



Arlington Public Schools: Progress, Prospects & Potential

Arlington School Board

Presentation to the
Arlington Civic Federation

December 5, 2006

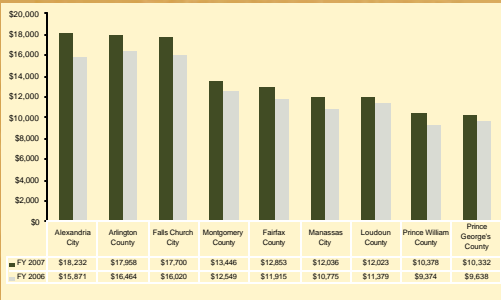


Progress & Comparisons





Cost Per Pupil Comparison



Washington Area Boards of Education (WABE), November 2006



SAT Scores

School Division	Average Math	Average Critical Reading*	Average Writing	Total	Percent of Seniors Taking Tests
Alexandria City	509	512	509	1,530	62.5%
Arlington County	545	544	531	1,620	72.0%
Fairfax County	563	545	535	1,643	76.0%
Falls Church City	577	568	564	1,709	75.0%
Loudoun County	528	525	508	1,561	76.5%
Manassas City	529	520	507	1,556	42.7%
Montgomery County	558	539	537	1,634	75.8%
Prince George's County	425	437	N/A	N/A	55.0%
Prince William County	504	507	493	1,504	43.7%

*Formerly verbal.

*Percent of seniors taking tests is SY 2004-2005 data.

Washington Area Boards of Education (WABE), November 2006



Recent APS Recognitions

- Named to top 16% public school systems by *Expansion Management*
- Recognized as "2005-06 Super System" by Southern Association of Schools & Colleges Council on Accreditation & School Improvement
- All 4 high schools in *Newsweek's* "Top High Schools in America" – 4th consecutive year
- Gunston MS received Wingspan Arts Best Documentary award in Film Festival at Lincoln Center for its student-produced claymation
- Wakefield received College Board's 2006 Inspiration Award



Recognitions, continued

- Wakefield's I ts Academic team captured Scholastic Bowl National District Championship for 4th consecutive year
- ATS Nature Girls environment club received County Dept of Environmental Services award for recycling & environmental ed efforts
- Barrett received \$10,000 Toyota Tapestry award recognizing innovative teachers
- Tuckahoe received "Sea World/Busch Gardens/ Fujifilm Environmental Excellence Award"



Recognitions, continued

- Taylor's fifth grade Odyssey of the American Mind team competed at Iowa State University for world title.
- Yorktown debate team won VHSL AAA State Championship
- Yorktown Girls Swim & Dive Team won First Place in VHSL State Championship
- Career Center students in TV production program took 1st, 2nd, & 3rd place in Virginia State Skills USA competition
- Students at H-B Woodlawn & Wakefield received six Cappies (Critics & Awards Program) awards at the Kennedy Center



Progress: AYP, NCLB, Assets and Program Evaluation





Making AYP in 2006

Up to 29 targets depending on group size larger than 50 students:

- | | | |
|------------------|--------------|-----------|
| White | Black | Hispanic |
| LEP | Disabilities | F/R Lunch |
| and All Students | | |

Students may count in more than one group.



Making AYP in 2006 More Difficult

- AYP Reading targets increased from 65% to 69%
- AYP Mathematics targets increased from 63% to 67%
- Testing in Reading and Mathematics was expanded at the elementary school level to include Grade 4, along with Grades 3 and 5
- Testing in Reading and Mathematics was expanded at the middle school level to include Grades 6 and 7, along with Grade 8



Making AYP in 2006

- 9 schools did not make AYP (11 in 2004-2005)
- 3 elementary schools did not make AYP (7 in 2004-2005)



Making AYP in 2006

- 2 schools (Abingdon and Barrett) that had been under NCLB sanctions made AYP for the second consecutive year and are out of sanctions
- 2 schools (Carlin Springs and Randolph) that are under NCLB sanctions made AYP for the first year, if they make AYP this year then they will be out of sanctions
- There are no NCLB sanctions for non-Title I schools that do not make AYP



Planning to Make AYP in 2007

- APS Strategic Plan
- APS Improvement Plan for Reading
- School Management Plan
- School Improvement Plan



School-Based: Data Analysis

- Data analysis of test scores, individual student performance, question analysis, and identification of targeted students
- Continued role of Lead Teacher Leadership Team for data analysis and strategic planning
- Targeting instructional materials to students' instructional levels
- Increased use of monitoring checklists to track individual student's services
- Ongoing use of diagnostic assessments in reading and math for instructional decision-making



