



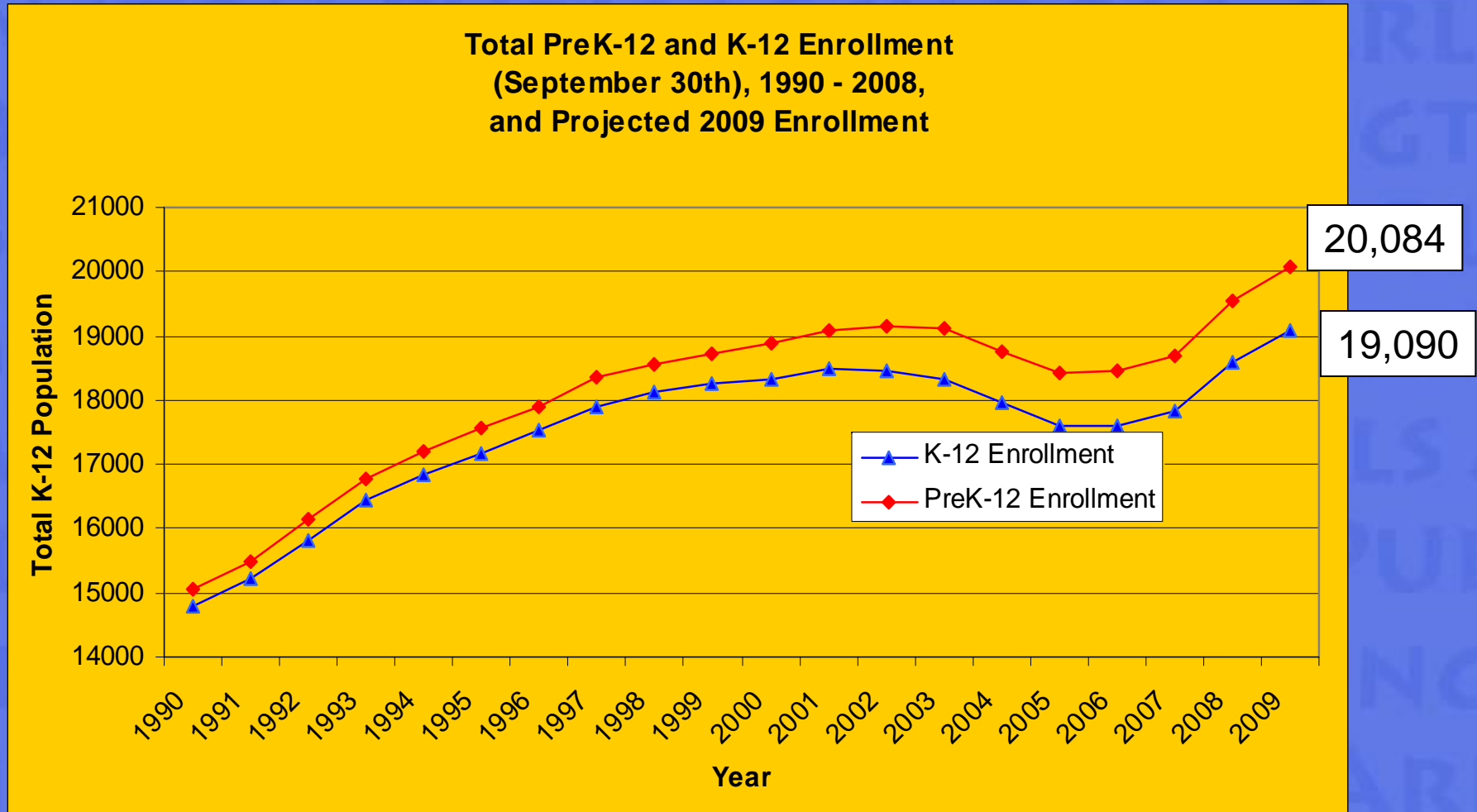
Arlington School Board

Ed Fendley, Chair
Sally Baird, Vice Chair
Libby Garvey
Abby Raphael
Dr. Emma Violand-Sánchez

