly support the division goal to meet the needs of the whole child.

DEPARTMENT OF FACILITIES & OPERATIONS



The Department of Facilities and Operations (F&O) supports learning through its various offices to address our growing enrollment needs; ensure efficient and safe facility operations; maintain clean and healthy indoor environments; provide efficient and safe transportation for students; and support aquatics instruction and recreation for the entire community. The following indicators are examples of the department's many successful initiatives to improve and transform the services it provides and to integrate them with schools, other APS departments, and Arlington County Government.

CAPITAL IMPROVEMENT PLAN (CIP)

The 10-year CIP is reevaluated every two years, developing a plan to address capacity needs by for new schools, additions and/or renovations of existing facilities, as well as a financial plan to provide optimal learning spaces to meet the needs of the whole child and appropriately address enrollment growth. Key accomplishments from previous CIPs include:

- Completion of the new Discovery Elementary School.
- Successful planning for the renovation of the Stratford site, design of the new building at the Wilson site, and a new elementary school in South Arlington (see SAWG).
- Work on the expansion and renovation of McKinley Elementary and finalizing the design for the addition and renovation at Abingdon.

To date, discussions for the FY 2017-26 CIP have centered around the following:

- A priority for high school seats to address the 2,775 projected seat deficit by 2025.
- Focusing on what can be accomplished in the first two years of the FY 2017-26 CIP.
- Planning options for a renovation and/or addition to the Ed Center, converting space for secondary classroom use.
- Continuing to grow the Arlington Tech Program at the Career Center.
- Reviewing options to use Reed to address the elementary seat deficit.
- Considering future additions at several elementary school sites to further relieve crowding.
- Phasing high school boundary refinements for entering freshman classes over a four-year period to balance overcrowding.

SOUTH ARLINGTON WORKING GROUP

The South Arlington Working Group (SAWG) was established by the School Board to analyze site options for a new neighborhood elementary school in South Arlington and provide input on related instructional program moves. The SAWG met in the summer of 2015 and through the fall, and presented a report to the School Board in November 2015.

- F&O staff collaborated closely with the Department of Instruction to provide data related to South Arlington schools' program descriptions, instructional goals, and achievement.
- The School Board priorities on growing enrollment and student achievement were addressed. County Planning and Parks & Recreation staff also attended meetings to provide valuable information to assist the work of the SAWG.

- Information was provided in English and Spanish to the SAWG to share with their organizations to solicit additional community input, and Bilingual Resource Assistants helped to engage the Spanish-speaking families in the process.

The SAWG recommendation to locate the new elementary school on the Jefferson site was approved by the School Board in December 2015.

MAINTENANCE/ENERGY MANAGEMENT

The Maintenance Office is entering the final year of its first full cycle of a 10-year plan (established in 2007), to improve the quality and energy efficiency of lighting and water in schools. The results are overwhelmingly favorable. Thousands of upgrades shared across all APS buildings have been made and customers now clearly rely on our new proactive, systematic evaluation approach, instead of random requests from building staff. The School Board's support has enabled Maintenance to execute this plan with an investment in excess of \$100 million over 10 years, allowing APS to effectively maintain optimum learning, teaching, and work spaces throughout the district. Positive impacts on students include: upgraded gymnasium surface and lighting systems that physical education staff say have significantly improved safety and participation, while also producing thousands of dollars in energy savings and a system-wide initiative to install university-style bottle fill/drinking water stations which have already eliminated 180,000 twelve-ounce plastic bottles from the environment.

AQUATICS MANAGEMENT

The aquatics team, in collaboration with PE, has revised and updated the elementary school water safety program in support of the



PE curriculum focus on Lifetime Fitness and Health and the Whole Child priority. Staff also developed a new Mission statement of “water safety and lifetime wellness for all students,” and a Vision, “to introduce swimming skills that impart water safety knowledge and contribute to lifetime wellness through aquatic exercise and recreation.” The program focuses on four areas: basic aquatic skills, safety, aquatic recreation and fitness. The new program is in its last phase of development which will include implementation of a new pre- and post-participant skill assessment, and use of standardized lesson plans. The last phase also will include activities that can integrate writing and reading skills with the aquatics experience. Initial feedback on the program changes has been very positive and staff has begun to review and update of the high school program.

