

**County Board Data Requests**  
**July 27, 2015**

**Student Achievement**

Every parent desires the best possible education for their children. As families look for homes and think about schools, paramount in each mind is the question of how “children like mine” are doing in the school. Arlington has for decades been committed to ensuring high expectations for all our students. In a diverse community like Arlington, test scores do not reveal all there is to know about any school's achievement; equally important are the educational strategies, teacher qualifications and resources available to the school. As the key funders of public education in Arlington, our questions seek to understand both sides of the equation.

A. Please provide:

1. SOL scores and number of students tested for each elementary school for the last 5 years for
  - non F/R lunch students by ethnicity
  - non-ELL students by ethnicity
  - non- special education students
  - countywide averages for the above groups
2. SOL scores and number of students tested for each elementary school for the last 5 years for all required demographic categories as well as county-wide and statewide averages for the same groups
3. Resource allocations and staffing strategies (planning factors, instructional grouping practices, in-school supports, Title I etc) employed to meet the varying educational needs of students.
  - Please discuss whether varying mobility rates have any impact on how the School Board allocates educational resources
  - to the extent that you have comparisons – regional, national through the Minority Student Achievement Network or recent research (like the Fordham study) - please provide those
4. Number of teachers:pupils per school (teachers defined as those who have assigned responsibility for particular students and their progress - not MIRTs, Reading specialists or gifted resource teachers as examples)
  - Teacher turnover by school for each of the past 4 years with retirements removed
  - # and % of all teachers at each school who have Masters or Doctorates
  - # and % of all teachers at each school who are Board certified
  - average tenure of full faculty
  - any state or national comparable ratios or percentages

## Student Mobility

The Washington Post carried a story on 7/5/15 titled "DC Hopes to Slow Student Mobility," which noted that high levels of student movement in and out of a school "makes schooling more difficult for children and teens, interrupting routines, learning, and formative relationships with friends and teachers. The flux is also hard on schools, as teachers and counselors must constantly adjust to changing classrooms." Our data requests are intended to help us understand the extent of student mobility in Arlington overall, in individual elementary schools, and in a selected market rate rental property and several committed affordable properties.

B. Attached to this email is a spread sheet that has the addresses from a number of Arlington rental properties – both committed affordable and market rate. While this is a small sample, we believe that filling in the spreadsheet will give us a window on our circumstances and help us understand a couple of key issues:

1. Does student mobility change if a property moves from market rate affordable (MARK) to committed affordable (CAF)? We have asked for data in two school years – one while the building was a MARK and last year, when the buildings were CAFS
2. Are students in MARKS more likely to move than students who live in CAFS?
3. Is there a difference in F/R lunch participation between residents of MARKS and CAFS?
4. Are there any discernable Academic Performance (SOL or other measure deemed appropriate by APS) differences among these two groups of students and do any differences have an impact on overall school performance?

C. Please provide a graph that shows countywide elementary growth from September 2002 - June 2015 in

1. total student enrollment,
2. free and reduced lunch students,
3. HILT students (those needing the most intensive language learning assistance, and
4. ESOL students (those language learners more likely to be in their regular classroom for a good portion of the day).

In addition, please display those same populations for each elementary school using Sept 2002 and the latest counts for the 2015 school year that are available.

If possible, please indicate any change in populations by type of housing using the general housing categories that APS currently uses.

D. Please provide confirmation that:

- Between 2002/03 and 2014/15 school enrollment increased by 6,832 students (from 17,725 in 2002/2003 to 24,557 in 2014/15)
- From 2002/03 to 2014/15 the number of free and reduced lunch students increased by 403 students (from 7,313 in 2002/2003 to 7,716 in 2014/15)
- The percentage of students in the free and reduced lunch program decreased in 9 out of 10 schools located in south Arlington between 2002/03 and 2014/15.

E. Please provide for as many elementary schools as possible:

1. Student turnover data (total number of students enrolled at any time September –June compared to September 30 count and May enrollment count). If turnover is significant in any particular program – e.g. Title I, special education, ESOL-HILT, gifted - please note that as well.
2. Number and percentage of 2015 5<sup>th</sup> graders who were enrolled at the school for 4 or more years.
  - If possible, note the number and percentage of these 5<sup>th</sup> graders who were receiving F/R lunch assistance or were classified language minority for SOL purposes