Presentation to the
Arlington County Civic Federation
March 3, 2009



Students: Enrollment Trends



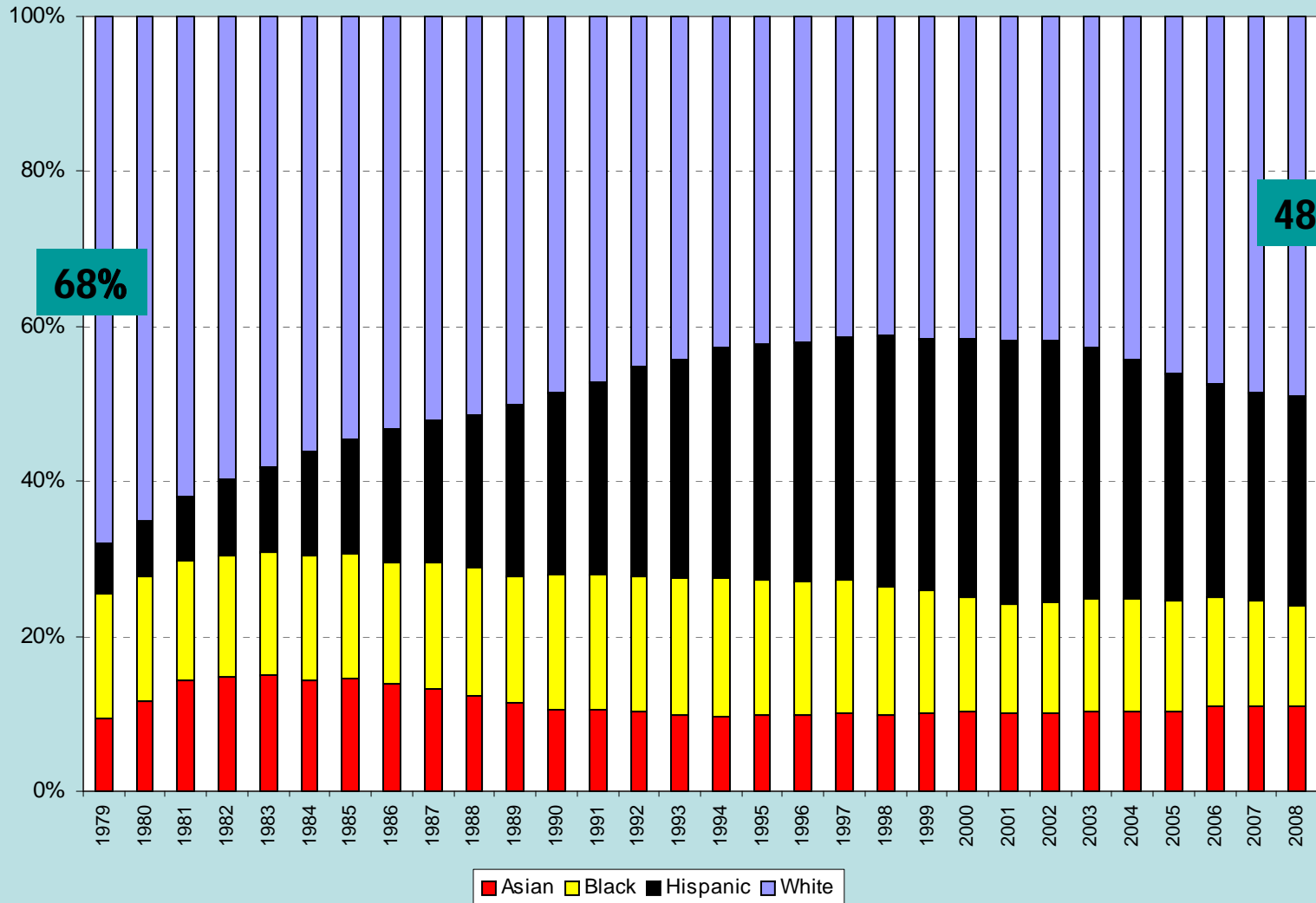


Arlington's Students

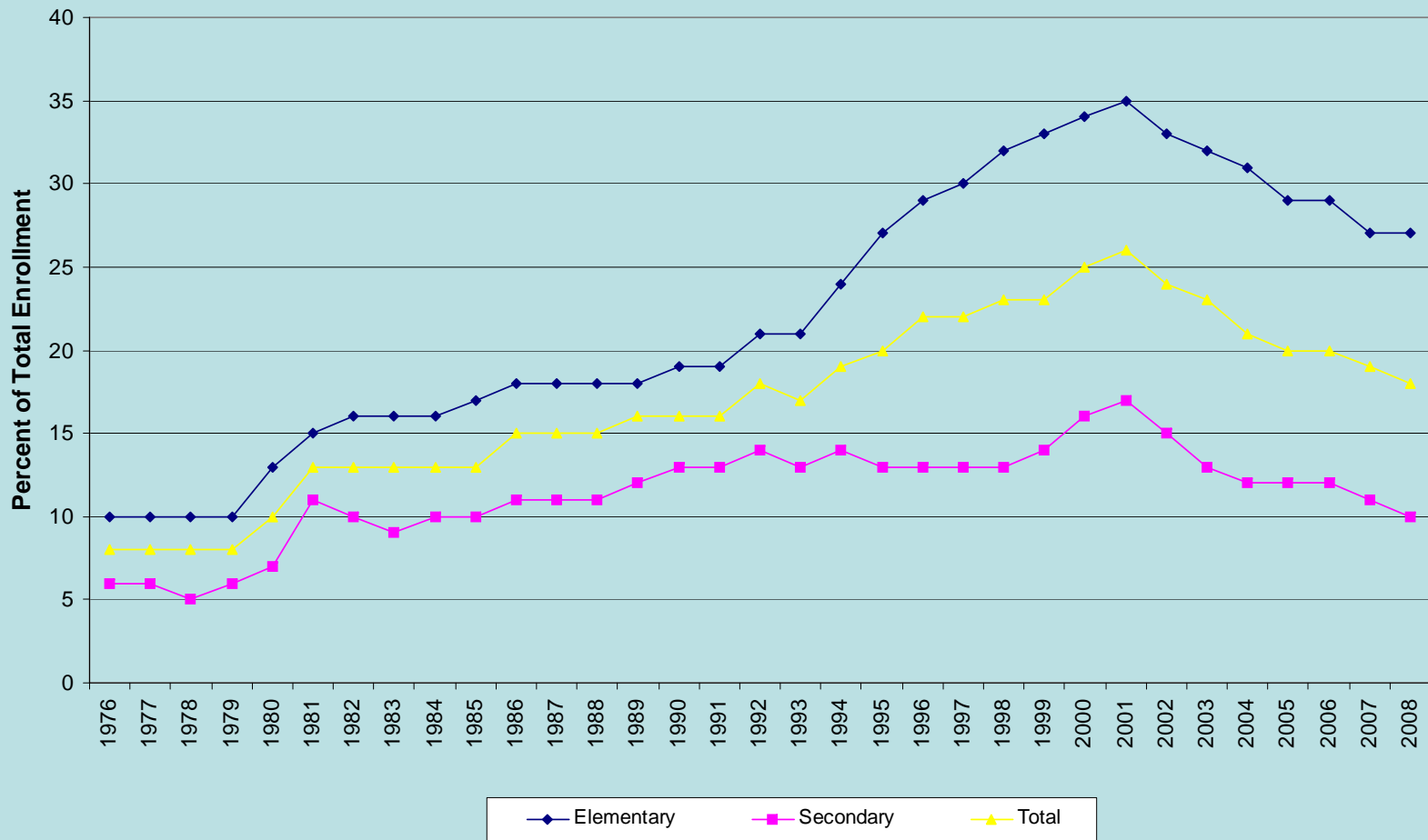
- 32% Free/Reduced-price meals
- 42% Second-language learners
- 28% Limited English proficiency



**Summary of K-12 Civil Rights Statistics
Fall 1979 to 2008
Arlington Public Schools**

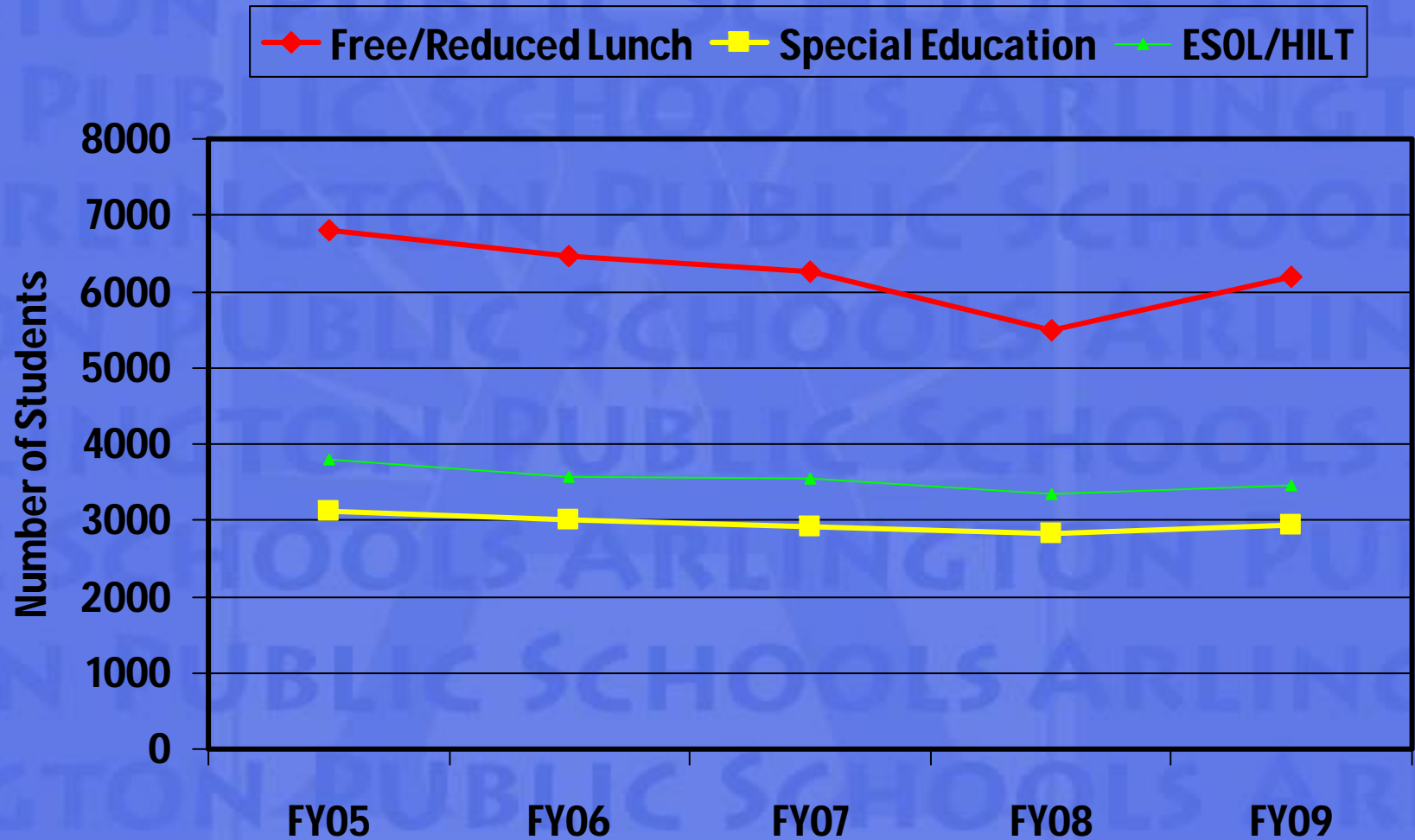


**Percent of Students Enrolled in ESOL/HILT
1976 to 2008
Arlington Public Schools**





Demographic Trends of Special Populations





Change in Revenue Picture

A Revenue

FY 09 = \$444.4M FY 10 = \$431.8M Change = (\$12.6M)