PLANT OPERATIONS

Plant Operations has implemented several new programs to improve the cleanliness, safety, and efficiency of learning and work spaces throughout APS. Two programs include the Microfiber Cleaning Program and On-line Safety Data Sheets. The Microfiber Cleaning Program has been initiated in almost all buildings (including renovated and new construction sites), saving money, improving cleanliness, and reducing worker injuries. Safety Data Sheets list the potentially hazardous chemicals found in buildings (from colored markers to art, chemistry lab, and cleaning supplies) and are now available online. This improves incident responses in the event of ingestion or contact with a potentially toxic substance, and allows staff to quickly access the information with a click of their mouse. This increased access also improves response time to emergency treatment, if needed, and enhances safety in our buildings.

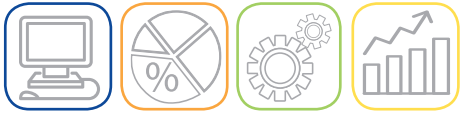
TRANSPORTATION SERVICES

Goals for Transportation this year were to continue the transformation of the office that began in 2012. Significant improvements have been achieved through office reorganization and the selection of qualified management and technical personnel, despite transition of key personnel. New transportation management software was installed with high-efficiency routing software and GPS and tablets on all buses which will enable us to achieve routing efficiencies, increase ridership by eligible students, and eventually support the use of student identification cards for riders. A live test is planned for September 2016. In addition, Transportation is improving its response system for customer inquiries, concerns, and requests (IRC). A pilot project to collect baseline data on customer IRCs and to provide a greater understanding of our customer needs was initiated in January. Data about telephone calls, emails, and online comments is being collected and will be used to inform a future reorganization of the Call Center and its logical evolution into a Customer Solutions Center.

CONCLUSION

Because F&O is active in so many key areas, top priorities for next year will include: continuing to address our growing enrollment by engaging the community in the planning and work on CIP projects; providing clean, healthy and energy-efficient spaces that are conducive to instruction and learning. Staff will also continue to focus on reducing our carbon footprint, providing sustainable and efficient services, and ensuring excellent customer service that fully supports the needs of the whole child, families and our community.

DEPARTMENT OF INFORMATION SERVICES



The Department of Information Services (IS) provides integrated support and solutions to promote and support instruction and the education programming in Arlington. The department delivers technologies and data that support and promote student learning, effective teaching, user productivity, accountability in decision-making, reliable communication and best business practices as a member of various cross-functional teams. The development of clear technical strategies to support instructional and business goals and to anticipate future technology trends is a key focus for IS. Priorities for 2015-16 include: supporting personalized learning for students; aligning the Program Evaluation process with an improved focus on the whole child; improving data access; ensuring that all student assessments are relevant and inform decisions; and modernizing our technology infrastructure.

SUPPORT OF PERSONALIZED LEARNING

Education in the 21st century increasingly focuses on personalized learning. APS has embraced personalization through its Strategic and Technology Plans. The APS Strategic Plan calls for utilizing state-of-the-art technology that creates engaging, relevant and personalized learning experiences for all learners regardless of background, language or disabilities. A key to successful personalization is leveraging digital learning to create efficiencies. In the 2014-15 school year, APS began the transition from shared student devices to issued student devices. This transition has

significantly expanded the opportunities for teachers to leverage the benefits of digital learning to enable personalized learning and extend the instructional day. In the 2015-16 school year, IS built on the foundation of the first year of the project. Highlights include:

- Worked with a cross-functional team from the Departments of Instruction and Student Services to establish a Professional Development cohort of teachers to explore personalized learning possibilities through digital learning.
- Distributed 7,465 personalized learning devices. All 2nd, 6th and 8th grade students and teachers of the 2015-16 student device cohort received a device. Over 50% of the students in Grades 2-12 now have personalized devices.
- Expanded the capacity of the Mobile Device Management (MDM) system, which ensures that each student has the appropriate resources for their individual needs. The expanded system includes resources at the division, school, grade, and classroom levels.