School-Based: Strategies

- Analysis of past strategies and their impact on student success
- Increased use of instructional checklists
- Continued study of exemplary project impact on student success -- review and revision
- Focused "literacy" nights to involve parents
- Consistent implementation of SOL remediation at the elementary level through the use of the *Voyager* program for Reading and *Math Buddies* for Mathematics
- Continued implementation of before and after school programs such as Project GO and HOTS



School-Based: Professional Development

- Participation in central office professional development and remediation programs and activities
- Continued use of staff meeting time for professional development
- School-based professional development focus such as *Teachers as Readers*
- Department and grade level meetings focused on instruction and performance



Central Office Support Targeted to Schools Not Making AYP

- Focused, consistent professional development such as Early Reading Strategies Institute (ERSI), Guided Reading and Writing, Math Investigations, and Lucy Calkins Primary Writing
- Focused, consistent remediation that is tied to the instructional program
- Continued collaboration between the Departments of Instruction and Student Services on the delivery of reading instruction



Central Office Support Targeted to Schools Not Making AYP

- Increased targeted support to schools for continuity of instruction both across and within grades
- Targeted support for new teachers through modeling and coaching
- Last year, adopted K-12 textbooks in mathematics and 6-12 textbooks in English, including materials for special education and ESOL/HILT
- This year, evaluation of K-5 English materials in reading and writing, again including special education and ESOL



Follow-up to Program Evaluation: Selected Examples

- Elementary English Language Arts & Title I (Fall 2006)
 - Adopting teaching materials based on evaluation findings (e.g., inclusion of explicit instruction of oral language)
 - Professional development courses workshops offered in areas of weakness (e.g., writing process, grade 4 guided reading)



Follow-up to Program Evaluation: Selected Examples

- School & Community Relations Department (Spring 2006)
 - Communicated results of “Secret Shopper” visits and calls to all schools for principal follow-up
 - Customer Service training provided for:
 - All administrators
 - Transportation Staff
 - Coaching Staff
 - Other school staff



Follow-up to Program Evaluation: Selected Examples

- Immersion (Spring 2006)
 - Specific staff development on:
 - Implementation of consistent reading program aligned with APS reading program
 - Development and implementation of a consistent Spanish language arts curriculum



Follow-up to Program Evaluation: Selected Examples

- Mathematics (Spring 2005)
 - Focused Professional Development for teachers on Investigations Approach
 - Introduced new K-12 teaching materials based on program evaluation



Follow-up to Program Evaluation: Selected Examples

- Secondary English Language Arts (Spring 2005)
 - Curriculum development to remedy reported weaknesses in explicit reading and writing instruction
 - Professional development to remedy reported weaknesses in explicit reading and writing instruction





Then and Now: Asset Levels

	2001	2003	2006
Average	19	19	20
0 to 10 Assets	15%	14%	11%
11 to 20 Assets	44%	44%	44%
21 to 30 Assets	33%	33%	35%
31 to 40 Assets	8%	8%	10%

Arlington Partnership on Children, Youth and Families, 2006



Young People Are "Better Off" Comparing survey data from 2001 and 2006

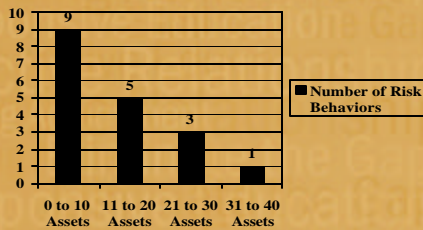
- Significantly *more* young people reported:
 - 13 of 40 assets (five of the external assets and eight of the internal assets)
 - 2 of 8 thriving behaviors (maintaining good health and overcoming adversity)
- Significantly *fewer* young people reported
 - 3 of 10 high-risk behaviors (depression/suicide, antisocial behavior, and school problems.)
 - 2 of 5 developmental deficits (being left home alone or TV overexposure)
- Other indicators showed no significant change

Arlington Partnership on Children, Youth and Families, 2006



Assets Affect Behavior

Low-asset youth report far more risk behaviors.