A Expenditures

Current Services + Enrollment Increase
- One-time expenses = \$443.5M

A Shortfall

\$431.8M = \$443.5M = (\$11.7M)

A Cost Per Pupil

FY 2008
\$18,563

FY 2009
\$19,538

FY 2010
\$18,256



Revenue Sharing & Budget

- County transfer makes up 81.6% of revenue
- Revenue sharing has made it possible to focus on educational needs of Arlington students with a guaranteed revenue stream
- Revenue sharing agreement excludes several local tax revenue sources
- Agreement is “elastic,” and takes into consideration enrollment decline – and growth



American Recovery and Reinvestment Act & APS

- A Title I Grants for Disadvantaged Students - \$1.92M (+ regular FY09 allocation)**
- A Special Education (IDEA) - \$4.52M (+ regular)**
- A State Fiscal Stabilization Fund for VA - \$1.2B, at least 81.8% for K-16**
 - Governor must submit application to USED
 - May be used for school modernization, renovation, and repair of public school facilities consistent with a recognized Green Building rating system
- A “Maintenance of Effort” requirement**
- A “Supplement not supplant” language**



Capacity & Boundaries – abiding concerns

- Increasing enrollment means crowded facilities
- On 12/16, School Board agreed to manage elementary school enrollment/capacity by:
 - installing modular classrooms as needed
 - identifying reserve capacity (computer labs, exemplary project space, extra art and music rooms)
 - moving programs to increase school capacity.
- On 2/19, School Board adopted process to maximize use of existing capacity
 - Study Team to prepare report
 - To include a community engagement process beginning in summer 2009
 - Superintendent to present proposal in November to maximize existing capacity



Facility Issues

- November 2008 bond issue approved by 75% of voters
- 1/23: School Board approved construction of Phase II of Yorktown with \$83,367,969 project budget, down from the original budget of \$109,975,000
- Capital Improvement Plan includes system improvements for Jefferson, Wakefield, and Career Center
- Wakefield schematic design to be completed and approved in June
- Remaining portion of W-L building to be completed this summer
- Reed School to open in fall



Community Access to Facilities

- A A commitment under goal #4 of the Strategic Plan
- A Superintendent and Senior Staff believe strongly that it is in our interest to facilitate community access
- A School system is rolling out new software in the fall that will permit community users to view facilities on-line that are available
- A If anyone has a complaint or believes a school is being unresponsive, call the Finance & Management Services Department – 703-228-6125



Superintendent Search

- Hazard, Young, Attea & Associates assisting with search
- Began with the development of a "Leadership Profile"
 - summarizes characteristics and attributes superintendent must bring in order to meet instructional needs of Arlington students and the expectations of the Arlington community
- Board expects to receive a slate of candidates later this spring
- Board hopes to make a decision by the end of April.



Leadership Profile for New Superintendent

- A A student-centered individual who makes all decisions in the best interests of students;
- A A candidate with a high intellect, a deep knowledge of best practices in public education, and a strong belief in data-driven decision making;
- A A personable, accessible, open-minded administrator who engages the school community in dialogue and keeps its members well informed;
- A Someone who has demonstrated commitment to closing the achievement gap;
- A A courageous manager who is prepared to make tough decisions, and able to set priorities within budgetary constraints;
- A An educator who is willing to address the perceived inequities in education between different sections of Arlington and committed to offering all students an excellent education;
- A A systemic thinker with long-range planning skills needed to facilitate the strategic plan and continue the vision for the future.

	Year	Asian	Black	Hispanic	White	Total
% Passed SOL's	2008	95	74	82	96	90
	2007	93	73	79	96	88
	2006	90	72	78	95	87
	2005	93	73	82	96	89
	2004	90	70	75	96	87
	2003	89	67	74	95	85
	2002	87	63	69	93	82
	2001	82	57	66	91	78
	2000	79	50	57	89	75
	1999	73	46	52	86	71
1998	69	37	47	82	65	

% Point Gap	2008	1	22	14
	2007	3	23	17
	2006	5	23	17
	2005	3	23	14
	2004	6	26	21
	2003	6	28	21
	2002	6	30	24
	2001	9	34	25
	2000	10	39	32
	1999	13	40	34
1998	13	45	35	

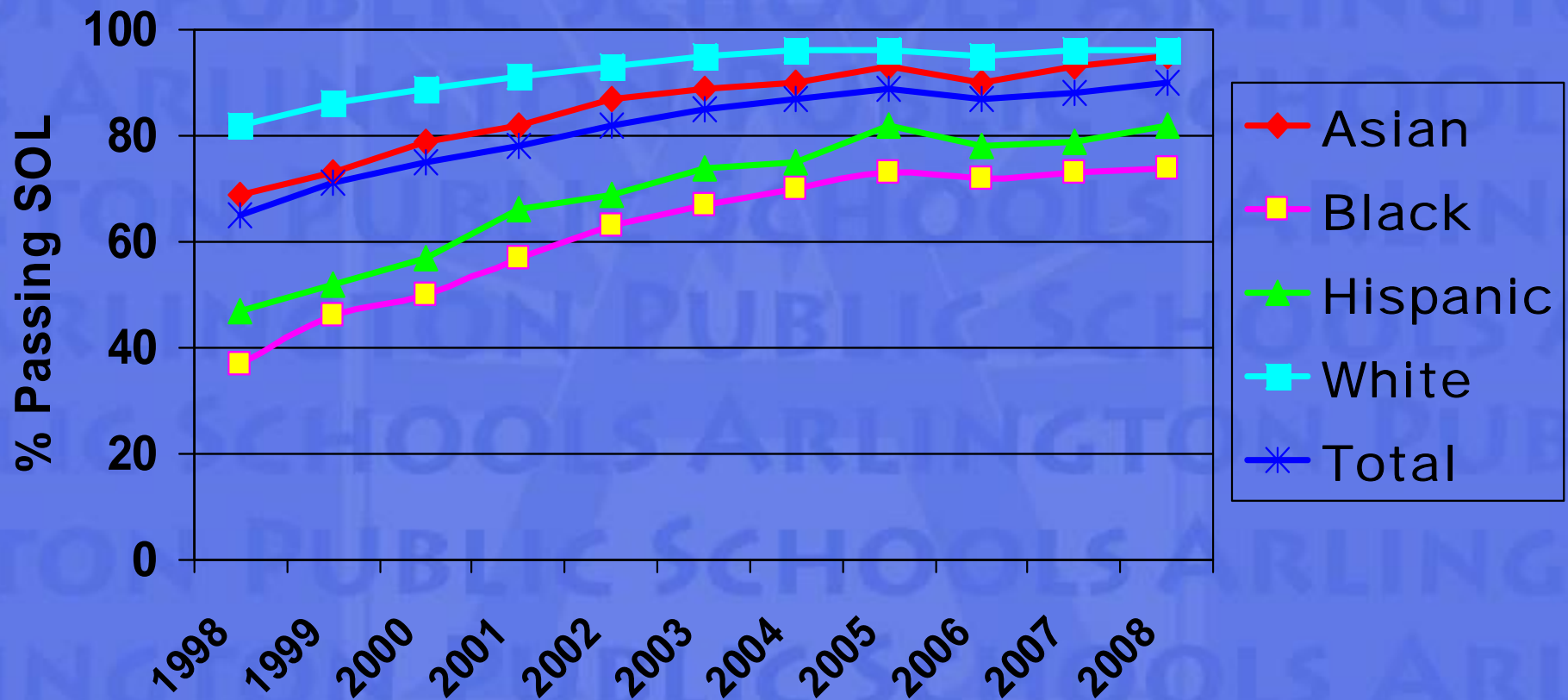
Reporting on Strategic Plan Goals 1&2:

Rising Achievement for all & Eliminate Achievement Gaps



Reporting on Strategic Plan Goal #2

SOL Passing Rates *by Race/Ethnicity*





Reporting on Goals 1 & 2:

Virginia Standards of Learning Results Summarized 1998-2008

- SOL passing rates increased
 - for all (38%)
 - White (17%)
 - Asian (38%)
 - Hispanic (74%)
 - African American (100%)
- SOL score gap decreased for Hispanic (60%), Black (51%), and Asian (92%) students.