PROVIDING IMPROVED ACCESS TO DATA FOR DECISION-MAKING

With the increasing focus on storing data in electronic databases, APS has an expanded and enriched set of information that continuously informs instructional decisions. The APS Strategic Plan calls for the division to have data-driven processes across all goal areas. The IS focus in this mission is to ensure that integrated data are reliable, available and delivered in a user-friendly format through the Data Warehouse.

- IS added a 360° view of schools to the existing 360° view of individual students. The 360° school view provides administrators

with a holistic snapshot of their school to inform progressive planning.

- Several new reports were added to the Data Warehouse including a grade distribution report to identify patterns in student success and areas of focus and a student discipline report to monitor alignment of discipline practices with the Discipline Handbook.
- An ELL transition report was also developed to monitor ELL students' progress through WIDA levels and identify areas of best practice that can be emulated throughout the division.

IMPROVED TECHNOLOGY INFRASTRUCTURE

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

- Transitioned office phones in 21 schools to VoIP (Voice over IP) telephony services, with a plan in place to transition all remaining schools to VoIP by June 2017.
- Expanded the Internet link to 10GB using an innovative approach of placing APS network equipment in a major Internet hub in Reston, VA and extending the APS data network to the hub. This change enabled high school teachers to include YouTube in their instructional planning and students to access the APS network with their personal devices.
- Implemented a new inventory management system to provide accurate and efficient inventory tracking of all technology.
- Implemented regular network security audits.



- Collaborated on improving the data interchange with the Library management and Transportation management systems.
- Upgraded the email archiving system to a more user-friendly Google Vault system.

CONTINUOUS IMPROVEMENT PROCESS

APS is a forward-thinking school system. To continue its ongoing growth in providing an outstanding education to all students, APS must continue to identify opportunities for innovation and look closely for areas of potential improvement. IS plays a significant role in this effort by providing actionable feedback to school leadership on successes and areas of focus. In 2015-16 IS successfully completed the following:

- Improved the planning documents produced during the Program Evaluation process to align with the Board's vision for program evaluation and integrate with department plans.
- Completed the Program Evaluations for the Offices of Minority Achievement and Professional Development.
- Supported the Board-sponsored Whole Child Working Group in preparation for developing the next Strategic Plan through a series of strategic discussions and focus groups.
- Developed a comprehensive assessment inventory to better understand the climate, burden and efficacy of testing throughout the division. The assessment inventory is a multi-phase project, and is currently in the data collection phase, using a tool developed by Hanover Research to include state and federal mandated testing, as well as district-administered testing. The final report will include all school input to help develop a comprehensive inventory of the

assessments. This will allow APS to make strategic decisions to ensure that assessments align with the whole child focus and instructional initiatives of APS.

CONCLUSION

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 2016-17 SY and beyond. The transition from shared devices to personalized devices initiative 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. As student enrollment continues to grow, the division's IT system will need to become more robust, user-friendly and efficient to manage. The key objective of the department will be to continue to ensure that teachers and administrators have access to tools that are reliable and meet the wide array of integrated services that each school and department requires to meet the unique whole child needs of every student.

DEPARTMENT OF SCHOOL & COMMUNITY RELATIONS



The School and Community Relations (SCR) Department continues to make significant strides in diversifying APS communications platforms, expanding reach, and strengthening visibility for key partners that support the APS instructional programs and student successes.

COMMUNICATION PLANNING TOOLS: SUPPORT FOR THE APS DIGITAL LEARNING INITIATIVE

This year, SCR developed Communication Planning templates and tools to support communication planning. Schools and departments have successfully used these tools for a wide range of family events, instructional initiatives, capital improvement planning, budget communications and other needs.

Recognizing that digital learning is a major initiative for APS and that communications is critical to the program's success, a comprehensive communications plan has been developed by SCR. Staff and advisory group feedback has been incorporated into the plan and the strategies have been aligned with the three-year roadmap for the project. The communications plan includes strategies and tactical support Parent Information Nights; updates in APS News Review (bi-weekly e-newsletter) and the fall issue of *The Citizen*; monthly #digitalAPS videos about digital learning activities in schools; editorial support for the APS Digital Learning Handbook for Families; and extensive promotion of Digital Learning Day.