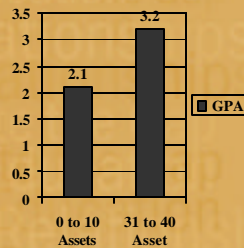
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High-Asset Youth Have Higher GPAs

Boosting Student Achievement
<http://www.search-institute.org/research/Insights>

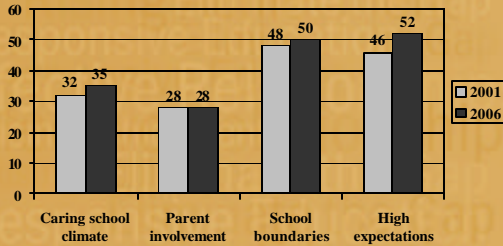
- Study linked school records with Assets (GPA is not self-reported)
- Study controlled for gender, race, ethnicity family composition, and SES



Arlington Partnership on Children, Youth and Families, 2006



Changes in School-Related Assets

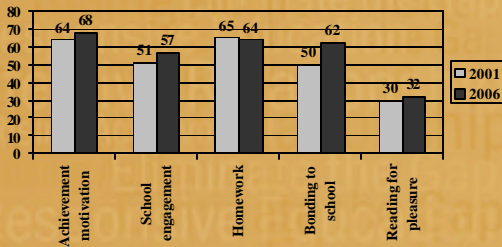


External Assets

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Changes in School-Related Assets

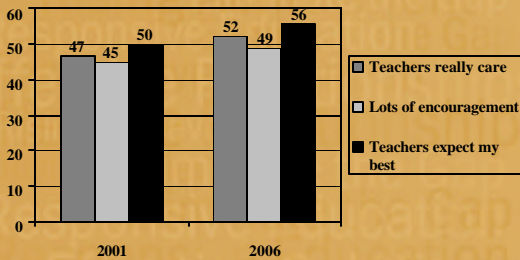


Internal Assets

Arlington Partnership on Children, Youth and Families, 2006



Survey Questions Related to Teachers' Behaviors



Arlington Partnership on Children, Youth and Families, 2006



Measuring Parent Involvement

Search bases the asset on these four questions.

- Helping with school work
- Talking to student about what he/she is doing in school
- Asking about homework
- Going to meetings or events at school

*Note: To have this asset, young people must have parents who do **all** of these things!*

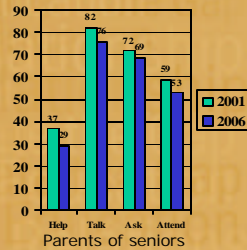
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Changes in Asset Components

Key problem with parent involvement is that parents don't know how to be supportive of older teens—they have grown less supportive over time.

- No statistically significant changes in assets from 2001 to 2006
- Did see offsetting changes in questions
 - Increases for 6th grade
 - Decreases for 12th grade
- Fewer parents helping with school work, all grade levels



Arlington Partnership on Children, Youth and Families, 2006



Rising Achievement: Closing the GAP





Year	Asian	Black	Hispanic	White	Total
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

%
Passed

Raise achievement and eliminate gaps: SOL results



Year	Asian	Black	Hispanic	White	Total
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

%
Passed

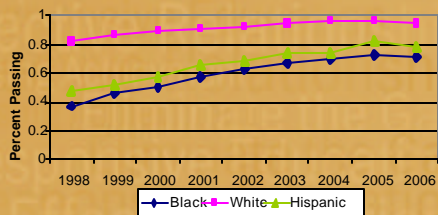
%
Point Gap

Raise achievement and eliminate gaps: SOL results



Raise Achievement & Eliminate Gaps: SOL Results

Combined Results for Black, Hispanic & White Students
Gr. 3, 5, 8, and End of Course SOL Pass Rates





To Effectively Address Achievement Gaps:

- **Must admit that you have a problem**
 - Put data front-and-center and present in a form that all can understand
 - Measure and report progress consistently
- **Goal must be a priority for everyone**
 - Must be addressed by every school and every teacher
 - Must be reflected in system, school, department, administrator and teacher plans
- **Interventions must be early, consistent and address key variables**



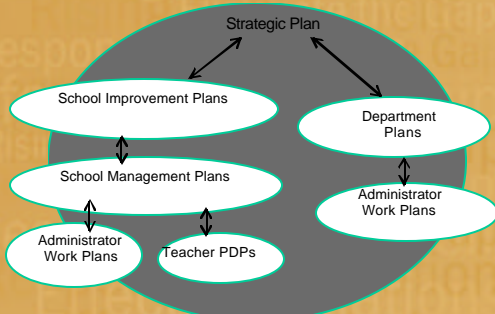
Key Variables in Eliminating Achievement Gaps

- ✓ Expectations
- ✓ Quality of teaching & classroom interactions
- ✓ Access to opportunities
- ✓ Support, involvement of parents & community





Planning and Management Process





Environmental Landscape





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