Reporting on Goals 1 & 2: Grade 2-3 Reading: DRP

- A** 71% decrease in the proportion of 2nd graders reading below grade-level (17% to 5% since 1998)
- A** Gap for Black students decreased by nearly half, with 84% reading on grade-level, and a 14 percentage point gap
- A** Gap for Latino Students varied, now 92% reading on grade-level with a six percentage point gap





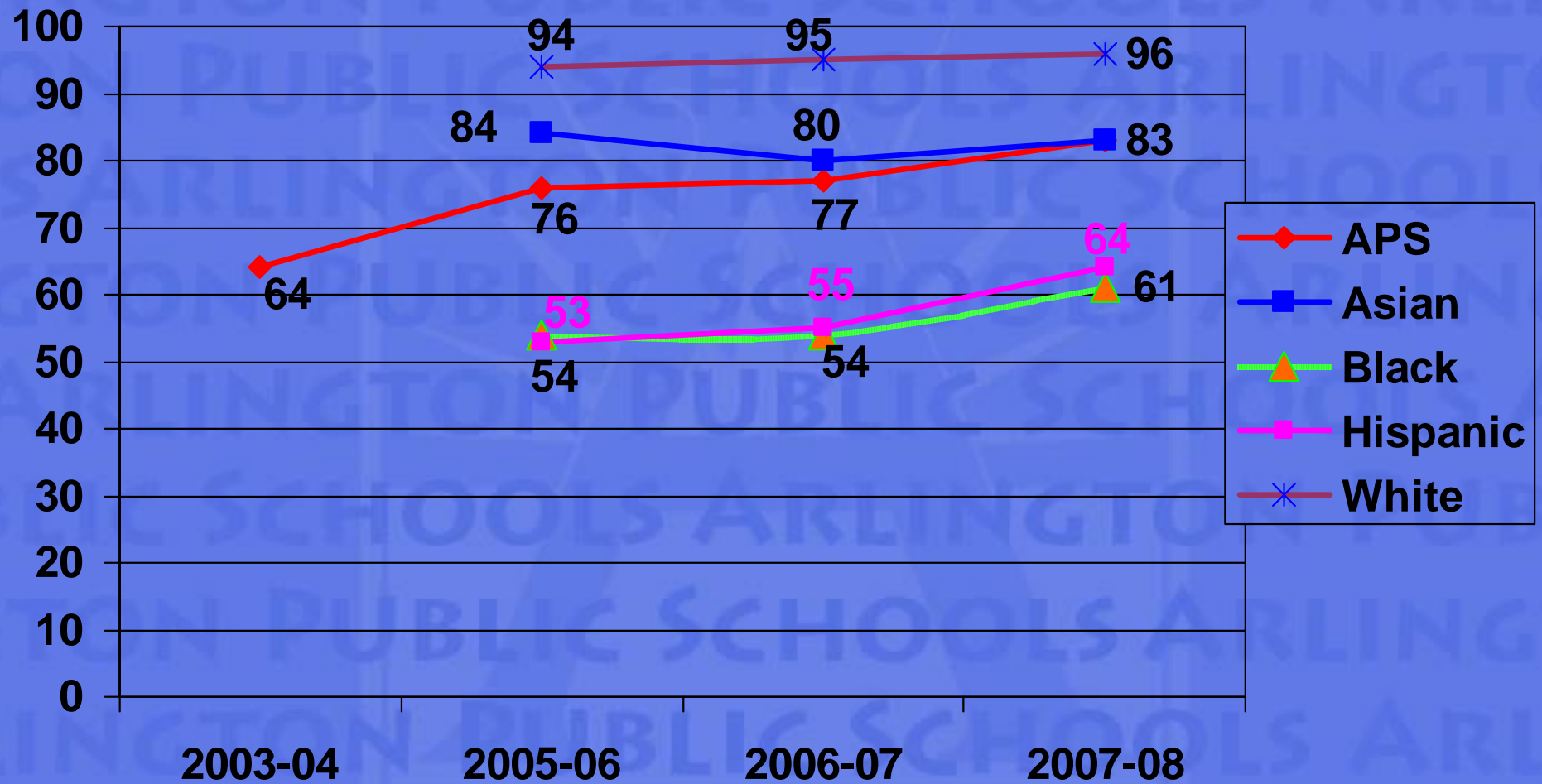
Reporting on Goals 1 & 2: Grade 6 Reading: DRP

- Proportion of 6th graders reading on grade-level up 30% (64 to 83%) since 2003-04
- Black student gap decreased 29% (49 to 35 percentage points), with 61% on grade-level
- Latino student gap decreased 37% (51 to 32 percentage points), with 64% on grade-level





Increase in DRP Grade 6 at-level rate

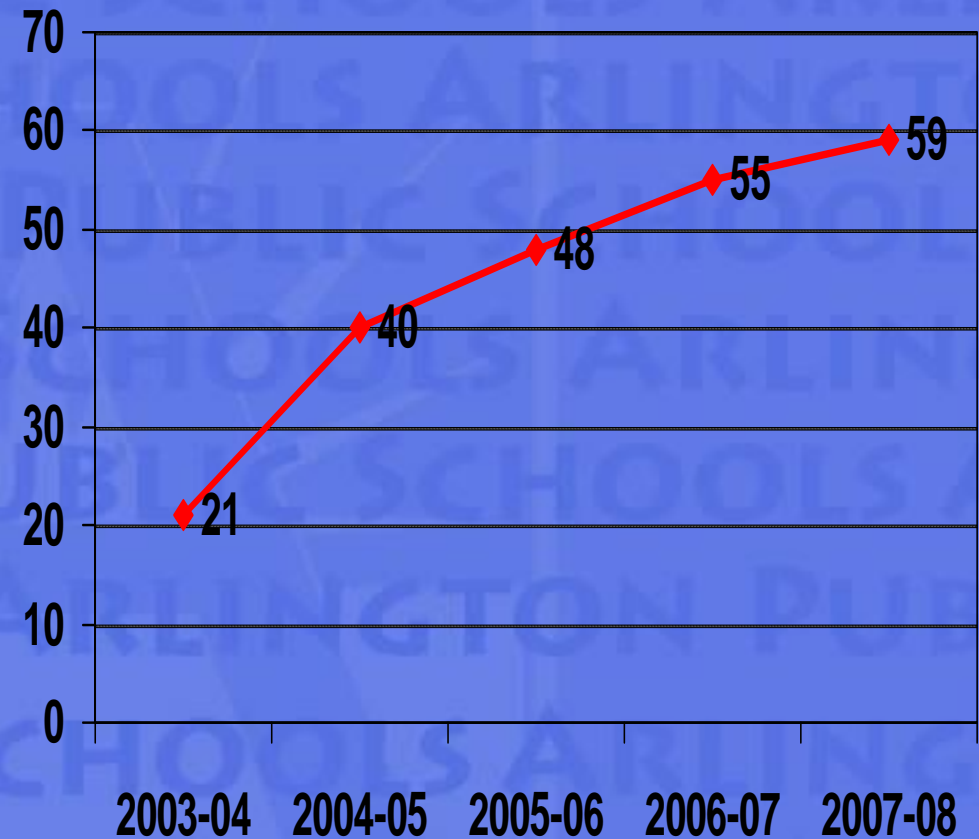




LEP Student Progress

% of LEP students increasing one or more proficiency levels on language proficiency test rose 180%:

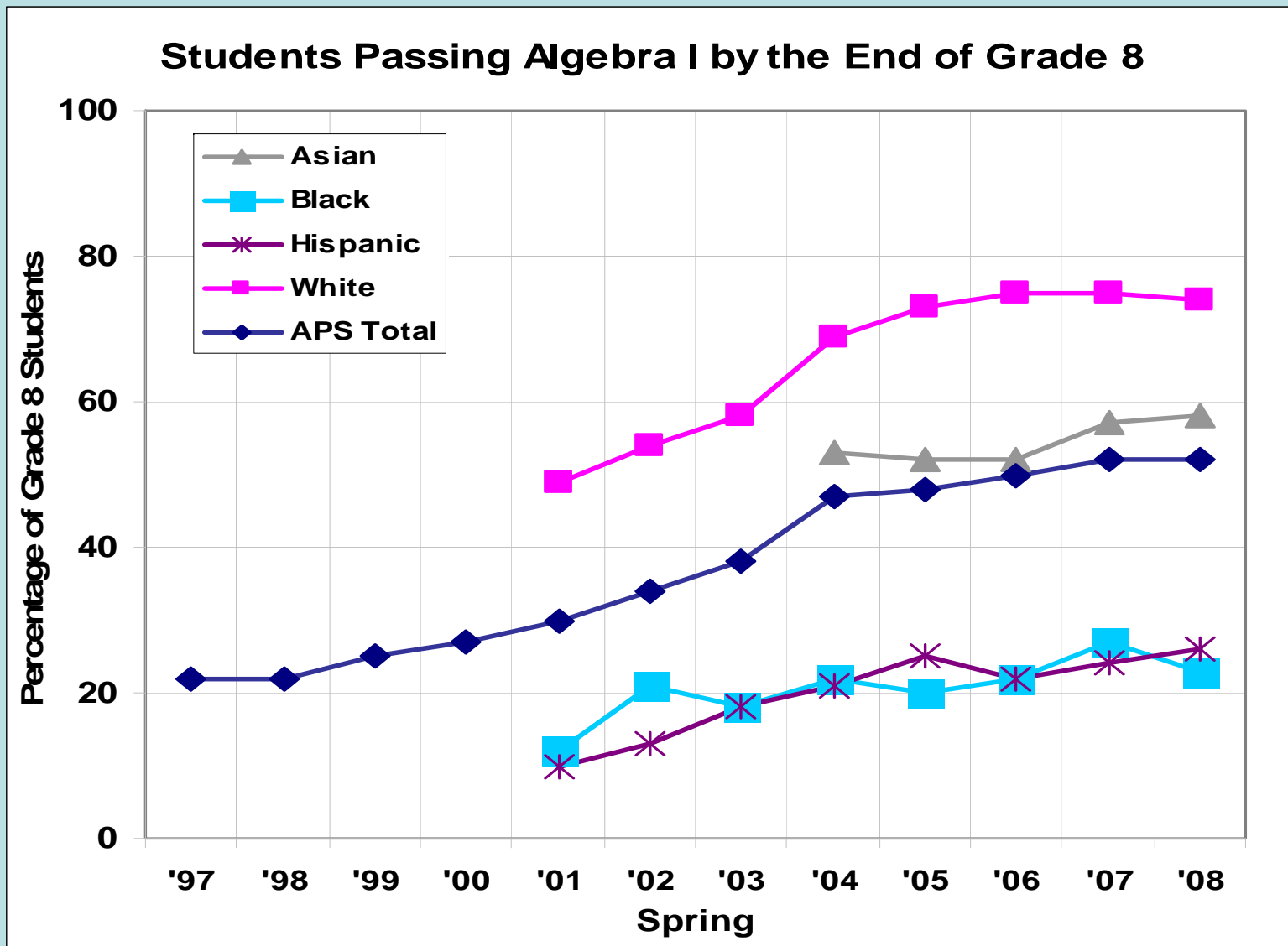
- 21% in 2003-04***
- 59% in 2007-08***



◆ % LEP students increasing at least one level



Middle School Algebra Completion





Middle School Algebra:

The dilemma of rising achievement for all

- ❑ Algebra I successful completion by Grade 8 increased by 136%
 - ❑ 22% in 97-98
 - ❑ 52% in 06-07 and 07-08
- ❑ From 2000-01 to 2007-08, minority enrollments increased significantly:
 - ❑ Black students passing Algebra I in middle school increased by 92% (12% to 23%)
 - ❑ Hispanic students passing Algebra I in middle school increased by 160% (10% to 26%)
- ❑ However, White students passing Algebra I in middle school also increased -- by 42% (52% to 74%)
- ❑ Therefore, the gap in Algebra I passing in middle school increased:
 - ❑ from 38 percentage points to 51 percentage points for Black students
 - ❑ from 42 to 48 percentage points for Hispanic students



Reporting on Goals 2/3: Early Childhood Education

- A 27 VPI classes
- A 17 Primary (3-4-5) Montessori classes
- A Commonwealth estimates 160 4-year-olds of lesser means are unserved
- A Following an APS cohort through 5th grade, Early Childhood Education is proven to benefit children of lesser means

Kindergarten PALS*			
Grade	Group	Fall	Spring
		Need Remediation	Need Remediation
KG	Pre-K	18.2%	3.9%
	None	21.9%	23.4%
	All	21.2%	16.3%