PILOT AND FULL IMPLEMENTATION OF NEW E-FLYER DELIVERY SERVICE

In the fall of 2015, SCR piloted a new e-flyer service provided by an outside vendor, with a diverse group of seven APS schools to replace backpack mail that promotes school, PTA, county and local nonprofit opportunities to APS families. The service provides electronic delivery of flyers to families. Although schools maintain paper copies on file for parents to review, 86% of the pilot school families expressed support to continue the paperless option, and the new service also increased registration of email addresses by families. Based on the overwhelmingly positive feedback, the service has been fully implemented in all schools. The environmental benefits also reflect the sustainability values of APS and Arlington County. With this year's limited pilot plus one month of countywide use, by May 1, over 136 trees had been saved by replacing paper flyers with e-flyers.

MIGRATION AND LAUNCH OF A NEW APS WEBSITE PLATFORM

SCR is completing a two-year effort to develop and launch a new, fully-functional website platform on July 1, 2016, which will save \$40,000 annually and utilize open-source software, providing a more flexible format for future site development and expansion. The new platform will also be easier for teachers and webmasters to add and update content online, and will support improved video livestreaming, social media integration, and mobile-friendly access and navigation. The content migration process has included a review of more than 10,000 pages of web content to ensure that only accurate and relevant information is moved to the new site. During development, APS received input and

feedback at three stages, involving more than 250 parents, staff, students, and community members to improve site navigation and the user experience when the new site is launched on July 1.

GROWING SOCIAL MEDIA ENGAGEMENT

APS continues to expand its audience and reach on a variety of social media platforms, and has added livestreaming video as a key communication tool to engage with the community. These tools helped APS share the many ways we help students achieve success, highlighted by our hashtag #APSiAwesome. This hashtag has become a virtual brand reaching an audience of more than 80,000 this year.

- The **APS Facebook** page has once again grown by 25% (from 5,235 to 6,530 followers), averaging a daily reach to an audience of nearly 2,000. In March, Facebook Live launched livestreaming video and APS has used it to communicate engaging content with average reach and video views ranging from 2,000 – 4,000.
- The **APS Twitter** page has increased followers by 40% (from 6,150 to 8,615) and averages a daily reach to a potential audience of 25,000. Periscope, a livestreaming video service connected to Twitter, continues to be used to broadcast student performances, special events, community forums, and other activities throughout APS. More than 550 followers subscribe to receive live video updates.
- The **APS YouTube** channel and video downloads from the APS website and social media generate an average of 4,300 video monthly views of AETV programs. This year, AETV used YouTube to livestream the APS Kindergarten, Middle School, and High School Information Nights to an audience



of 100-150 families who viewed the events virtually. YouTube will launch its own livestreaming video service this summer and APS plans to leverage it to expand viewership.

COMMUNITY CELEBRATIONS

SCR provided support and leadership to plan and produce the 40th anniversary celebration of the integration of Stratford Junior High School. Approximately 350 people attended the evening event that also generated significant media coverage. "It's Just Me," a documentary about the events of 1956 produced by AETV, had more than 1,000 views online.

Many other APS special events were successfully coordinated and produced to inform and engage families, attracting thousands of face-to-face contacts. Events included the Discovery Elementary School Dedication; Kindergarten, Middle, and High School Information Nights; the Summer Activities Fair; Celebration of Excellence (Principal, Teacher, Support Employee of the Year); APS Volunteer and Partnership Celebration; and the APS retirement celebration. SCR also provided communications and logistical support for the annual College and Career Night; Employee Service Awards; Hispanic Heritage Month events; Aspire2Excellence events; and two visits and press events by Governor McAuliffe (Cybersecurity, W-L and Bill Signing, Wakefield).