*Phonological Awareness Literacy Screening



Reporting on Goal 3: Responsive Education

- Governor's Academy
at the Arlington
Career Center





Reporting on Goal 3: Responsive Education

- Foreign Languages in Elementary Schools
- World Languages in Secondary Schools

ARLINGTON PUBLIC SCHOOLS
PLANNING AND EVALUATION OFFICE

FOREIGN LANGUAGE OFFICE

FOREIGN LANGUAGE IN ELEMENTARY
SCHOOL SPANISH PROGRAM

PARENT SATISFACTION SURVEY
PROCESS & DATA SUMMARY

PLANNING AND EVALUATION OFFICE
1439 NORTH QUINCY STREET
ARLINGTON, VA 22207
703-228-2481



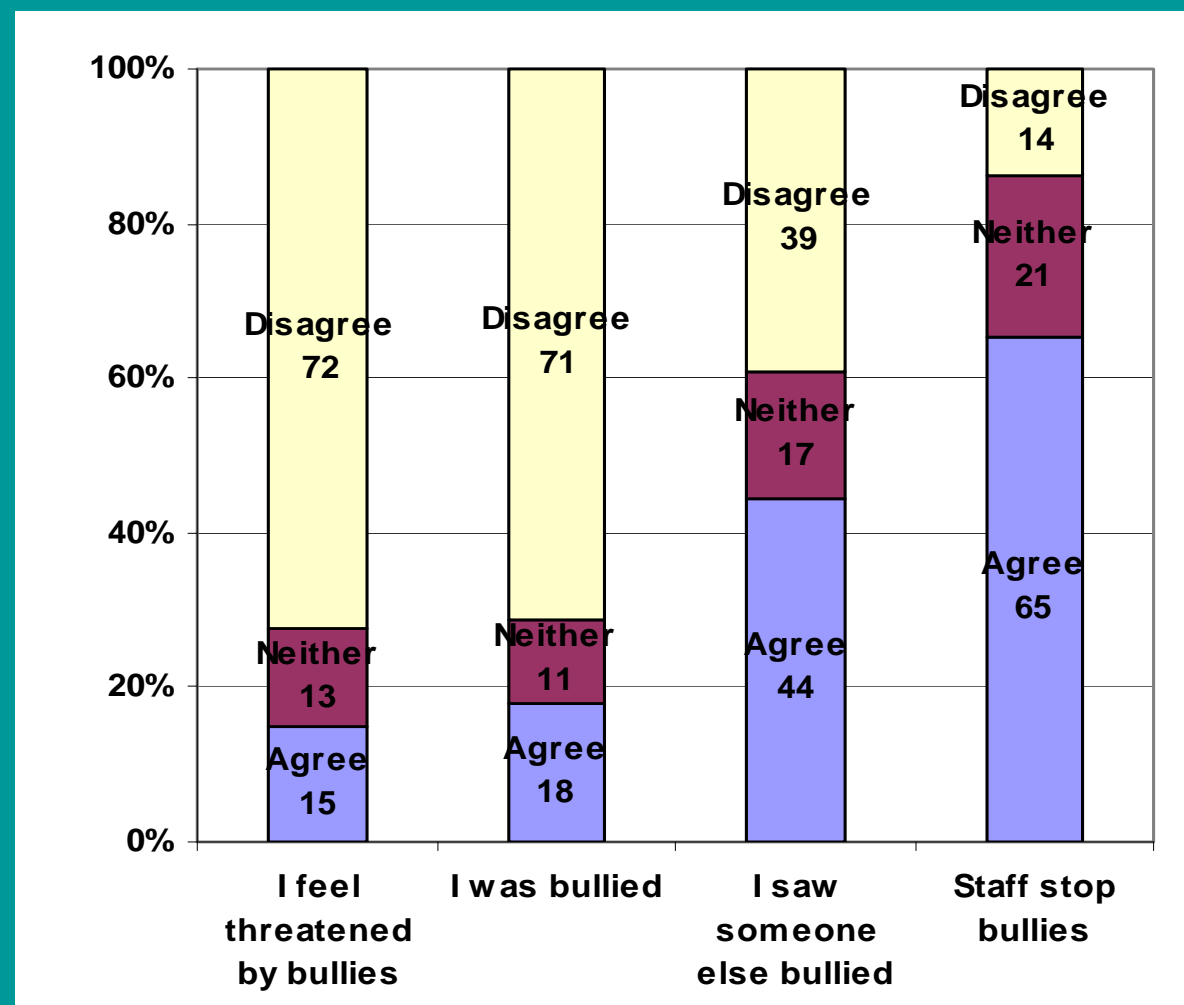
Reporting on Goal 3: Responsive Ed School Climate

	All Students		Elementary		Middle School		High School	
	2004	2007	2004	2007	2004	2007	2004	2007
Feel safe	81	84	84	89	77	68	79	84
Disagree	7	5	7	5	4	9	9	5
Feel valued	64	66	73	75	56	68	60	61
Disagree	14	11	11	10	18	9	14	13
Feel supported	71	71	77	84	65	72	67	65
Disagree	11	10	9	6	14	9	12	12
Feel welcomed	71	73	77	85	64	71	71	71
Disagree	10	9	8	7	10	11	10	7
Like School	51	51	62	59	43	51	49	48
Disagree	24	24	17	16	32	27	26	24



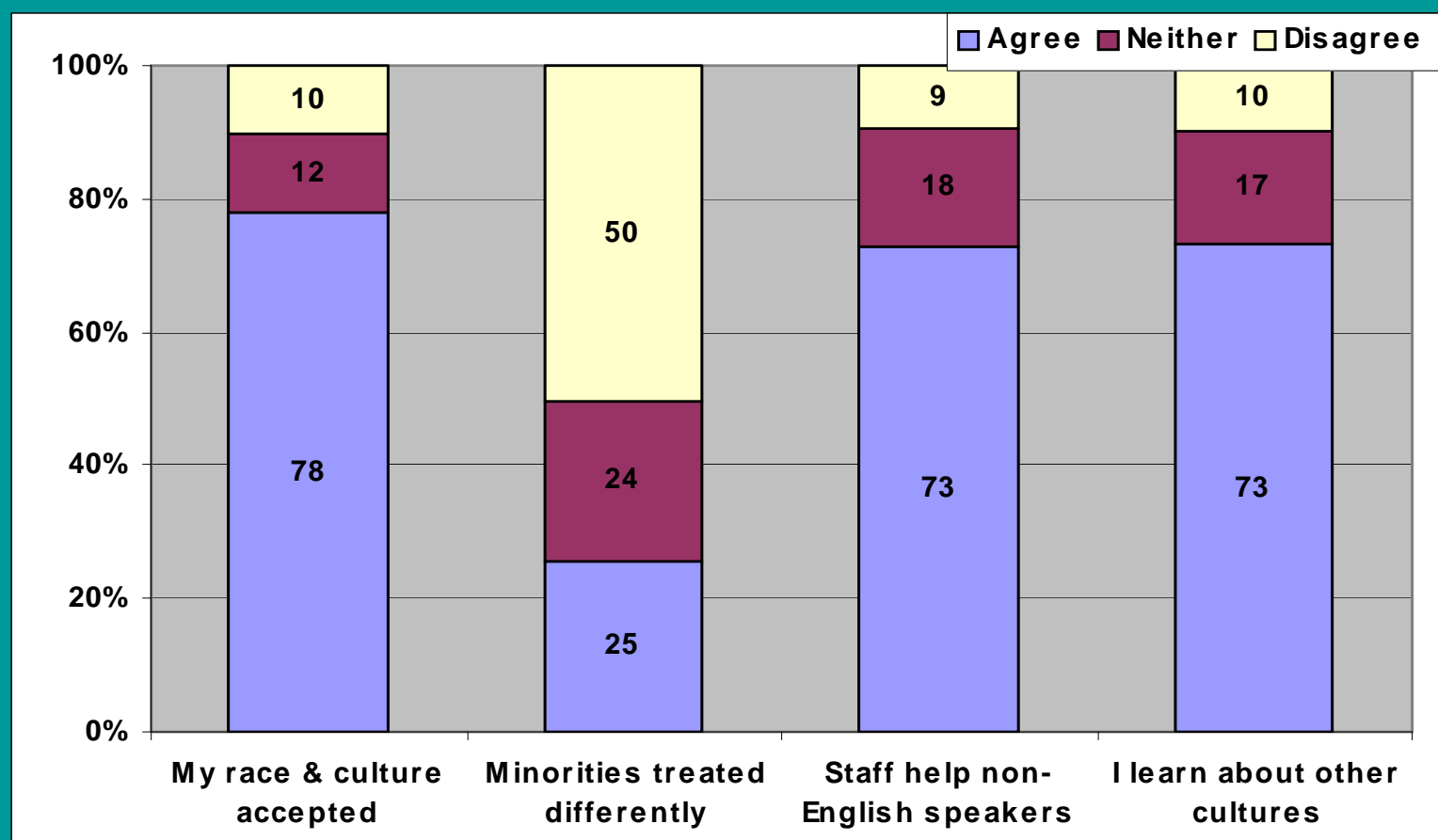
Reporting on Goal 3: Responsive Education

•School Climate: Bullying





Reporting on Goal 3: Responsive Education Cultural Competence





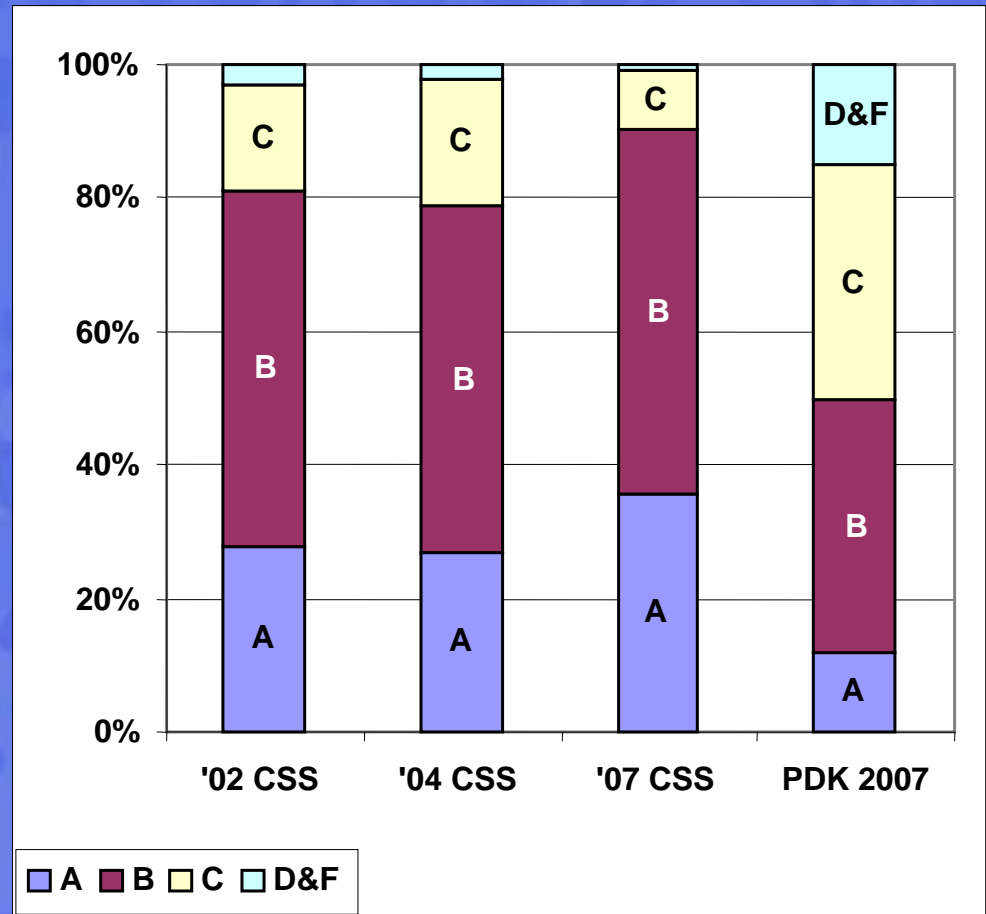
Reporting on Goal 4:

Build effective relationships with parents/community

Community grades for APS

2007 Community Satisfaction Survey

	A	B	A&B
2002	28	54	82
2004	27	52	79
2007	36	55	91
PDK07	9	34	43
Excludes "Don't Know"			





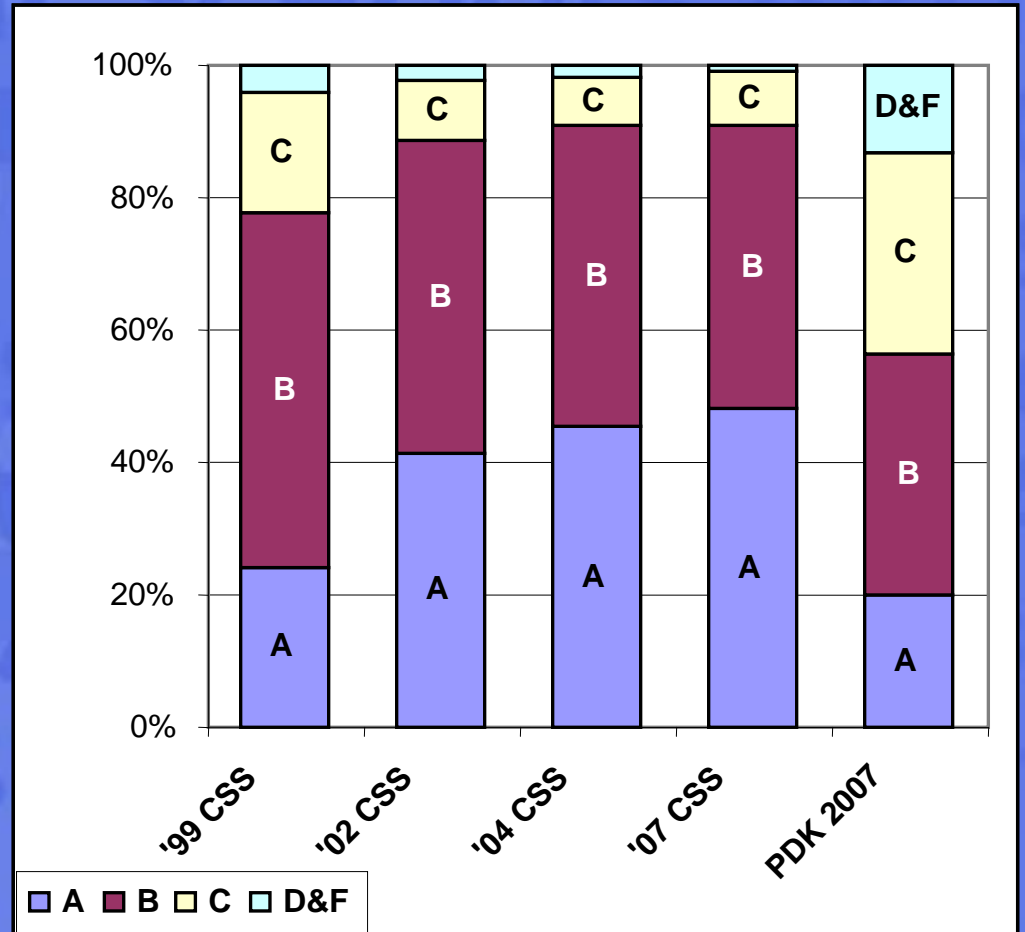
Reporting on Goal 4:

Build effective relationships with parents/community

Parent grades for APS

2007 Community Satisfaction Survey

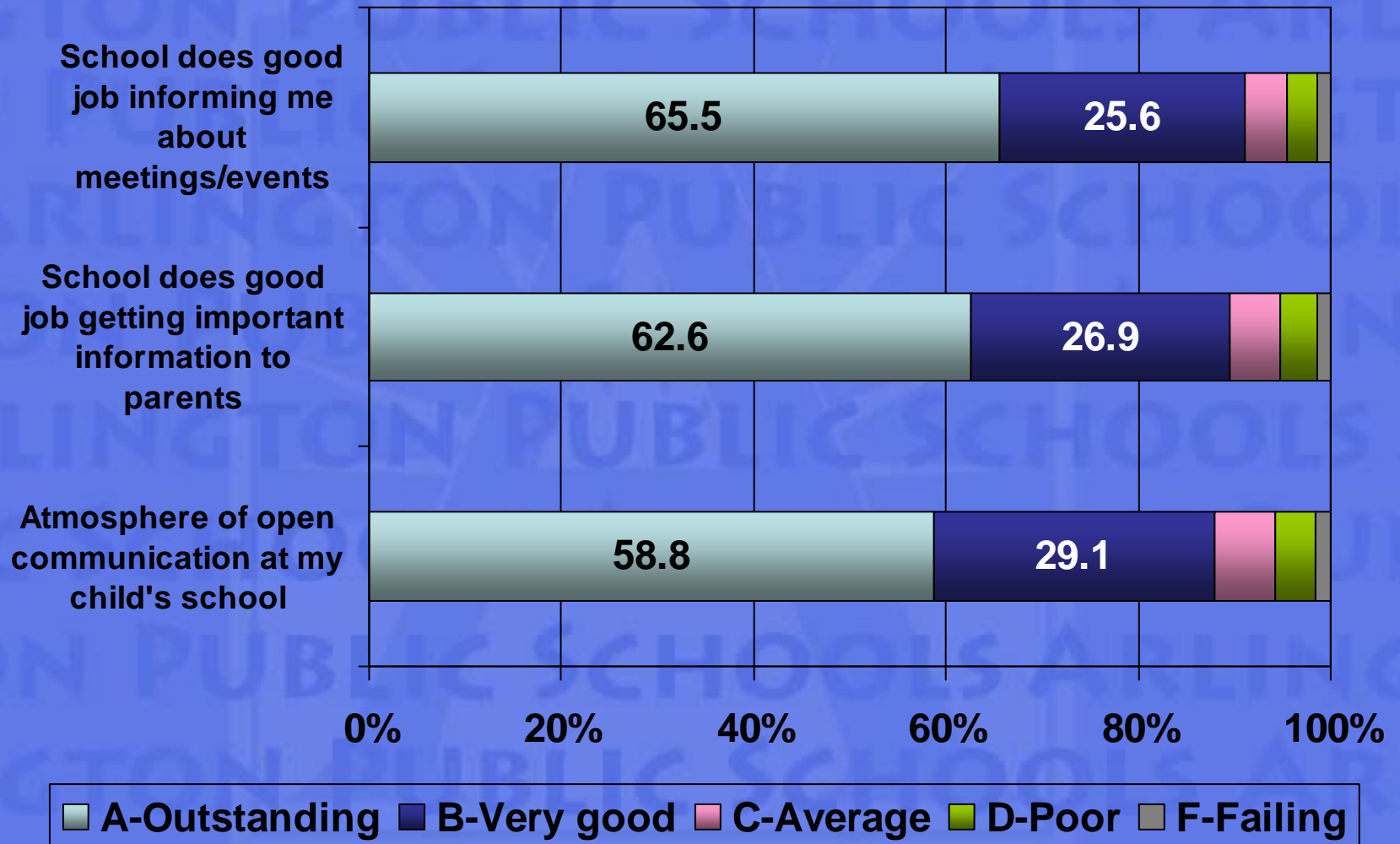
	A	B	A&B
1999	24	53	77
2002	40	46	86
2004	46	46	92
2007	48	43	91
PDK07	13	40	53





Reporting on Goal 4:

Build effective relationships with parents/community

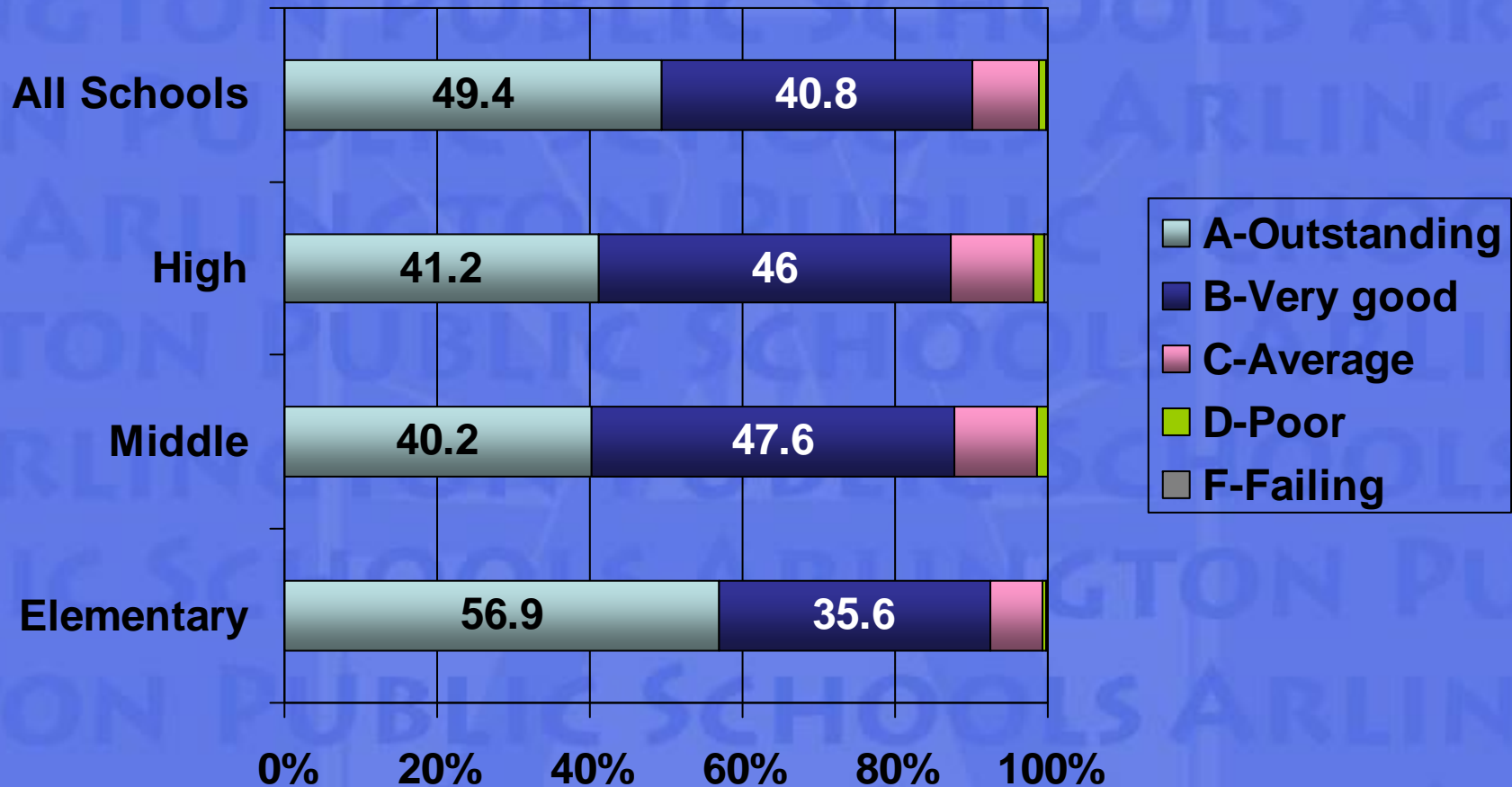


2008 Site-Based Survey



Reporting on Goal 4

Overall grade for my child's school



2008 Site-Based Survey



Arlington Teachers

- A 2098 Teachers
- A 117 National Board Certified (highest percentage in state)
- A \$71,229 average salary
- A 12 years average experience
- A 98.5% “Highly Qualified”
- A 23% B.A. highest degree
- A 73% M.A. highest degree
- A 4% Doctorate highest degree





Teacher Excellence Initiative

In November 2008, the School Board reaffirmed TEI:

A Teacher excellence must be encouraged, recognized, supported, and rewarded in a variety of ways, such as:

- respect for teachers and teaching
- fair and effective evaluation
- competitive compensation
- favorable class size
- sufficient planning time
- staff development
- professional growth opportunities
- current technology for staff and students
- quality instructional materials
- central office support
- safe and clean work places



Teacher Excellence Initiative-- continued

A Clear and fair evaluation and accountability of teaching performance are both desirable and achievable.

A Effective teacher evaluation systems:

- focus on improvement of student learning
- appreciate that most teachers perform well and want to improve
- acknowledge that teachers move through stages of professional development at variable rates
- recognize the power of self-initiated and collaborative inquiry.

A Additional compensation based on evaluated performance is both desirable and achievable



Technology Applications

- ERP (Enterprise Resource Planning) replaced ACG's "main frame" for financial, human resources, payroll, & purchasing
- Student Information System (*eSchoolPlus+*) will deliver student data to teacher desk-tops
 - Includes Parent Portal
 - Electronic Gradebook for teachers & parents
- Data Warehousing is in place once Parent Portal and Electronic Gradebook are ready



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