MEDIA RELATIONS

In addition to social media, SCR regularly releases news to local media and reaches out to promote coverage of news stories. Some successful news placements this year include: Opening of Discovery Elementary (WJLA, 8/15); New Special Needs Vehicles (NBC4, 9/15); School Safety (Telemundo, 9/15); Henry

Named Blue Ribbon School (WJLA-7, 10/15); Career Center Animal Sciences Program (WUSA & Post, 10/15); Interview with Williamsburg student on Tourette (CBS Evening News, 10/16); Digital Learning (Post Magazine, Feb. 2016); Arlington Tech Program (Post, 10/16); Crossing Guards (NBC-4, 3/16); Oakridge Pedal Desks (NBC Evening News, 3/16); W-L Teacher Visit to South Pole (WJLA-7, 4/16); Operation Rain Barrel (WJLA-7, 4/16); Governor's Visit to Wakefield (WUSA, FOX, Telemundo, The Post).

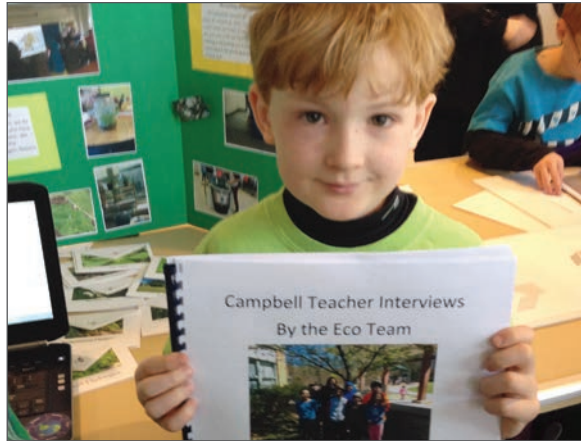
CONCLUSION

In the coming year, the School and Community Relations Department will continue to expand and enhance integrated services as a result of the FY 2017 Budget. With the addition of stipends for school-based webmaster and volunteer and partnership liaisons, and the addition of a full-time Community Engagement Coordinator, plans are already underway to identify strategies to utilize these new positions, and to help each school leverage their communications staffing to more effectively communicate and engage with families and the community.

OTHER APS ACCOMPLISHMENTS, AWARDS & RECOGNITIONS

ACADEMICS

- All APS schools identified as “Fully Accredited” under state accreditation
- 92.8 percent of Arlington’s Class of 2015 graduated on time
- Nine students completed the virtual US/VA History pilot and 100 percent of the students who took the SOL passed
- 145 students completed the virtual Economics and Personal Finance course
- Of the 488 New Work for Credit course enrollments, 483 passed
- 77 August graduates obtained a diploma
- 8 percent increase in number of student enrolled in Algebra I or above by grade 8
- Family and Community Engagement (FACE) implementation:
 - Seminar with 41 participants from 10 school teams developed school-based projects
 - Seminar series for 32 bilingual family liaisons established four FACE lab schools
- 83 Outdoor Lab day trips for 4,100 students
- 39 Outdoor Lab overnights for 1,950 fifth grade students
- 423 Planetarium programs for 15,408 students (K-12 programs)
- Implemented Foreign Language in the Elementary Schools (FLES) at all elementary schools
- Added new middle school language options
- 81 percent of students in grades 7 and 8 are enrolled in a world language
- 64 percent of students in grades 9-12 are enrolled in a world language



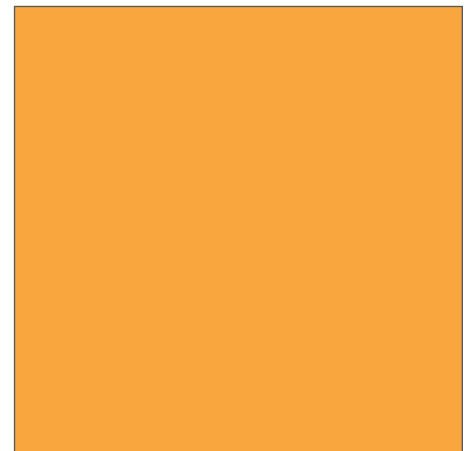
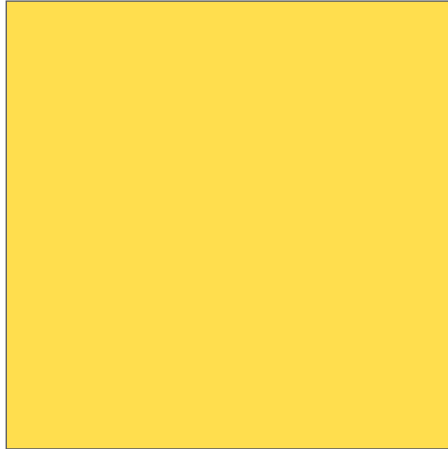
- 460 students participated in Credit-by Exam (31 languages tested), up from 151 tested last year with 98 percent earning at least one (1) credit, 35 percent of the students were Limited English Proficiency (LEP)
- 19 percent of students taking American Sign Language are students with disabilities
- Yorktown student essays recognized by *New York Times*
- 176 Students earned Latin Exam medals
 - Five students earned perfect score
 - 53 earned Gold Medals
- 20 students earned National Scholastic Art and Writing Awards
- Wakefield senior placed third in the Chinese Bridge Speech Contest at the Confucius Institute at the University of Massachusetts-Boston
- Washington-Lee students outperformed peers worldwide on IB Exams
 - Students earned a 97 percent diploma pass rate which is the second-best set of diploma results in the school's history and exceeds the worldwide and America's pass rates

OTHER DIVISION HIGHLIGHTS

- Wakefield High School received LEED Gold Certification from U.S. Green Building Council
- Washington-Lee High School Geographic Information System students earned the National Grand Prize in the Visualize Your Water High School Citizen Science Challenge sponsored by the U.S. Geological Survey and the Environmental Protection Agency
- *Washington Post* Challenge Index rankings:
 - APS in the Top 100 out of 350 regionally
 - APS in the Top 4% out of 21,000 nationally

- Finance received Association of School Business Officials (ASBO) Award for 5th consecutive year and the Government Finance Officers Association of the United States and Canada Distinguished Budget Presentation Award
- Career Center students won at SkillsUSA Competition
 - 13 students finished in first place
 - 11 to compete at nationals this summer
- Career Center TV Production students won national award in Broadcast News Contest over the summer of 2015
- For the third year in a row, Career Center TV Production students earned first place in VSBA Video Contest
- Yorktown Theater received the Educational Theater Association's Outstanding School Award for the 2015-16 school year
- Washington-Lee physics teacher Kate Miller will participate in South Pole research project, PolarTrec, this winter
- Jamestown named Apple Distinguished School
- Wakefield High School senior named 2016 Section 2 recipient of the "National High School Heart of the Arts Award" by the National Federation of State High School Associations
- Henry Elementary School named Title I Distinguished School
- Henry Elementary School named 2016 National Blue Ribbon School--one of seven public schools in Virginia to receive honor
- Wakefield senior earned four-year, full-tuition Posse Foundation Scholarship to Bucknell University
- Three Yorktown seniors received National Hispanic Recognition Program Honors
- APS ranked among top districts in Niche® rankings of Best Public Schools 2016
 - Virginia ranking: #1
 - Top 16 elementary schools; Top 7 middle schools; Washington-Lee and Yorktown ranked 2 and 3 in Virginia
 - Metropolitan ranking: #1
 - National ranking: #44
- 5 teachers earned prestigious National Board Certification
 - APS ranked third in Virginia
 - In total, 162 APS teachers have earned National Board Certification
- School & Community Relations received national and regional communications awards
 - 14 National School Public Relations Association (NSPRA) Awards – NSPRA Golden Achievement Awards for Aspire2Excellence, PR Liaison Pilot Program
 - Five awards from the Chesapeake Chapter of the National School Public Relations Association (CHESPRRA)
- Food Services received top honors in the Healthy School Meals category of the 2015 VSBA Food for Thought Competition
- Career Center teacher Thomas O'Day recognized as a 2015 Career and Technical Education (CTE) Innovator
 - Event hosted by the White House in partnership with the Office of Career, Technical and Adult Education
 - O'Day was one of 10 educators and one of three SkillsUSA advisors who received national recognition
- Two students (from Washington-Lee and Yorktown) received college-sponsored National Merit Scholarships





Arlington, VA



www.apsva.us